A history of public education for negroes in Eufala, Alabama

Emmett Marshall White
Atlanta University

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A HISTORY OF PUBLIC EDUCATION FOR NEGROES IN EUFAULA, ALABAMA

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY

EMMETT MARSHALL WHITE

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1957
DEDICATED TO

My Wife, Carolyn
and My Children:
   Emmett, Jr.,
   Carol Wannetta
   Ronald Lee

E. M. W.
ACKNOWLEDGEMENTS

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E. M. W.
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CHAPTER I

INTRODUCTION

Rationale.—The fullest understanding and appreciation of the development of an organism or social institution is to be gained through the systematic study of its origin, cause for its growth, and environmental forces that acted upon that development. Such an approach to the study of an organism or social institution is the essence of the historical method for looking at data.¹

Public education plays an important part in the making of a community. The public school system provides training for all citizens who can and will take advantage of it. There have been several demands upon the public school in this matter of providing public education at different periods. Such demands as religious training, general literacy, social mobility, citizenship and character development characterize the first four periods of educational development in America. From early times in America it has been considered that the masses should be educated, if we are to build a good democratic society. This continued recognition has helped to bring about the phenomenal development which education has experienced in this country.

Throughout history, some nations and communities have sought in one way or another to provide some type of education, public or private, to meet the needs of their social order. These efforts can be justified.

¹Edgar W. Knight, Twenty Centuries of Education (Boston: Ginn and Company, 1950), pp. 7-8
Every educational system should try to serve the needs of its constituency.

It is the opinion of this writer that each nation, state and community should provide an adequate educational program which will give each boy and girl the experiences needed to develop into an intelligent, mature, responsible and respectable citizen. Schools should be centers of learning and cultural influence for adults as well as children and youth.

Public education should provide each child with living and learning experiences that will enable him to become a well-rounded citizen; for whenever proper educational experiences are provided, he will develop spiritually, morally, mentally and physically.

In recent years a few nations have attempted to develop a free and universal public school system to serve the needs of all the children of all the people. Free, compulsory and universal education from kindergarten through high school has been the goal in America. Much progress has been made in the extension of school terms, expansion of school building programs, better qualified educational personnel, consolidation of schools, better transportation and equipment.

In Eufaula, Alabama, as in most of the school systems in Alabama, public education for Negro children has been far behind public education for white children. There have been many reasons for this condition, such as poor school attendance and small appropriations of funds for Negro schools.

The Eufaula City Board of Education is giving much consideration to the improvement of public education for Negroes. Much progress has been made and is being made toward providing adequate education in Eufaula. From this writer's observation and first hand experience with the changes taking place, came the motivation to make this study of the development of public education in Eufaula, Alabama.
Statement of the Problem.—The problem involved in this study was to trace the development of Negro public education in Eufaula, Alabama. The following specific aspects of public education were involved in this study: (a) population and enrollment trends, (b) trends in daily average attendance, (c) expenditures, (d) teacher personnel, (e) curricular program, (f) transportation of Negro school children, (g) allotment of funds, and (i) organizational levels.

Evolution of the Problem.—This problem evolved from the numerous changes which this writer has observed in the public school system for Negroes and in general community relationships in Eufaula, Alabama. This writer believes that the changes in personnel status, curricular offerings, social, economic conditions, school terms, school building programs and equipment in Eufaula, Alabama have been great enough to justify this study.

Contribution to Educational Knowledge.—This study was aimed at showing how the development of public education for Negroes in Eufaula, Alabama has been closely related to the social, political and economic forces which have been and are presently existing in the community, the state and the region. It is believed that a knowledge of the history of this school system will help to interpret the present trend and predict future developments of it. This study has been aimed at providing the factual bases for improved educational theory and school practices for the future.

Scope and Limitation of the Study.—There was inherently a two-fold limitation to this research, namely; (a) the extent to which all records and materials were available to the researcher, and (b) the extent to which gaps were found in significant data.

Purposes of Study.—The purposes of this study have been to give an account of the development of public education for Negroes in Eufaula,
Alabama by answering the following questions:

1. What has been the historical setting of Negro education in Eufaula, Alabama?

2. Who have been some of the pioneers and what have been some of their contributions to the improvement of Negro public education in Eufaula, Alabama?

3. What have been some of the impediments to the growth of Negro public education in Eufaula, Alabama?

4. What has been the development of the Negro public school of Eufaula, Alabama in terms of organizational levels?

5. What has been the trend of the Negro population in Eufaula, Alabama?

6. What has been the trend of the enrollment and average daily attendance in the Negro public school of Eufaula, Alabama?

7. What has been the status of the Negro educational personnel employed in the public schools of Eufaula, Alabama?

8. What has been the development of the pattern of financial support for Negro public education in Eufaula, Alabama?

9. What has been the per-pupil cost of instruction in the Negro public schools in Eufaula, Alabama?

10. What have been the physical characteristics of the school plants for Negroes in Eufaula, Alabama?

11. What provisions have been made for the transportation of Negro school children in Eufaula, Alabama?

12. What has been the curricular offerings in the schools for Negroes in Eufaula, Alabama?

13. What have been the socio-economic and political factors which have influenced the Negro school of Eufaula, Alabama?

14. What have been the educational implications, if any, which have been derived from the analysis and interpretation of the data?

Definition of Terms.—The significant terms, with one or two exceptions, which are used in this study are defined in accordance with A Dictionary of Education.¹ The definitions of these significant terms are as follows:

1. "School System" - An aggregate of educational institutions organized under the constitution and laws of the state, administered under the general supervision of the State Department of Education, deriving their support, at least, in part, from the state, and usually referred to as public schools to distinguish them from private institutions of learning.

2. "School District" - The territory that is under the supervision of a given school board regardless of the number of school buildings and the territory in which children may attend a given school building or center.

3. "School" - A building or unit of buildings together with the pupil-personnel, teaching and staff personnel, equipment and facilities engaged in educational procedures.

4. "School Term" -- (Minimum) the shorter period during which in public schools of a state or other administrative unit may remain in session under the provision of the law.

5. "School Enrollment" - The entire number of pupils who have been enrolled at any time during the period for which the total enrollment is reported.

6. "School Census" - An enumeration and collection of data, prescribed by law in most cases, conducted to determine the number of children of a certain age (school age) residing in a given district, and to secure information such as date of birth, name of parents and occupation of parents.

7. "Black Belt" - Eighteen counties in Alabama that contain more Negroes than whites.

8. "Key Citizens" - Old reliable citizens in the community who furnish information pertinent to this study.

9. "Superintendent of Schools" - A chief executive and advisory officer charged with the direction of schools in a local school administrative unit as a district, town, township, county or state.

10. "Teacher" - A person employed in an official capacity for the purpose of giving instruction to pupils or students in an educational institution whether private or public. Such a person may be distinguished as regular, part-time, special or substitute teacher.

11. "Teaching Position" - Any one of a number of plans or positions in a school or school system that requires the service of a full time teacher.

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12. "Pupil" - One attending a kindergarten or school of elementary or secondary level and studying under the relatively close supervision and tutelage of a teacher.

13. "Illiterate" - A person who is ten years old or older and who can neither read nor write.

14. "Curriculum" - A systematic group of courses or sequence of subjects required for graduation or certification in a major field of study, or a body of prescribed educative experiences under school supervision designed to provide an individual with the best possible training experience to qualify him for a trade or profession.

15. "Transportation" - The movement of school children from home to school and return by means of a conveyance of whatever sort, usually a bus.

16. "Education Personnel" - Refers to all of the teachers, principals, supervisors, superintendent and school board members.

17. "Socio-Economic Factors" - Are referred to as the selected aspects or factors in the school and economic patterns of the people.

18. "Capital Outlay" - Any expenditure that results in the acquisition of our fixed assets; usually in terms of land and building costs.

19. "Consolidated School" - Will be referred to as a large school unit which has been made possible by the merger of two or more smaller school units.

**Locale of the Study.**—The general locale of this study has been in Eufaula, Alabama. The 1950 Census shows a population of 8,001, of which approximately 4,000 are Negroes. In age, Eufaula, Alabama is one hundred years old. It was chartered in the year of 1857. This city is located in the southern part of Alabama in Barbour County. The Chattahoochee River, which is the boundary line between Alabama and Georgia at this point, lies to the East of Eufaula, Alabama. Eufaula, Alabama is predominantly an agricultural city with the textile industry and lumber industry serving as its chief industries; whereas the adjacent farm areas are devoted to cotton, peanuts and corn production.
Period of the Study.---This study was made at Eufaula, Alabama during the school year 1956-57.

Method of Research.---A combination of the Historical and the Descriptive-Survey methods of research were used in gathering, presenting and interpreting the data necessary for this study.

Subjects and Materials.---The subjects and materials which were used in collecting the necessary data for this study were as follows:

A. Subjects: The subjects involved were mainly the educational personnel and citizens who—over the years—have been directly and indirectly concerned with Negro education in Eufaula, Alabama.

B. Materials: The materials used were the official school records, annual reports of superintendents, city clerk records, newspaper items, records and minutes of the Van Buren School Parent-Teacher Association, letters of citizens of Eufaula, Alabama, buildings, interviews, pictures of buildings. In addition to the above listed sources all other original documents and historical relics have been used.

Operational Steps.---The data necessary to the development of this study were gathered, organized, analyzed, interpreted and presented through the following operational steps:

1. The literature pertinent to this study was reviewed, summarized and presented in this thesis.

2. The Superintendent of the Eufaula City Board of Education was contacted and his permission was secured to make this study.

3. The records and reports in the Superintendent's Office, the principal's office, the minutes of the Parent-Teacher Association, records of the clerk's office, historical newspaper items and school buildings were studied, and the necessary data were abstracted from them in order to help fulfill the purposes of this research.

4. Interviews were held with "Key-citizens" who were able to present valuable information needed for this study.

5. Wherever they are needed to illustrate the data, tables and figures are used in the presentation of this data.
6. The findings, conclusions, implications and recommendations as derived from the analysis and interpretation of the data are presented in this thesis.

Related Literature.--The following are significant abstractions of the related literature pertinent to this research and are presented under the captions as indicated in the immediate paragraphs to follow:

1. School Plant and Facilities.--School buildings and facilities over several states have been studied to observe the developments of school buildings and facilities.

In 1950, according to Henry, the development of Negro education in Alabama before the Civil War was typical of Negro education in the South. It was noted that the first attempt at a system of public schools in Alabama was made in the year 1854, and nothing was mentioned concerning Negro public education prior to 1858. It was discovered that the differential between factors in the development of Negro and white public schools has steadily decreased through years. The factors that contributed most to the development of Negro education were the operation and application of the grant by Congress of the sixteenth sections to the State for educational purposes and the philanthropic agencies. One of the greatest deterrents in the development of educational progress was the poor plants, and they still prove to be a problem to some degree. This problem of poor plants was attributed to the method of securing finance for school buildings.¹

In connection with the problem of school buildings, Cocking and Harper studied forty-two school buildings erected since 1945 in forty-seven states.

which were selected by the state departments of education as outstanding. They found a considerable range in the size of a site with 8.7 acres as the elementary schools average and 18.1 acres as the secondary schools average. Full basements were found in only one-fourth of the cases. In size, the elementary schools averaged thirteen classrooms for 413 pupils and the high schools had an average capacity of 726 pupils and the average number of classrooms was twenty-five. About three-fourths of the elementary schools were of one-story design.¹

In this same connection, Chaney in a study of the development of the Negro Public School System of Meridian, Mississippi, 1923-1953 states:

Eckel made an intensive study of the typical classrooms in sixty of the buildings in the study earlier by Cocking and Hopper. Among the features found in more than two methods of glare control, acoustical ceilings, plastered walls, asphalt tile floors, rectangular shape sinks, teachers' closets, wardrobes in rooms, green chalkboards, light finishes and movable furniture.²

2. Financing the Public School.—Henry points out that the problem of financing the public school has always been acute, but it seems to be on the increase in recent years. These problems have been primarily due to the decline in the purchasing power of the dollar, inflexible revenue systems, inadequate and inequitable plants of state support, and small inefficient local school administrative units and local centers.³

There have been a steady trend toward increasing the proportions of school revenue derived from state sources and other agencies. Smith, in her study of Georgia Public School System, points out the legislations supporting the public schools, thusly:

1. Law of 1777: recognized the need for systematic public education. The Assembly by an act adopted February 5, 1777, provided that schools were to be erected in each county at the general expense of the State.

2. Law of 1877: the Assembly of 1877 provided that thereafter no appropriations for education other than elementary schools should be made except to the University of Georgia.

