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AVAILABILITY OF EDUCATIONAL
OPPORTUNITIES FOR NEGROES IN
HUNT COUNTY IN 1946-1947

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AVAILABILITY OF EDUCATIONAL OPPORTUNITIES
FOR NEGROES IN HUNT COUNTY IN
1946-1947

By

Cottrell M. Mosby

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

In The

Graduate Division

of

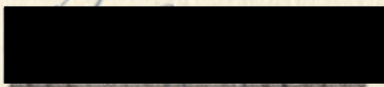
Prairie View Agricultural and Mechanical College
Prairie View, Texas

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of Master of Science.


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C.M.M.

DEDICATIONS

To My Devoted Wife,

Mrs. Jessie T. Mosby

and

My Son-

David Cottrell,

I dedicate this thesis.

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CHAPTER I
INTRODUCTION

The importance of education in the establishment and maintenance of our democratic way of life has been recognized even from the founding of our nation and our state. If education, in its broadest sense, is such a vital factor in the life of our Nation; if it is truly, "the guardian genius of democracy," then it should be the concern of the state to see that all, regardless of race or color, receive the kind of education that will help develop good citizenship.

A realistic approach to the important study of Negro education, will try to discover principles that will lead to a better understanding of the problem. The following principles formulated by a committee of Southern Educators¹ will help us to better direct our thinking and efforts relative to Negro education:

1. That the Negroes are American citizens and are entitled to the rights, privileges and obligations that inhere under the Constitution of the United States.
2. That the process of education for Negroes should be directed as to develop to the highest his economic, physical, educational, and cultural assets for both himself and society.
3. That the democratic way of life is based on a Christian concept of civilization, therefore

¹Work, G. A. and Lesser, A. O., Rural America Today,
p. 358

education for Negroes should be so organized as to magnify the value of the individual and to develop in him a consciousness of the dignity and importance of personality.

4. That educational facilities and opportunities and compensation based on equal qualifications and abilities should be provided to the end that ultimately all discriminations that affect either the majority group or the minority groups shall be removed.

These guiding principles which should govern Negro education in general will also form the basis of approach to the study of Negro Education in Hunt County. Charles S. Johnson says, "Next to the family, the school is the social institution that most strongly influences youth."¹ The questions are therefore: Are Negro pupils of Hunt County receiving the benefits of education to which they are entitled? Are the schools giving the training that will enable them to take their places as worthy members of society? With these questions in mind, the present study was made in an effort to determine, by collection and examination of factual data, whether or not the Negro pupils of Hunt County were being afforded just an equitable educational opportunities.

Method and Source of Data

The greater part of the data for this study was derived from school reports and from reports of teachers and

¹Johnson, C. S., Growing Up in the Black Belt, p. 102

superintendent of schools of Hunt County. The writer personally visited each school in the county to collect the data at first hand and to see conditions as they actually existed.

Information pertaining to the geography of the county was found in the Texas Almanac and State Industrial Guide.¹ While information relative to the population trends was secured from the United States Census Report.

The informative work "Growing up in the Black Belt" by Charles S. Johnson, helped the writer to a fuller understanding of the problems of Negro life and education in the South.

Valuable aids were also found in the Thirty-fourth Biennial Report, Texas State Department of Education.²

Purpose of the Study

It is hoped that this study might, by giving an accurate account of the present situation, arouse the school leaders to devise means of improving existing conditions.

It was not the intent of the writer to point out the faults of the school system in order to criticize favorably or unfavorably those in charge of the administration. Reference to conditions in any of the schools studied could not be placed entirely upon the present administration.

¹Texas Almanac and State Industrial Guide, 1947-1948, p. 482

²Thirty-fourth Biennial Report, Texas State Department of Education

Scope and Limitations

This study embraces all of the Elementary and Secondary schools in Hunt County. But is limited to the Negro schools under the public school system. This study is limited to the year 1946-1947 in order to get an actual picture of conditions as they existed before the Standardization Law was passed, which forced some schools to make needed improvements in curriculum, teaching personnel, equipment, and the physical plant. The writer began this study during the year 1946-1947 and hopes with this year as a base to gauge the amount of progress that has been made to the present.

Statement of Problem

The writer has set for himself this task, namely, to study the educational opportunities available to Negro youth in Hunt County with respect to both quantity and quality available as of the school year, 1946-1947.

Related Studies

Ralph McIntosh¹ used for the subject of his thesis in 1940 "History of Education in Boone County." It gives a summary of the historical and geographical background of the county and the development of education, stressing

¹McIntosh, Ralph, History of Education in Boone County

buildings, length of term attendance, curriculum, teacher qualifications and salaries, financial support, trustees and Negro education. He recommends the consolidation of a number of schools, transportation in keeping with the consolidation program and with road construction, supervision by a competent supervisor and strict enforcement of the compulsory attendance law.

While E. E. McMullin¹ in his History of Education in Posey County," in 1949 shows that the early schools were private schools subscribed to by the patrons; the Rappities placed little emphasis on a school and education because of celibacy; there were few children and that few who planned to study medicine were sent to college, and the others went into some trade at 14. He describes the educational attempts of William MacLure, who was interested in the industrial school in which the pupils were to earn their way through school by working in industries. He shows the various movements that were carried on until they were incorporated in the school systems of today.

Weldon Arthur Smith² in 1940 wrote on "History and Development of the Schools of Arkansas County and Plan for the County Unit System." Traces the early history of the schools from 1884, with special emphasis on the administra-

¹McMullin, E. E., History of Education in Posey County

²Smith, Weldon, The History and Development of County Unit System

tion of school from 1935 to 1940, scholastic and school membership trends, school administration units, grade distribution, pupil cost, grade-load and pupil load per teacher, revenue and expenditures, and physical plants.

Parker in his thesis on "The Development of Education in Coconino County," shows that growth of school districts and school population was slow until about the end of the World War; that through consolidation of schools and urban tendencies of the population, the number of schools decreased one-third, but there was a steady increase in the average daily attendance of pupils during the last decade.

¹Parker, Paul E., The Development of Education in Coconino County

CHAPTER II

HUNT COUNTY IN 1946-1947

For a fuller appreciation of the level of educational achievement and of the possibility of achieving, it is the writer's opinion, that some knowledge of the physical, financial and education conditions of Hunt County should be understood. Therefore in this Chapter, some important facts concerning this county will be presented.

Description of Hunt County. -- Hunt County was created and organized in 1846 from Fannin and Nacogdoches Counties, and was named for General Mumucan Hunt, Minister from the Republic of Texas to the United States, and later Secretary of Navy of the Republic of Texas. Hunt County has an area of 893 square miles and a population of 48,793 persons, 6,288 of whom are Negroes.

Hunt County is an important agricultural county in the blackland prairies of Texas. The soil is largely black and waxy, with some loam and sand which makes it suitable for truck and fruit growing. The county is exceptionally well drained by two branches of the Sulphur River and the Sabine River, and by Lake Fork Creek. Average crop yields have included 35,271 bales of cotton, 968,618 bushels of corn. Oats, hay and other feedstuff, pecans, peaches, blackberries and other fruit and truck are marketed.

Hunt County is also situated in the fast growing

dairying region of Northeast Texas, and ranks high in the production of milk (4,582,296 pounds in 1945) and butter, (955,538 pounds in 1945). At present much attention is being given to producing a higher grade of Jerseys for milk production, and Herefords for beef cattle.

Greenville, the county seat of Hunt County, with a population of 17,500, is a growing wholesale and retail center. It is an important cotton center for North Texas, with gins, a cotton compress, cottonseed oil mills, and a shortening plant. Other industries of the city include a garment factory, a rayon underwear factory, a flour mill, and a furniture plant.

Commerce, located in the Eastern part of the county, is a trade and commercial center, with a cottonseed oil mill, three gins, two mattress factories and a garment factory. The East Texas State Teacher's College is located in Commerce.

Other towns of the county are Wolfe City with a population of 1,405; Celeste with a population of 803; Lone Oak with a population in 720; Quinlan with a population of 512; Campbell with a population of 416; and Caddo Mills with a population of 390.¹

General Population Trends. -- The distribution of

¹Texas Almanac and State Industrial Guide, 1947-1948, p. 482

the general population of Hunt County is shown on the next page. This Table shows the general population for each ten-year period, including the Negro, the per cent of Negro population for each ten-year interval, and the population of the city and towns in the county for the period between 1900-1949.

