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The History and Development of Schools for Negroes in Madison County from 1930 through 1949

Fannie Merriwether Dobbins

THE HISTORY AND DEVELOPMENT OF SCHOOLS FOR NEGROES IN MADISON COUNTY FROM 1930 THROUGH 1949

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TENNESSEE A. & I. STATE COLLEGE

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To the Committee on Graduate Study:

I am submitting to you a thesis written by Fannie M. Dobbins entitled "The History and Development of Schools for Negroes in Madison County from 1920 through 1949." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

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D E D I C A T E D

to my devoted

Husband

MR. A. M. DOBBINS

for his

untiring patience and assistance rendered me

during this study.

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CHAPTER I

INTRODUCTION

The Problem

Statement of the Problem

The purpose of this study is to compile a history of the development of education for Negroes in Madison County between the years 1930 - 1950. The problem is to relate the step by step development of the public schools for Negroes in Madison County with reference to: (1) historical background of Madison County, (2) early beginnings of education for Negroes, (3) the development of public schools for Negroes in the county, (4) special services developed in the Madison County School system for Negroes, and to point out the areas which require further attention and more thorough work on the part of the personnel in the school system.

Reasons for the Study

An investigation of available data on the education of Negroes in Madison County revealed that there had been no definite study made and published on the history and development of public schools for Negroes in Madison County, Tennessee covering 1930-1950. Such a study would provide pertinent information necessary for official

records on the educational development in the County. Moreover, the revelation of facts through such a study would serve to accelerate future development and would inspire future students to keep this study up to date.

Limitations

This investigation is confined to a study of the development of public elementary schools for Negroes in Madison County, Tennessee for the past twenty years, 1930 - 1950. The study is limited to specific phases of educational development namely: (1) enrollment and attendance, (2) teachers, (3) buildings and grounds, (4) library services, (5) school lunch service and health service, and (6) transportation.

Methodology of Procedure

Data for this study were obtained from the following sources: (1) "Historic Madison," a history of Madison County compiled by the Madison County Historical Society as a contribution to the Sesquicentennial Celebration of Tennessee Statehood in 1946, (2) annual statistical records in the office of the County Superintendent of Madison County, including minutes of County Board meetings, from which information about attendance, enrollment, promotion and retardation of pupils, training and certification of teachers were secured, (3) Acts of the State Legislature from which were secured data about laws pertaining to the public schools of the state, (4) publications of the State Department of Education

containing standards for approval of schools relating to length of school day, teacher-pupil load, attendance and other rules governing public schools of the state, (5) the federal census from which data concerning characteristics of the population especially as regards to size of the Negro population and types of employment engaged in by persons (Negroes) over fourteen years of age were secured.

Review of Related Literature

In recent years, much has been written concerning the education of Negroes, and yet this writer was unable to find any published account of the education of Negroes in Madison County. Much of the published material concerning Negro education is indirectly related to this study in that the problems of Negro education in Madison County are relatively similar to the problems of Negro education in the country as a whole.

A study of much significance was made by Ambrose Caliver[1] in 1935. He states the following facts:

> "The most difficult educational problems concerned with Negroes are found in rural areas, (1) that the few schools provided in rural areas are difficult of access, (2) that the educational facilities offered are meager in amount, (3) that the education given is of poor quality, and (4) that many factors of educational availability are closely associated with one another; and (5) that their combined influence is accentuated and operates most seriously upon children in rural areas.

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1 Ambrose Caliver, Availability of Education for Negroes in Rural Communities, Bulletin 1935, No. 12, U. S. Printing Office Washington, D. C., p. 86.

Several studies have been made concerning the education of Negroes in counties of Tennessee within the last ten years, 1940 - 1950. G. S. Greene[2] made an analysis of the educational offerings of Negroes in Rutherford County, Tennessee. His study revealed that (1) most of the rural schools of the county were difficult of access, poorly equipped, lacking in transportation facilities and (2) salaries for teachers were low as compared with standards of other counties.

Charles Hicks[3] made a study relating to the educational opportunities for Negroes in Cheatham County in Tennessee. The purpose of his study was to ascertain the offerings of the schools in order that they might be available for evaluation in the light of modern improvements of educational procedures. His findings were as follows: (1) The school houses of the county represented the most obvious inadequacy and inequality of the educational opportunities for Negroes in the county. He suggested that they be replaced with buildings planned for the comfort and service of the pupils of the school community. (2) It was found that the toilets at some of the schools were not sanitary and that all of the schools did not have separate toilets for boys and girls. He suggested that in keeping with county and state health laws and

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[2] G. S. Greene, Availability of Education to Negroes in Rutherford County, Tennessee. Master's Thesis, Nashville, Tennessee, Fisk University, 1940.

[3] Hicks, Charles A., A Study of Educational Opportunities for Negroes in Cheatham County, Tennessee. Master's Thesis, Nashville Tennessee, Fisk University, 1941.

in the interest of character education, these conditions be improved. (3) The teaching methods employed by all of the teachers revealed a dire need for in-service teacher education which is in keeping with present educational trends. (4) The curriculum practices of the schools were those which have been inherited from the early schools. Rote learning from restricted textbooks and in restricted subject matter areas still held sway. He recommended that an activity curriculum, based on the needs and experiences of the pupils, be adopted.

Carrie E. Denny[4] made a study of the Negro rural elementary schools of Davidson County from 1934 to 1944. The information that she presented is related to facts that serve as indices to the educational, economic and social status of the Negro in Davidson County. This study revealed the following information: (1) the Negro population of Davidson County was constantly decreasing; (2) during the period from 1934 to 1944, twenty-six per cent of the pupils entering first grades actually completed the eighth grade; (3) from 1939-1944, there was a slight decrease in the number of one-teacher schools and an increase in the two-teacher schools. This decrease was probably due to low average daily attendance. When the average daily attendance fell below ten, the school was terminated and the pupils were transferred

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[4]Carrie E. Denny, A Study of the Negro Rural Elementary Schools of Davidson County, Tennessee, Master's Thesis, Nashville, Tenn. A. & I. State College, 1934-1944.

and transported to another school and (4) many families living in the community were either tenants or sharecroppers. They moved from community to community which gave rise to a transitory school population.

Another study was made by Katherine L. Allen[5] revealing the types of improvement in the Montgomery County Schools for Negroes from 1923-1945. This analysis revealed a tremendous increase in average daily attendance of pupils, in training of teachers, and improvements in the buildings and school grounds. Factors contributing to these improvements were listed as follows: improved economic conditions of parents, better qualifications of teachers, increased transportation facilities, and special services rendered Montgomery County Negro Schools.

Similarly, Roberta Greenfield[6] made an analysis of the development of public schools for Negroes in Giles County from 1938 to 1948. Her study revealed progress in every area of development of the school except in the area of population. While the total enrollment steadily decreased, the average daily attendance increased due to such factors as better qualifications of teachers, the activity program, the hot lunch program, and increased facilities for transportation which were not present in the early period

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[5] Katherine L. Allen, A History of the Development of County Public Schools for Negroes in Montgomery County, Master's Thesis A. & I. State College, Nashville, Tennessee, 1948.

[6] Roberta Greenfield, A History of the Development of Public Schools for Negroes in Giles County, Tennessee. Master's Thesis A. & I. State College, Nashville, Tennessee, 1949.

of the educational program for Negroes in Giles County.

These studies suggest the kinds of problems which have existed in the county systems of education in Tennessee. However, definite trends toward improvement were apparent.

CHAPTER II

LEGAL FOUNDATIONS OF EDUCATION IN MADISON COUNTY

An analysis of the legal foundations for education in Tennessee is necessary in any attempt to trace the development of education for Negroes in Madison County since the status governing the operation of schools in the counties of the state are embodied in the laws passed by the state legislature. These laws are to apply to all public schools, white and Negro. A study of these laws would indicate the kinds of improvements in school programs required of or reommended to the counties by the various state laws.

Public School Law of 1838

In 1838[1] the General Assembly of the State of Tennessee passed an act to have elected five commissioners from each civil district in the several counties to "establish common schols." This law was not of particular significance in terms of educational opportunities for Negroes since Negroes were then in a state of slavery. However, it did spell the beginning of common public school which Negro children were later to share.

In 1839 the first school census in Madison County was taken. There were 3,443 white children enumerated, and $2,176.66 in

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1 E. A. Williams, Historic Madison, Madison County Historical Society, Jackson, Tennessee, 1946, p. 290.

public funds had been made available. In the 1840 school report there were nineteen schools listed, nineteen teachers and a term of five and one half months. Of course, no tabulation was made of Negro children.

Public School Law of 1873

The federal census report for 1870 showed that in Tennessee illiteracy had increased fifty per cent while the white population had increased only thirteen per cent. Therefore, friends of public education encouraged the passage of the educational law of 1873, known as the Parent Law of 1873. This law provided that[2] (1) schools should be free to all persons between the ages of six and twenty-one years of age, (2) the permanent school fund for the sum of $2,512,500 of which yearly interest was to be paid by the State for the support of schools should be established, (3) a poll tax of one dollar upon every male inhabitant of certain ages should be levied and (4) a property tax of one mill on each dollar of taxable property should be charged for the support of public education. This law also provided for separate schools for white and colored children with a term of at least five months and provided for a County Superintendent for each county in the state. This was a big step forward in education in Madison County, and some of our educational policies today are based upon this law.

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[2] Public Acts of Tennessee, 1873, Nashville, Tennessee.

Bitter opposition was expressed to the organization of public schools in Tennessee because the law of 1873 provided for the instruction of colored children. The change in educational ideas and practice in the state, required by the freedom of those who were formerly slaves, was the one point hard to pass. Taxation for Negro schools was a peculiarly obnoxious feature of the school law.

For this reason, most of the early schools for Negroes were supported by churches and by philanthropic sources.

Public School Law of 1909

In 1909 the General Assembly of Tennessee passed an act[3] which provided that (1) one fourth of the money received by the state should go for the cause of education, (2) four teacher training institutions should be established, one of which was for the training of Negro teachers, (3) increased funds were to be made possible for various educational services, such as vocational education, libraries, and the consolidation of small schools into larger and better schools.

The superintendent's report of Madison County, Tennessee, showed that public sentiment for public schools had increased. Requests of local officers to the state were favorably acted upon and the people of the county were willing to pay more local taxes for the support of all the public schools.[4]

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[3]Public Acts of Tennessee, Chapter 25, Sec. 31, Nashville, Tenn.

[4]Report of the Public Superintendent of Madison County for 1910, State Library, Nashville, Tennessee.