3. Law of 1912: the 1912 amendment made the high school a part of the public school system.

To show further how legislations helped to develop and support public education, Carter, in a study of Negro Public Education in East Baton Rouge Parish, Louisiana, 1861-1951, states that:

A bill passed and ratified during a constitutional convention of 1864 was the first constitutional enactment the state of Louisiana providing education for Negro and white children between the ages of six and eighteen years of age. It was also noted that the Constitutional Convention of 1898 which authorized Parish school district to issue bonds for education purposes, aided greatly in making public education effective and popular.

Writing on the problem of support of the public school, Morphet and Lindman found that approximately 98 per cent of all local revenue is still derived from property taxes. Johns analyzed that the limitations of the local property is still the best local tax available for school support.

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In this connection, Elking made an analysis of Pennsylvania's new laws providing for non-advalorem local schools and found many difficulties in their administration.¹

Concerning the financing of public schools for Negroes in Alabama, Bond states:

In the face of grossly inadequate provision for financing public schools for Negroes in the period surveyed (1900-1930) it would be a mistake to conclude no progress has been made. A brief summary of salient facts with reference to the condition of the schools from 1900-1930 indicates that the Negro schools have enjoyed steady improvement, although by comparison this provision has been exceeded by what has been done in the development of public schools for white children. The percentage of educables enrolled has increased during the period from 55.9 to 76.9 per cent for whites and from 43.4 to 61 per cent for Negroes.²

Bond found that most of the funds that were allocated for Negro education were used for personal interest by those in control.

3. School Enrollment.—Writing on the subject of school enrollment, Caswell and Campbell give the following account:

Recently, the proportionate increase in high school and junior college levels has been much greater than on the elementary level. Both public secondary schools and college enrollments more than doubled from 1929-1950.³

4. Length of School Term.—The number of students enrolled and the length of days the school is in session are important. Bond gives this account of the length of the school term in Alabama:

The length of term in schools provided for Negro rural children in Alabama has been extended from 1900 to 1930 from approximately four and one-half to nearly six months

²Horace Mann Bond, op. cit., p. 256.
long. The typical rural school term in the "Black Belt", however was in 1930 less than five months and little progress is noticeable here as compared to thirty years before.\(^1\)

Caswell and Campbell state that the proportion of the total population attending school increased steadily from 16.06 per cent in 1870 to 22.7 per cent by 1930. The increase, as stated by them, from 1920 to 1930 was 2.1 per cent.\(^2\)

5. **Consolidation of Schools.**—Consolidation has many advantages, especially for pupils of small communities. Bent and Kronenberg discuss the advantages of consolidation:

> The number of small high schools is being rapidly decreased by consolidation, that is, the bringing together of two or more small schools to form one large one. . . .

> Consolidation usually brings higher standards, a longer school term, a better school plant, and better equipment, such as libraries, shops and laboratories. With a larger group and more, the single curriculum of the small school can be replaced with a multiple curriculum, thus meeting the needs of all classes of pupils.\(^3\)

6. **Transportation of Pupils.**—Along with consolidation there is always the necessary problem of the transportation of pupils. Bent and Kronenberg relate the following:

> In 1914, almost four and one-half million pupils were transported to and from school at public expense. This number represents 19 per cent of the total school enrollment. . . .

> The distance traveled should not be so great until pupils will be required to remain on busses more than two hours per day. . . .\(^4\)

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\(^1\)Horace Mann Bond, *op. cit.*, p. 256.

\(^2\)Hollis L. Caswell and Doak S. Campbell, *op. cit.*, p. 56.


\(^4\)Ibid., p. 112.
7. **Training of Teacher-Personnel.**—In any school system the training of teacher-personnel is very important. According to Bent and Kronenberg, the trends in teacher-education are as follows:

The majority of secondary-school teachers now have four years of training or the equivalent beyond the high school. There are definite tendencies to require at least four years beyond high school for all teachers and a growing tendency to increase the period to five years or even more.1

In the early 1940's the problem of the "emergency teacher" was succinctly reported, thusly by the Research Division of the National Education Association:

In 1930-1940, there were relatively few classroom teachers who did not hold "regular" certificates for teaching in their respective states. While state standards of preparation required of emergency teachers vary widely, as do also for those holding standard certificates, the total number for the nation as a whole is indicative of the shortage of qualified teachers.2

Further, the rising tide of the "emergency teacher" of the 1940's is also described in those words on another report of the Research Division of the National Education Association:

During World War II when many teachers entered the armed services and others took high-paying positions in business, industry and non-teaching governmental service, it was necessary for school systems each year to employ increasing numbers of persons not fully qualified for regular or standard certificates. The number of persons employed who held sub-standard certificates was about 1 in 340 of the public school teachers in 1940-41; the proportion jumped to 1 in 7 by 1946-47. Then the proportion declined steadily from year to year, until it reached 1 in 15 in 1951-52. The ratio continued to be 1 in 15 for 1952-53 and 1953-54.3

Dowery found that the progress in teacher-certification is parallel to the progress in public school education.4

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1Ibid., p. 605.
3Ibid., p. 3.
8. **Salaries of Teachers.**—If any system is to expect good teachers to give their best performance in the discharge of their duties, then they must be paid a good reasonable salary. With reference to this principle, Bent and Kronenberg state:

> Shortly after the depression of 1930, the teachers' salaries began to decline and continued to do so until 1934. Since then, salaries have had a gradual increase and a rapid one during the Second World War. However, they are still far short of what they should be.¹

Bond found that most of the funds that were allocated for Negro education were used for a personal interest by those in control.²

9. **Public Relations.**—Public relations according to Bent and Kronenberg is essential to any school's program:

> The parent-teacher association is one agency in promoting public relations, but others are also essential for schools to interest properly the educational program to the community. The parent-teacher association does not reach the entire community and in many places other organizations such as civic clubs function in its place.

> . . . the school is only one of the educational agencies or only a part of the environment of youth. All other agencies, such as the home, church and community, with their parental guidance, radio, cinema, press, informal associations and contacts with others, are grouped under one heading called the "informal educational agencies," as contrasted with the public and private schools known as "formal agencies."³

The role of the school and community is found in this statement by Olsen:

> Education to fit people into community living, then, has two major facets. Young people can learn skills, insight and outlooks necessary to their "acceptance" as persons as well as their competence to be workers, citizens, homemakers and the like. A school curriculum is a device to provide a form of reference for the necessary experience and

¹Bent and Kronenberg, op. cit., p. 111.
²Horace Mann Bond, op. cit., p. 290.
³Bent and Kronenberg, op. cit., p. 112.
models, real or vicarious, from which boys and girls learn. Much of the science and art of teaching is concerned with content and procedures appropriate to the age, sex and family backgrounds of young people.¹

10. **Organizational Levels**—Schools vary in terms of organizational levels. Some schools have grades nine through twelve, some have grades one through eight, some have grades one through ten, some have grades one through eleven, and others have grades one through twelve. Other public school organizational levels are: one through six, seven through nine, nine through twelve and ten through twelve.²

**Summary of Related Literature**—The related literature pertinent to this research is here summarized in the generalized statements to follow:

Henry states that the greatest deterrent in the development of educational progress in Alabama was poor schoolhouse.³ Cocking and Hopper found a considerable range in the size of site of 425 school buildings erected since 1945 in forty-seven states, which were selected by the state departments as outstanding. They also found that the elementary schools averaged thirteen classrooms for 743 pupils and the secondary schools averaged twenty-five classrooms for 726 pupils.⁴

Henry points out that the problem of finding the public school has always been acute, but seems to be on the increase in recent years. These problems have been primarily due to the decrease in the purchasing power of the dollar, increase in school population, demands on the part of the public for better schools and equipments, inflexible revenue

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² Chaney, Loc. cit.
³ Henry, Loc. cit.
⁴ Cocking and Hopper, Loc. cit.
systems, inadequate and inequitable plants of state support, and small inefficient local school administrative units and local centers.1

Smith points out the legislations supporting public education by a bill passed and ratified during a constitutional convention of 1864.2 Bond states that in the face of the inadequate provision for financing public schools for Negroes between 1900-1930, the Negro schools have enjoyed steady improvement, although by comparison this progress has been exceeded by what has been done in the development of public schools for white children.3

Caswell and Campbell writing on the subject of Schools Enrollment state that the proportionate increase in secondary school and junior college levels has been much greater than on the elementary level from 1920 to 1930.4

Bond gives the following account of the length of school terms in Alabama, in stating that the length of term in schools provided for Negro rural children in Alabama has been extended from 1900 to 1930 from approximately four and one-half to nearly six months. Urban schools have been developed to a term of almost nine months long. The typical rural term in the ("Black Belt"), however, was in 1930 less than five full school months, and little progress was noticeable in 1930 in comparison to the thirty years studied, (1900-1930).

Bent and Kronenberg discuss the advantages of consolidation for rural communities. They state that consolidation usually brings higher standards, a longer school term, a better school plant, and better school

1Henry, loc. cit.
2Smith, loc. cit.
3Bond, loc. cit.
4Caswell and Campbell, loc. cit.
equipment, such as libraries, shops and laboratories.¹

Bent and Kronenberg also state that there always is a problem of transportation of pupils along with consolidation. In 1944, they state, there was almost 1.3 million pupils being transported to and from school at public expense. This number represents 19 per cent of the total school enrollment.²

Bent and Kronenberg relate that some of the trends in teacher-education in the secondary schools require four years of training, or the equivalent, beyond the high schools and a growing tendency to increase this period to five years and even more.³ National Education Association gives reference to the "emergency" teacher who was employed during World War II when many teachers entered the armed services and others took high-paying positions in business, industry, and non-teaching governmental service.⁴

After the depression of 1930, teachers' salaries began to decline and continued to do so until 1934. Since then, salaries have had a gradual increase and a rapid one during the Second World War, but they are still far short of what they should be.⁵

The parent-teacher association is one agency in promoting public relations, but others are essential for the school to interest properly the educational program in the community. All other agencies, such as the home, church and community, with parental guidance, radio, cinema, press, informal associations and contacts with others, are grouped under

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¹Bent., loc. cit.
²Ibid., p. 605.
³Ibid., p. 376.
⁴Ibid., p. 112.
⁵Ibid.
one heading called the "informal educational agencies." Olsen also states that the school curriculum is a device to provide a form of reference for the necessary experience and the models, real and vicarious, from which boys and girls learn. \(^2\)

\(^1\) Ibid.
\(^2\) Olsen, loc. cit.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introductory Statement.—The data for this research were treated in the following manner: first, all data were separately analyzed under the caption of the school for Negroes; second, the data were treated under various categories of (a) school census, (b) school enrollments, (c) percentage of illiterates, (d) teacher-personnel, (e) characteristics of school plant, (f) pupil expenditure, (g) length of school year, (h) transportation, (i) capital-outlays and (j) the evolution of the Eufaula City Public School System.

General Background Information

Historical Background.—Jackson and Owen point out that Eufaula, Alabama received its name from the Creek town, Yufala. A sawmill was built here in 1835, and the town has grown ever since.¹

The town's history has been closely interwoven with the river made famous by Sidney Lanier. The name of this river, is the Chattahoochee River which lies East of Eufaula, and it serves as the dividing line between Alabama and Georgia at this point.

The first white men coming down this river from settlements to the North found a well established Indian village whose inhabitants were friendly and with whom they camped for some time.

No attempt was made at first toward a permanent settlement for whites, but their numbers increased and they set up trading posts and built homes. By 1832 a Treaty with the Creek Nation was made and Barbour County was formed by the Alabama Legislature. Eufaula is located in Barbour County in the State of Alabama. Shortly after Eufaula was established the name was changed to "Irwinton" for General William Irwin of Shorterville, Alabama. Irwin had secured a landing for boats on the river; he had established a post office by the government; and he had done much for the development of the town.

In 1844 the name of Irwinton was changed back to Eufaula to avoid confusion with a Georgia town by that name. The railroad came during the fifties, and while this was primarily an agricultural section with cotton as "King", many industries arose.

Eufaula is built on a bluff which rises two hundred feet above a bend in the Chattahoochee River and it spreads out over the foot-hills to the west. Eufaula is truly one of the most picturesque little cities in Alabama, and no place in the State has a more historical and colorful background.

Social and Economic Forces

The public school in Eufaula, Alabama is a social institution. It is the product of a variety of forces, set in motion by human beings equipped with a social heritage, and reacting to a particular natural and physical environment.

Early settlers brought to Eufaula a set of diverse beliefs and social habits, embodied in institutions quickly transplanted in the area.