The general population of the county increased from 47,295 in 1900 to 48,116 in 1910, and reached 50,350 by 1940. Then a decline in the general population trend of the county from 49,106 in 1930 to 48,703 in 1940, is noted according to the United States Census report. In spite of the fact that the total Negro population of Hunt County showed a slight decrease during the decade from 1920 to 1930, the percentage of Negro population increased noticeably. Furthermore, the Negro population increased steadily from 9.2 per cent in 1900 to 12.0 per cent in 1940

Table I also gives the population in the principal cities and towns in Hunt County by ten year intervals from 1900 to 1940. Only two of the cities have had a steady increase in population; namely, Greenville with a population of 6,960 in 1900 increased to 13,995 in 1940, and Commerce with a population of 3,000 in 1910 had increased to 4,699 in 1940.

Other towns of the county, Wolfe City, Celeste, and Caddo Mills have had decreases in population, Lone Oak had an increase in 1930, but showed a marked decrease in 1940.

TABLE I. GENERAL POPULATION TRENDS BY THE TEN-YEAR INTERVAL, SHOWING TOTAL COUNTY POPULATION, NEGRO POPULATION, PER CENT OF NEGRO POPULATION, TOTAL POPULATION OF CITIES AND TOWNS WITHIN HUNT COUNTY, 1900-1940¹

Year	1900	1910	1920	1930	1940
Total County Population	47,295	48,116	50,350	49,106	48,793
Total Negro Population	4,340	4,579	5,713	5,653	6,288
Per Cent of Negro Population	9.2	9.5	11.3	11.5	12.9
Greenville	6,860	11,000	12,384	12,407	12,995
Commerce	*	3,000	3,842	4,267	4,699
Wolfe City	*	1,800	1,859	1,405	1,339
Celeste	*	2,000	1,022	802	730
Lone Oak	*	750	720	1,017	735
Caddo Mills	*	*	*	*	390

¹United States Census Report

*NOT AVAILABLE

A further study of the Table shows that there has been a slight increase in the total population of the county, while there has been a steady increase in the Negro population, with an increase from 4,340 Negroes in 1900 to 6,288 Negroes in 1940. It is significant to note that the propor-

tion of the Negro population has risen from 9.2 per cent of the total population in 1900 to 12.0 per cent of the total population in 1940. Naturally this increase in the total Negro population in the county has brought additional educational problems among the Negro population. However, the study of illiteracy among the Negroes of Hunt County as shown in Table II indicates that the educational program of the past has probably not met the educational needs of the Negroes within the county.

Illiteracy Among Negroes in Hunt County. -- Table II shows the total Negro population of the county, the total per cent of Negro population, the illiteracy of Negroes ten years old or older, and the percentage of illiteracy. In 1900 the per cent of Negro population was 9.2 of the total population of the county. For the same period there were 1,086 illiterate Negroes over ten years old in the county. From 1900 to 1940 the percentage of Negroes with reference to the total population steadily increased as indicated by Tables I and II. During this period the rate of illiteracy greatly decreased; but was still high, with more than 629 illiterate Negroes over ten years of age in 1940; totaling more than ten per cent of the total Negro population. It is significant to note that the per cent of illiteracy among Negroes has decreased from 26 per cent to 10 per cent during the period between 1900 and 1940. The rate of illiteracy has probably decreased during the last six years, yet

the high rate of illiteracy among the Negro population of the county justifies a study of the present educational conditions in an effort to determine whether or not the present educational program can, among other things, reduce illiteracy among the Negroes.

But since the county is a fertile field for migratory labor it is possible that this shifting of jobs helped to raise the percentage of illiteracy of the county. Therefore it may not be entirely the fault of education.

TABLE II. PERCENTAGE OF ILLITERACY AMONG POPULATION BY TEN-YEAR INTERVALS OF HUNT COUNTY, 1900-1940

Year	Negro Population	Per Cent of Population	Number of Illiterate	Per Cent
1900	4,340	9.2	1,088	25
1910	4,570	9.5	839	19.3
1920	5,713	11.3	704	16
1930	5,653	11.5	612	13.9
1940	6,288	12	629	10

*Illiterates are persons unable to read and write.

Administrative Units.-- Table III¹ shows all the districts by name, the Negro schools, and indicates the

¹County Superintendent Office Records, 1946

location of the Negro Common Schools and the Negro Independent Schools.

The seven Negro Independent Schools of the county are administered by local boards of white trustees of seven members each. These seven Negro Independent Schools employ a total of twenty-four teachers. Three Negro Common Schools, located in white districts, are administered by boards of white trustees and one, St. Paul in District 53 is administered solely by Negro trustees.

TABLE III. NEGRO COMMON AND INDEPENDENT SCHOOL DISTRICTS OF HUNT COUNTY IN 1946-1947

Independent Negro Schools	:	Common Negro Schools
Caddo Mills	:	Middle Sulphur
Celeste	:	Savannah
Commerce	:	St. Paul
Greenville	:	Strip
Lone Oak	:	
Quinlan	:	
Wolfe City	:	

There are eleven Negro local administrative units in the county, seven of which are administered by independent school boards, while four are administered by the local common school boards under the limited supervision of the county board of five members and of the County Superintendent, both of which are elected by the people.

Most of the Negro pupils living in white common school districts which did not afford them educational advantages were transferred into St. Paul School. It is the opinion of the writer that even more centralization of Negro pupils will bring additional educational advantages to the Negro pupils of the county. Further reference will be made to this topic in the recommendations in the final Chapter.

CHAPTER III

PUPIL POPULATION

This Chapter will present data on the Negro youth of Hunt County, with special reference to the number of scholastics available, to show how well these scholastics have taken advantages of the educational opportunities by enrolling and regularly attending the schools of the county. It will also show the districts from which these pupils come and the transportation available to them.

Distribution of Scholastics. -- Table IV shows the number of Negro scholastics living in common school districts of Hunt County for the year 1946-1947. According to this Table there were many scholastics living in common school districts of the county where there were no educational facilities available for Negroes. Three of the four Negro common schools, Middle Sulphur, Savannah, and Strip were located in white districts. St. Paul was the only Negro common school located in a Negro community, where there was a Negro common school district. From this Table we note that there were only 87 scholastics living in the St. Paul School District and there were 223 scholastics transferred into the district from other districts where educational facilities were not available. According to this Table there are 524 Negro scholastics living in all of the common school districts of the county.

TABLE IV. DISTRIBUTION OF NEGRO SCHOLASTICS IN ALL COMMON SCHOOL DISTRICTS OF HUNT COUNTY, INCLUDING DISTRICTS WITH NEGRO SCHOOLS, 1946-1947 *

Name of District	Number of Scholastics	Number of Transferred In	Number of Transferred Out
Burrow	1	0	1
Center Point	32	0	32
Clinton	16	0	16
Columbia	16	0	16
Concord	8	0	8
Crescent	6	0	6
Dison	15	0	15
Donelton	7	0	7
Durham	2	0	2
Farlie	1	0	1
Graham Point	3	0	3
Harris Chapel	4	0	4
Hope	2	0	2
Jacobia	20	0	20
Kinser	10	0	10
Lake Fork#	8	0	8
Lane	2	0	2
Lansdale	8	0	8
Liberty	8	0	8
McFarland	7	0	7
McLead	2	0	2
Merrick	10	0	10
Mexico	10	0	10
Middle Sulphur	37	0	37
Newland	10	0	10
Peniel	9	0	9
Pleasant Valley	3	0	3
Prairie Hill	1	0	1
Sabine	4	0	4
Salem	12	0	12
Savannah#	116	0	10
Shady Grove	3	0	3
St. Paul	87	223	0
Stringtown	2	0	2
Strip	18	0	0
Tidwell	4	0	4
Union Hill	11	0	11
Wolfe City	7	0	7
Total	524	0	291

*County Superintendent's Office Records, 1948

#Districts with Negro Schools

The distribution of Negro scholastics according to Negro common school districts of Hunt County is shown in Table V. This Table shows the total number of scholastics transferred in and out of the Negro common school districts.

TABLE V. DISTRIBUTION OF NEGRO SCHOLASTICS IN NEGRO COMMON SCHOOL DISTRICTS OF HUNT COUNTY, 1946-1947*

Name of District	Number of Negro Scholastics	Number of Scholastics Transferred In	Number of Scholastics Transferred Out
Middle Sulphur	37	0	15
Savannah	116	0	10
Strip	18	0	1
St. Paul	87	223	0
Total	258	223	26

*County Superintendent's Office Records, 1947

Table VI shows the distribution of Negro scholastics in all of the Independent School Districts of Hunt County for the year of 1946-1947. A study of this Table shows that there were 984 Negro scholastics in the Negro Independent School Districts of the county, including those in Campbell, Floyd, and Merit Independent School District, where no educational facilities were available. Sixty of the scholastics living in the independent school districts were transferred to Negro Independent School Districts.