Public School Law of 1925

In 1925 an effort was made to establish a uniform state educational system. An act to establish and maintain a uniform system of education was passed. Before the passage of this act, the school laws of Tennessee consisted of more than a thousand separate acts or amendments to general acts. The necessity of a codified school law was so urgent that the General Education Bill of 1925 was prepared for the expressed purpose of collecting the principal provisions of the Acts passed since 1873 into one uniform bill.[5] The public school law of 1925 reads in part as follows:

> (1) That there shall be established and maintained in the State of Tennessee a system of public education, consisting of elementary schools, three state colleges, the Polytechnic Institute, and the A. & I. State College for Negroes, (2) that the system of education shall be administered by (a) the state commissioner of education, (b) the county and city boards of education, (c) the county superintendent and (d) the state board of education. (3) Be it further enacted that there is hereby created and established the State Department of Education, Chapter 7, Acts of 1923, which shall be composed of the following divisions: (a) elementary schools, (b) high schools, (c) vocational education (d) certification, (e) library and archives, and (f) geology.

Minimum School Program for 1937

The Public Acts of 1937 provided for a minimum school program

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5 P. L. Harned, Public School Laws of Tennessee, 1910, Nashville, Tennessee.

for the state of Tennessee. The Act provided:[6]

> Any county or city that levied and collected (1) a tax for elementary schools not less than fifty cents on each hundred dollars of taxable property in the county including any levied by the legislature and retained in the county and excluding the eight cents for schools as provided in this act, (2) a poll tax of one dollar, and (3) all privilege taxes and fines allowed by law, shall participate in the equalizing fund.

The Madison County Court levied the necessary taxes for the Madison County School System to participate in the minimum school program sponsored by the Tennessee Teachers' Association and adopted by the Tennessee State Board of Education.[7] The program reads as follows:

> (1) That the state finance the minimum program of elementary school education in so far as teachers' salaries are concerned, provided there be no restrictions of local initiative, (2) that the minimum length of terms for elementary schools shall be eight months and nine months for high school, (3) that the minimum salary for any teacher in Tennessee shall not be less than $60 per month, provided that standards for qualifications are raised and teachers' progress in direct proportion to the rise in standards and the increase in training and experience, (4) that all beginning teachers must have completed at least two years of college training in an approved institution of higher learning, (5) that adequate library facilities be made available for all pupils in the public schools of Tennessee, (6) that the state encourage desirable consolidation of schools, necessary and efficient transportation, and skilled supervision through state aid, (7) that adequate facilities for higher education be provided by the State, (8) that an adequate and actually sound retirement system for teachers be established on a state-wide basis.

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[6] Report of the Public School Superintendent of Madison County for 1938, Jackson, Tennessee.

[7] Tennessee State Department of Education, Looking Ahead With Tennessee Schools, Nashville, Tennessee: 1937, p. 12-15.

Public School Law of 1947[8]

The need and cost of the services included in the annual minimum school program in each county, city, and special school district were to be determined as follows:

> (1) The salary of the county superintendent shall be included in the annual minimum county school program and determined on the basis of a salary schedule prescribed by the State Board of Education. In prescribing the salary schedule the State Board of Education shall take into consideration the training and experience of the superintendent and the school population of the various counties. There shall be included in the minimum program of a city or special school district the salary of the superintendent of schools of such city or special school district to the extent of three hundred ($300.00) dollars; provided, that if said superintendent also serves as principal, no additional three hundred dollars ($300.00) shall be included for his salary as superintendent.
>
> The travel expenses of the county superintendent and members of the county board of education shall be allowed to the extent of, but not to exceed five hundred dollars ($500.00) for each county per annum.
>
> The salary of one clerical employee for each county superintendent shall be allowed under a salary schedule prescribed by the State Board of Education and approved by the State Commissioner of Education.
>
> The cost of the census enumeration shall be included in the minimum program of a county, city, or special school district in those years in which a census is required by law to be taken. The amount allowed for census enumeration in each county, or special district shall be determined upon the basis of the per capita amount per census pupil prescribed by the State Board of Education and approved by the State Commissioner of Education.

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[8] The Tennessee Educational Bulletin. 1947 Public School Laws of Tennessee. Compiled from Public Acts of 1947. Nashville Tennessee, October 1947, pp. 3 - 9.

Other expenses of general control, such as county superintendent's office supplies, communication, postage, telephone and publications to be included in the annual minimum program of a county, shall be determined on the basis of a per capita amount under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education, for each pupil in average daily attendance in the county schools during the preceding school year, which, in no event, shall exceed the necessary and reasonable amounts actually expended for such purposes.

2. The salaries of teachers and principals shall be included in the minimum program of a county, city, or special school district, and the cost thereof shall be determined under the salary schedule prescribed by the State Board of Education and approved by the State Board of Education and approved by the State Commissioner of Education for the number of teachers and principals in counties, including cities and special school districts therein, determined under the teacher-pupil ratio fixed by the State Board of Education. Such a salary schedule, when so adopted and so approved, shall not be subject to change during the school year for which adopted and approved.

Learning and instructional materials shall be included in the minimum program of a county, city, or special school district on the basis of a per capita amount under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education for each pupil in average daily attendance during the preceding school year. Such funds shall be spent for learning and instructional materials and services, including textbooks, library books, audio-visual and other teaching aids, in accordance with a plan submitted by the State Commissioner of Education.

Travel for any teacher rendering service on a county-wide basis with the approval of the State Commissioner of Education shall be included in the annual minimum school program of a county in an amount not to exceed four hundred and fifty dollars ($450.00) per annum for each such teaching position.

Travel for teachers of homebound children shall be included in the minimum program of a county, city, or special school district under the regulations prescribed

by the State Board of Education, and approved by the State Commissioner of Education not to exceed a maximum of four hundred and fifty dollars ($450.00) per annum for each such teaching position.

Other expenses of instruction, such as principal's office supplies in a county, city, or special school district shall be included in the minimum school program on the basis of a per capita amount under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education during the preceding school year.

3. Health education services shall be defined rules and regulations prescribed by the State Board of Education, and the cost thereof shall be allowed in the minimum program of a county, city, or special school district and determined on the basis of a per capita amount under the rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education per pupil in average daily attendance during the preceding school year.

4. Pupil transportation services shall be defined under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education and the cost thereof shall be allowed in the annual minimum school program of the respective counties and shall be determined in the following manner:

The total amount allocated for pupil transportation services as set forth in Section 4 of this act shall be allocated among the respective counties in the following manner: (1) Ten dollars ($10.00) shall be allowed for each pupil transported in accordance with the rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education under existing laws and legislation hereinafter enacted; (2) the amount remaining out of the total allocated for pupil transportation services as set forth in Section 4, after the allowance in (1) above has been deducted, shall be allowed to the various counties according to the ratio of the average rural population per square mile in the county.

The cost of pupil transportation services shall be allowed in the minimum school program of a county, by adding together the allowance made in such county under (1) and (2) above; provided, however, that no funds shall be expended under this subsection to transport pupils who

live within one and one-quarter miles of the nearest accessible school of appropriate race and grade; provided further, that nothing in this subsection shall prevent a county from transportating physically handicapped children under rules and regulations prescribed by the State Board of Education with the approval of the State Commissioner of Education.

5. School plant operation and maintenance services, and fixed charges services shall be defined under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education, and the cost thereof shall be allowed in the minimum program of a county, city, or special school district and determined of the basis of a per capita amount under rules and regulations prescribed by the State Board of Education and approved by the State Commissioner of Education per pupil in average daily attendance during the preceding school year.

The state laws for public education in Tennessee starting with the Public School Law of 1838 provided for the establishment and development of "common" or public schools for all the children of Tennessee. Early legislation stipulated that schools should be free for all persons between six and eighteen years; provided for the collection and maintenance of funds for the operation of public schools; required separate schools for white and Negro children, and authorized the establishment of teacher-training institutions and provisions for special services such as vocational education and libraries. Beginning with the "Public School Law of 1937," there was a tendency to issue regulations which sought a basic or minimum program of education which all schools were to adopt to insure all children an opportunity to acquire a decent quality of education.

CHAPTER III

THE GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN MADISON COUNTY

HISTORICAL AND GEOGRAPHICAL BACKGROUND

Madison County is one of the middle western counties. It is bounded on the north by Gibson and Carroll counties, on the east by Henderson County, on southeast by Chester County, on the south by Hardiman County, on the west by Haywood County, on the northeast by Crockett County. It is divided into ten civil districts (Figure 1). Jackson, Tennessee is the county seat of Madison County with a population of 30,090.[1] Madison County is sixth in size compared with ninety-five counties of Tennessee having a population of 60,000.

Madison County was established from land ceded by the Chickasaw Indians, on November 7, 1821.[2] The county was named for James Madison, who had been President of the United States and, at the time, was living in retirement in Virginia. He had been a leader in the Federal Constitutional Convention in 1787, did most of the actual drafting of the United States Constitution, and took an active part in securing the ratification of the Con-

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[1] Federal Census, 1950.

[2] Ibid.

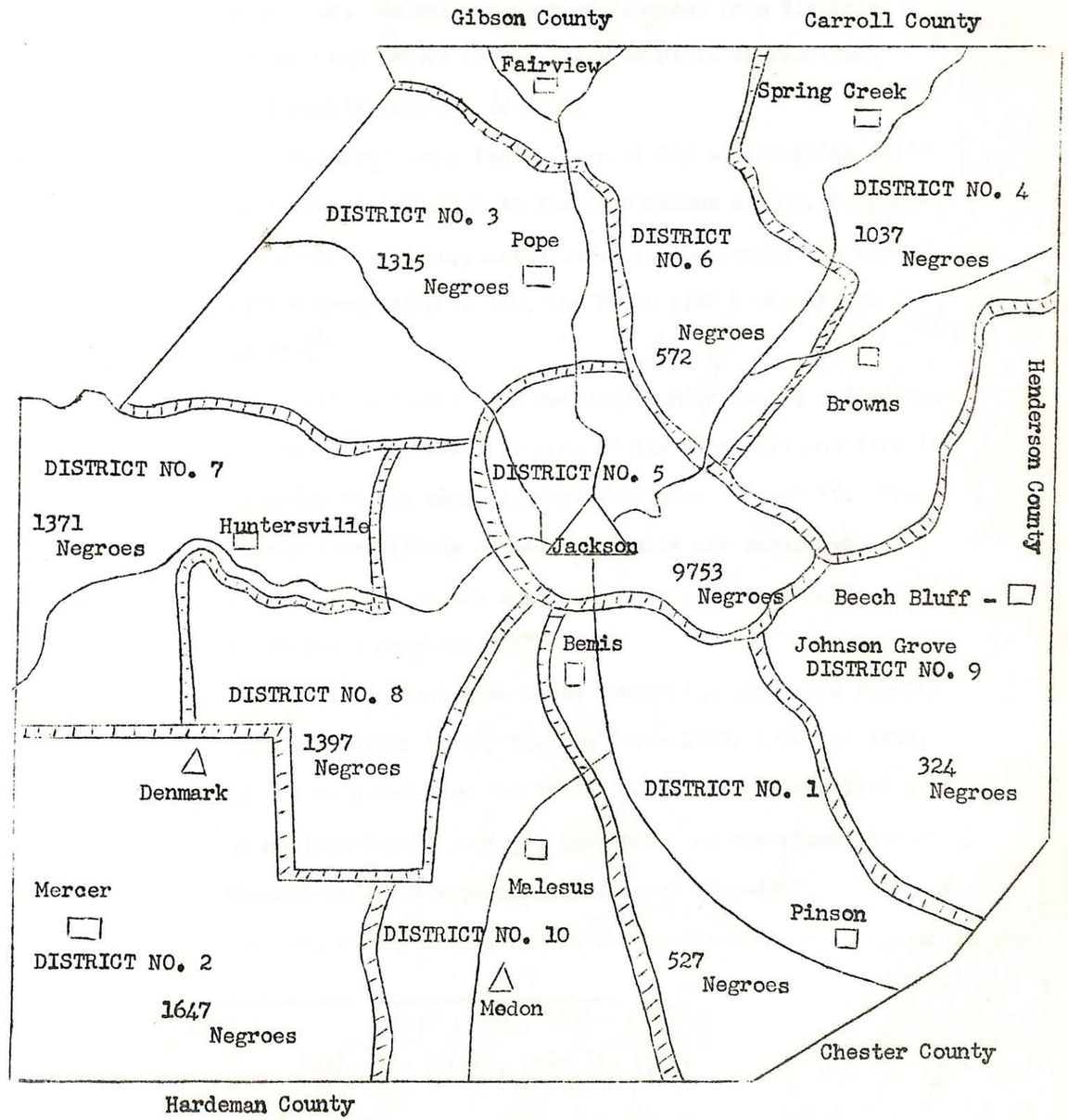

FIGURE 1 - Ten Civil Districts of Madison County Showing Negro Population

stitution. He was a member of Congress from Virginia, 1789-97 and served as Secretary of State in President Jefferson's Cabinet, 1801-09.