The People and Their Social Heritage—Bond found that the first external cultural influences resulted from French and Spanish colonial efforts. By now almost entirely submerged by the process of a more
vigorous American penetration, this Latin influence at one time formed a pattern unique to social institutions in the State. The Latin culture tolerated, where it did not fully accept, the intermarriage of colonials with Negroes. The offspring of such unions, legitimate or illicit, were given partial recognition and acceptance by the dominant culture. A colony of persons of part Negro extration resulted from this practice. The same colony furnished a notable exception to the general pattern of education of Negroes in the State.¹ Eufaula was greatly affected by these same influences that had a bearing on the development of the social heretage of Alabama.

The Social and Economic Role of the Negro.—Bond points out that the social institution of chattel slavery was an economic institution. Through the utilization of Negroes as the basic labor force a complication was introduced into the "natural" alignment of economic classes in Alabama. The ownership of slaves became the crucial index by which white people were separated, by themselves and by others, into gross social and economic classes. The slaves formed a social and economic class which was outside the stratification of the white population. The status of Negroes is important to a definition of their role; more it is necessary to an understanding of relationships between various classes of white persons.²

The institution of chattel slavery produced social and psychological attitudes--forces--of immense vitality, in the minds of those surrounded by it. "Chattel slavery" was "Negro slavery", and the basis of social and economic life in the entire section was a particular conception of race differences necessary to the legal recognition of slavery by the City.³

²Ibid., p. 11.
³Ibid.
Paramount among the attitudes which the passing of slavery still left secure in most of its relicts was the deep conviction that the Negro race was inferior. The moral, mental and physical inferiority of the Negro was, indeed, an article of faith with those for whom the institution had been, for all their lives, a natural portion of the social and economic landscape. It was almost universally held, that relation of the master and servant harmonious strictly with the best interests of the inferior or African race in particular, in securing for him that protection and support which his native imbecility of intellect disqualifies him from securing for himself. The institution thus became one vast, benevolent mission enterprise in which slave-holders thought of themselves as the agents of a Divine Providence engaged in rescuing the heathen African from his savage state and introducing him to the blessings of Christianity.

The Education of Negroes Under "The Peculiar Institution."—Bond states that southern legislators seem to have taken the view that "slavery was older than schools— that it was before reading and writing or the art of printing,"¹ The distinguished churchman, Bishop H. N. Mc'Tyeire, recognized the limitations imposed upon those Christian masters who had a deep interest in the intellectual and spiritual condition of their slaves: "Circumstances have imposed a prohibition to the formal education of slaves, as a luxury beyond their condition, or an acquirement incompatible with domestic quiet."²

In 1856 the Alabama Legislature passed a statute which prohibited the teaching of slaves to read and write. This law, which remained in force

¹Ibid., p. 111.
until the end of the Civil War, provided:

If any person or persons shall teach or be engaged in teaching, in the State, any slave or slaves to read or write, he, she or they shall be liable to indictment therefore, and on conviction, shall be fined not less than one hundred dollars and be imprisoned in the county jail not less than three months, one or both, at the discretion of the judge trying the case. ¹

There were many masters who were kinder than the slave code, and some enslaved Negroes were taught by their masters, or they acquired the rudimentary tools of a formal education through their own efforts in spite of prohibitory laws.

The Course of Political Reconstruction, 1865-1875.—On the 21st of June, 1865, Andrew Johnson appointed Lewis E. Parsons Provisional Governor of the State of Alabama. In accord with the Johnson scheme of Reconstruction, Parson set August 31, 1865 for an election of delegates to a Constitutional Convention, which convened on September 12. ²

For our purposes the negative activities of this Convention are as important as their constructive achievements. The abolition of slavery was approved, but neither Negro suffrage nor the education of Negro children received any consideration.³ The City of Eufaula, Alabama was not making any effort to initiate any plan to provide for Negro education at this time.

On March 2, 1867, the First Reconstruction Act was passed over Johnson's veto, providing for the abolition of provisional governments in the South, and for the division of the South into military districts for reconstructing the section according to the conditions set by Congress.

¹Horace M. Bond, op. cit., p. 63.
²Ibid., p. 63
³Ibid.
Alabama, with Georgia and Florida, was placed in the Third District, General Pope was appointed military commander. He took office on April 1, 1867. The Second Reconstruction Act was enacted on March 23, 1867. It provided for the registration of prospective voters "without distinction as to race, creed, or color," and for the holding of a Constitutional Convention to establish a government under the conditions imposed by Congress.\(^1\)

During the period the partisans of the Democratic, Conservative regime claimed that the registration procedure was manipulated to exclude as many Southern whites as possible, and to give as firm a majority to the Republicans as possible. In short, the Reconstruction was a contest between the Radicals and the Conservatives.\(^2\)

The Republican Party dominated most of the political scene in the State of Alabama and the City of Eufaula, Alabama during the Reconstruction period from 1865 to 1874. A number of Carpetbaggers came to Eufaula, Alabama and appointed Negroes to a number of political positions. Negroes were appointed to serve as employees in the Eufaula Post Office, and the Eufaula Courthouse. These Negroes had received a very small amount of education, but the Carpetbaggers continued to push them to the front.\(^3\)

As a result of the election of 1874, the Democrats controlled all State administrative offices, both houses of the General Assembly and the local political positions throughout the State of Alabama. The Republican cause, as a partisan power died in the State of Alabama, and it has not come to life since that time.\(^4\)

\(^1\)Ibid., p. 64.

\(^2\)Ibid., p. 65.

\(^3\)Eugenia P. Smart, History of Eufaula, Alabama (Birmingham: Robert & Son, Printer, 1933), p. 104.

\(^4\)Horace M. Bond., op. cit., p. 70.
of the State of Alabama began public schools for white and Negro children long before Eufaula, Alabama attempted to start a public school system. A number of these places started public schools for Negroes in the year of 1867.¹

Private schools for Negro children and white children were operated in Eufaula, Alabama during the Reconstruction Period following the Civil War. The Freedmen's Bureau started the first Negro school in Eufaula, Alabama in 1867.²

With provision by Congress of funds for the educational work of the Freedmen's Bureau, this agency was able to lend resources to the extension of educational opportunities for Negro children in Alabama. In most instances the Freedmen's Bureau assumed the responsibility of providing buildings in which schools could be conducted, while some mission societies selected and paid the teachers.³

In 1862 General Grant appointed Colonel John Easton as Superintendent of the Freedmen in the West. The Eufaula Freedmen's Bureau had as its official Grabbenhaus. He was very dishonest.⁴

The Eufaula Colored School was supported in part by the payment of tuition fees. The tuition was from twenty-five cents to one dollar and twenty-five cents monthly from 1867 to 1892.

Mr. Wheeler, a white man, was the first teacher in the Eufaula Freedmen's Bureau's School in 1867. Most of his salary was paid by American Missionary Society of the Congregational Church.

¹Ibid., p. 76.
²Eugenia P. Smart, op. cit., p. 107.
³Ibid., p. 106.
⁴Ibid., p. 107.
The Northern philanthropists sent white teachers from the North to teach the colored children in Eufaula, Alabama but they discovered that Negro teachers were favored for the reason they could easily make the school self-supporting. The first Negro teachers in the Eufaula Colored School were John Cantie and his sister, Emma Cantie, from 1874-1879. Norman Martin succeeded John Cantie as principal of the Negro school in Eufaula, Alabama in 1879 and served as principal of this school until 1889.1

The Freedmen's Bureau bought a two-story, eight-room frame building for Negroes in Eufaula, Alabama in 1867. After these Northern philanthropists had organized this school for Negroes in Eufaula, Alabama, they turned over the deeds to some colored trustees. One of these trustees was Peter Peterson. The names of the other trustees are not known. Peter Peterson was the only trustee living at the time when the City of Eufaula took over the Eufaula Colored School in 1892. This building had been used previously as a dwelling house.

The Beginning of Negro Public Education in Eufaula, Alabama, 1892-1913.—The Alabama Public School System had its beginning in Alabama in 1854, but no provision was made by the State for the education of Negroes before 1868.2 However, Eufaula, Alabama made no effort to operate a public school system for white children nor Negro children before or during the reconstruction period after the Civil War. Private schools for both groups were operated during this period. In 1888, the first public school for white children was established. The first public school

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1Interview with Lizzie Poscol, Old Citizen of Eufaula, Alabama, February 20, 1956.
2Horace M. Bond, _op. cit._, p. 78.
for Negro children was organized in 1892.

The Eufaula City Council passed the following ordinance in April, 1892:

The Council shall lease the freedman Bureau's school building from the colored trustees for the purpose of educating Negro children in Eufaula.¹

J. J. Kilpatrick was the first Superintendent of the Eufaula City Board of Education. He was elected in 1884 to this position. He showed some interest in trying to get a Negro public school started in Eufaula,

¹Eufaula, City Clerk Record (1906), sec. 4.
Alabama. He was instrumental in getting the Eufaula City Board of
Education to adopt the following resolution in July, 1892:

Resolved: That is the duty of this board to provide
a school for teaching colored children and labor in every way
for the best interest of them. This seems to us apparent
and pressing. It is hoped that colored teachers can be em-
ployed in our midst, sufficient in number to meet our demands.
A Negro public school will be established in Eufaula, Alabama
as soon as circumstances will allow.¹

S. M. Murphy, Sr., became principal of the Eufaula Colored School
in 1890. At this time this school was still being operated as a private
school. It was under his very able administration that this school be-
came a public school in the City of Eufaula, Alabama. He was a very able
school administrator; and also gave very wholesome advice to his people
at all times. He served as principal until his death in 1913.²

F. L. McCoy served as Superintendent of Schools in Eufaula, Alabama
from 1895 to 1910. Some improvement was made at this school under his
administration.

Elmira Turner Chatman was the first graduate of the Eufaula Colored
School. She completed her ninth grade work and graduated from this insti-
tution in 1895. Courses beyond the ninth grade were not offered at this
time. She went on to Tuskegee Institute on a scholarship that the Eufaula
Board of Education gave her for her outstanding achievement at the Eufaula
Colored School. She completed her work at Tuskegee in 1898 and came back
to Eufaula and served as a teacher for thirty-five years. She served as
principal of this institution for a few years during her latter years.³

¹Minutes of the Monthly Meeting, June 12, 1892, Eufaula City Board
of Education, Eufaula, Alabama.
²The Eufaula Tribune, April 8, 1954, p. 4.
³Ibid.
The Objectives and Content of Early Public Education for Negroes in Eufaula, Alabama.—No systematic effort was made to educate Negroes at public expense in Eufaula, Alabama until several years after the close of the reconstruction period following the Civil War. The content of education proposed by the Conservative Alabamians in Eufaula, Alabama for Negroes became largely a matter of speculative interest. Even so, it is an aid to understanding the violent reaction against Northern-sponsored education which took place.

Bond asserts that the State of Alabama would have undertaken the education of Negroes in Alabama under Conservative control had Northerners not discredited the work during the reconstruction period after the Civil War.1 The Northern influence on education was felt very keenly in Eufaula, Alabama. The objectionable features in Northern education were exemplified in the content of instruction offered. The advocacy of the education of Negroes by the Conservatives was a step towards securing control over the Negro race by the best native whites, who believed and always will believe that the Negro should be controlled by them. The Northerners taught the Negro to give up all habits and customs that would remind him of his former condition. He was taught not to take off his hat when speaking to a white person. In teaching him not to be servile, they taught him to be insolent.2

According to Bond, the Freedmen's Bureau schools undertook to give religious instruction to Negroes and also educate them in the primitive branches of knowledge.3 The Negro school in Eufaula, Alabama was no ex-

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1Horace Mann Bond, op. cit., p. 111.
2Ibid.
3Ibid., p. 112.
ception to this pattern. Emphasis was placed on teaching the Negro children to read and write.

After the Negro was given the ballot it was felt that he needed intellectual training to be able to exercise it properly. Some Southern planters tried to teach their Negro servants to read and write.¹

In Eufaula, Alabama the personalities in control of the objectives and content of schools for Negroes were the officials of the American Missionary Association. They represented the strongest anti-slavery, equalitarian sentiment of the abolitionist North.²

The standard textbooks were Northern books. The missionary schools used them a great deal. They contained anti-slavery poems by Whittier, Holmes and others. A special textbook, "The Freedmen's Book," was used mostly as a reader. The editor of this book, L. Maria Child, had been a vigorous anti-slavery worker for years before the Civil War.³ Among the readings were:

Extract from the Tenth Psalm

The Hour of Freedom

(A speech by the noted Abolitionist, William Lloyd Garrison, describing the wrongs of the Negro, and discussing the possibilities of freedom in moderate terms.)