TABLE VI. DISTRIBUTION OF NEGRO SCHOLASTICS IN ALL INDEPENDENT SCHOOL DISTRICTS OF HUNT COUNTY, 1946-1947*

Name of District	Number of Scholastics	Number of Scholastics Transferred In	Number of Scholastics Transferred Out
Caddo Mills	18	9	0
Campbell	23	0	20
Celeste	47	0	0
Commerce	108	6	0
Floyd	7	0	7
Greenville	580	12	6
Lone Oak	74	6	13
Merrick	14	0	14
Quinlan	45	8	0
Wolfe City	68	0	0
Total	984	41	60

*County Superintendent's Office Records, 1946

Enrolment According to Size of School. -- Table VII shows the size of schools, the number of teacher personnel, the number of pupils, the percentage of pupils enrolment, and the average pupil-teacher ratio in the various Negro Common Schools of Hunt County, for the year of 1946-1947. A study of this Table shows that 50 per cent of the Negro common schools of the county were one-teacher schools, having an enrolment of 7.4 per cent of all Negro pupils. They

had an average pupil-teacher ratio of seventeen. One three-teacher school, had 25 per cent of the Negro common schools, enrolled 100 pupils, or 18.1 per cent of all common school pupils, with an average pupil-teacher ratio of thirty-three and one-third; while one ten-teacher school, 25 per cent of the Negro common schools, enrolled 210 or 74.5 per cent of the common school pupils, with an average pupil-teacher ratio of 31.

TABLE VII. SIZE OF SCHOOLS, NUMBER OF TEACHERS, ENROLMENT AND AVERAGE PUPIL TEACHER RATIO OF NEGRO COMMON SCHOOLS OF HUNT COUNTY, 1946-1947*

Size of Schools	Number of Schools	Per Cent	Number of Pupils Enrolled	Per Cent	Average Pupil-Teacher Ratio
One Teacher	2	50	34	7.4	17
Two Teacher					
Three Teacher	1	25	100	18.1	33.3
Four Teacher					
Five Teacher					
Six Teacher					
Seven Teacher					
Eight Teacher					
Nine Teacher					
Ten Teacher	1	25	310	74.5	31
Eleven Teachers or More					
Total	4	100	444	100	81.3

*County Superintendent's Office, 1946

Table VIII shows that two of the Negro Independent Schools or 28 per cent, were one-teacher schools in which 67 pupils were enrolled, or 5.3 per cent of all the pupils

in Negro Independent Schools, with an average pupil-teacher ratio of 33.5. This Table shows that one of the Negro Independent schools, or 14 per cent, enrolled 498 pupils, or 7.9 per cent of the pupils in Negro Independent Schools, with an average pupil-teacher ratio of 45.2; while three of the Negro Independent Schools of 42 per cent enrolled 236 or 9.1 per cent of the pupils in Negro independent schools with an average pupil-teacher ratio of 26.2

Further examination of Table VIII reveals that there were seven Independent Negro Schools in the county with an enrollment of 849, and an average pupil-teacher ratio of 32.2. It is significant to note that while only 5.3 per cent of the Negroes enrolled in Negro Independent Schools enrolled in one-teacher Negro Independent Schools of the county.

The total scholastics of 1,508 and the total enrollees of 1,293 reveals that approximately 78.1 per cent of the scholastics in the county are in school. The trend toward centralization of Negro scholastics in larger school systems has given the Negro pupils better educational advantages.

Table IX shows the total number of Negro scholastics in districts and enrollment in elementary and high school grades in Negro common schools of Hunt County for the year 1946-1947. This Table shows that there were 444 pupils enrolled in the Negro common schools of Hunt County for this period. Only 245 pupils were living within the districts of the four common schools. This means that 199

TABLE VIII. SIZE OF SCHOOLS, NUMBER OF TEACHERS, ENROLLMENT AND AVERAGE PUPIL-TEACHER RATIO OF NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY, 1946-1947*

Size of School	Number of Schools	Per Cent	Number of Pupil Enrolled	Per Cent	Average Pupil Teacher Ratio
One Teacher	2	28.3	67	5.3	33.5
Two Teacher	1	14.3	48	7.9	24.0
Three Teacher	2	42.0	236	29.1	26.2
Four Teacher					
Five Teacher					
Six Teacher					
Seven Teacher					
Eight Teacher					
Nine Teacher					
Ten Teacher					
Eleven Teachers or More	1	14.3	498	58.7	45.2

*Office of County Superintendent, 1946

pupils were transferred into these four districts. St. Paul, the only Negro common school with a full high school department, enrolled 310 pupils, 100 of whom were in high school. In the three other Negro common schools, Middle Sulphur, Strip, and Savannah, only elementary grades were taught.

Table X shows the total number of Negro scholastics in independent school districts, enrollment in elementary and high school grades, and total enrollment in Negro independent schools in Hunt County. This Table shows that there were 849 pupils enrolled in the Negro independent schools of Hunt County. Further study of this Table reveals that 740 pupils of the Negro independent schools were enrolled in elementary

TABLE IX. PUPIL ENROLLMENT IN NEGRO COMMON SCHOOLS IN HUNT COUNTY, 1946-1947

District	Scholastic		Enrollment	
	Name	Number	Elementary	High School
Middle Sulphur	37	22	0	22
Savannah	110	100	0	100
Strip	12	12	0	12
St. Paul	86	210	100	310
Total	245	344	100	444

*Records in Office of County Superintendent, 1946

grades of the four systems, with high school enrollments follows: Greenville 88, Commerce 6, Wolfe City 8, and Lone Oak 6.

It is significant to note from a study of Tables IX and X that only a small percentage of the Negro students enrolled in the common and independent schools of Hunt county were enrolled in high school grades. Of the 1,293 enrolled in the common and independent Negro schools, only 16 per cent were enrolled in high school. It was not possible to secure full factual data as to the causes of the great number of Negro pupils leaving school before reaching high school. Most of the teachers consulted on this sub-

ject listed the following two reasons for such a high rate of mortality: 1. the pupil's lack of interest; and 2. the claim made by parents that their children were needed to help make a living.

TABLE X. PUPIL ENROLLMENT IN NEGRO INDEPENDENT SCHOOLS IN HUNT COUNTY, 1946-1947*

District Name	Scholastic		Enrollment	
	Number	Elementary School	High School	Total
Caddo Mills	18	27	0	27
Celeste	47	40	0	40
Commerce	108	96	6	102
Greenville	508	410	88	498
Lone Oak	74	60	7	67
Quinlan	48	48	0	48
Wolfe City	68	59	8	67
Total	943	740	109	849

*Records in the Office of City Superintendents, 1947.

Enrollment and Average Daily Attendance. -- Table XI shows the enrollment and the average daily attendance in Negro common schools of Hunt County for the year 1946-1947. A study of this Table shows the Middle Sulphur School with an enrollment of 22 had an average daily attendance of 18, while Savannah with an enrollment of 100 had an average

daily attendance of 72. Strip had an enrollment of 12 and had an average daily attendance of 9. Further study of the Table shows that St. Paul with an enrollment of 310, had an average daily attendance of 257.

TABLE XI. NUMBER OF PUPIL ENROLLED AND AVERAGE DAILY ATTENDANCE IN NEGRO COMMON SCHOOLS OF HUNT COUNTY, 1946-1947*

Name of School	Enrollment	Average Daily Attendance of Elementary and High School Combined	Per Cent of Attendance
Middle Sulphur	22	18	81
Savannah	100	72	72
Strip	12	9	75
St. Paul	310	257	83
Total	444	356	81

*Records in Office of County Superintendent, 1946

Table XII shows the enrollment and the average daily attendance of Negro Independent Schools of Hunt County for the year 1946-1947. This Table reveals that Caddo Mills with an enrollment of 27 had an average daily attendance of 20; while Celeste, with an enrollment of 40 had an average daily attendance of 27; and that Commerce, with an enrollment of 102, had an average daily attendance of 78. Greenville, with an enrollment of 497, had an average daily attendance of 409. Further study of this

Table reveals that Lone Oak with an enrollment of 67 had an average daily attendance of 41, while Wolfe City, with a daily attendance of 60, had an enrollment of 67. Quinlan, with an enrollment of 48, had an average daily attendance of 40.

TABLE XII. NUMBER OF PUPILS ENROLLED AND AVERAGE DAILY ATTENDANCE IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY, 1946-1947*

Name of School	Enrollment	Average Daily Attendance of Elementary and High School Combined	Per Cent of Attendance
Caddo Mills	27	20	74
Celeste	40	27	67
Commerce	102	78	76
Greenville	498	409	82
Lone Oak	67	51	76
Quinlan	48	40	83
Wolfe City	67	50	87
Total	849	675	78

*Records in Office of City Superintendents, 1947

Further study of Tables XI and XII reveals the significant fact that there were 1,293 Negro pupils enrolled in common and independent Negro schools of Hunt County. The average daily attendance was 1,031, which was only 87 per cent of the total enrollment. It was not possible to secure

data to account for the 13 per cent absent.