Madison County had an area of 552 square miles and an assessed valuation in the 1950 Census of $34,000,000.[3] The other two incorporated towns in the county are Denmark with a population of 110, and Medon with a population of 150.[4]

Madison County is a railroad center and is called the Hub of West Tennessee because of its strategic position in relation to the many highways that pass through it. The physical conditions of Madison County are conducive to farming. Some of the main crops are clover, alfalfa, fruit and vegetables.

Table I shows some facts concerning the Negro population of Madison County for the years 1920, 1930 and 1940. It can be noted from the table that the Negro population of Madison County steadily increased and the proportion of Negroes to white remained steady from 1930-1940. There has been, however, a slight increase in the number of Negroes living in the

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[3] Nashville Banner, July 18, 1950.

[4] Madison County Bulletin 1, p. 7.

TABLE I

NEGRO POPULATION OF MADISON COUNTY FOR THE YEARS

1920, 1930 and 1940[5]

YEAR	TOTAL POPULATION	NEGRO POPULATION	NEGRO PER CENT	NEGROES 5-17	NEGROES RURAL
1920	50,236	12,254	24	5,964	8,756
1930	51,059	18,643	36	6,042	8,946
1940	54,115	19,494	36	6,096	9,345

[5] Sixteenth Census of the U. S., 1940. Characteristics of the Population by Counties, U. S. Printing Office, Washington, D. C.

rurals compared with those who were residing there in 1930.

Table II shows the general occupations of the Negroes in Madison County. According to the 1940 federal census two hundred and forty-one or four per cent of the Negroes were employed in professional and semi-professional positions and 3,054 or nearly fifty per cent of the employed Negroes worked on the farm. The proportion of agricultural workers engaged as farmers and managers increased during this decade.

TABLE II

NEGRO EMPLOYED WORKERS FOURTEEN YEARS OLD AND OLDER BY MAJOR OCCUPATIONS IN MADISON COUNTY, TENNESSEE[6]

TYPES OF OCCUPATION	NO. ENGAGED 1930	PER CENT ENGAGED	NO. ENGAGED 1940	PER CENT ENGAGED
Professional Workers	320	4	231	3
Semi-Professional Workers	13	1	10	1
Farmers and Farm Managers	1953	22	1736	24
Proprietors, Managers, Officials	130	2	28	1
Clerical Sales, Kindred Workers	80	1	75	1
Craftsmen, Foremen	226	3	134	2
Operators and Kindred Workers	500	6	421	6
Domestic Workers	2120	24	1710	23
Service Workers, Not Domestic	606	7	535	8
Farm Laborers (Wage Earners)	823	9	709	10
Farm Laborers (Unpaid Workers)	756	9	609	8
Laborers, Not Farmers	1024	11	874	12
Occupations Not Reported	47	1	25	1
Total Employed	8,598	100	7,097	100

[6] Sixteenth Census of the U. S., 1940

Development of Public Education for Negroes

The growth of public schools for Negroes in Madison County from 1930 to 1949 may be described in terms of the kinds of schools, pupil enrollment, attendance, promotion, retardation, teacher training, certification, salaries and teacher-pupil load, and school buildings and grounds.

Kinds of Schools

Table III reveals the kinds of schools that were operating in Madison County for four year intervals from 1931-32 to 1939-1940. The term of office of the school superintendent of Madison County was four years, and the official reports from the superintendent's office were made to cover each term rather than each school year for the the reason that the official report covers four year intervals.

From 1931-32 to 1935-36, there were forty-two Negro schools in Madison County. Of this number nineteen or approximately forty-five per cent of them were one-teacher schools. Fourteen or fifty-two per cent were two-teacher schools and nine or twenty-two per cent of the schools were taught by three or more teachers. From 1935-36 to 1939-40, there were forty-one Negro schools in Madison County, representing a loss of one school from the preceding period. Eight of the one and two-teacher schools had been consolidated with the result that in 1939-40, approximately forty per cent of the schools were taught by three or more teachers, showing an increase of 17 per cent over

TABLE III

KINDS OF SCHOOLS FOR NEGROES IN MADISON COUNTY FOR FOUR-YEAR INTERVALS, 1931-32 to 1939-40[7]

KIND OF SCHOOL	1931-32		1935-36		1939-40	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
One-Teacher	19	45	16	39	16	39
Two-Teacher	14	33	11	27	9	22
Three or More	9	22	14	34	16	39
TOTAL	42	100.0	41	100.0	41	100.0

7 Statistical Report from 1930 to 1940. Office of Superintendent of Madison County, Court House, Jackson, Tennessee.

1931-32 in three or more teacher schools.

Table IV indicates the kinds of schools that were operating in Madison County for ten years, 1940-49. During 1940-41, there were forty-one Negro schools. Of this number, fourteen or approximately thirty-four per cent of these were one-teacher schools, thirty-seven per cent were two-teacher schools and twenty-nine per cent were three or more teacher schools. At that time, the number of two-teacher schools serving the scattered local communities were on the increase, as compared with 1939-40, due perhaps, to a sizeable increase in pupil enrollment as will be seen later. (See tables III and V)

By the end of this decade, 1940-49, the number of one-teacher schools began to increase again due to the increase in local school population. It is significant to note that in this decade roughly a third of the schools were of one-teacher type, another third were two-teacher, and the remainder had three or more teachers. However, in the last two school years, 1947-48 and 1948-49, the one-teacher and two-teacher schools tended to predominate.

TABLE IV

KINDS OF SCHOOLS IN MADISON COUNTY FOR NEGROES FOR THE YEARS 1940-1949[8]

YEAR	KINDS OF SCHOOLS: ONE-TEACHER Number	ONE-TEACHER Per Cent	TWO-TEACHER Number	TWO-TEACHER Per Cent	THREE OR MORE Number	THREE OR MORE Per Cent	TOTAL	PER CENT
1940-41	14	34	15	37	12	29	41	100
1941-42	14	34	13	32	14	34	41	100
1942-43	14	34	11	27	16	39	41	100
1943-44	14	34	15	37	12	29	41	100
1944-45	15	38	12	30	13	32	40	100
1945-46	15	38	12	30	13	32	40	100
1946-47	15	37	16	39	10	24	41	100
1947-48	15	37	18	44	8	19	41	100
1948-49	13	32	18	44	10	24	41	100
1949-50	17	40	14	33	11	27	42	100

[8] Ibid.

Enrollment

Table V shows the enrollment and attendance of pupils in the Negro schools of Madison County from 1930 to 1949. In 1930-31 the total enrollment was 3473. There was little change in the enrollment for the following seven years, after which it perceptibly dropped. The smallest enrollment was in 1947-48, at which time it had decreased to 2517. However, in the following year of the period studied the enrollment showed a sharp increase of twenty-one per cent, this increase being sustained the following year. The decrease after 1939-40 may have been due to the decreasing birthrate and the attraction of the families to war production centers. Since 1948-49, the trend has been toward increased enrollment, as a result of the rise in birthrate during the war years, the attraction of an improved instructional program and the nine month school term.

Attendance

The per cent of attendance fluctuated from 1930-31 until 1937-38, at which time there was a noticeable increase in the number of children who attended school daily. The ratio of attendance to enrollment generally continued to increase from 1939-40 to 1949-50. (Table V)

TABLE V

TOTAL ENROLLMENT, AVERAGE DAILY ATTENDANCE, PER CENT OF ATTENDANCE AND LENGTH OF SCHOOL TERM IN MADISON COUNTY SCHOOLS FOR NEGROES FROM 1930 - 1950[9]

YEAR	TOTAL ENROLLMENT	AVERAGE DAILY ATTENDANCE	PER CENT OF ATTENDANCE	LENGTH OF SCHOOL TERM
1930-31	3473	2434	70	110
1931-32	3436	2567	75	110
1932-33	3490	2525	72	110
1933-34	3481	2406	69	110
1934-35	3358	2575	77	110
1935-36	3172	2392	75	110
1936-37	3057	2393	78	110
1937-38	2963	2366	80	110
1938-39	3039	2443	80	160
1939-40	2865	2351	82	160
1940-41	2810	2271	81	160
1941-42	2883	2384	83	160
1942-43	2730	2304	84	160
1943-44	2751	2259	82	160
1944-45	2601	2251	87	160
1945-46	2520	2127	84	160
1946-47	2531	2173	86	160
1947-48	2517	2127	85	160
1948-49	3048	2488	82	177
1949-50	3201	2757	86	177

[9] Ibid.