Several poems from Whittier
(Accounts of the heroism of Negro soldiers in the Civil War, and of the victory of Negro troops over the "Rebels.")

The teachers taught the children the work of salvation. They were advised to organize and sustain Christian Churches, and they were instructed

¹Ibid., p. 115.
²Ibid.
³Ibid., p. 116.
⁴Ibid.
in all that pertains to life and goodness.¹

Bond asserts that interest in political activity extended to extra-curricular activities. In Eufaula, Alabama, the advanced grammar class ended its lesson with the correction on the blackboard of a letter by a colored candidate for office, recently published; the class gave rules for its criticism and explanation.²

The teachers in these schools taught the children the social graces by precept, and also by example; part of their technique consisted in living with the Negroes, eating with them, and treating them in accordance with the equalitarian principles that were characteristic of their code.³

In the colored school at Eufaula, Alabama, classes of all the readers from the pictorial Primer to the Rhetorical Fifth Reader were taught. One class was taught in intellectual arithmetic; other classes were taught English, geography, writing and the alphabet.⁴

Economic Changes in Eufaula, Alabama, 1865-1900.—Eufaula was an agricultural city to a very large extent during the reconstruction period following the Civil War. During this period the Freedmen’s Bureau attempted to substitute a system of paid labor with wages paid weekly or monthly for the slave system. This effort was foredoomed to failure. The planters had little capital, and they were unable to obtain more. With the approval of the officials of the Bureau, cotton culture fell into the only system of financing the agricultural production through free labor which was left to it; the system of sharecropping, by which the laborer agreed with the owner to work a crop through the course of the year, the hire of the

¹Ibid., p. 115.
²Ibid., p. 117.
³Ibid., p. 117.
⁴Ibid., p. 118.
labor to be paid from the anticipated returns on the crops when sold.\(^1\)

Since the available labor on the plantations was totally without resources of any sort, the planter, in order to insure himself of a supply of labor throughout the year, was obliged to make advances of such necessary farming utensils and necessities for foods and clothing as the laborer and his family might require until the crop was harvested and sold. The planter had no more capital than the laborer, as the "cropper" could furnish only his labor, the employer had only the land upon which the "cropper" might work. To obtain the necessary capital with which to furnish the laborer, the employer had to have recourse to a third person, the merchant, who advanced to the planter the supplies needed for the tenants on a plantation.\(^2\)

During this period the textile mill industry developed in Eufaula, Alabama. These mills did not employ very many Negroes, however, more Negroes moved to Eufaula, Alabama during this period.

The population increased from 3,109 in 1870 to 4,594 in 1900. The Negro population held a small lead over the white population during this period. Smart states that there were more white children enrolled in the private school for whites at this time than there were Negroes enrolled in the Freedmen's school.\(^3\)

**Political Changes Resulting from Economic Changes, 1875-1900**—The key to politics in the period from 1875-1900 is to be found in a kind of sectionism which disturbed the State of Alabama in the antebellum times. Reconstruction was the brief interlude during which the vote of the Negroes

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1Ibid., p. 120.
2Ibid., p. 120
3Eugenia P. Smart, op. cit., p. 156.
in the "Black Felt" had destroyed the sectional balance which had been previously obtained between the white voters. The Alabama Constitution of 1875 had not disfranchised Negroes. The election machinery had been so rigid that it was almost impossible for the Republicans to win, but the right of the Negro to full civil and political equality had been guaranteed by the Democratic Party before and during the Constitutional Convention of 1875. The Democrats had full control in Eufaula, Alabama, at this time. Eufaula is located in the "Black-Belt" area. The "Black-Belt" covers the eighteen counties in Alabama that contains more Negroes than whites in Central Alabama.

Economic and Political Changes as Affecting the Education of Negroes 1875-1900.—The State of Alabama appropriated some money for schools throughout this period, however, the City of Eufaula, Alabama, did not try to obtain any of this money before 1888. There was a state law that prevented a city from taxing its citizens for education at this time.

Bond states that the per capita available was only $2.29 in 1889-1890 in the State of Alabama. The fund appropriated for Eufaula, Alabama was less than $2,000 in this year.

Between 1875 and 1895 the number of white children increased from 223 to 405. At the same time the enrollment for Negro children increased from 116 to 211.2

The State would send to the local community state funds for education in proportion to the amount of taxes that had been collected from that area. It would also send money for Negro education in proportion to the amount of taxes collected from Negroes and whites.3

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1 Ibid., p. 162.
2 Ibid., p. 172.
3 Ibid., p. 216.
While Negro voters after 1875 were firmly controlled by the Democratic politicians in Eufaula, Alabama, they remained an important force in the City of Eufaula, Alabama for many years. The Democrats continued to pledge equality before the law to Negroes.

Although Eufaula, Alabama developed as more of an industrial community in the latter part of the nineteenth century, the economic status of the Negro remained very low for the reason the wages and salaries were very low. Capital took advantage of the cheap Negro labor and exploited the Negroes.

The low economic status of the Negro had a tremendous effect upon the educational achievement of the Negro children. They were not exposed to many cultural advantages that were needed for their normal development.¹

Race, Class and School Fund, 1875-1900.—The Alabama Constitution of 1875 provided that the schools in the State be supported by a State School Fund. Local taxation was prohibited for school purposes, and the provision that local public corporations might make appropriations to schools from their general tax funds were rendered ineffective as a large source of aid from municipalities by another provision which prohibited the municipal corporations from levying a tax higher than thirty cents on the hundred dollars of assessed valuation. Eufaula, Alabama was strained to support her other responsibilities within her limited levy.²

There were efforts made at this time to obtain more money for schools. Bond points out that many white people were not pleased with Negroes receiving as much aid for education as they were receiving for it, for the reason Negroes were not pouring as much money into the government hand in

¹Ibid., p. 197.
²Ibid., p. 206.
the form of taxation as whites were paying. They did not own enough property and wealth in general to be able to pay the same amount of taxes as the whites were paying.¹

The Alabama General Assembly attempted to raise more money for schools in 1886, but there was some opposition to this effort in many parts of the State of Alabama. The Eufaula Times was staging a great fight against this effort on the ground that the white people would pay the taxes and the Negroes would receive much of the benefit of education without paying their share of the taxes.²

Bond states that the number of Negro teachers was reduced while the number of white teachers was increased. The salaries of the Negro teachers were reduced, and the length of the term was curtailed.³ Negro education in Eufaula, Alabama was greatly affected by these changes. Negro children were handicapped a great deal.

The Constitutional Convention of 1901: Taxation and Education.—In his introductory message to the Convention, President Knox reviewed pre-convention pledges not to raise taxes in the State of Alabama, which were accompanied by other pledges not to take any backward step in education. On the floor of the Convention it was frequently stated that the white counties were more interested in obtaining more money for education than in the disfranchisement of the Negro. The speech of President Knox reflects the conflict between the taxpayers and the friends of education, and the solutions proposed in the Convention.⁴

He said that illiteracy retarded the development and the growth of the

¹Horace Mann Bond, op. cit., p. 150.
²Ibid., p. 152.
³Ibid., p. 161
⁴Ibid., p. 178.
State. Education increased its productive power. A good school system would encourage immigration in order to meet the industrial needs of the State for skilled labor. The new Constitution, he prophesied, would probably enact literacy and educational qualifications for the voter, and so the State would provide a good school system for those who otherwise would be unable to qualify for registration.

The delegates did not seem to conceive of any other source of revenue for governmental purposes other than the time-honored ad valorem tax upon the land. The maximum tax rate had been set at 7½ mills by the Constitutional Convention of 1875. The Constitutional Convention of 1901 provided that 6½ mills be set aside for the State and one mill be collected for education in each county. This was the first provision that was made for local taxation in the State of Alabama for education.¹

The City of Eufaula, Alabama receives a portion of the local tax for education that Barbour County collects.

**Economic Changes in Eufaula, Alabama, 1900-1950.**—There has been a shift in Alabama to some extent from a rural to an urban population. There has been a more definite trend since the Constitutional Convention of 1901. The population increased from a little above 4,000 in 1900 to 8001 in 1950 in Eufaula, Alabama.

After the turn of the century industry began to develop at a faster rate in Eufaula, Alabama. The textile-mill industry expanded a great deal after this new Constitution was adopted. Two cotton mills were established in Eufaula, Alabama. The saw-mill industry grew rapidly. A door factory was also established in Eufaula, Alabama.²

¹Ibid., p. 179.
²Eugenia Smart, op. cit., p. 237.
Even though wages and salaries have been raised a great deal since the beginning of World War II in Eufaula, Alabama, Negro labor has been exploited for the reason Negroes have been paid minimum wages and salaries for the most part.

Agriculture and industry in Eufaula, Alabama expanded to a wide extent about the time that the Tennessee Coal and Iron Company in Birmingham, Alabama began its production of steel. The economic status of the Negro was raised to some degree throughout the State of Alabama for the reason this company began a campaign to improve the welfare of the Negro by securing better schools and health facilities.¹ Negro public education in Eufaula, Alabama was improved as a result of this movement.

Influence of Some Outstanding Personalities.—Elmira Chatman was principal of the Van Buren Street School from 1921 to 1928.

The former superintendent, W. G. Wilkinson said of her:

She tarried at Tuskegee until she was endowed with knowledge, and she came here and served her people 35 years at this school.²

During her principalship, the school grew from a four-room frame building and four teachers to a brick building with six classrooms, an auditorium, a library, an office and six teachers.³

W. G. Wilkinson, the former superintendent of the Eufaula City Schools, played a great role in trying to bring about improvements at the Van Buren Street School. The name of this school was changed from "College" to "Van Buren Street School" under his administration.⁴

H. H. Connor, Mayor of the City of Eufaula, Alabama from 1920 to 1928, was instrumental in getting the Eufaula City Council to agree to build the first brick school building in 1928. The Eufaula City Council issued

²Ibid., p. 4.
³Ibid., p. 4.
⁴Ibid., p. 4.
the following ordinance in September, 1927:

Be it ordained that Eufaula City Board of Education be authorized to construct a brick school building for colored children in the City of Eufaula, Alabama for the amount not to exceed $125,000.00.\(^1\)

The third principal was C. M. Mitchell who served from 1928 to 1935. He was a progressive educator and a very good disciplinarian. During his administration much progress was made. He added the tenth grade to the Van Buren Street School in 1929. He began an athletic program at this institution by setting up a basketball team.\(^2\)

Robert I. Beasley was the fourth principal of the Van Buren Street School, from 1935 to 1938. During his rather short administration, he worked to improve the school and community. He beautified the campus with shrubbery; organized a debating team, and purchased a standard dictionary, a set of Compton's Encyclopedia, and two test tubes for the science room.\(^3\)

Robert Lawson served as fifth principal of the Van Buren Street School from 1938 to 1944. During his principalship he worked hard to set up the lunchroom program; added the eleventh grade in 1942 and the twelfth grade in 1943, the only Negro public school in the City of Eufaula, Alabama. He was also instrumental in getting a raise in teachers' salaries. Williams points out that Lawson went to the Superintendent and explained to him that the Negro teachers could not live on salaries of $35 and $45 per month. As a result the teachers were given a raise in salaries immediately.\(^4\)

\(^1\)Minutes of the Monthly Meeting, September 1\(^{st}\), 1927, Eufaula City Council, Eufaula, Alabama. (in the files of the City Clerk).
\(^3\)Ibid., p. 19.
\(^4\)Ibid., p. 19.
In 1944, Bryant Foster became the sixth principal of the Van Buren Street School. The enrollment of the school was 438 pupils with ten teachers. During that year an eleventh teacher was hired and paid through subscriptions in the community.

During Principal Foster's administration the school enrollment has grown from 438 pupils with 11 teachers to an enrollment of 985 pupils with a staff of 30 teachers.

In 1948, Principal Foster called to the attention of Superintendent O. B. Carter the overcrowded condition of the classrooms of the Van Buren Street School and asked for some additional classrooms. Superintendent Carter carried this appeal to the Eufaula City Board of Education and succeeded in getting two additional buildings on the campus. The buildings were completed in 1949. The new buildings were an industrial arts building and an elementary building, including a home economics department.¹

Van Buren Street High School, Eufaula, Alabama was accredited by the Alabama Accrediting Association in 1951 under the administration of Principal Foster.²

Much improvement in the athletic program has been made. A strong football team has been organized at this institution under Principal Bryant Foster's administration. The football team has won six championship trophies and has played in and won two Clover Bowl games.³

Williams says that Foster has tried to improve human relationships at this school, and has improved the library by adding some new volumes of

¹The Eufaula Tribune, April 8, 1954, p. 4.
²Ibid., p. 41
³Ibid., p. 4.
books, tables, chairs, bookracks and charts. He has made improvements in the lunchroom and sanitation.¹

Principal Foster has been aware of the overcrowded conditions in the school within the last several years, and he has been asking for a new Negro high school to be built in a new location away from the present buildings and just use the present buildings on the campus for the elementary school. His dreams are now coming true through the effort of Superintendent Carter and Eufaula City Board of Education. A very good high school plant for Negroes is presently being built on the South Side of Eufaula, Alabam.