Length of Terms. -- Table XIII shows the length of term, the number of teachers employed, and the number of pupils attending Negro common schools of Hunt County for the year 1946-1947. A study of this table shows that 75 per cent of the Negro common schools operated only 160-169 days and employed 33.3 per cent of the teachers and enrolled 30.2 per cent of the pupils, whereas 25 per cent of the schools operated 180 days, employed 66.6 per cent of the teachers, and enrolled 69.8 per cent of the pupils.

TABLE XIII. NUMBER AND PERCENTAGE OF NEGRO COMMON SCHOOLS OF HUNT COUNTY ACCORDING TO LENGTH OF TERM, NUMBER OF TEACHERS EMPLOYED, AND PUPILS ATTENDING DURING 1946-1947

Length of Term in Days	Number of Schools	Per Cent	Number of Teachers	Per Cent	Number of Pupils	Per Cent
160-169	3	75	5	33.3	154	30.2
170-179	0	0	0	0	0	0
180	1	25	10	66.6	310	69.8
Total	4	100	15	100	444	100

*Records in Office of County Superintendent, 1946

Table XIV shows the length of term, the number of teachers employed, and the number of pupils attending Negro independent schools of Hunt County for the year 1946-1947. This Table reveals that 28.4 per cent of the Negro independ-

ent schools operated only 140-149 days, employed 8.4 per cent of the teachers, and enrolled 8.9 per cent of the pupils; whereas 57.6 per cent of the Negro independent schools operated 160-169 days, employed 45.8 per cent of the teachers, and enrolled 33.6 per cent of the pupils. Greenville had the only Negro independent school to operate 180 days. This school employed 45.8 per cent of the teachers employed in Negro independent schools and enrolled 57.5 per cent of all the pupils enrolled in Negro independent schools of the county.

TABLE XIV. NUMBER AND PERCENTAGE OF NEGRO INDEPENDENT SCHOOLS IN HUNT COUNTY ACCORDING TO LENGTH OF TERM, NUMBER OF TEACHERS EMPLOYED, AND PUPILS ATTENDING DURING 1946-1947*

Length of Term In Days	Number of Schools	Per Cent	Number of Teachers	Per Cent	Number of Pupil	Per Cent
140-149	2	28.4	2	8.4	67	8.9
150-159						
160-169	4	57.6	11	45.8	284	33.6
170-179						
180	1	14.0	11	45.8	498	57.5
Total	7	100	24	100	849	100

*Records in City Superintendent's Office, 1946

It is significant to note that no Negro common school operated for less than eight months during the year 1946-1947, and one operated for nine months. Only two

Negro independent schools operated for seven months; whereas four operated for eight months, and one operated for nine months.

Transportation Routes. -- There were three bus transportation routes in operation for Negro pupils in Hunt County for the year 1946-1947. St. Paul School operated the only bus system in the county for this period. This school operated three buses and transported 226 pupils each day. Route Number I was 51 miles long, or 102 miles for the round trip. Route Number II was 30 miles long, or 60 miles for the round trip. Route Number III was 12 miles long, or 24 miles for the round trip. The three buses traveled more than 187 miles daily to transport 226 pupils to and from St. Paul School. This school which was by far the best common school in the county, was prepared to expand its bus routes to include several other districts just as soon as additional bus facilities could be made available.

Most of the roads traveled by these bus routes were paved roads leading to large community centers; so rain did not greatly affect the transportation of pupils.

CHAPTER IV
TEACHING PERSONNEL

The quality of the educative process depends mainly on the teaching personnel. Well trained teachers are essential to any efficient school system. Schafer says, "It must be an education that insures the individual full participation in all the rich cultural inheritance of the race."¹ It is the purpose of this Chapter, to set forth the quality and quantity of the teaching personnel, as well as to present any possible limitations to teaching personnel, by implications. There will be presented, also the number of classroom teachers in Hunt County, pupil teacher ratio, tenure and salary, training and years of experience.

Number of Classroom Teachers. -- Table XV shows the number of classroom teachers employed in the Negro common schools of Hunt County for the year 1946-1947. A study of this Table shows the number of classroom teachers in elementary and high school grades in the Negro common schools of the county. Middle Sulphur and Strip each had one-teacher employed in teaching elementary grades. Savannah with three teachers had two teaching elementary grades, while St. Paul with 10 teachers, had six teaching elementary grades and four teaching high school grades.

¹Schafer, Alfred L., Administration of the Village School, p. 10

TABLE XV. NUMBER OF CLASSROOM TEACHERS IN NEGRO COMMON SCHOOLS IN HUNT COUNTY DURING 1946-1947

Name of School	Number of Classroom Teachers in Elementary	Number of Classroom Teachers in High School	Total Number of Teachers
Middle Sulphur	1	0	1
Strip	1	0	1
Savannah	2	1	3
St. Paul	6	4	10
Total	10	5	15

*Records in County Superintendent's Office, 1946

Table XVI on page 31 shows the number of classroom teachers in Negro independent schools in Hunt County for the year 1946-1947. A study of this Table shows the number of teachers employed in teaching elementary subjects and the number in high school subjects in the Negro independent Schools of Hunt County, the total number of each school, and the total in the independent schools in the county.

Caddo Mills and Celeste each had one teacher employed who was teaching only elementary subjects. Commerce, with three teachers employed, had two teaching elementary subjects, and one teaching high school subjects.

Greenville employed 11 teachers, six of whom were teaching elementary grades. Lone Oak employed three teachers, only elementary grades were taught. The Wolfe City School had

three teachers employed, with two teachers teaching elementary subjects and only one teacher teaching high school subjects. Quinlan employed two teachers and only elementary grades were taught.

TABLE XVI. NUMBER OF CLASSROOM TEACHERS IN NEGRO INDEPENDENT SCHOOLS IN HUNT COUNTY DURING 1946-1947*

Name of School	Number of Classroom Teachers in Elementary	Number of Classroom Teachers in High School	Total Number of Teachers
Caddo Mills	1	0	1
Celeste	1	0	1
Commerce	2	1	3
Greenville	6	5	11
Lone Oak	3	0	3
Quinlan	2	0	2
Wolfe City	2	1	3

*Office of City Superintendent, 1946

Further study of Tables XV and XVI show that there were 39 teachers employed in all the Negro schools of Hunt County for the year 1946-1947. Of this number 15 were engaged in the Negro common schools. Although 11 were teaching in the high school and 28 were teaching in elementary grades the high school population was only 209 while the elementary school population was 1,088.

Pupil-Teacher Ratio. -- Table XVII shows the average

pupil-teacher ratio in Negro common schools of Hunt County for the year 1946-1947. This Table also shows the number of pupils enrolled, the number of teachers employed, and the average number of pupils per teacher in the Negro common schools of the county. Middle Sulphur, with 22 pupils enrolled and one teacher employed, had an average pupil-teacher ratio of 22; Savannah, with 100 pupils enrolled and three teachers employed, had an average pupil-teacher ratio of 33.3 per cent. Strip with 12 enrolled and one teacher had an average pupil-teacher ratio of 12; whereas St. Paul with 310 pupils enrolled and 10 teachers employed had an average pupil-teacher ratio of 31.

TABLE XVII. AVERAGE NUMBER OF PUPIL PER TEACHER BY SCHOOL DISTRICTS OF HUNT COUNTY DURING 1946-1947*

Name of School	Number of Pupils	Number of Teachers	Average Number of Pupils for Each Teacher
Middle Sulphur	22	1	22
Savannah	100	3	33.3
Strip	12	1	12
St. Paul	310	10	31
Total	444	15	29.6

*Records in County Superintendent's Office, 1946

Table XVIII shows the average pupil-teacher ratio in the Negro independent schools of Hunt County for the

year 1946-1947. This Table reveals that Caddo Mills, with an enrollment of 27 and one teacher had an average pupil-teacher ratio of 27. Celeste, with an average enrollment of 40 pupils had one teacher employed and an average pupil-teacher ratio of 40.

TABLE XVIII. AVERAGE PUPIL-TEACHER RATIO IN INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947.*

Name of School	Number of Pupils	Number of Teachers	Average Pupil Teacher Load
Caddo Mills	27	1	27
Celeste	40	1	40
Commerce	102	3	34
Greenville	498	11	45.3
Lone Oak	67	3	22.3
Quinlan	48	2	24
Wolfe City	67	3	22.3

*Records in City Superintendent's Office, 1946

Further study of this Table shows that Commerce with an enrollment of 102 pupils had three teachers employed had an average pupil-teacher ratio of 34. Greenville with an enrollment of 498 had 11 teachers employed and had an average pupil-teacher ratio of 45.3. Lone Oak, with an enrollment of 67 pupils, had three teachers employed, and had an average pupil-teacher ratio of 22.3. Wolfe City, with an enrollment of 67 pupils had three teachers employed and had

an average pupil-teacher ratio of 22.3. Quinlan, with an enrollment of 48 had an average pupil-teacher ratio of 24.