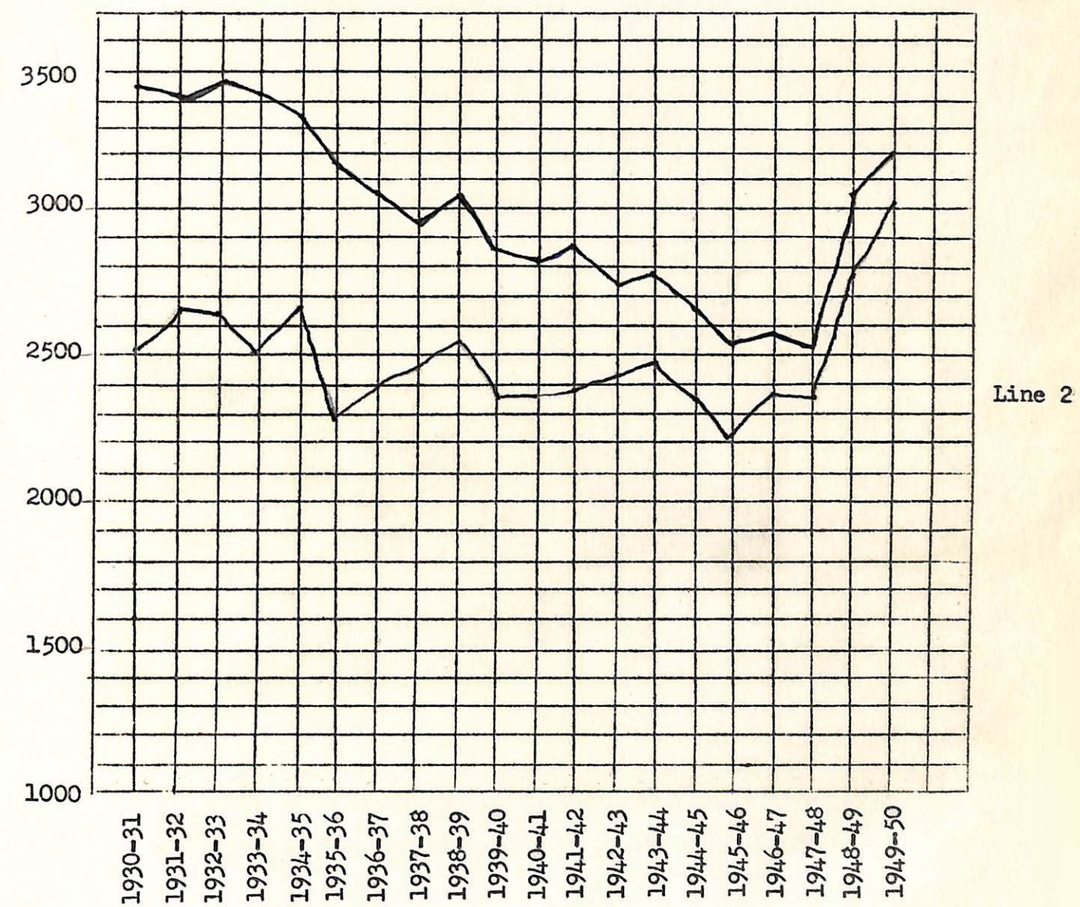

FIGURE 2 - Enrollment of Negro Elementary School Children in Madison County, 1930-31 to 1949-50.

Line 2 denotes Average Daily Attendance.

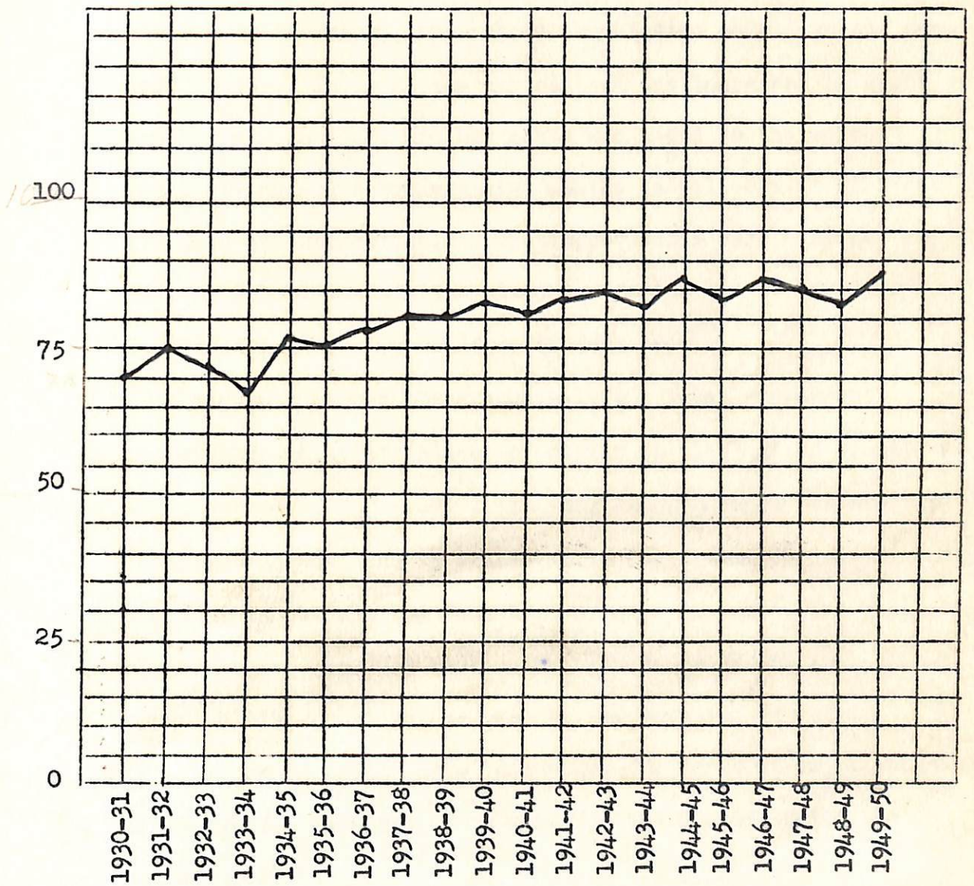

FIGURE 3 - Per Cent of Attendance of Negro Elementary School Children in Madison County, 1930-31 to 1949-50.

Length of School Term

Table V further reveals that for the first eight years covered by the study, the school term lasted only five and one-half months. In 1938, the school term was increased to eight months, and in 1948, another month was added to the school year, giving all schools a nine months school term or at least 177 days of instruction. These improvements were a direct result of school legislation aimed to provide better educational opportunities for the children of Tennessee.

Figure 2 represents graphically the total enrollment and average daily attendance of pupils in the Madison County Negro schools, 1930 - 1949. It will be noted that the average daily attendance line is considerably lower than the enrollment line. This reveals the fact that a large number of the pupils of the county have not been taking advantage of the educational opportunities provided for them by the State and County.

Figure 3 reveals data concerning the per cent of attendance of pupils in the Negro schools of Madison County during the period studied.

TABLE VI

ENROLLMENT, PROMOTION AND RETARDATION OF NEGRO PUPILS OF MADISON COUNTY SCHOOLS FROM 1930-31 TO 1949-50[10]

YEAR	TOTAL ENROLLMENT	NUMBER DROPPED	PER CENT DROPPED	NUMBER RETAINED	PER CENT RETAINED	NUMBER PROMOTED	PER CENT PROMOTED
1930-31	3473	*					
1931-32	3436	*					
1932-33	3490	*					
1933-34	3481	*					
1934-35	3358	*					
1935-36	3172	*					
1936-37	3057	538	17.2	262	8.5	2527	74.3
1937-38	2963	461	15.5	258	8.7	2244	75.8
1938-39	3039	657	21.2	240	7.8	2142	71.0
1939-40	3865	1379	35.6	236	6.1	2250	58.3
1940-41	2810	65	23.1	236	8.3	2509	68.6
1941-42	2883	74	25.6	230	7.9	2579	66.5
1942-43	2730	123	4.5	105	3.8	2502	91.7
1943-44	2751	32	1.16	214	7.7	2515	91.1
1944-45	2601	39	1.14	157	6.03	2425	92.8
1945-46	2520	6	.25	132	5.2	2382	94.5
1946-47	2531	21	.83	96	3.3	2414	95.9
1947-48	2517	66	2.6	63	2.5	2418	94.9
1948-49	3048	206	7.0	100	3.0	2742	90.0
1949-50	3201	142	4.0	58	2.0	3001	94.0

*No record available for 1930-1936 for data concerning missing items.

[10] Ibid.

Promotion and Retardation

Table VI reveals the promotion and retardation for the Negro children of Madison County from 1936-37 to 1949-50. No data concerning promotion and retardation were available for Negro pupils from 1930 to 1936. From 1936-37 through 1949 - 1950, the number of pupils dropped and retained decreased constantly. In 1936-37, 538 pupils of a total enrollment of 3,057 or seventeen and two tenths per cent were dropped from the school rosters, while 262 or approximately eight and five tenths per cent were retained in the grade. In 1949-50, only 142 or four per cent of the total enrollment were dropped and only two per cent were retained.

According to Heck,[11] after studying twenty-five city school reports, the percentage of failure varied from four to seventeen per cent. The median percentage of failure was nine and one-tenth per cent. The findings of this study for 1936 to 1939 correspond with his findings in the general proportion of pupil failures.

The decreasing rate of failure may be attributed to the professional growth of the teachers and the longer school term since 1937-38. With the increased concern of the teachers of Madison County for adjusting their instruction to the individual needs of the children, a changed attitude toward promotional policies has developed. The social and emotional characteristics and needs

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[11] A. O. Heck, Administration of Pupil Personnel. Ginn and Company, New York: 1929.

of the children have been given increasing prominence in determining the needs of children for advancements from grade to grade, as against the former sole emphasis on subject matter achievement. More attention has been given to curriculum improvement so that the actual offerings of the schools were more interesting and meaningful to those children who might have become school mortality cases.

TABLE VII

TRAINING OF ELEMENTARY NEGRO TEACHERS IN MADISON COUNTY 1930-1949[12]

YEAR	FOUR YRS. COLLEGE		THREE YRS. COLLEGE		TWO YRS. COLLEGE		ONE YR. COLLEGE		H. S. GRADUATE		THREE YRS. H. S.		TWO YRS H. S.		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1930-31	1	1	1	1	21	27	20	25	21	27	10	13	5	6	79
1931-32	2	2	1	1	28	35	26	33	17	21	6	8			80
1932-33	4	6	4	6	27	33	38	46	9	7	2	2			84
1933-34	8	9	7	8	30	36	34	40	5	6	1	1			84
1934-35	10	12	11	13	33	39	35	30	5	6					84
1935-36	12	14	12	14	29	35	28	33	4	4					85
1936-37	18	21	7	8	40	46	22	25							87
1937-38	16	18	8	9	36	41	24	28	3	4					87
1938-39	17	19	14	16	39	44	16	18	3	3					88
1939-40	22	26	13	15	45	52	5	6	1	1					86
1940-41	26	30	15	17	40	47	4	5	1	1					86
1941-42	31	35	20	23	34	38	3	4							88
1942-43	32	36	19	22	36	41	1	1							88
1943-44	40	47	13	15	31	36	1	2							85
1944-45	42	47	15	17	32	36									89
1945-46	45	50	16	18	29	32									90
1946-47	39	45	18	21	1	1	28	33	1						86
1947-48	50	57	38	43											88
1948-49	52	55	21	23	21	22									94
1949-50	59	65	22	24	10	11									91

[12] Ibid.