A site of 19.6 acres of land was purchased for the new high school plant. This school plant consists of ten classrooms, three home economics department rooms, one science room, a lunchroom, a gymnasium with showers for boys and girls, and a lighted athletic field.

Superintendent O. B. Carter has certainly worked hard to bring about improvements in Negro public education since he was appointed as Superintendent of the Public Schools of Eufaula, Alabama in May, 1942.

On March 5, 1948, Superintendent Carter urged the Eufaula City Board of Education to make the following petition to Eufaula City Council:

The Board shall petition the City Council of Eufaula to provide the funds to build an elementary school building for white children and also an elementary school building for Negroes and an industrial arts building for Negroes.²

This petition was presented to the Eufaula City Council and the Council presented this proposition to the voters of the City of Eufaula, Alabama.

¹Arlene W. Williams, op. cit., p. 20.
²Minutes of the Monthly Meeting, March 5, 1948, Eufaula City Board of Education, Eufaula, Alabama. (in files of Superintendent of Education).
in the form of the following ordinance on June 14, 1948:

Be it ordained that there shall be a one per cent sales tax placed on the gross receipts of all sales in the City of Eufaula for a period of thirty years to finance bonds that shall be floated at 4½ per cent interest for the amount of $350,000 for the construction of additional classrooms at the white school and the colored school.

This proposition shall be presented to the voters of the City of Eufaula on June 14, 1948.1

This proposal was approved by a wide majority of the voters of the City of Eufaula, Alabama and as a result Superintendent Carter was given credit for the new school buildings that were constructed for the white children and the Negro children that same year.

Within the last three years both the Negro and white schools have been very overcrowded, and Superintendent Carter has gone to bat again and succeeded in getting the Eufaula City Board of Education, Eufaula City Council, and the voters of Eufaula, Alabama to agree to provide a new high school for Negro children and a new elementary school for white children.

It was found that the one per cent sales tax that was started in 1948 on all gross receipts in the City of Eufaula, Alabama would retire the debt on the buildings that were constructed at that time in a much shorter time than was expected. In June, 1955 the voters of Eufaula, Alabama voted to extend the period of time for this local sales tax to remain in effect and float bonds for the amount of $750,000 with which to build the new schools. The greater amount of this appropriation will be spent on the construction of the new Negro high school.2

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1Minutes of the Monthly Meeting, April 4, 1948, Eufaula City Council, Eufaula, Alabama. (in files of the City Clerk.

The Negro citizens of Eufaula, Alabama have evidenced appreciation for the amount of interest that Superintendent Carter has shown in trying to improve Negro education in this City.

The present members of the Eufaula Board of Education have shown interest in the improvement of Negro public education in the city. Their names are as follows:

Dr. W. D. Moorer, Chairman ———— Eufaula, Alabama
S. A. Thomas ———— Eufaula, Alabama
J. M. Barr ———— Eufaula, Alabama
L. Y. Dean ———— Eufaula, Alabama
M. C. Dixon ———— Eufaula, Alabama

Mrs. Alice Smith, president of the Van Buren Street School Parent-Teacher Association, has done a wonderful job with this organization. She was serving as leader for this group in 1951 when a piano was purchased. This organization under the leadership of Mrs. Smith has raised around $1,800 for buying instruments for the band of the school. She has led this organization into making several other contributions to this school.

Auxiliary Services and Public Relations Institutions.—The following organizations have played an important part in strengthening the educational program of Negro public education in Eufaula, Alabama:

1. Van Buren School In-Service Education Program
2. Parent-Teacher Association
3. American Red Cross
4. Boy Scouts of America
5. General Continuation Class

Vocational home economics is taught at the Van Buren Street High School. Each year there is a program rendered by the students enrolled in this course as a culmination feature at which time the public is invited. There are displays of clothing and cooking.

Vocational industrial arts is also taught at this institution. The students enrolled in this course apparently gain many experiences that should help them in their daily endeavors.
Educational Patterns of Negro Public Education in Eufaula, Alabama

Introductory Statement.—In Eufaula, Alabama throughout the development of the Public School System, there has existed what is known as the "dual system" of public schools, that is, white and Negro children have been required by law to attend schools in separate buildings, however, at the beginning, the Negroes were under the tutelage of white teachers when the Eufaula Colored School was first established as a private school by the Freedmen's Bureau.¹

This writer has been able to see throughout this study that there has been progress in Negro public education in Eufaula, Alabama, that is, if one measures progress by the educational opportunities available at the beginning of the Public School System in Eufaula, Alabama as compared with the educational opportunities of 1956, and not by an absolute standard.

This study has been concerned primarily with public education for Negroes in Eufaula, Alabama for each year as far back as records can be found up to 1956. The data were gathered for each year and has been presented in appropriate tables with analyses and interpretations of such areas as: school enrollment, school transportation, teacher-personnel and financial support.²

Van Buren Street School Enrollment, Eufaula, Alabama.—The data on the enrollment of pupils in the Van Buren Street School, Eufaula, Alabama for the period of 1929-1956 are presented in Table 1, page 44. No enrollment

¹Interview with Mrs. Lizzie Poscol, an old citizen of Eufaula, Alabama, February 20, 1956.
²Annual Reports of Superintendents for each year available, 1929 to 1956.
TABLE 1

THE NUMBER OF CHILDREN ENROLLED AT THE VAN BUREN STREET SCHOOL, EUFAULA, ALABAMA, BETWEEN 1929-1956

<table>
<thead>
<tr>
<th>School Year</th>
<th>Elementary Grades 1-6</th>
<th>Jr. High School 7-9</th>
<th>Sr. High School 10-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929-1930</td>
<td>276</td>
<td>54</td>
<td>8</td>
<td>338</td>
</tr>
<tr>
<td>1930-1931</td>
<td>266</td>
<td>61</td>
<td>12</td>
<td>339</td>
</tr>
<tr>
<td>1931-1932</td>
<td>284</td>
<td>62</td>
<td>10</td>
<td>356</td>
</tr>
<tr>
<td>1932-1933</td>
<td>293</td>
<td>66</td>
<td>12</td>
<td>371</td>
</tr>
<tr>
<td>1933-1934</td>
<td>329</td>
<td>77</td>
<td>11</td>
<td>417</td>
</tr>
<tr>
<td>1934-1935</td>
<td>360</td>
<td>87</td>
<td>9</td>
<td>456</td>
</tr>
<tr>
<td>1935-1936</td>
<td>375</td>
<td>78</td>
<td>20</td>
<td>473</td>
</tr>
<tr>
<td>1936-1937</td>
<td>470</td>
<td>63</td>
<td>20</td>
<td>553</td>
</tr>
<tr>
<td>1937-1938</td>
<td>385</td>
<td>63</td>
<td>16</td>
<td>464</td>
</tr>
<tr>
<td>1938-1939</td>
<td>393</td>
<td>71</td>
<td>19</td>
<td>483</td>
</tr>
<tr>
<td>1939-1940</td>
<td>444</td>
<td>106</td>
<td>22</td>
<td>572</td>
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<td>1940-1941</td>
<td>464</td>
<td>87</td>
<td>27</td>
<td>578</td>
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<tr>
<td>1941-1942</td>
<td>449</td>
<td>73</td>
<td>28</td>
<td>450</td>
</tr>
<tr>
<td>1942-1943</td>
<td>426</td>
<td>87</td>
<td>31</td>
<td>544</td>
</tr>
<tr>
<td>1943-1944</td>
<td>401</td>
<td>113</td>
<td>27</td>
<td>541</td>
</tr>
<tr>
<td>1944-1945</td>
<td>421</td>
<td>109</td>
<td>44</td>
<td>574</td>
</tr>
<tr>
<td>1945-1946</td>
<td>437</td>
<td>135</td>
<td>66</td>
<td>638</td>
</tr>
<tr>
<td>1946-1947</td>
<td>397</td>
<td>150</td>
<td>71</td>
<td>618</td>
</tr>
<tr>
<td>1947-1948</td>
<td>417</td>
<td>129</td>
<td>75</td>
<td>621</td>
</tr>
<tr>
<td>1948-1949</td>
<td>420</td>
<td>193</td>
<td>77</td>
<td>690</td>
</tr>
</tbody>
</table>
TABLE 1 --Continued

THE NUMBER OF CHILDREN ENROLLED AT THE VAN BUREN STREET SCHOOL, EUFAULA, ALABAMA, BETWEEN 1929-1956

<table>
<thead>
<tr>
<th>School Year</th>
<th>Elementary Grades 1-6</th>
<th>Jr. High School 7-9</th>
<th>Sr. High School 10-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-1950</td>
<td>498</td>
<td>192</td>
<td>120</td>
<td>810</td>
</tr>
<tr>
<td>1950-1951</td>
<td>514</td>
<td>203</td>
<td>128</td>
<td>845</td>
</tr>
<tr>
<td>1951-1952</td>
<td>453</td>
<td>235</td>
<td>151</td>
<td>839</td>
</tr>
<tr>
<td>1952-1953</td>
<td>516</td>
<td>243</td>
<td>146</td>
<td>905</td>
</tr>
<tr>
<td>1953-1954</td>
<td>547</td>
<td>282</td>
<td>135</td>
<td>964</td>
</tr>
<tr>
<td>1954-1955</td>
<td>563</td>
<td>285</td>
<td>161</td>
<td>1009</td>
</tr>
<tr>
<td>1955-1956</td>
<td>550</td>
<td>247</td>
<td>194</td>
<td>991</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,628</strong></td>
<td><strong>3,551</strong></td>
<td><strong>1,641</strong></td>
<td><strong>16,539</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>430.67</strong></td>
<td><strong>131.52</strong></td>
<td><strong>60.74</strong></td>
<td><strong>612.55</strong></td>
</tr>
</tbody>
</table>

records prior to 1929 are available.

Since this study is concerned with all levels, the school enrollment has been separated into elementary, junior high school and senior high school enrollment.

Table 1 shows that there were 276 pupils enrolled in the elementary department in 1929 as compared with 550 pupils enrolled in the elementary department of the Van Buren Street School, Eufaula, Alabama in 1956. The average enrollment of the elementary department was 430.67 per year for the entire period of this study. The lowest enrollment was 266 in 1931. The peak enrollment was 563 in 1955 with an increase of 297 as compared to the 1931 enrollment of 266.
Further, Table 1 reveals that 54 pupils enrolled in the junior high school department of Van Buren Street School of Eufaula, Alabama in 1929 as compared with 247 in 1956. The average junior high school enrollment was 131.52 per year for the entire period. There was a constant increase in the enrollment from 1929 to 1956. The enrollment of the junior high school ranged from a low of 54 in 1929 to a high of 285 in 1955.

Also, Table 1 shows that eight pupils enrolled in the senior high school department in 1929 as compared with 194 in 1956. The average senior high school enrollment of Van Buren Street School, Eufaula, Alabama was 60.74 per year for the entire period. There was a constant variation in the enrollment of the high school department until 1944, after which there was a constant increase until 1956.

The consistent increase in the senior high school department was due to the fact that the eleventh and twelfth grades were added to this school in 1943 and 1944, respectively. After the transportation of pupils from the Barbour County System began, there was also an increase in the enrollment of the high school.

Further, Table 1 shows that the total enrollment of the Van Buren Street School, Eufaula, Alabama ranged from a low of 338 in 1929 to a high of 1009 in 1955, with an average enrollment of 613.25 per year for the entire period. For the most part there was a constant increase in the total enrollment of this institution over this entire period.

A summary of the data in Table 1 reveals that the total enrollment of 1956 was 991 at this school which was an increase of 653 over the lowest enrollment of 338 for the 1929-1930 school year, with a mean increase of 27.3 pupils per year.
Average Daily Attendance, Van Buren Street School.—The number of pupils enrolled in the elementary, junior high school and the senior high school departments is revealed in Table 1 but the extent to which the pupils actually attended school is revealed in Table 2, page 48.