A study of Tables XVI and XVII show that the average number of pupils per teacher was 29.6 for the Negro common schools and 35.4 for the Negro independent schools of the county. It is significant to note that the pupil-teacher ratio was higher in the Negro independent schools than in the Negro common schools, and that the highest number of pupils per teacher was 45.3 which was found in Greenville Negro school system.

Days, Grades and Months Taught and Paid. -- Table XIX shows the number of days taught, the number of grades taught, and the number of months for which the teachers were paid in Negro common schools of Hunt County for the year 1946-1947. A study of this Table reveals the fact that three of the Negro common schools, Middle Sulphur, Savannah, and Strip, had school terms of 160 days. The teachers in Middle Sulphur, Savannah, and Strip were paid for eight months, and the teachers in St. Paul were paid for nine months.

Further examination of this table reveals the fact that seven grades were taught in Middle Sulphur and Strip, and eight grades were taught in Savannah, and that 12 grades were taught in St. Paul.

The facts presented in this table are significant in that they reveal that none of the Negro common schools of

TABLES XIX. NUMBER OF DAYS TAUGHT, GRADES TAUGHT, MONTHS TEACHERS PAID IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947.

Name of School	Number of Grades Taught	Number of Days Taught	Number of Months Teachers Paid
Middle Sulphur	7	160	8
Savannah	8	160	8
Strip	7	160	8
St. Paul	12	180	9

*Records in County Superintendent's Office, 1947

Hunt County operated less than eight months during the year 1946-1947.

Table XX revealed the number of days taught, the number of grades taught, and the number of months for which the teachers were paid in the Negro independent schools of Hunt County. An examination of this Table revealed the fact that Caddo Mills School had a term of 140 days, and that the teacher was paid for a period of 7 month. It is also to be noted that two other schools, Celeste and Lone Oak, had school terms of only 140 days each. Further examination revealed the fact the three schools, Commerce, Wolfe City, and Quinlan, had school terms of 160 days. The teachers in Wolfe City School were paid for 8 months. It is significant to note the Greenville school was the only Negro independent school to have a school term of 180 days during the year 1946-1947. In two of the Negro independent schools 10 grades were taught,

and in one school 12 grades were taught.

TABLE XX. NUMBER OF DAYS TAUGHT, GRADES TAUGHT, MONTHS TEACHERS PAID IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947.*

Name of School	Number of Grades Taught	Number of Days Taught	Number of Months Teachers Paid
Caddo Mills	6	140	7
Celeste	8	140	7
Commerce	10	160	8
Greenville	12	180	9
Lone Oak	8	160	7
Quinlan	8	160	8
Wolfe City	10	160	8

*Records in City Superintendent's Office, 1947

Tables XIX and XX are significant in that they show the shortest school term for the Negro independent schools was 7 months. It is of interest to note that none of the Negro common schools had terms of less than 160 days; whereas three of the Negro independent schools had school terms of 140 days. It should also be noted that the three Negro independent schools, Caddo Mills, Celeste, and Lone Oak were in independent school districts which had school terms of 180 days for the white pupils.

College Training of Teachers. -- Table XXI shows the college training of teachers teaching in Negro common schools of Hunt County during 1946-1947. A study of this Table will reveal that only nine of the teachers teaching in the Negro common schools of the county have college degrees. Two teachers have finished three years of college training, and two teachers have finished two years of college training. One teacher had only a year of college training and one teacher had only finished high school. This study reveals that 40 per cent of the Negro teachers teaching in Negro common schools of the county had not finished college, but 60 per cent of the teachers teaching in Negro common schools of the county had college degrees.

TABLE XXI. COLLEGE TRAINING OF TEACHERS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947.

Name of School	Amount of College Training					
	High School	One Year	Two Years	Three Years	B.A.	M.A.
Middle Sulphur			1			
Strip	1					
Savannah			1	1	1	
St. Paul		1		1	8	
Total	1	1	2	2	9	0

*Records in County Superintendent's Office, 1946

#One had only done high school work.

Table XXII shows the college training of the teachers teaching in Negro independent schools of Hunt County. This study shows that there are 21 teachers teaching in the Negro independent schools with college degrees. There was one teacher with three years of college training and one with two years of college training and one with one year of college training. This study shows the significant fact that 87 per cent of the teachers teaching in the Negro independent schools of Hunt County have college degrees, and only 13 per cent of the teachers teaching in the Negro independent schools of Hunt County do not have college degrees.

TABLE XXII. COLLEGE TRAINING OF TEACHERS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Amount of College Training				
	One Year	Two Years	Three Years	B.A.	M.A.
Caddo Mills				1	
Celeste				1	
Commerce			1	2	
Greenville		1		10	
Lone Oak				3	
Quinlan				2	
Wolfe City	1			2	
Total	1	1	1	21	0

*Records in City Superintendent's Office, 1947

Years of Tenure of Teachers. -- Table XXIII shows the years of tenure of Negro teachers teaching in Negro common schools in Hunt County during 1946-1947. A study of this table shows that only one teacher teaching in the common schools had taught in the same school for as long as 15 years. One teacher had taught for eight years in the same school and one for nine years; while one had taught for seven years in the same school. Seven teachers in the common schools were teaching their first year, three were teaching their second year, and one was teaching his third year in the same school. Forty-seven per cent of the teachers were in the system for the first time.

TABLE XXIII. YEARS OF TENURE OF TEACHERS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Years of Tenure						
	1	2	3	7	8	9	15 or More
Middle Sulphur				1			
Strip	1						
Savannah	1	2					
St. Paul	5	1	1		1	1	1
Total	7	3	1	1	1	1	1

*Records in County Superintendent's Office, 1947

Table XXIV shows the years of tenure of the Negro teachers teaching in Negro independent schools of Hunt

County during 1946-1947. A study of this Table shows that one teacher had taught for 15 years or more, two had taught for 12 years, and one had taught for nine years, and that four were teaching their second year in the same school; whereas five were teaching for less than three years in the system.

TABLE XXIV. YEARS OF TENURE OF TEACHERS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Years of Tenure							
	1	2	3	6	9	10	12	15 or More
Caddo Mills							1	
Celeste	1							
Commerce		1					1	1
Greenville	3	3	1			2		2
Lone Oak	1	1			1			
Quinlan			1	1				
Wolfe City		3						
Total	5	8	2	1	1	2	2	3

*Records in City Superintendent's Office, 1947

A study of Tables XXIII and XXIV show that the tenure of Negro Teachers in Negro common and Negro independent schools is short. However no explanation as to the cause was available.

Years of Teaching Experience. -- Table XXV shows the teaching experience of Negro teachers in Negro common school in Hunt County during 1946-1947. This Table shows that five teachers had taught 15 years or more, one teacher had taught 13 years, and one teacher had taught eight years. Further study of this Table shows that one teacher had had one year of experience, one had had four years's of experience, two had had five year's experience. It is significant to note that only one teacher was without previous experience in the Negro common schools for the year 1946-1947, and that most of the teachers had been teaching for a number of years. Forty per cent had been teaching more than 10 years 20 per cent more than 4 years and 70 per cant more than five years.

TABLE XXV. YEARS OF TEACHING EXPERIENCE OF NEGRO TEACHERS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY, 1946-1947

Name of School	Year of Teaching Experience									
	0	1	2	3	4	5	8	13	15	Up
Middle Sulphur							1			
Strip	1									
Savannah		1		1					1	
St. Paul			1		2	2		1		4
Total	1	1	1	1	2	2	1	1		5

*Record in County Superintendent's Office, 1947.

Table XXVI shows the years of teaching experience of Negro teachers in Negro independent schools of Hunt County for the year 1946-1947. A study of this Table shows that 17 of the teachers teaching in Negro independent schools had had eight years of teaching experience or more. Eight of the teachers had taught 15 years or more, only one teacher had had less than one year of teaching experience.

TABLE XXVI. YEARS OF TEACHING EXPERIENCE OF NEGRO TEACHERS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Years of Teaching Experience												
	1	2	3	4	5	6	8	10	11	12	14	15	
Caddo Mills													1
Celeste							1						
Commerce								1					2
Greenville	1	1					1		1	2	1		4
Lone Oak		1		1			1						
Quinlan				1	1								
Wolfe City			1						1				1
Total	1	2	1	2	1		3	1	2	1	1		8

*Record in County Superintendent's Office, 1947

The figures of this Table are significant in that they show that most of the teachers of the Negro independent schools were teachers of several years of teaching experience.