TABLE VII

TRAINING OF ELEMENTARY NEGRO TEACHERS IN MADISON COUNTY 1930-1949[12]

YEAR	FOUR YRS. COLLEGE		THREE YRS. COLLEGE		TWO YRS. COLLEGE		ONE YR. COLLEGE		H. S. GRADUATE		THREE YRS. H. S.		TWO YRS H. S.		T O T A L
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1930-31	1	1	1	1	21	27	20	25	21	27	10	13	5	6	79
1931-32	2	2	1	1	28	35	26	33	17	21	6	8			80
1932-33	4	6	4	6	27	33	38	46	9	7	2	2			84
1933-34	8	9	7	8	30	36	34	40	5	6	1	1			84
1934-35	10	12	11	13	33	39	35	30	5	6					84
1935-36	12	14	12	14	29	35	28	33	4	4					85
1936-37	18	21	7	8	40	46	22	25							87
1937-38	16	18	8	9	36	41	24	28	3	4					87
1938-39	17	19	14	16	39	44	16	18	3	3					88
1939-40	22	26	13	15	45	52	5	6	1	1					86
1940-41	26	30	15	17	40	47	4	5	1	1					86
1941-42	31	35	20	23	34	38	3	4							88
1942-43	32	36	19	22	36	41	1	1							88
1943-44	40	47	13	15	31	36	1	2							85
1944-45	42	47	15	17	32	36									89
1945-46	45	50	16	18	29	32									90
1946-47	39	45	18	21	1	1	28	33	1						86
1947-48	50	57	38	43											88
1948-49	52	55	21	23	21	22									94
1949-50	59	65	22	24	10	11									91

[12] Ibid.

Training of Teachers

The training of Negro teachers in Madison County from 1930-31 to 1949-50 is revealed in Table VII. Of the seventy-nine teachers employed in the Madison County Schools during 1930-31, only two teachers had more than two years of college training and thirty-six or over forty-six per cent had high school training or less. Each succeeding year an increasing number of teachers secured four years of college training, and teachers in other brackets likewise increased their training, to the extent that in 1949-50, fifty-nine or sixty-five per cent of the ninety-one teachers employed in the Negro schools had four years of college training, twenty-two or twenty-four per cent of the teachers had three years of college training which was the minimum training of Negro teachers in the county.

The continuous upgrading of the professional training of the teachers in Madison County may be regarded as a direct outgrowth of state enactments providing for salary increases commensurate with collegiate training. Careful selection of qualified teachers and a persistent program of in-service teacher education also motivated the improvement of the qualifications of the teaching personnel.

Certification of Teachers

There were four types of certificates issued in the period 1930-31 to 1949-50.[13] The requirements for each were as follows:

1. A Permanent Professional Elementary Certificate may be issued to a person who has completed six quarters in a college or university approved by the State Commissioner of Education and the State Board of Education. The applicant must have completed the 18 quarter hours in education that is prescribed by the State Commissioner and State Board of Education.

2. A Professional Elementary Certificate, valid for four years, may be issued to a person who has completed three quarters in a college or university approved by the State Commissioner and State Board of Education.

3. A Limited Training Elementary Certificate, valid for one year, may be issued to a person who has graduated from an approved four-year high school in this State, and attended an approved college for 12 weeks, completing 12 quarter hours of work, including three quarter hours in education.

4. A Four-year Elementary Certificate may be issued to an applicant who makes satisfactory grades on examination in subjects prescribed by the State Board and State Commissioner of Education.

Table VIII shows some facts concerning the certification of Negro elementary teachers in Madison County schools for 1930-49.

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[13] Tennessee Educational Commission, Facts Regarding Public Education and Resulting Problems. Part I, Albrose Pub. Co., Nashville, Tennessee: 1934. pp. 160-161.

In 1930-31, twenty-three per cent of the teachers employed in the Madison County schools for Negroes held permanent professional certificates, twenty-seven per cent held one-year professional certificates, seven held limited training certificates, and forty-one per cent held four-year examination certificates. Each year following, there was an increase in the number of certificates requiring increased training held by the teachers, and in 1948-49, fifty-nine or sixty-five per cent of the teachers possessed permanent professional certificates, twenty-two or twenty-four per cent held one-year professional certificates and ten per cent of the teachers held limited training certificates.

TABLE VIII

CERTIFICATES OF NEGRO ELEMENTARY TEACHERS OF MADISON COUNTY, PERMANENT PROFESSIONAL TWO YEAR, ONE-YEAR PROFESSIONAL ELEMENTARY, LIMITED TRAINING HIGH SCHOOL AND FOUR YEAR EXAMINATION[14]

YEAR	PERMANENT PROF - TWO YEAR		PROF ELEM. ONE-YEAR		LIMITED TRAIN. HIGH SCHOOL		FOUR YEAR EXAMINATION		TOTAL
	No.	%	No.	%	No.	%	No.	%	
1930-31	18	23	21	27	7	9	33	41	79
1931-32	28	35	27	34	5	6	20	25	80
1932-33	34	40	37	44	13	16			84
1933-34	38	45	33	39	13	16			84
1934-35	39	46	33	39	11	13	1	2	84
1935-36	43	51	35	42	6	7			84
1936-37	53	61	29	33	5	6			87
1937-38	54	62	28	32	5	6			87
1938-39	63	72	18	21	6	7			87
1939-40	70	84	10	12	3	4			83
1940-41	84	95	1	2	3	3			88
1941-42	85	92	2	3	5	5			92
1942-43	86	98	2	2					88
1943-44	84	99			1	1			85
1944-45	45	50	30	33	15	17			90
1945-46	86	100							86
1946-47	39	45	18	21	1	1	28	33	86
1947-48	50	57	38	43					88
1948-49	52	56	21	23	20	21			93
1949-50	59	65	22	24	10	11			91

[14] Ibid.

TABLE IX

AVERAGE MONTHLY SALARIES OF NEGRO MEN AND WOMEN TEACHERS IN MADISON COUNTY FROM 1930 THROUGH 1950[15]

YEAR	MEN	WOMEN
1930-31	$ 45.00	$ 42.50
1931-32	45.00	42.50
1932-33	45.00	42.50
1933-34	45.00	42.50
1934-35	45.00	42.50
1935-36	45.00	42.50
1936-37	45.00	42.50
1937-38	45.00	42.50
1938-39	84.50	87.75
1939-40	87.89	84.83
1940-41	92.15	90.03
1941-42	93.35	90.03
1942-43	102.75	90.75
1943-44	137.50	123.75
1944-45	145.35	127.61
1945-46	145.00	128.45
1946-47	161.40	153.17
1947-48	196.00	176.49
1948-49	200.75	214.36
1949-50	228.00	220.10

15 Ibid.

Salaries of Teachers

Table IX reveals some facts in regard to the salaries of Negro teachers in Madison County from 1930-31 through 1949-50. From 1930 to 1937, the average monthly salary for Negro men was $45.00, while the average monthly salary for women teachers was $42.50.

In 1938, the salary scale was increased as a direct result of the Minimum School Program which went into effect in that year. Madison County is an equalizing county and therefore used the following schedule which was the original 1938-39 schedule. Teachers holding a valid elementary certificates and a bachelor's degree received a basal salary of $90; for three years college training the salary was $75; for two years college training, $65; for one year of college training, $55; and less than one year of college work, $40. As a result, there was a decided increase in salaries of Negro teachers in 1938. The average monthly salary for men was $84.50 and the average salary for women was $87.75.

In 1949, the average monthly salary for Negro men was $228, an increase of 400 per cent, over the average salaries paid during 1931-1938 and the increase of women's monthly salaries was approximately the same. The 1947 Public School Act provided for a salary scale designed to provide an income for teachers more in harmony with the increased cost of living following World War II and designed to attract and retain qualified teachers. As a result the teachers of Madison County, according to their training, received an appreciable increase in salary.

Teacher-Pupil Load

The average teaching load for the teachers of the Madison County Negro schools from 1930-31 through 1949-50 is revealed in Table X. In 1930 the total enrollment was 3473 and the number of teachers employed was seventy-nine. The average load was forty-four pupils for this school term. In 1931-32 the average teacher load was forty-three pupils and there was a gradual decrease in the teacher-pupil load after that time. In 1949-50 the average load of a teacher was thirty-five, although this represents a higher load than that stipulated in the state minimum requirements for the approval of public schools which reads as follows:[16]

> In grades one through 12, thirty pupils in membership shall be regarded as the standard size of the class or group instructed at any one time. Forty pupils in membership shall be regarded as the maximum size of class or room except in such fields as health education (60 pupils per class), band, orchestra, glee club, chorus, typewriting, and bookkeeping. If work is departmentalized in grades 7 through 12, there shall be a minimum of 15 pupils per class enrollment. The above teacher-pupil ratio shall become mandatory on September 1, 1951.

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

TABLE X

ENROLLMENT, NUMBER OF TEACHERS AND AVERAGE TEACHER LOAD IN MADISON COUNTY NEGRO SCHOOLS[17]

YEAR	TOTAL ENROLLMENT	NO. TEACHERS	NO. OF PUPILS PER TEACHER
1930-31	3473	79	44
1931-32	3436	80	43
1932-33	3490	84	42
1933-34	3481	84	41
1934-35	3358	84	40
1935-36	3172	84	36
1936-37	3057	84	36
1937-38	2963	87	34
1938-39	3039	87	35
1939-40	2865	88	33
1940-41	2810	83	34
1941-42	2883	88	33
1942-43	2730	94	29
1943-44	2751	88	31
1944-45	2601	85	30
1945-46	2520	90	28
1946-47	2531	86	29
1947-48	2517	88	29
1948-49	3048	93	33
1949-50	3201	91	35

[17] Ibid.

School Buildings and Grounds

Prior to 1920, most of the schools were held in churches, lodge halls, and dwelling houses, but after that time the Julius Rosenwald[18] Fund came into existence. This was a philanthropic corporation established under the laws of the State of Illinois, "for the well being of mankind." Chartered in 1917, and reorganized in 1928, it was controlled by a board of eleven trustees and managed by officers, who gave their full time to the work. Edward R. Embree was president of the Fund. Its principal fields of interest were: (1) promotion of schools for Negroes and Negro welfare generally, (2) encouragement of pay clinics and other forms of organized medical services for the man of moderate means, and (3) projects in general education, in child study, in the social sciences, and in public administration.

The major program of the Julius Rosenwald Fund for the first decade and a half of its existence was in the field of schoolhouse construction in cooperation with fifteen southern states and various county officials. In Tennessee there was a Rosenwald Agent appointed by the State to serve as a field agent to go over the state and help interest the people in helping themselves. The Rosenwald agent would go to counties where Jeanes teachers were employed and find out the needs. Mr. R. E. Clay came to Madison County and held meetings with small groups of patrons and the Jeanes teacher. This resulted

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18 Julius Rosenwald Fund, Improvement and Beautification of Rural Schools. Nashville, Tennessee, May, 1936. pp. 6-8.

in the building of six Rosenwald schools for Negroes in Madison County, 1922-29. The ground was purchased by the people, with the understanding of selecting suitable locations for these buildings. The Negroes of Madison County became interested and cooperated with the Rosenwald agent in raising their share of funds which was one-third of the cost of the building. The County Board of Education paid one-third of the cost of the building, and the other third was paid by the Rosenwald Fund through the state. During this period 1922-29, other community patrons became interested in buildings and remodeling the schools in their communities. This interest grew out of the Rosenwald Fund and resulted in the building of eight non-Rosenwald schools.