Table 2 shows that in 1929, with an enrollment of 276 elementary pupils, the average daily attendance was 70.01 per cent of the pupils enrolled in this department; whereas, in 1956 with an enrollment of 550 elementary school pupils, the average daily attendance was 85.63 or 82.47 per cent of the pupils enrolled in the elementary department; an increase of 12.46 per cent when the average daily attendance of 1929 is compared with the average daily attendance of 1956 for the elementary pupils.

The average daily attendance for the elementary department of the Van Buren Street School is not very good when it is compared with the daily average attendance in the better schools in this country where the daily average attendance is always found up above 90 per cent of the total enrollment.

Further, Table 2 shows that in 1929 with an enrollment of 54 pupils in the junior high school department, the average daily attendance was 40.09 or 74.24 per cent of the pupils enrolled; whereas, in 1956 with an enrollment of 247 junior high school pupils, the average daily attendance was 205.12 or 83.45 per cent of the pupils enrolled in this department, an increase of 9.21 per cent when the average daily attendance of 1929 is compared with the average daily attendance of 1956 for the junior high school pupils.

The average daily attendance of the senior high school department of the Van Buren Street School was not very good for this period of study
### TABLE 2

**THE AVERAGE DAILY ATTENDANCE OF CHILDREN ENROLLED AT VAN BUREN STREET SCHOOL, EUFAULA, ALABAMA BETWEEN 1929-1956**

<table>
<thead>
<tr>
<th>Years</th>
<th>Elementary Grades 1-6</th>
<th>Jr. High School 7-9</th>
<th>Sr. High School 10-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929-1930</td>
<td>193.23</td>
<td>40.02</td>
<td>7.60</td>
<td>240.85</td>
</tr>
<tr>
<td>1930-1931</td>
<td>191.41</td>
<td>57.23</td>
<td>8.95</td>
<td>257.59</td>
</tr>
<tr>
<td>1931-1932</td>
<td>203.73</td>
<td>58.95</td>
<td>10.71</td>
<td>273.39</td>
</tr>
<tr>
<td>1932-1933</td>
<td>231.92</td>
<td>51.96</td>
<td>9.23</td>
<td>293.11</td>
</tr>
<tr>
<td>1933-1934</td>
<td>247.35</td>
<td>62.81</td>
<td>8.04</td>
<td>313.20</td>
</tr>
<tr>
<td>1934-1935</td>
<td>264.73</td>
<td>65.87</td>
<td>7.26</td>
<td>337.86</td>
</tr>
<tr>
<td>1935-1936</td>
<td>310.40</td>
<td>60.09</td>
<td>16.11</td>
<td>386.60</td>
</tr>
<tr>
<td>1936-1937</td>
<td>385.26</td>
<td>45.90</td>
<td>16.20</td>
<td>447.36</td>
</tr>
<tr>
<td>1937-1938</td>
<td>301.00</td>
<td>44.53</td>
<td>13.84</td>
<td>359.37</td>
</tr>
<tr>
<td>1938-1939</td>
<td>337.67</td>
<td>50.06</td>
<td>14.16</td>
<td>401.89</td>
</tr>
<tr>
<td>1939-1940</td>
<td>372.05</td>
<td>77.55</td>
<td>17.50</td>
<td>467.10</td>
</tr>
<tr>
<td>1940-1941</td>
<td>410.00</td>
<td>67.56</td>
<td>23.80</td>
<td>501.36</td>
</tr>
<tr>
<td>1941-1942</td>
<td>382.56</td>
<td>63.42</td>
<td>21.20</td>
<td>467.18</td>
</tr>
<tr>
<td>1942-1943</td>
<td>380.44</td>
<td>70.94</td>
<td>23.14</td>
<td>474.52</td>
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<tr>
<td>1943-1944</td>
<td>387.21</td>
<td>82.14</td>
<td>20.87</td>
<td>490.25</td>
</tr>
<tr>
<td>1944-1945</td>
<td>358.78</td>
<td>94.55</td>
<td>33.10</td>
<td>486.43</td>
</tr>
<tr>
<td>1945-1946</td>
<td>370.30</td>
<td>110.72</td>
<td>50.20</td>
<td>531.22</td>
</tr>
<tr>
<td>1946-1947</td>
<td>376.91</td>
<td>116.18</td>
<td>58.26</td>
<td>551.35</td>
</tr>
<tr>
<td>1947-1948</td>
<td>204.90</td>
<td>122.87</td>
<td>65.90</td>
<td>533.67</td>
</tr>
<tr>
<td>1948-1949</td>
<td>380.50</td>
<td>187.51</td>
<td>77.16</td>
<td>645.20</td>
</tr>
<tr>
<td>1949-1950</td>
<td>429.90</td>
<td>116.80</td>
<td>100.75</td>
<td>677.45</td>
</tr>
<tr>
<td>1950-1951</td>
<td>452.41</td>
<td>176.11</td>
<td>103.12</td>
<td>731.67</td>
</tr>
<tr>
<td>1951-1952</td>
<td>402.23</td>
<td>183.89</td>
<td>118.26</td>
<td>704.38</td>
</tr>
<tr>
<td>1952-1953</td>
<td>431.00</td>
<td>190.88</td>
<td>115.67</td>
<td>737.55</td>
</tr>
<tr>
<td>1953-1954</td>
<td>469.33</td>
<td>230.42</td>
<td>104.27</td>
<td>804.02</td>
</tr>
<tr>
<td>1954-1955</td>
<td>470.48</td>
<td>210.08</td>
<td>139.60</td>
<td>850.16</td>
</tr>
<tr>
<td>1955-1956</td>
<td>453.63</td>
<td>205.12</td>
<td>160.29</td>
<td>819.04</td>
</tr>
</tbody>
</table>

| Total     | 9,539.39              | 2,904.19            | 1,345.19              | 13,788.77 |
| Average   | 353.31                | 107.56              | 49.82                 | 510.69    |

for the reason that it was below the 90 per cent margin. In the best schools in this country the average daily attendance remains above 90 per cent of the total enrollment.
Further, Table 2 shows that of the eight pupils enrolled in the high school department of Van Buren Street School, Eufaula, Alabama in 1929, the average daily attendance was 7.60 or 95.0 per cent of the pupils enrolled; whereas, the enrollment in 1956 was 194, and the average daily attendance was 160.29 or 87.78 per cent of the pupils enrolled in this department. There was a decrease of 7.93 per cent of the average daily attendance when the average daily attendance of 1929 is compared with the average daily attendance of 1956 for the high school pupils.

The average daily attendance of the junior high school department of the Van Buren Street School was not very good during this period for the reason that it was below the 90 per cent margin. In our best schools in our country the average daily attendance remains above 90 per cent of the enrollment of the school.

Further, Table 2 reveals that with a total enrollment of 338 in 1929 at Van Buren Street School, Eufaula, Alabama, the daily average attendance was 240.85 or 71.25 per cent of the pupils enrolled; whereas, in 1956 the daily average attendance was 819.04 or 82.24 per cent of the entire enrollment. The average daily attendance for the entire period was 507.25.

The average daily attendance of the total enrollment of the Van Buren Street School was not very good during this period of study for the reason that it was below the 90 per cent margin. In the best schools in this country, the average daily attendance remains above 90 per cent of the total enrollment.

Transported Pupils and Transportation Routes.—With the consolidation of the schools, there arose the problem of providing and maintaining means of transporting pupils to the various schools which are located far from their homes. Table 3, page 50, shows the number of Negro pupils transported to the Van Buren Street School, Eufaula, Alabama for the period of 1951 to
1956. There were no transportation of Negro children before this time.

TABLE 3

<table>
<thead>
<tr>
<th>Years</th>
<th>Transported Pupils Number</th>
<th>Transportation Routes Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-1951</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>1951-1952</td>
<td>125</td>
<td>3</td>
</tr>
<tr>
<td>1952-1953</td>
<td>109</td>
<td>3</td>
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<tr>
<td>1953-1954</td>
<td>132</td>
<td>3</td>
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<tr>
<td>1954-1955</td>
<td>121</td>
<td>4</td>
</tr>
<tr>
<td>1955-1956</td>
<td>136</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>676</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>112.67</strong></td>
<td><strong>3.17</strong></td>
</tr>
</tbody>
</table>

Table 3 shows that the number of Negro pupils transported to the Van Buren Street School ranged from a low of 43 in 1951 to a high of 136 in 1956, to indicate an average of 112.66 for the period.

Further, Table 3 shows that the number of transportation routes for Negro pupils ranged from a low of 2 in 1951 to a high of 4 in 1956, indicating an average of 3.16 routes for this period.

Total Per Pupil-Cost.—In the evaluation of the adequacy of educational opportunities for any school system the "per pupils expenditure" is the accepted criterion of measurement in the analysis and the interpretation of the data.
Table 4, page 52 shows that "per pupil cost" for Negro pupils in Eufaula, Alabama increased from $6.53 in 1935 to $114.87 in 1956, with average "per pupil cost" of $33.29 for the period of 1934-1956. There are no records available for the years prior to this period.

Salaries of Teachers.—The salaries paid to the teachers in a public school system are important in the provision of educational opportunities; for salaries definitely affect the "supply and demand" of teachers and possibly determine in a large measure the quality of instruction available to the children. The data on the average yearly salaries of the Negro public school teachers of Eufaula, Alabama, for each of the five-year periods between 1922 and 1957, with a four-year period for the years between 1952-1956, are presented in Table 5, page 53.

Table 5 shows an increase in the yearly salaries of the Negro public school teachers in Eufaula, Alabama from $315.58 in 1922 to $405.93 in 1927, then a decrease from $315.54 to $3,480.32 in 1957 with an average yearly salary of $1,245.65 for the period under study.

A summary of data on salaries of the Negro teachers in Eufaula, Alabama indicates that the total salaries paid the Negro teachers ranged from a low of $1,260 in 1922 to a high of $104,400 in 1957; with a mean total salary of $27,245.62 during the period between 1922 and 1957. No records are available prior to the year of 1922.

Training of Teachers.—A study of any public school system would be incomplete without a critical analysis of the training of the teacher-personnel employed therein. Table 6, page 54, gives data of an exhibit of the years of college and graduate school training of the teachers of Van Buren Street School, Eufaula, Alabama, 1932-1957.

Table 6 shows that in 1933, 83.34 per cent of the Negro teachers in
### TABLE 4

CURRENT EXPENSES PER PUPIL ENROLLED IN THE VAN BUREN STREET SCHOOL, EUFAULA, ALABAMA, BETWEEN 1934-1956

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934-1935</td>
<td>$ 6.53</td>
</tr>
<tr>
<td>1935-1936</td>
<td>7.71</td>
</tr>
<tr>
<td>1936-1937</td>
<td>8.32</td>
</tr>
<tr>
<td>1937-1938</td>
<td>8.86</td>
</tr>
<tr>
<td>1938-1939</td>
<td>9.58</td>
</tr>
<tr>
<td>1939-1940</td>
<td>10.81</td>
</tr>
<tr>
<td>1940-1941</td>
<td>11.42</td>
</tr>
<tr>
<td>1941-1942</td>
<td>12.06</td>
</tr>
<tr>
<td>1942-1943</td>
<td>12.29</td>
</tr>
<tr>
<td>1943-1944</td>
<td>13.86</td>
</tr>
<tr>
<td>1944-1945</td>
<td>13.88</td>
</tr>
<tr>
<td>1945-1946</td>
<td>14.85</td>
</tr>
<tr>
<td>1946-1947</td>
<td>21.56</td>
</tr>
<tr>
<td>1947-1948</td>
<td>22.88</td>
</tr>
<tr>
<td>1948-1949</td>
<td>24.72</td>
</tr>
<tr>
<td>1949-1950</td>
<td>25.03</td>
</tr>
<tr>
<td>1950-1951</td>
<td>26.81</td>
</tr>
<tr>
<td>1951-1952</td>
<td>82.97</td>
</tr>
<tr>
<td>1952-1953</td>
<td>82.99</td>
</tr>
<tr>
<td>1953-1954</td>
<td>86.75</td>
</tr>
<tr>
<td>1954-1955</td>
<td>113.53</td>
</tr>
<tr>
<td>1955-1956</td>
<td>114.87</td>
</tr>
</tbody>
</table>

Total $ 732.28

Average 33.29

Euafaual, Alabama had less than two years of training, and 16.66 per cent had a complete college training as compared with all the teachers having a college training in 1957 plus 26.77 per cent of the teachers having completed their graduate school training courses.
TABLE 5