Salaries of Teachers. -- Table XXVII shows the number of teachers, the aggregate salaries of the teachers, and the average salaries of teachers in Negro common schools of Hunt County during 1946-1947. Middle Sulphur, with one teacher, had an aggregate and annual salary of \$640. Strip employed one teacher at an annual salary of \$600; whereas Savannah had three teachers with an aggregate annual salary of \$2,652.50 and an annual average salary of \$877.50. St. Paul had 10 teachers and had an annual aggregate salary of \$11,748.07, with an annual average salary of \$1,305.33. The total aggregate salary of all the teachers in the Negro common school of the county amounted to \$15,410.47 and the annual average salary of teachers was \$1,041.31.

TABLE XXVII. NUMBER OF TEACHERS, AGGREGATE SALARY, AND AVERAGE SALARY OF TEACHERS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Total Number of Teachers	Aggregate Annual Salary of Teachers	Average Annual Salary of Teachers
Middle Sulphur	1	\$640.00	\$640.00
Strip	1	600.00	600.00
Savannah	3	2,632.50	877.00
St. Paul	10	11,748.07	1,174.80
Total	15	\$15,620.57	\$1,041.80

*Records in County Superintendent's Office, 1947

Table XXVIII shows the number of teachers, aggregate salary of the teachers, and the average salary of the teachers in Negro independent schools of Hunt County during 1946-1947. Caddo Mills, with one teacher had an aggregate annual salary of \$1,447 and an average annual salary of the same thing. Celeste, with one teacher had an annual aggregate salary of \$700.00 and an average annual salary of \$700.00. Commerce had an annual aggregate salary of \$2,400 and an average annual salary of \$800. Greenville had an annual aggregate salary of \$9,990 and an annual average salary of \$713.50 Lone Oak had an annual aggregate salary of \$2,476 and an annual average salary of \$1,110. Wolfe City had an annual aggregate salary of \$3,652 and an annual average salary of \$1,217.33; whereas Quinlan had an annual aggregate salary of \$2,052 and an annual average salary of \$1,026.

TABLE XXVIII. NUMBER OF TEACHERS, AGGREGATE SALARY, AND AVERAGE SALARY OF TEACHERS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY, 1946-1947.

Name of School	Total Number Of Teachers	Aggregate Annual Salary of Teachers	Aggregate Annual Salary of Teachers
Caddo Mills	1	\$1,447	\$1,447
Greenville	11	9,990	713
Celeste	1	700	700
Lone Oak	3	2,476	825.33
Commerce	3	2,400	800
Quinlan	2	2,052	1,026
Wolfe City	3	3,652	1,217
Total	24	\$22,717	\$ 613.97

*Office of City Superintendent, 1946

Instructional Cost Per Pupil. -- Instructional cost reflect both quality of teaching and learning. Table XXIX below shows the instructional cost for white and Negro pupils in the common and independent schools of Hunt County for the year 1946-1947. A study of this table shows that the instructional cost was greater for white pupils in all the schools of the county except Caddo Mills, Celeste, Quinlan Wolfe City where the instructional costs were greater for Negro pupils than for white pupils. In the three schools mentioned the instructional cost per pupil was higher because of the small number of pupil enrolled.

TABLE XXIX. INSTRUCTIONAL COST FOR WHITE AND NEGRO PUPILS IN COMMON AND INDEPENDENT SCHOOLS OF HUNT COUNTY BASED ON SALARIES AND AVERAGE DAILY ATTENDANCE IN 1946-1947 *

Name of School in County	Cost of White Pupils	Cost of Negro Pupils
Caddo Mills	\$51.43	\$72.00
Celeste	50.57	16.47
Commerce	70.86	30.00
Greenville	61.21	22.00
Lone Oak	73.47	54.78
Quinlan	56.75	84.09
Wolfe City	59.59	75.93
All Common Schools of Hunt County	80.05	52.56

*Thirty-fourth Biennial Report. State Department of Education

Lowest instructional cost in the county was at Celeste \$16.47 and the next lowest Greenville was \$22.00 as against 71.21 for white. The discrepancy is less at Celeste than at Commerce but amount spent is also less.

The difference in instructional cost was the greatest in the Commerce School system where \$30.00 was spent per pupil for Negro education; whereas \$70.86 was spent for white pupils. The unusually low cost of instruction in the Commerce Negro school was due partly to the low salaries paid the teachers in the system.

It was not possible to secure full factual data concerning the different white common schools of the county in order to make a comparative study of the Negro and white common schools of the county, but the writer has been able to secure the total per pupil cost of the Negro and white pupils of the county. During the year 1946-1947, \$80.56 was spent for each Negro Pupil,¹ a difference of \$27.49.

It is significant to note from this table that more money was spent on white pupil of the county than on the Negro pupils of the county, with four exceptions; Caddo Mills, Celeste, Quinlan and Wolfe City schools. Greatest difference that was found in instructional cost was at Commerce, a difference of \$40.86.

CHAPTER V
SCHOOL PLANT

* This Chapter will give a picture of the buildings and equipment the educables of Hunt County use for shelter in their search for knowledge and to see what bearing, if any they have upon the individuals. For Ward G. Reeder says,¹ "In addition to playing an important part in the educative process, the school plant plays an important part in public relations. If the results of the silent influence of beauty could be measured, it would doubtless be found that pupil and employees are more efficient in a beautiful environment than in mean surroundings.

Description of School Plant. -- Table XXX gives a description of school plants and available facilities in Negro common schools in Hunt County during 1946-1947. A study of this table shows that Middle Sulphur had a one-room frame building. The school had one toilet used by the girls. The school was heated by a wood stove. Water was used from a well and cups were used for drinking. Strip School was conducted in an old tenant house located in a pasture of one of the white landlords of the community. The partitions had been torn out of the house to give room for the pupils and half of the ceiling was out.

¹Reeder, Ward G., Public School Administration, p. 342

TABLE XXX. DESCRIPTION OF SCHOOL PLANTS AND AVAILABLE HEALTH FACILITIES IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Kind of Building	Number of Classrooms	Toilets	Heating facilities	Water Supply
Middle Sulphur	Frame	1	1	Wood	Well
Strip	Frame	1	1	Wood	None
Savannah	Frame	3	2	Coal	Running
St. Paul	Frame	12	2	Coal	Fountain

*Personal interview with principals.

The room was heated with a wood stove, located near the front of the room, with long stove pipes, extending above the heads of the pupils to the rear of the room where the flue was located. At some past time the house had been papered, but the paper was torn into bits and the room presented a most untidy appearance. The small blackboard was so high that the younger children had to stand on the desk to reach it. This school had only one toilet, which was used by the girls. No well was available at the school, so water had to be carried from a patron's house about a quarter of a mile away. A bucket and dipper afforded the only drinking facilities.

Savannah had a frame building with three classrooms and two toilets. The rooms were heated with a coal stove and the water was supplied by running water connec-

tion with the Greenville water system. Ordinary faucets were used for drinking facilities.

St. Paul had a frame building with 12 rooms. This school had a very good plant. They did, however, need several more rooms to take care of the expanding school. The drinking water was supplied from a well, a fountain was provided for drinking purposes.

Table XXXI on page 51 gives a description of the school plants and available health facilities in Negro independent schools of Hunt County during 1946-1947.

Caddo Mills had one small frame classroom 15 feet by 28 feet. The school had two toilets and the school building was heated with coal. Water was supplied from a well at a near-by house and cups were used for drinking purposes. Commerce had a frame building with four rooms. Water was supplied by the Commerce water system and fountains were available for drinking. The Greenville school buildings were or brick with a total number of 13 rooms, which were heated with gas. Two toilets were supplied for the school. Water was supplied by the water system of Greenville and fountains were available for drinking. Lone Oak had a frame building with three rooms which were heated by wood stoves. A well supplied the drinking water, and cups were used for drinking. The Wolfe City School building was frame with three rooms and two toilets. The school was supplied with running water and faucets for drinking.

TABLE XXXI. DESCRIPTION OF SCHOOL PLANTS AND AVAILABLE HEALTH FACILITIES IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Kind of Building	Number of Classrooms	Toilets	Heating	Water Supply	Drinking facilities
Caddo Mills	Frame	1	2	Coal	Well	Cups
Celeste	Frame	1	2	Coal	Well	Cups
Commerce	Frame	4	2	Coal	Running	Fountain
Greenville	Brick	13	2	Coal	Running	Fountain
Lone Oak	Frame	3	2	Coal	Well	Cups
Wolfe City	Frame	3	2	Coal	Running	Faucets
Quinlan	Tin	2	2	Coal	None	Cups

*Personal visit, 1947

Quinlan School was conducted in a tin warehouse previously used by the city of Quinlan for fairs and public functions. A small portion of the building was partitioned off and a floor was built in the two rooms used for classes. The present superintendent of schools in Quinlan has done much during the school term of 1946-1947 to improve the conditions of the classrooms and has supplied many materials that were badly needed. The school can, with little cost, be made into an attractive and useful school plant. The present plan calls for expansion of the school plant and the operation of a school bus to bring in the Negro pupils of two or three small

Negro schools in the territory.