As time went on cordial support of the same kind from interested patrons and school officials who felt a responsibility for the schools, enabled them to erect fifteen other buildings between the period 1940 - 1950.

Table XI indicates that fifteen schools were erected in Madison County during the period 1922-29. There were four one-teacher schools, five two-teacher schools and six three or more teacher schools. A further study of the table shows that of this number six were Rosenwald schools and nine non-Rosenwald schools. These nine non-Rosenwald schools were erected by the people and Madison County officials. Thirteen schools were also built during the period from 1930 - 1940. Table XII points

out that of these thirteen schools, five were of the one-teacher type, six of the two-teacher type, and two of the three or more teacher type.

Further growth and development of the building program of schools in Madison County was continued during the period, 1940 - 1950. Table XIII reveals that fifteen schools were erected during this period. Four of these schools were remodeled by the patrons and county officials. Eleven of these schools were erected by the Madison County Board of officials as a result of the new school program enacted into law by the General Assembly of the State of Tennessee in 1947. The Table will also show eight one-teacher types, three two-teacher types, and four three or more teacher types. The new buildings are built of concrete with cloak rooms, lunch rooms, office and library, electric lights and one of the new buildings has a telephone to be used for the community cooperatively. Most of the schools of the county have beautified the school campus by planting shrubbery and landscaping. Playground equipment has been purchased by the patrons and community clubs. Trees are being planted for shade.

TABLE XI

NAMES AND TYPES OF ROSENWALD AND NON-ROSENWALD SCHOOLS ERECTED IN MADISON COUNTY FROM 1922 THROUGH 1929

NAME OF SCHOOL	ONE-TEACHER	TWO-TEACHER	THREE OR MORE	TOTAL
Golden Rosenwald			x	1
St John Rosenwald		x		1
Tri-Community Rosenwald			x	1
Denmark Rosenwald			x	1
Ingram Rosenwald			x	1
Spann Rosenwald			x	1
Bemis			x	1
Pinson		x		1
Springhill	x			1
Mt Pleasant		x		1
Marshall	x			1
Liberty Grove	x			1
Center Point	x			1
Bascum		x		1
TOTAL	4	4	6	14

TABLE XII

NAME, TYPE OF SCHOOLS AND TOTAL NUMBER ERECTED IN MADISON COUNTY

FROM 1930 to 1940

NAME OF SCHOOL	ONE TEACHER	TWO TEACHER	THREE OR MORE	TOTAL
Brown	x			1
Cool Spring		x		1
New Deal		x		1
Enterprise	x			1
Walnut Grove		x		1
White Hall	x			1
Mt Tabor		x		1
Progress		x		1
Oak Grove		x		1
Gum Spring	x			1
Blair's Chapel			x	1
Neely			x	1
St Luke	x			1
TOTAL	5	6	2	13

TABLE XIII

NAME, TYPES AND TOTAL NUMBER OF SCHOOLS ERECTED IN MADISON COUNTY FROM 1940 TO 1950

NAME OF SCHOOL	ONE-TEACHER	TWO-TEACHER	THREE OR MORE	T O T A L
Pleasant Plain			x	1
Medon	x			1
Moore	x			1
Hurts		x		1
William Hill			x	1
Greer			x	1
Mercer			x	1
Lower Ingram		x		1
Claybrooke	x			1
Uptonville	x			1
Britton Lane	x			1
Lyons		x		1
Johnson Grove	x			1
Beech Bluff	x			1
Adam's Grove	x			1
TOTAL	8	3	4	15

School Buildings and Grounds

There are ten districts in Madison County in which Negro schools are located. Following is a description of types and kinds of schools in each district:

District I

Moore is a new concrete one-teacher building with lunch room. One acre of land was donated by a white citizen on the Hartsbridge road, south of Jackson, on highway forty-five, three miles from the town Pinson. They moved into the new building in February, 1950. The G. M. & O. railroad is one-half mile west of this school.

Liberty Grove is a one-teacher school, located eight miles southeast of Jackson, on one acre of campus wooded area. Electricity was installed in this school recently. Twenty-one pupils are enrolled.

Pinson is a two-teacher, frame type school, with an enrollment of forty-three pupils. This school was erected in 1922. It is located ten miles south of Jackson on highway forty-five.

District II

Greer is a three-teacher type, concrete building, on the same plan as Mercer school.* This school was erected in 1949. Eighty-eight pupils are enrolled and the Federal Lunch Program is carried on in this school.

Blair's Chapel is a three-teacher school, the only school in Madison County located a mile from the gravel road. When it rains the teachers

* Page 53

have to go in wagons from the gravel road over to the school building. The school has a furnace in it and is a four-room building with three acres of campus. The location is not very desirable. There are eighty-six pupils enrolled. This school is located twelve miles south of Jackson.

Neely - This school was burned and rebuilt in 1935. It is a five-teacher school with an enrollment of one hundred and sixty. The building is a frame, six room school, with a large hall. Each student has his own locker for shoes, hats and coats. This school has five acres of play ground space. They have an electric water pump, refrigerator, kiddies band, running water in the building and electric lights in most all the homes. The school is also equipped with a telephone. This is an all Negro community with beautiful, modern homes. This school is located eleven miles southwest of Jackson, on the Denmark road, two miles from the town of Denmark. This school has a P. T. A. and community club that works very cooperatively. They collect the money for their lunch room in November annually and put it in the bank so that all children eat a ful dinner. They have a library center for adults and the bookmobile carries books out each month to this center.

William Hill is a three-teacher, modern type school, on the same plan as the above school, located twenty miles west of Jackson, four miles from the town of Mercer. This building was erected in 1948. Ninety-three pupils are enrolled.

Denmark Elementary is three-teacher type school with an enrollment of one hundred and six pupils. This school was erected

in 1922. The Federal Lunch Program is carried out in this school. It is located fourteen miles west of Jackson on the Jackson road.

White Hall is a one-teacher school with thirty-three pupils enrolled. It is a frame building, painted inside and out and located on a one-acre campus. It is two miles from Medon and participates in the Federal Lunch Program. Most of the families are tenants.

Uptonville is a one-room, concrete building, with twenty-eight pupils enrolled. All tenant families live in this community which is almost on the county line of Hardiman and Madison Counties. Half of the pupils are from Hardiman County. They will move into the new building this term. The new school was built in May, 1950.

Gum Spring is an isolated school in western part of the county near the Hatcher River, near the Hardiman county line. All the families are tenants. Thirteen pupils are enrolled in this school, ages ranging from six to thirteen. It is twenty miles from Jackson, one mile from the N. C. railroad, five miles from the town of Mercer. Farming and fishing are carried on in this community.

Marshall school was built in 1925. This is a Holiness church community. John Marshall gave the land and the county built the building. This school is located one mile from the town of Medon. Forty-eight children are enrolled. It is now a one-teacher school but was once a two-teacher school. It is a frame building with two rooms and kitchen and two acres of campus space.

Mercer is a new three-teacher, concrete type school with an auditorium, cloak room, office, lunch room, electric lights and a telephone in the office of the principal. This building was completed December, 1949. There are eighty-five pupils enrolled.

Britton Lane is a new concrete building, with a lunch room. It has just been completed and they will move into this building during July, 1950. It is a one-teacher school, located twelve miles on the Mercer and Jackson gravel road. Forty-two pupils are enrolled in this school. Most of the families are tenants who move quite often. This school was burned in Januaru, 1950. It is located one mile from where the battle of Britton Lane was fought August 31, 1862, thus near Denmark.

Mt. Tabor was erected in 1922 and is ten miles on the lower Jackson road. It is a two-teacher school with sixty-three pupils enrolled. Most of the families there are tenants. Mt. Tabor, a Negro Presbyterian church, is located in the community.

District III

New Deal was erected in 1938. It is a two-teacher school with an enrollment of forty-seven pupils. The campus has been beautified with shrubbery. Most of the citizens own their homes. The school is electrically lighted and most of the homes in the community have electricity.

Spring Hill is located eight miles from Jackson on the Oakfield and Jackson road, one-half mile from I. G. railroad. Twenty-one pupils are enrolled in this school. The population of this community has been transient so that the school from time to time has to close until the enrollment warranted operating it.

Pleasant Plain is a five-teacher consolidated school, which was erected in 1907. A new school with red brick siding was built in 1947. This school has modern desks and chairs for every room. The Federal Lunch Program is carried on in this school. Bus transportation is used for most of the one hundred and eighty-two pupils.

Mt. Pleasant is a two-teacher, frame building which was erected in 1907. Forty-eight pupils are enrolled in this school. The Federal Lunch Program is carried on in this school.

District IV

Progress is a two-teacher school on highway seventy, eight miles east of Jackson, one acre in size. Shrubbery is planted around the building. The Federal Lunch Program is carried on yearly. It is equipped with electric lights and play ground equipment for the children. This is a tenant community but the patrons are school-minded. They have a fine P. T. A. and community club under the direction of the extension agents.

Claybrook is a one-room, new concrete building with a lunch room. The school was completed in December, 1949. Forty-nine

pupils are enrolled. This school is located thirteen miles on highway twenty, east of Jackson, with electric lights and a Federal Lunch Program. Most of the people own their homes.

Cool Spring is a two-teacher, frame school building, two acres in size, with shrubbery around the school. It is equipped with electric lights, and is painted inside and out. It is on highway seventy, one mile from Spring Creek, thirteen miles east of Jackson. Fifty pupils are enrolled. The school was rebuilt in 1935.

District V

Tri Community - This school was erected in 1928 and is a consolidated Rosenwald school. It is a four-teacher school, built on five acres of land. All the people own their homes which have telephones and electric lights. The school is six miles east of Jackson, on a good road. Several of the homes have running water and bath rooms. The school grounds are planted with shrubbery and is located in a very desirable place. Most of the children who finish that school finish college.

Golden was the first Rosenwald school to be erected in Madison County. It was built in 1922 and is a consolidated school. Harrison Golden gave five acres of land in the Golden community and bought $500.00 worth of desks for this school which is a four-teacher type. The community club made concrete walks, planted shrubbery and trees for shade, making a very

pretty campus. There are lights in the school, church and homes. Telephones are abundant in this community. This is an all Negro community in which all are land owners. The enrollment of the school is one hundred and thirty-three. Federal Lunch Program is carried on in this school.

Hurts is a new two-teacher school erected in 1949. It has a lunch room, two standard size class rooms, cloakrooms, electric lights, shrubbery on the campus and is in a very nice location. The colored people raised $500 toward the erection of this building. The school is painted inside and out and has a well-equipped lunch room. It is located eight miles east of Jackson on the Beech Bluff gravel road one-half mile from N. C. & St. L railroad. Most of the citizens own their homes. Eight telephones are in the community. All schools in this area have good roads to enable passage to them easily.