AVERAGE YEARLY SALARIES OF TEACHERS IN THE EUFAULA NEGRO PUBLIC SCHOOLS, EUFAULA, ALABAMA BETWEEN 1922-1957

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-1923</td>
<td>$1,260</td>
<td>$315.58</td>
</tr>
<tr>
<td>1923-1928</td>
<td>2,130</td>
<td>405.93</td>
</tr>
<tr>
<td>1932-1933</td>
<td>1,590</td>
<td>315.54</td>
</tr>
<tr>
<td>1937-1938</td>
<td>2,160</td>
<td>360.81</td>
</tr>
<tr>
<td>1942-1943</td>
<td>4,860</td>
<td>540.60</td>
</tr>
<tr>
<td>1947-1948</td>
<td>39,390</td>
<td>2,070.76</td>
</tr>
<tr>
<td>1952-1953</td>
<td>61,875</td>
<td>2,475.87</td>
</tr>
<tr>
<td>1956-1957</td>
<td>104,400</td>
<td>3,480.32</td>
</tr>
<tr>
<td>Total</td>
<td>$217,965</td>
<td>$9,965.21</td>
</tr>
<tr>
<td>Average</td>
<td>27,245.62</td>
<td>1,245.65</td>
</tr>
</tbody>
</table>

Characteristics of School Buildings.—One of the greatest assets to educational progress is good school-houses. The need for better school buildings for Negroes has been an urgent need at Eufaula, Alabama for a long period of time. America's greatest product is its youth, and this human resource can be conserved for the continued program of the nation only to the extent that every human capability is developed to the greatest possible extent. The trend with reference to the erection of school buildings in Eufaula has been steady although slow.
### TABLE 6

A TWENTY-FIVE YEAR EXHIBIT OF YEARS OF COLLEGE AND GRADUATE TRAINING OF NEGRO TEACHERS OF EUFAULA, ALABAMA 1932-1957

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Number</th>
<th>Per Cent Less Than Two Years</th>
<th>Per Cent Two Years or More</th>
<th>Per Cent College Graduation</th>
<th>Per Cent Completed Grad. School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932-33</td>
<td>6</td>
<td>83.34</td>
<td>0</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1933-34</td>
<td>6</td>
<td>83.34</td>
<td>0</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1934-35</td>
<td>6</td>
<td>83.34</td>
<td>0</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1935-36</td>
<td>6</td>
<td>66.67</td>
<td>16.67</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1936-37</td>
<td>6</td>
<td>66.67</td>
<td>16.67</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1937-38</td>
<td>6</td>
<td>66.67</td>
<td>16.67</td>
<td>16.66</td>
<td></td>
</tr>
<tr>
<td>1938-39</td>
<td>7</td>
<td>57.16</td>
<td>28.56</td>
<td>14.28</td>
<td></td>
</tr>
<tr>
<td>1939-40</td>
<td>7</td>
<td>57.16</td>
<td>28.56</td>
<td>14.28</td>
<td></td>
</tr>
<tr>
<td>1940-41</td>
<td>9</td>
<td>55.56</td>
<td>33.33</td>
<td>11.11</td>
<td></td>
</tr>
<tr>
<td>1941-42</td>
<td>9</td>
<td>55.56</td>
<td>33.33</td>
<td>11.11</td>
<td></td>
</tr>
<tr>
<td>1942-43</td>
<td>10</td>
<td>50.00</td>
<td>30.00</td>
<td>20.00</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>10</td>
<td>50.00</td>
<td>30.00</td>
<td>20.00</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>11</td>
<td>36.36</td>
<td>36.36</td>
<td>27.28</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>11</td>
<td>36.36</td>
<td>36.36</td>
<td>27.28</td>
<td></td>
</tr>
<tr>
<td>1946-47</td>
<td>11</td>
<td>28.57</td>
<td>21.43</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>1947-48</td>
<td>11</td>
<td>28.57</td>
<td>21.43</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td>1948-49</td>
<td>15</td>
<td>26.64</td>
<td>26.64</td>
<td>46.62</td>
<td></td>
</tr>
<tr>
<td>1949-50</td>
<td>15</td>
<td>26.64</td>
<td>26.64</td>
<td>46.62</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>20</td>
<td>5.00</td>
<td>25.00</td>
<td>70.00</td>
<td></td>
</tr>
<tr>
<td>1951-52</td>
<td>22</td>
<td>0</td>
<td>18.18</td>
<td>77.27</td>
<td>4.55</td>
</tr>
<tr>
<td>1952-53</td>
<td>24</td>
<td>0</td>
<td>14.12</td>
<td>79.22</td>
<td>16.66</td>
</tr>
<tr>
<td>1953-54</td>
<td>26</td>
<td>0</td>
<td>0.00</td>
<td>73.08</td>
<td>26.92</td>
</tr>
<tr>
<td>1954-55</td>
<td>28</td>
<td>0</td>
<td>0.00</td>
<td>75.00</td>
<td>25.00</td>
</tr>
<tr>
<td>1955-56</td>
<td>29</td>
<td>0</td>
<td>0.00</td>
<td>72.42</td>
<td>27.56</td>
</tr>
<tr>
<td>1956-57</td>
<td>30</td>
<td>0</td>
<td>0.00</td>
<td>73.23</td>
<td>26.77</td>
</tr>
</tbody>
</table>

Total 347
Average 13.88
Table 7 below shows the characteristics of the school buildings for Negro pupils in Eufaula, Alabama for the years 1867-1957. This table indicates each year that another building was placed on the campus.

**TABLE 7**

THE CHARACTERISTICS OF THE BUILDINGS FOR NEGRO CHILDREN FOR THE YEARS 1867 - 1957

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of Buildings</th>
<th>Number of Rooms</th>
<th>Number of Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867 - 1927</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1927 - 1949</td>
<td>2</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>1949 - 1956</td>
<td>4</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>1956 - 1957</td>
<td>6</td>
<td>33</td>
<td>29.6</td>
</tr>
</tbody>
</table>

Table 7, above, shows that there was one building for Negro pupils in 1867 in Eufaula, Alabama compared with six buildings in 1957 including the high school building that is now being constructed for Negro children. There was one wood structure on the campus in 1867 compared with five brick structures and one wood structure in 1957.

Further, Table 7 shows that there was one school building in 1867 and it had four rooms compared with thirty-three rooms including rooms that are now being constructed at the Van Buren School, Eufaula, Alabama. The number of rooms in the school plant ranged from a low of 4 in 1867 to a high of 33 in 1957.

Again, Table 7 shows that in 1867 there were five acres of land on the campus compared with 29.6 acres in 1957. The acreage of the school sites ranged from a low of five acres in 1867 to a high of 29.6 in 1957.
The Organizational Pattern of the Van Buren Street School.—The Van Buren Street School, Eufaula, Alabama is a twelve-year school. It is organized on the 6-3-3 plan. This means that there are six grades in the elementary school, three grades in the junior high school, and three grades in the senior high school. The upper six grades are the secondary school grades.

The Curriculum Offerings of the Elementary Department of the Van Buren Street School, Eufaula, Alabama.—The best plan of curriculum organization is the one which the principal and the teachers of a particular school can use most effectively and efficiently in helping boys and girls achieve the objectives of education. On the basis of the foregoing statement a particular plan of curriculum organization was established at Van Buren Street School, Eufaula, Alabama.

The subject-matter curriculum is the type of program that is used at the Van Buren Street School, Eufaula, Alabama. In this pattern each subject, or subject field receives a time allotment and it exists as an independent teaching area. Explanation is one of the main methods of instruction, but it is not the only method. The question and answer method and the socialized method are other methods used.

Table 8, page 57, shows that reading, writing, spelling, arithmetic, English, geography, health, science and music have been taught the pupils from grade one to grade six at the Van Buren Street School, Eufaula, Alabama from 1930-1957. There are no records available for the period prior to 1930 on the various subjects that were offered at this institution.

Curriculum Offerings of the Junior High School of the Van Buren Street School, Eufaula, Alabama.—Table 9, page 58, shows that English, social studies, physical education, general science mathematics and music for
### TABLE 8
THE CURRICULUM OFFERINGS IN THE ELEMENTARY DEPARTMENT OF THE VAN BUREN STREET SCHOOL, EUFALA, ALABAMA BETWEEN 1930-1957

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Health</th>
<th>Spelling</th>
<th>Science</th>
<th>Arithmetic</th>
<th>Writing</th>
<th>English</th>
<th>Music</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
<tr>
<td>6</td>
<td>Reading</td>
<td>Health</td>
<td>Spelling</td>
<td>Science</td>
<td>Arithmetic</td>
<td>Writing</td>
<td>English</td>
<td>Music</td>
<td>Geography</td>
</tr>
</tbody>
</table>

Grade seven to grade nine have been taught to the pupils of the junior high school department of the Van Buren Street School, Eufala, Alabama since 1930. Home Economics has been taught to the ninth grade girls during this period also. There are no records available prior to this period.

**Senior High School Curriculum Offerings.**—The program of study in the senior high school department of Van Buren Street High School is built on required and elective subjects. The required subjects are those that are considered necessary and essential for all pupils before they can graduate from high school. Usually these subjects include the mother tongue, our heritage, and our physical well-being.
**TABLE 9**
THE CURRICULUM OFFERINGS IN THE JUNIOR HIGH DEPARTMENT OF THE VAN BUREN STATE HIGH SCHOOL, EUFAULA, ALABAMA, BETWEEN 1930-1957

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English History Physical Education General Science Mathematics Music</td>
</tr>
<tr>
<td>8</td>
<td>English History Physical Education General Science Mathematics Music</td>
</tr>
<tr>
<td>9</td>
<td>English Civics Physical Education General Science Mathematics Music Home Making I</td>
</tr>
</tbody>
</table>

**TABLE 10**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>English Physical Education Biology World History Homemaking II Industrial Arts I Algebra I Music</td>
</tr>
<tr>
<td>11</td>
<td>English History Physical Education Physics Homemaking III Industrial Arts II Plane Geometry Music</td>
</tr>
<tr>
<td>12</td>
<td>English Economics Physical Education Chemistry Home and Family Relations Industrial Arts III Music Shorthand I</td>
</tr>
</tbody>
</table>

The elective subjects are those that are not required for graduation, but students are permitted to choose them according to their wishes to complete the number of units required for graduation from high school.

Table 10, above, shows that English, social studies and physical
education are the required subjects for the senior high school classes of the Van Buren Street School, Eufaula, Alabama.

Further, Table 10 shows that such subjects as biology, homemaking, industrial arts, algebra and music have been elective subjects for tenth grade pupils since 1930. Such subjects as physics, homemaking, industrial arts, plane geometry and music have been elective subjects for eleventh grade pupils. Such subjects as chemistry, home and family relations, industrial arts, music and shorthand have been elective subjects for twelfth graders.
CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introductory Statement.—The purpose of this chapter is to summarize the findings from the study of the History of Public Education for Negroes in Eufaula, Alabama and to make certain conclusions and recommendations. The main purpose of this study was to present a portrayal of the significant changes in the educational program which have taken place in the Negro Public School of Eufaula, Alabama since this institution was established in 1867.

Statement of the Problem.—The problem involved in this study has been to trace the development of Negro public education in Eufaula, Alabama. The following specific aspects of public education have been involved in this study: (a) enrollment trends, (b) trends in average daily attendance, (c) expenditures, (d) teacher personnel, (e) curricular programs, (f) transportation of Negro school children, and (g) organizational levels.

Purposes of Study.—The purposes of this study have been to given an account of the development of public education for Negroes in Eufaula, Alabama by answering the following questions:

1. What has been the historical setting of Negro education in Eufaula, Alabama?

2. Who have been some of the pioneers and what have been their contributions to the improvement of Negro Public Education in Eufaula, Alabama?

3. What have been some of impediments of the growth of Negro public education in Eufaula, Alabama?
4. What has been the development of the Negro public school of Eufaula, Alabama in terms of organizational levels?

5. What has been the trend of the Negro population in Eufaula, Alabama?

6. What has been the trend of the enrollment and average daily attendance in the Negro public school of Eufaula, Alabama?

7. What has been the status of the Negro educational personnel employed in the public school of Eufaula, Alabama?

8. What has been the development of the pattern of financial support of Negro public education in Eufaula, Alabama?

9. What has been the per-pupil cost of instruction in the Negro public school in Eufaula, Alabama?

10. What have been the physical characteristics of the school plants for Negroes in Eufaula, Alabama?

11. What provisions have been made for the transportation of the Negro school children in Eufaula, Alabama?

12. What have been the curricular offerings in the school for Negroes in Eufaula, Alabama?

13. What have been the socio-economic and political factors which have influenced the Negro school of Eufaula, Alabama?

14. What are the educational implications, if any, which may be derived from the analysis and interpretation of the data?