Condition of Classrooms. -- Table XXXII shows the conditions of classrooms in Negro common schools of Hunt County during 1946-1947. In this table the classrooms have been rated by the writer according to a scale of excellent, very satisfactory, satisfactory, good, fair, adequate and too small. According to this study only two of the schools, Savannah and St. Paul, have been rated as satisfactory. The classroom at Middle Sulphur was fair. It was small but was adequate for the number of pupils. It was clean and well lighted. The classroom at Strip was not at all satisfactory. As indicated earlier in this study, this school was being conducted in an old Negro tenant house that was really not suitable for school purposes. The apology for this school was that it was the best that could be offered and it was through the good favor of the landlord that they were even permitted to have a school.

Table XXXIII shows the conditions of classrooms in Negro independent schools of Hunt County during 1946-1947. A study of this table shows that the conditions of four of the six Negro independent schools were rated as satisfactory. Of the three remaining schools, two had rooms that were satisfactory, but the rooms in the third one were quite inadequate. The schools at Caddo Mills and Celeste were too small to properly accommodate the pupils enrolled. The condition of the other classrooms in the school at Commerce

TABLE XXXII. CONDITIONS OF CLASSROOMS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947 *

Name of School	Excel- lent	Very Satis- fac- tory	Sat- isfac- tory	Good	Fair	Ade- qua- te	Too Small
Middle Sulphur					x		
Strip							x
Savannah			x				
St. Paul			x				

*State Department of Education, Bulletin No. 371, p. 20

Greenville, Lone Oak, Quinlan, and Wolfe City were satisfactory as to size. All the classrooms needed to be painted or redecorated.

TABLE XXXIII. CONDITION OF CLASSROOMS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Excel- lent	Very Satis- fac- tory	Satis- fac- tory	Good	Fair	Ade- quate	Too Small
Caddo Mills							x
Celeste							x
Commerce			x				
Greenville			x				
Lone Oak			x				
Quinlan					x		
Wolfe City			x				

*State Department of Education, Bulletin No. 371. p. 20

Conditions of Equipment. -- Table XXXIV shows the condition of equipment in Negro common schools of Hunt County in 1946-1947. A study of this table shows that the equipment in the Negro common schools of Hunt County was poor. The Middle Sulphur School did not have a reference book nor library books of any kind, nor were any charts, maps, globes, nor other teaching devices available. The equipment in the Strip school was very poor; in fact, they did not have any thing except the textbooks that were issued the pupils. The equipment in the Savannah School was fair. However they needed a library, maps, charts, reference books, and many other teaching devices. The equipment at St. Paul was good. The school could have used some more equipment, but they had that which was adequate for their teaching needs.

TABLE XXXIV. CONDITION OF EQUIPMENT IN NEGRO COMMON SCHOOLS of HUNT COUNTY DURING 1946-1947*

Name of School	Excellent	Very Satisfactory	Good	Fair	Poor
Middle Sulphur					x
Strip					x
Savannah				x	
St. Paul			x		

*State Department of Education, Bulletin No. 371, p. 20

Table XXXV shows the dominating conditions of equipment in Negro independent schools of Hunt County during 1946-1947. This table shows that four of the seven Negro

independent schools had equipment that could be rated as fair. Three of the Negro independent schools, Caddo Mills, Celeste, and Quinlan, had very poor equipment. None of the schools had an adequate library, nor maps, charts, nor other teaching devices. Three of the Negro independent schools taught Homemaking, but none of them had adequate equipment to teach this course.

TABLE XXXV. CONDITIONS OF EQUIPMENT IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Name of School	Excellent	Very Satisfactory	Good	Fair	Poor
Caddo Mills					x
Celeste					x
Commerce				x	
Greenville				x	
Lone Oak				x	
Quinlan					x
Wolfe City				x	

Library Facilities. -- The requirements for a standard library in the Texas Schools that has an enrollment of 101 to 300 are: library tables, chairs, shelves, loan desks, magazine racks, bulletin boards, and catalogue case. A typewriter must be available. The room should be large enough to accommodate 15 per cent of the enrollment, allowing 25 square feet per person and must accommodate the

largest class group--plus 20 pupils. Separate work and storage space should be provided. A basic collection of 500 to 1,500 well-selected books, averaging five per person, approved encyclopedia and unabridged dictionary, a good newspaper in addition to a local one and 10 to 20 well-selected periodicals for pupils' use.¹

Table XXXVI shows the number of library books available in the Negro common schools of Hunt County during 1946-1947. A study of this table reveals that the Negro common schools of Hunt County were very poorly equipped with library facilities. Two of the schools, Savannah, and Strip, did not have any kind of reference books or any kind of library books available for teacher nor pupils' use. Savannah had two sets of encyclopedias, but did not have any kind of books that are listed in the catalogue of high school library books. St. Paul had the best library of this group of schools. This school had adequate library space and the school had a regular librarian in charge of the library. This school had five sets of encyclopedias and more than one thousand library books, fiction and non-fiction.

Table XXXVII shows the number of books available in the Negro Independent Schools of Hunt County for the year 1946-1947. A study of this table shows that two of the Negro independent schools did not have any library facilities. These two schools were Celeste and Lone Oak. The Commerce School had five sets of encyclopedias and 50 books of fiction and more than 150 books of non-fiction; whereas Wolfe City had

TABLE XXXVI. NUMBER OF LIBRARY BOOKS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947.

Name of Schools	Number of Sets of Encyclopedias	Number of Fiction	Number of Non-Fiction
Middle Sulphur	0	0	0
Savannah	2	0	0
Strip	0	0	0
St. Paul	5	200	800
Total	7	200	800

three sets of encyclopedias and about 100 volumes of fiction and non-fiction. Greenville had nine sets of encyclopedias but had only 80 books of fiction and about 40 books of non-fiction. Quinlan had only one encyclopedia and 20 other books in its library. Not one of the schools had a librarian.

An examination of Tables XXXVI and XXXVII reveal the significant fact that most of the schools of Hunt County had very poor libraries and little available library space. These tables show that St. Paul School had more than twice as many library books as all of the seven Negro independent schools of the county.

Table XXXVIII shows the size of classrooms in the common schools of Hunt County in 1946-1947. A study of this table reveals that the four Negro common schools had a total of 15 rooms. This table also shows that with the exception

TABLE XXXVII. NUMBER OF LIBRARY BOOKS IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY IN 1946-1947

Name of School	Number of Sets of Encyclopedias	Number of Fiction	Number of Non-Fiction
Caddo Mills	1	0	0
Celeste			
Commerce	5	50	160
Greenville	9	80	40
Lone Oak			
Quinlan	1	10	10
Wolfe City	3	30	70
Total	19	170	270

of the Strip school all of the rooms used for classroom work were of size. This study shows that St. Paul had seven rooms larger than 24 feet by 24 feet. The room at the Middle Sulphur was small, being only 18 feet by 22 feet, but it was adequate for the enrollment.

Table XXXIX shows the size of classrooms in the Negro independent schools of Hunt County in 1946-1947. This study shows that with the exception of Caddo Mills, all the Negro independent schools' rooms were sufficient size to accommodate the pupils enrolled. Most of the rooms, however needed to be painted or redecorated. It is significant to note that most of the Negro common and Negro independent schools had plants that adequately accommodated their students, as

TABLE XXXVIII. SIZE OF CLASSROOMS IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947

Size of Rooms (in feet)	Middle Sulphur (22 students)	Savanah (100)	Strip (12)	St. Paul (310)
12 x 16	1			2
16 x 16			1	
18 x 22	1			
18 x 24				1
24 x 26		1		
24 x 24				1
24 x 30				2
26 x 28				2
28 x 40				2

TABLE XXXIX. SIZE OF CLASSROOM IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY DURING 1946-1947

Size of Rooms	Caddo Mills (27)	Celeste (40)	Com- merce (107)	Green- ville (498)	Lone Oak (67)	Quin- lan (48)	Wolfe City (67)
15 x 28	1						
20 x 26				5		2	
20 x 30			3				
22 x 28					2		
24 x 30		1					
28 x 28				1			
28 x 32							3
30 x 40			1	1			

far as floor-space is concerned. Strayer and Engelhardt says,¹ "There should be a floor area of 16 sq. ft. per pupil."

Vocational Opportunities. -- Table XL shows the correlated vocational subjects taught in Negro common schools of Hunt County for the year 1946-1947. A study of this table shows that little effort was being made in the Negro common schools to prepare Negro pupils for vocations after they leave school. Only one school taught Homemaking. This school also taught vocational agriculture for the boys.