Bemis is a four-teacher school and was erected in 1922, shortly after this town was built. It is located in the town in which a large number of colored people live. The county pays the teachers and furnishes fuel for the school and the Bemis Company, a Cotton Manufacturing firm, keeps up repairs on the building. They have water toilets, running water in the building, drinking fountains and play ground equipment for all children. The school has hot lunch program and shrubbery has been placed around the building by the citizens. One hundred and twenty pupils are enrolled.

Oak Grove - This school was the first to be built with concrete blocks, a two-teacher school, five miles on highway seventy, west of Jackson. The land was given by a widowed colored lady and the county built the school. This school was moved from the old site and rebuilt on the highway in 1940. There is an enrollment of fifty-one pupils.

Adams Grove school is a one-room building nine miles east of Jackson, situated on a good road. The building is located in a wooded area and is in the process of being consolidated with another school. The Negro citizens gave the land and built this school, so that they could have church services at times. The school was named for one of the oldest Negro citizens in this community.

District VI

Browns, a frame building, was built in 1931 on a one acre plot. Forty-six pupils are enrolled. All people in this community are tenants and this school is five miles east of Jackson. Some of the tenants move yearly.

District VII

Center Point is a one-teacher school, erected in 1907. It has been a two-teacher school but has been reduced to a one-teacher school. The play ground space is very limited. Shrubbery was planted around the building and they have the Federal Lunch program.

Walnut Grove, a two-teacher school, was erected in 1922. The school has electric lights, shrubbery planted around the building and drinking fountains. This school is nine miles on the lower Jackson and Brownsville road. Sixty-three pupils are enrolled.

Lower Ingram was erected in 1949, a two-teacher, frame building, with a lunch room and cloak room well equipped. Seventy-two pupils are enrolled in this school. It is located fifteen miles west of Jackson on highway seventy.

Enterprise, a one-teacher school which was built in 1939. There are thirty-three pupils enrolled. This school is on the line of Haywood County. Twenty of the thirty-three children enrolled are from Haywood County. All families are tenants. Only two Negro families own their homes. The Federal Lunch Program is carried on in this school.

Lyons, a two-teacher school, located five miles on highway twenty, with an enrollment of fifty-nine pupils. All tenanta live in this community. St. Luke school consolidated with Lyons in 1949-50, necessitated a bus to transport the children from this community. This school was erected in 1907, but a new frame building was erected in 1907.

St. Luke, a one-teacher school. It is located five miles west of Jackson. The number of pupils are thirty-five. It was consolidated with Lyons in 1949-50.

District VIII

Bascum was rebuilt in 1922 and is a two-teacher school. This school is located eleven miles from Jackson on highway twenty.

St. John - This school was erected in 1907, later a Rosenwald school was erected in 1923. This is now a two-teacher school. The Federal Lunch Program is carried on at this school. Sixty-two pupils are enrolled. The colored people furnished the land and raised $800 to help with this building. It is located twelve miles northwest of Jackson on highway twenty.

Ingram Rosenwald, a three-teacher type school, with two acre campus, large play ground with play ground equipment and shrubbery around the school. It is located fourteen miles west of Jackson. Eighty-eight pupils are enrolled. It was erected in 1929.

District IX

Beech Bluff is a one-teacher school. They have a nice stone church in the Beech Bluff Community. The school is ten miles east of Jackson near the Henderson County line. Nineteen pupils are enrolled in this school which is in a wooded area. One acre of land was given by a Negro citizen to build this school.

Johnson Grove was established in 1948, a practically new school. In this community twelve Negro families bought homes and there were twenty-eight children enrolled in this school. The school is ten miles east of Jackson, on the Jackson and Beech Bluff road.

District X

Spann Rosenwald School is a two-teacher Rosenwald building with two class rooms, cloak rooms, lunch room and a very beautiful two acre campus. It is located ten miles south of Jackson. The colored people gave the land and raised $1,000 to help erect this building. The building was erected in 1928.

Medon is a new one-teacher concrete building, located on highway forty-five, nine miles south of Jackson, with an enrollment of thirty-one pupils. This building was completed in May, 1950.

CHAPTER IV

SPECIAL SERVICES RENDERED NEGRO SCHOOLS IN MADISON COUNTY

In order to insure maximum growth of Madison County children, special services relating to health,[1] extension, hot lunch programs, Jeanes supervision, library services, and the education of home bound children were instituted.

Health Services

Prior to the establishment of the Madison County Health Unit in 1940, the Madison County Welfare Department assisted Madison County school children who needed assistance and whose parents were unable to pay for medical services, by purchasing glasses for those with defective eyesight, by purchasing suitable shoes and braces for crippled children, by providing dental services, and by buying prescribed medicine and drugs.

Parent-Teacher groups, mothers' clubs, and civic clubs were instrumental in assisting the Madison County Welfare Department to secure medical and dental services for school children.

The following services are now rendered by the local health department to Negro schools: (1) examination of school children including weighing, measuring and testing of vision and hearing, to discover any physical defects; (2) inspection of any given child upon request;

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[1] Madison County Educational System, Bulletin 1; Duties, Laws and Regulations Affecting Madison County Schools, Jackson, Tennessee, 1941, Pp. 64-65.

(3) immunizations against diptheria and typhoid fever; (4) vaccination against small pox; (5) control of common diseases, such as mumps, measles, chicken pox and scarlet fever; (6) follow up all recommendations of welfare department; (7) furnish eye glasses to indigent children upon recommendation of welfare department; (8) examine all school lunch room workers including giving blood tests and innoculations; (9) examine school water supplies and (10) examine all teachers.

The State Health Department furnishes the health mobile unit for x-rays, a dentist to assist in the dental program, and the aid of the state sanitation officer.

Services of the County Agricultural and Home Demonstration Agent As Related to the Negro Public Schools of Madison County[2]

The purpose of the Agricultural Extension Service as provided for under the Smith Lever Act is to teach and demonstrate improved methods in agriculture and home economics to farm men and women, boys and girls. The county and home demonstration agents are charged with the responsibility of conducting the extension program within the various counties in the state. Since the work is primarily educational and since the county and home demonstration agents are extension faculty members of A. & I. State College and the University of Tennessee, working with the entire classroom, a close cooperative relationship with all educational agencies has been realized.

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[2] Ibid. p. 66

The school offers an excellent medium, through which to effectively reach a majority of boys and girls of 4-H club age. This program interferes as little as possible with the regular school schedules.

Hot Lunch Services

The W. P. A. School Lunch Project was organized in Madison County schools in December, 1935. This project, sponsored by the County Board of Education, with school communities as co-sponsors, was put in operation in only five Negro schools during the first year.

In the beginning, the equipment was very inadequate and the work was carried on with difficulty. During the past ten years, however, many improvements have been made. New lunch rooms have been built and furnished, others remodeled, and storage rooms provided. The Federal Government had given much assistance in furnishing food, utensils, supervisors and workers.

In order to be able to have food for the lunch room P. T. A. groups, workers and other interested patrons helped to cultivate a garden of forty acres of land rented for the county schools. The vegetables were canned and dried by the same interested group who worked the garden so that the schools would have this food for the school children. The Madison County Board of Education

appropriated five hundred dollars ($500.00) and in addition, each Negro school in the county paid twenty dollars to help buy fertilizer, seeds, jars, and tin cans. The county also rented a large house to be used for this canning project and to store federal surplus commodities, which were given in great quantities to the schools. These commodities along with other necessary foods bought by the school communities, afforded well balanced and nutritious lunches throughout the year.

The large canning center storage house and forty acres of land were located three miles on the number seventy highway west of the city of Jackson. The workers for the lunch room were taught and trained in the proper preparation of foods. They were also taught to observe rules of sanitation and safety. Lunch room committees were most helpful in the planning of menus in advance.

The project provided a long felt need in the Negro public schools of Madison County. The results have meant much to the physical health and educational welfare of the school children.[3]

The Jeanes Supervisory Service

Miss Anna T. Jeanes, a Quaker lady of Philadelphia, Pa.,

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[3] Ibid. p. 67.

who gave large sums of money to the principals of Hampton and Tuskegee for work among rural people, decided in 1908 that she would also like to help the small country schools as well as the colleges. She gave the bulk of her fortune to this cause. This fortune became the Jeanes Foundation.

When the Jeanes Foundation was fully organized, supervising industrial teachers were employed to work in all the Negro schools of counties in several southern states. The first Jeanes teachers taught industrial work. It was very interesting to watch the attitude of the people toward industrial work in the schools. The work was new and the people thought it would interfere with the academic work of the children. The people thought of education in terms of books and symbols and not in terms of successful living and performance of the common tasks of every day life in the home and on the farm.

The major aspects of the work of Jeanes visiting teachers may be grouped under four headings as follows:

1) With the County Superintendent of Education
2) With the teachers
3) With pupils and
4) With the community.

In the beginning the Jeanes teachers were employed to work from six to eight months per year. Later, as the Jeanes teachers improved their educational status and demonstrated their value in

terms of usefulness to the children, the teachers, and the community as a whole, the State of Tennessee took over the financing of the Jeanes teachers, employed them to work ten months per year and made it possible for in-service training of Jeanes teachers in order that they may render a better service in the state, county, and community in which they live.

In Madison County the Jeanes supervising teacher of Negro schools was employed by the County Board of Education and has been responsible to the County Superintendent. The Jeanes teacher had held a combination job of community social worker and helping teacher. She has worked in the schools, helping teachers improve the instructional program, and has served the community in every way possible. The Jeanes supervisor has carried out the activities pertaining to the needs of the schools and communities, and the instructions of the County School Superintendent.

The first formal program instituted by Jeanes teacher for the improvement of instruction in Madison County began in 1938, the first year the county had a full eight months' school term. Three demonstration schools were held for the teachers in Madison County. The three Centers were selected by the County Superintendent, the white elementary school supervisor, and the Jeanes teacher. The teachers of the three centers selected were called in conference to help make the plans for the Centers. After the plans were com-

pleted by the local groups the Jeanes supervisor presented the plans to the Director of Negro Education, State Department of Education. With the cooperation of the State Librarian, books were carefully selected for the teachers of the three centers. The books selected were for grades one through eight and professional books for the improvement of the teachers. These professional libraries were sent from the State Department of Libraries directly to the three centers. These schools were two two-teacher schools and one three-teacher school.

The teachers of the county were divided into three groups. This procedure made it possible for intervisitation among the groups for the purpose of sharing and discussing ideas pertinent to each group.

Representatives from the educational department of Lane College supervisors from adjoining counties, and one teacher from the elementary department of Merry High School were invited to observe the instruction in the Centers throughout the day of the demonstration school. After the dismissal of school on the day of demonstration, the superintendent, together with the visiting teachers above mentioned, discussed and criticized the procedure of the day. At the end of the demonstration school program for the three Centers all the visiting personnel who had been observing in the various Centers met at a designated place to discuss their findings and draw conclusions. Some of the recommendations made as a result of these findings were:

1. That professional books be purchased for teachers.
2. That books be secured for students at their various grade levels.
3. That intervisitation among the teachers in the county be continued.
4. That three-day institutions be held prior to the opening of schools.
5. That teachers make observational trips to other states and visit other institutions of learning.
6. That teachers continue to go to school, and subscribe for professional literature that will enable them to improve themselves.