TABLE XL. VOCATIONAL SUBJECTS TAUGHT IN NEGRO COMMON SCHOOLS OF HUNT COUNTY DURING 1946-1947.

Name of School	Home Economics	Vocational Agriculture	Other Vocational Subject
Middle Sulphur	No	No	No
Savannah	No	No	No
Strip	No	No	No
St. Paul	Yes	Yes	No

Table XLI shows the vocational subjects taught in Negro independent schools of Hunt County for the year of 1946-1947. A study of the table shows only three of the schools, Commerce, Greenville, and Wolfe City, taught Home-making. None of the other schools taught either vocational agriculture or any other vocational subject.

¹Strayer and Engelhardt, Principles of Education, p. 347

TABLE XLI. VOCATIONAL SUBJECTS TAUGHT IN NEGRO INDEPENDENT SCHOOLS OF HUNT COUNTY IN 1946-1947

Name of School	Home-making	Vocational Agriculture	Other Vocational Subjects
Caddo Mills	No	No	No
Celeste	No	No	No
Commerce	Yes	No	No
Greenville	Yes	No	No
Lone Oak	No	No	No
Quinlan	No	No	No
Wolfe City	Yes	No	No

A brief survey made by the writer of the vocations followed by Negroes in the districts in which this investigation was made showed that most of the Negro girls who finished school go to work as domestic servants, and that most of the boys were employed as farmers, farm laborers, or as general laborers. This brief survey of the vocational subjects taught in the schools showed that little was being done toward preparing Negro pupils for life vocations.

CHAPTER V

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

Summary and Findings

A brief analysis of the available data of this study reveals the following facts: that there were 444 scholastic in all the common school districts of the county; whereas 849 scholastics were in the seven independent school districts maintaining Negro schools.

There were 1,293 Negro pupils in Hunt County during the year 1946-47. This study shows that 100 pupils were enrolled in high school in Negro common schools and that 109 were enrolled in high school in the Negro independent schools of the county.

Most of the pupils were enrolled in large schools, both common and independent. This study shows that 310 of the 444 pupils enrolled in Negro common schools were enrolled in one school with ten teachers. In the independent schools 498 of the 849 pupils in the Negro independent schools were enrolled in the Greenville system.

The daily average attendance for the Negro common schools was 358.3; whereas the daily average attendance for the Negro independent schools was 657.7.

There were three Negro common schools that had school terms of eight months; whereas one had a school term of seven months; whereas four of the schools had school terms of eight months, and one had a school term of nine months.

There were fifteen teachers teaching in the Negro common schools with an average pupil-teacher ratio of 29.6; whereas twenty-four teachers in the Negro independent schools had an average pupil-teacher ratio of 32.5.

This study shows that the teachers teaching in the Negro common schools of Hunt County were generally paid better than the teachers teaching in the Negro independent schools of the county. The average salary in the Negro common schools was \$1,041.31; whereas the average salary in the Negro independent schools was \$742.50.

Nine of the fifteen teachers teaching in the Negro common schools of Hunt County had full college training; whereas twenty of the twenty-four teachers in Negro independent schools of the county had full college training.

Seven of the fifteen teachers teaching in the Negro common schools were teaching their first year in the present schools; whereas twelve of the twenty-four teachers in the Negro independent schools had not taught more than two years in the present school. However, these were not all beginning teachers. This study shows that eleven of the teachers teaching in the Negro common schools had more than five years of teaching experience; whereas seventeen of the teachers teaching in the Negro independent schools had more than eight years of teaching experience.

Three of the Negro common school buildings were adequate as to size for the present needs of the schools. The

Strip School building was not satisfactory. All of the buildings in the Negro independent school were adequate as to size, except those at Caddo Mills and Celeste. Most of the buildings needed to be painted inside and outside.

All of the schools needed more equipment for the classrooms and for the playground. This study showed that only two schools, Commerce and St. Paul, had libraries that were adequate for the needs of the pupils.

Only three of the schools in the county taught Home Economics for the girls and one of the schools taught vocational agriculture to the boys.

St. Paul was the only school to own and operate a bus for the transportation of the pupils. This school owned and operated three busses and transported more than two hundred pupils to the St. Paul school. The three buses of this school travelled 185 miles daily on the three bus routes.

The instructional cost per pupil was greater in the White common schools than in the Negro common schools of the county. The instructional cost was greater in the White independent schools than in the Negro independent schools except for Caddo Mills and Lone Oak.

Conclusions

There were vast differences in the educational opportunities available to Negro youth of Hunt County both in the common school and the independent districts. Most of the education was sub-standard. Many of the school terms were too

short. There were too many one, two, and three teacher schools. The salaries in the majority of the instances were too low and equipment was too meager. It was striking to note that there were three schools in which the cost per pupil was more than for the White pupils. These, however, were small schools that paid three of the best salaries in the county. Under the conditions of this study it appeared that in order for the Negro teacher to secure more than \$100 per month salary, the per-pupil cost had to soar far beyond that for the White child. Under such conditions, the probability of widespread salaries above \$100 per month in 1946-47 was slight.

Recommendations

The writer is of the opinion that there is no necessity for complete reorganization of the school system of Hunt County, nor is there need for many drastic changes in the school system of the county. The writer does feel, however, after examination of the factual data of this study, that there are certain needs which should be met and certain changes which should be made in many of the schools.

It is the belief of the writer that such recommendations as are being made, if carried out, would greatly help to equalize the educational opportunities for the Negro pupils with those of the White pupils of the county. It is with that in view that the following recommendations are given:

1. Equal salaries should be paid to Negro teachers in all the Negro schools in Hunt County upon the ba-

- sis of the state approved salary scale, and according to their training and years of experience.
2. Additional facilities should be added to all the schools in the form of classroom equipment, playground equipment, library equipment, and visual aids, such as maps, charts, and pictures.
 3. Adequate library facilities and equipment should be provided for the schools of the county, especially the Negro independent schools where equipment is poor.
 4. The White population of Hunt County should look with more sympathy and understanding toward the Negro educational problem with a view of giving the Negro students the educational opportunities they deserve.

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APPENDIX

Check List

This is a check list to get some information on the schools of Hunt County.

Buildings.

Name of School _____ Condition of
building _____ Need painting _____ Do not need
painting _____ Number of Classrooms _____
Size 1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____
9 _____ 10 _____ 11 _____ 12 _____
13 _____ 14 _____ Auditorium _____
Gymnasium _____ Sufficient seats to accommodate en-
tire enrollment _____ Teachers desk and chairs _____
_____ Bulletin Boards _____
Plenty of blackboard space and erasers _____
Cabinets _____ Supply cases _____

Building equipment

Jacket stoves in each room _____ Pan for water for
each _____ Fuel used _____ Wastebaskets of
metal in each room _____ Window shades _____
Thermometer in each room _____ U.S. flag and flag-
pole _____ Water supply _____ From deep well _____
_____ Use rope and bucket _____ Pump _____
City water _____ Uses dipper and bucket _____
Individual drinking cups _____ Faucets _____

Toilets _____ Boys _____ Girls _____ Pit _____
Flush _____ Surface _____

Library equipment and supplies.

Size of room _____ Tables _____ Chairs _____
Shelves for books _____ Charging file _____
Magazine rack _____ Bulletin board _____ Book ends _____
Typewriter _____ Black ink _____ Scotch tape _____
Unabridged dictionary _____ Standard dictionary _____
Set of encyclopedias _____ One _____ two _____ Daily paper _____
Fiction _____ Non fiction _____ Number of Classics _____
Number of reference books _____
Wilson's Catalog of Children's Books _____
List from State Department of Education _____
Periodicals _____ Number of other books _____

Pupils

Number of scholastics _____ Number enrolled _____
Average daily attendance _____ Number transfered out of
district _____ Number transfered in district _____
Number of buses used _____ Number of miles traveled each
day _____ Length of school term _____ What per cent go
to college _____ What happens to those that do not go to
college and drop out of school _____

Classrooms

Conditions of rooms, Too Small, Adequate, Fair, Good,
Satisfactory, Very satisfactory, Excellent,
The size of the classrooms are, 12x16, 16x16, 18x22, 18x24,
24x26, 24x24, 24x30, 26x28, 28x40, or _____
Shades _____ Globes _____ Maps _____
Piano _____ Radio _____ Sufficient seats to ac-
commodate entire enrollment _____ Waste basket _____
Bulletin boards _____ Blackboards _____

Teachers

Number of teachers _____ Length of time in present
position _____ Number of years in the profession _____
How many years of college training, 1 _____ 2 _____ 3 _____
4 _____ 5 _____ Degrees A.E. B.S. M.S. Ph.D. _____
Monthly salary _____ Length of term _____

Play grounds

Swings _____ First Aid Kit _____ Scales _____ Seesaws _____
Other play ground equipment _____