During the recess for cotton harvesting immediately following the close of the demonstration schools, a group of fifty-two teachers from Madison and five adjoining counties, and the Jeanes supervisors from each county, made an observation trip to Alabama, to the Alabama A. & M. College, Tuskegee Institute, Atlanta University, Spellman and Morris Brown Colleges. The group returned by way of Chattanooga, Tennessee, visited the city schools and places of interest in the City.

The study as outlined for the Demonstration Centers and the observation trip made by the group of teachers influenced the Teachers' Association of Madison County to start a Central Library. Mrs. Florence Germany, who came to the county as head of the County Welfare Department, visited our central Library and became interested in helping develop the Library Center. On her return to her home in

Dayton, Ohio, she shipped back to the Jeanes supervisor 500 books for grades one through six, the books to be used in the Central Library. The teachers then pooled their monies and purchased professional and supplementary books for the Central Library.

Under the leadership of the Jeanes teacher, institutes were held, at which time key teachers from A. & I. State College, and Lane College gave demonstrations of successful teaching practices. Demonstration schools were set up in the county and schedules of inter-visitation were made and enacted.

Observation trips to other counties, as well as to other states, were arranged, whereby teachers could actually see typical cases of instructional practices and compare these practices with their own for the purpose of self-improvement.

Special education conferences and workshops at A. & I. State College were participated in by the Jeanes teacher. Special education conferences and workshops were instituted in Madison County for the teachers, with consultants from A. & I. State College, Lane College, and the State Department of Education. Particular attention was given to correlating the school subjects in meaningful life-related units, providing vital learning activities other than the traditional recitation, organizing the school

day into longer blocks of time for continuous learning experiences, using varied instructional materials, and studying individual children's needs.

Education of Home-Bound Children

The program for Special Education in Tennessee, enacted by the 1947 Legislature provided for the education of home-bound children by authorizing local school authorities to employ a certified teacher to teach such children in the home or in the hospital. During the two years that the program has been in operation Negro children have been served. Eight Negro children have received home-bound instruction by four teachers properly certified and employed by the Madison County Board of Education.

CHAPTER V

SUMMARY OF FINDINGS

The data analyzed in this study warrant the general conclusion that definite changes were evidenced in specific phases of the educational system for Negroes in Madison County during the period 1930-31 to 1949-50. The following summary of findings support this conclusion:

1. The Negro population of Madison County has steadily increased during the period 1930-1940. However, the proportion of Negroes to the white population tended to remain constant during 1930 to 1940. There was a noticeable increase in the number of Negroes living in the rurals in 1940 compared with those residing there in 1930.

2. According to the 1940 Federal Census, the proportion of agricultural workers engaged as farmers and farm managers increased during the decade, 1930 - 1940. The number of professional workers remained about the same.

3. From 1930 to 1939, the total number of elementary schools decreased from 42 to 41. At the end of this period, about 40 per cent of the schools were taught by three or more teachers. On the other hand, during 1940 - 1949, the proportion of one and two teacher schools was shown to be on the increase due to rise in the school population in the local school communities.

4. During the 1930's there was a constant decrease in enroll-

ment. Beginning with 1948-49, the trend seemed to be toward increased enrollments as a result of the birthrate during the war years, the possible attraction of an improved instructional program, and the nine months' school term.

5. The per cent of attendance fluctuated from 1930-31, until 1937-38, at which time there was a noticeable increase in the number of children who attended school daily. This increase continued until 1949-50. In 1949-50 only eighty-six per cent of the children enrolled were attending school daily as compared with seventy per cent in 1930-31 .

6. For the first eight years covered by this study, the school term lasted five and one-half months. In 1938-39, the school term was extended to eight months, while in 1948-49 another month was added, giving a nine months' school term.

7. No data concerning promotion and retardation were available for Negro pupils from 1930-31 to 1936-37. However, the promotional policies of the Negro elementary schools seemed to change markedly from 1936-37 to 1949-50. For example, in 1936-37 eight and five tenths per cent of the children enrolled were retained in the grade, while in 1949-50, only two per cent were retained.

8. The mortality rate decreased during the period 1936-37, to 1949-50. Seventeen and two tenths per cent of the enrollment dropped out during 1936-37, as compared with four per cent in 1949-50.

9. Of the seventy-nine teachers employed in 1930-31, only two

teachers had more than two years of college training, but in 1949-50, fifty-nine or sixty-five per cent of the ninety-one teachers employed in the Negro elementary schools had four years of college training. No teacher had less than two years of college training in 1949-50.

10. In 1930-31, twenty-three per cent of the teachers held permanent professional certificates based upon collegiate training following high school graduation and at least two years of experience. In 1948-49, sixty-five per cent of the teachers possessed permanent professional certificates, most of which were based upon six quarters of collegiate education including 18 quarter hours in education.

11. From 1930-31 to 1938-39, the average monthly salary of the Negro elementary school teachers was $45.00. During the period 1938-39 to 1949-50, the average salary had increased 400 per cent over the average salaries paid during 1930-31 to 1938-39. The average salary for men in 1949-50 was $228.00; the average salary for women was $220.10.

12. The teacher-pupil ratio decreased from forty-four in 1930-31 to thirty-five in 1949-50.

13. Of the forty-three elementary schools operating in Madison County, 1930-31 to 1949-50, fifteen had been constructed in 1922-29; thirteen in 1930-40; and fifteen in 1940-50. Six of these schools were erected with the assistance of the Julius Rosenwald Fund.

14. Special services for the improvement of child growth and

community living were added to the school program beginning with Jeanes Supervision in 1916, the Agricultural Extension Club Work in 1916, subsidized hot lunches in 1935, health services in 1940, and the education of homebound children in 1947.

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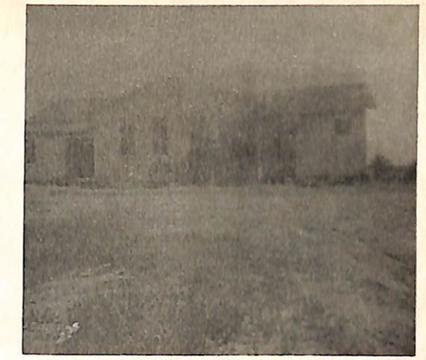
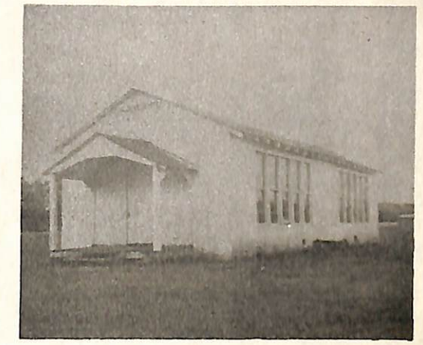
APPENDIX

Golden Rosenwald (4)

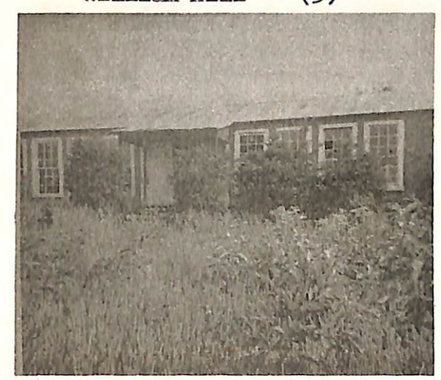


Spann Rosenwald (2)

William Hill (3)



Claybrook (1)



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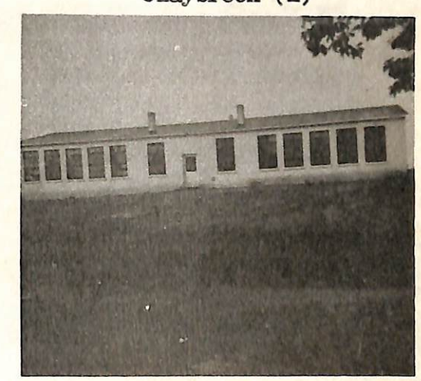
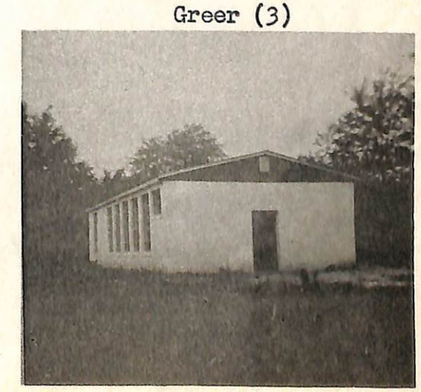


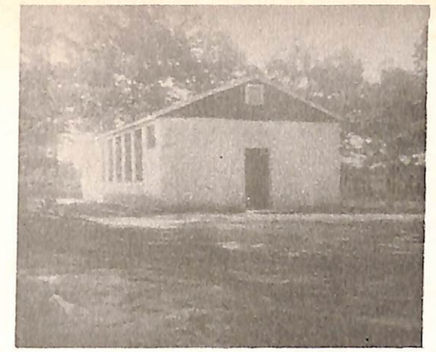
Greer (3)

Mt. Tabor (2)



Moore (1)

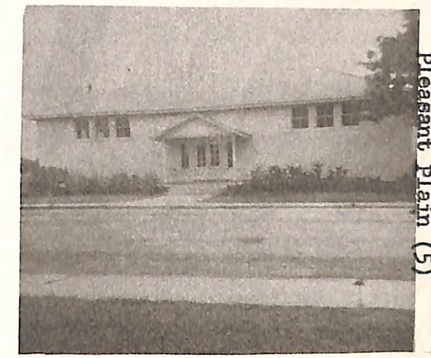
NOTE: Numbers in parentheses refer to the number of teachers in the school.



Britton Lane (1)

Medon (1)

Mt. Pleasent (2)

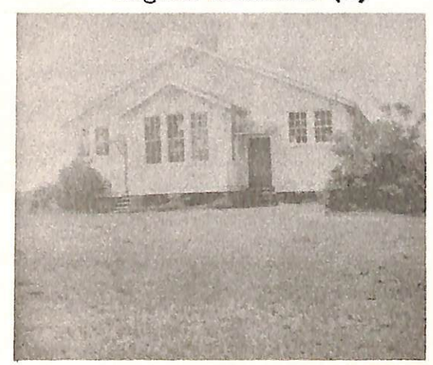


Bemis (4)

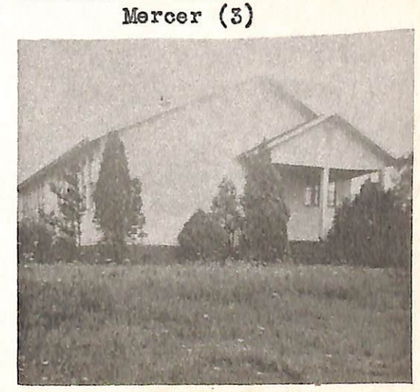
Pleasant Plain (5)

Ingram Rosewald (3)

Mercer (3)



St. John Rosewald (2)



Tri-Community (4)