Definition of Terms.—The significant terms with one or two exceptions, which have been used throughout this study are defined in accordance with A Dictionary of Education.¹ The definitions of these significant terms are as follows:

1. "School System" - An aggregate of educational institutions organized under the constitution and laws of the state, administered under the general supervision of the State Department of Education, deriving their financial support, at least in part, from the state, and usually referred to

as public schools to distinguish them from private institutions of learning.

2. "School District" - The territory that is under the supervision of a given school board regardless of the number of school buildings and the territory in which children may attend a given school building or center.

3. "School" - A building or unit of buildings together with the pupils-personnel, teaching and staff personnel and equipment, facilities engaged in educational procedures.

4. "School term" - (Minimum) the shorter period each year during which in public schools of a state or other administrative unit may remain in session under the provisions of the law.

5. "School Enrollment" - The entire number of pupils who have been enrolled at any time during the period for which total enrollment is being reported.

6. "School Census" - An enumeration and collection of data, prescribed by law in most cases, conducted to determine the number of children of a certain age (school age) residing in a given district, and to secure information such as date of birth, name of parents, and occupation of parents.

7. "Superintendent of Schools" - A chief executive and advisory officer charged with the direction of schools in a local school administrative unit as a district, town, or township, or in a county or state.

8. "Teacher" - A person employed in an official capacity for the purpose of giving instruction to pupils or students in an educational institution whether public or private. Such person may be distinguished as regular, part-time, of special or substitute teacher.

9. "Teaching Position" - Any one of a number of plans or positions in a school or school system that requires the service of a full time teacher.

10. "Pupil" - One attending a kindergarten or school of elementary or secondary level and studying under the relatively close supervision and tutelage of a teacher.

11. "Illiterate" - A person who is ten years old or older and who can neither read nor write.

12. "Curriculum" - A systematic group of courses or sequences of subjects required for graduation or certification in
a major field of study, or a body of prescribed educative experiences under school supervision designed to provide an individual with the best possible training experience to qualify him for a trade or profession.

13. "Transportation" - The movement of school children from home to school and return by means of a conveyance of whatever sort, usually by a bus.

14. "Education Personnel" - Referred to all of the teachers, principals, supervisors, superintendent and school board members.

15. "Socio-Economic Factors" - Have been referred to as the selected aspects or factors in the school and economic patterns of the people.

16. "Capital Outlay" - Any expenditure that results in the acquisition of or fixed assets; usually in terms of land and building costs.

17. "Black Belt"\(^1\) - Eighteen counties in Alabama that contain more Negroes than whites.

18. "Key Citizens" - Old reliable citizens in the community who furnished information pertinent to this study.

**Locale and Research Design.**—The significant aspects of the locale and research design of this study are characterised below:

1. **Locale:** - The locale of this study was the Negro Public School of Eufaula, Alabama between 1867-1957 with the Van Buren Street School, Eufaula, Alabama being the center of the work connected with the gathering of the data.

2. **Period of Study:** - The study has been conducted throughout the period of the 1956-1957 school year.

3. **Subjects:** - The subjects involved in this study were the superintendents, principals and the other outstanding personalities in the Negro Public School, Eufaula, Alabama, 1867-1957.

4. **Instruments:** - The instruments used to collect the necessary data for this study were (a) interviews with key citizens, (b) superintendents' records, (c) city clerks' records, and (d) relics of the Negro Public School, Eufaula, Alabama.

5. Method of Research: - The Descriptive-Survey and Historical Methods of research, utilizing letters, interviews, official records, and relics were used to collect the needed data.

6. Criterion of Reliability: - The "criterion of reliability" for appraising the data was the accuracy and authenticity of the records, interviews, and relics of the subjects and buildings which constituted the sources of data.

7. Treatment of Data: - The data obtained from official records, relics and interviews were tabulated and presented in appropriate tables, which in turn were interpreted, with the results as reported in Chapter II.

8. The summary of the data will follow this pattern:

(a) Historical Background
(b) The People and Their Social Heritage
(c) The Social and Economic Role of the Negro
(d) The Education of Negroes under "The Peculiar Institution"
(e) The Course of Political Reconstruction, 1865-1875
(f) The Beginning of an Educational System, 1867-1892
(g) The Objectives and Content of Early Public Education for Negroes in Eufaula, Alabama
(h) Economic Changes in Eufaula, Alabama, 1965-1900
(i) Political Changes Resulting from Economic Change, 1865-1900
(j) Economic and Political Changes as Affecting the Education of Negroes, 1875-1900
(k) Race, Class and School Fund, 1875-1900
(l) The Constitutional Convention of 1901: Taxation and Education
(m) Economic Changes in Eufaula, Alabama, 1900-1950
(n) The Influence of Personalities
(o) Auxiliary Services and Public Relations Institutions
(p) Educational Patterns of Negro Public Education in Eufaula, Alabama
(q) Tables 1 through 10

In the subsequent sections of the present chapter will be found in the order listed, the summary of related literature, summary of findings, conclusions, and recommendations as derived from the analysis of interpretations of the data.

Summary of Related Literature.—The greatest deterrents in the development of educational progress in Alabama were the poor school houses and overcrowded classrooms. The problem of financing public schools has always
been acute, but it seems to be on the increase in recent years. The proportionate increase in secondary schools and junior college levels has been much greater than the elementary level.

The consolidation of schools for rural communities usually brings higher standards, a longer school term, better school plants and better school equipment, such as libraries, shops and laboratories. There is always a problem of transportation of pupils along with consolidation. In 1944 there were almost 4½ million pupils or 19 per cent of the total enrollment of school children being transported to and from school at public expense.

Since 1934 teachers' salaries have had a gradual increase, but they have been far short of what they should be.

One of the agencies in promoting the public relations of the school-community is the parent-teacher association, but there are others such as the home, church, and community, which are essential media for the school to use in creating proper interest in the educational program of the school and its community. It is evident that schools vary in organizational levels, such as: 8-4 plan, 6-3-3 plan, 6-6 plan, etc.

FINDINGS

Historical Background.—Eufaula, Alabama received its name from the Creek Town, Yufala in 1935. As a town, it grew until the year of 1857, and it was chartered as a city in that year. Eufaula was formed by the Alabama Legislature in 1832 by a treaty with the Creek Nation, an Indian tribe. Shortly after Eufaula, Alabama was established as a town, the name was changed to "Irwinton" in honor of William Irwin of Shorterville, Alabama. In 1844 the name was changed back to Eufaula to avoid confusion with a Georgia town by that name. Eufaula, Alabama is located in Barbour County...
which is in the Southeastern section of the state.

The People and Their Social Heritage.—The first external cultural influences resulted from French and Spanish colonial efforts in Eufaula, Alabama. The Latin culture tolerated, where it did not accept fully, the intermarriage of colonials with Negroes. A colony of persons of part Negro extraction resulted from this practice.

The Social and Economic Role of the Negro.—The social institution of chattel slavery was an economic institution. Through the utilization of Negroes as the basic labor force a complication was introduced into the "natural" alignment of economic classes in Alabama. The slaves formed a social and economic class which was outside the stratification of the white population. The status of Negroes is important to the definition of their role; more it is necessary to an understanding of relationships between various classes of white persons.

The institution of chattel slavery produced social and psychological attitudes--forces--of immense vitality, in the minds of those surrounded by it. "Chattel slavery" was "Negro slavery", and the basis of social and economic life in the entire section was a particular conception of race differences necessary to the legal recognition of slavery by the City of Eufaula, Alabama.

The Education of Negroes under "The Peculiar Institution".—Southern legislators seem to have taken the view that slavery was older than schools -- that is, it was before reading and writing or the art of printing. Many slave masters in Eufaula, Alabama, taught their slaves to read and write although the Alabama General Assembly passed a law in 1854 that forbade slave masters from teaching their slaves to read and write.
The Course of Political Reconstruction, 1865-1875.—Andrew Johnson appointed Lewis E. Parsons Provisional Governor of the State of Alabama on the 21st of June, 1865. In accord with Johnson's scheme of Reconstruction, Parson set August 31, 1865 for an election of delegates to a Constitutional Convention, which convened on September 12, 1865.

In this Constitutional Convention the abolition of slavery was approved, but neither Negro suffrage nor the education of Negro children received any consideration.

The Republican Party dominated most of the political scene in Eufaula, Alabama from 1865 to 1875 during the reconstruction period following the Civil War. A number of Carpetbaggers came to Eufaula, Alabama and appointed Negroes to a number of positions, such as: postal clerks, county and city officials during this period.

As a result of the election of 1874, the Democrats controlled all State administrative offices, both houses of the General Assembly and the local political positions throughout the State of Alabama including Eufaula, Alabama. The Republican cause, as a partisan power with the 1874 election died in the State of Alabama, and it has not come to life since that time.

The Beginning of an Educational System, 1867-1892.—Private schools were operated for Negro children and white children in Eufaula, Alabama during the reconstruction period following the Civil War. The Freedmen's Bureau started the first Negro school in Eufaula, Alabama in 1867.

With the provision by Congress of funds for the educational work of the Freedman's Bureau, this agency was able to lend resources to the extension of educational opportunities of Negro children in Alabama. The Freedmen's Bureau provided a building for the education of Negro children while the American Missionary Society of the Congregational Church provided the teachers for this institution.
The Eufaula Colored School was supported in part by the payment of tuition fees. The tuition was from twenty-five cents to one dollar and twenty-five cents monthly.

In 1867, Mr. Wheeler, a white man, became the first teacher in the Eufaula Freedmen's Bureau School. Most of his salary was paid by the American Missionary Society of the Congregation Church.

The first Negro teachers in Eufaula, Alabama were John Cantie and his sister Emma Cantie; who began their work in 1874.

The Beginning of Negro Public Education in Eufaula, Alabama, 1892-1913.--In 1888 the first white public school was started in Eufaula, Alabama, and in 1892 the first Negro public school was organized.

In 1894, J. J. Kilpatrick became the first Superintendent of the Eufaula City Board of Education. He showed some interest in trying to get a Negro school started in Eufaula, Alabama.

S. M. Murphy, Sr., was the first principal to serve at the Eufaula Colored School after it became a public school in 1892. He was a very able administrator.¹

Mrs. Elmdra Turner Chatman, the first graduate of Eufaula Colored School completed her work in 1895.

The Objectives and Content of Early Public Education for Negroes in Eufaula, Alabama.--The content of education proposed by Conservative Eufaulians became largely a matter of speculative interest. It is an aid to understanding the violent reaction against northern-sponsored education for Negroes which took place.

The Conservatives were advocating a content which would influence control of education of Negroes by the southerners. Northerners taught the

¹The Eufaula Tribune, April 8, 1954, p. 4.
Negroes not to take off their hats when speaking to white people. In teaching them not to be servile, they taught them to be insolent.

The Eufaula Colored School, Eufaula, Alabama undertook to give religious instruction to its pupils and also educate them to primitive branches of knowledge. Emphasis was placed on teaching the pupils to read and write.

The standard textbooks were northern books. They contained anti-slavery poems by Whittier, Holmes and others. A special textbook, "The Freedman's Book", was used mostly as a reader.

The pupils were taught some political and social ideas each day. These political and social ideas were taught within the framework of the extracurricular activities.

Economic Changes in Eufaula, Alabama, 1865-1900.—Eufaula, Alabama was an agricultural city to a very large extent during the reconstruction period following the Civil War. During this period the Freedmen's Bureau attempted to substitute a system of paid labor with wages paid weekly or monthly for the former slaves. This effort was foredoomed to failure; for the planters had little capital, and they were unable to obtain more with which to carry on their farming operations on a current basis.

Since the available labor on the plantations was totally without resources of any sort, the planter, in order to insure himself of a supply of labor throughout the year, was obliged to make advances of such necessary farming utensils and necessities for food and clothing as the laborer and his family might require until the crop was harvested and sold.

During this period the textile mill industry developed in Eufaula, Alabama. However, these mills did not employ very many Negroes.

Political Changes Resulting from Economic Change, 1865-1900.—The election machinery was so rigid during the reconstruction period that it was
most difficult for Republicans to win many elections. The right of the Negro to full civil and political equality had been guaranteed by the Democratic Party before and during the Constitutional Convention of 1875. The Democrats had full control in Eufaula, Alabama.

**Economic and Political Changes Affecting the Education of Negroes, 1875-1900.**—The per capital funds available for education was only $2.29 in 1889-1890 for each child. The funds appropriated for Eufaula, Alabama were less than $2,000 in this year.

The State would send to each local community state funds for education in proportion to the amount of taxes that had been collected from that area. It would also send money for Negro education in proportion to the amount of taxes collected from Negroes and whites.

While Negro voters after 1875 were firmly controlled by the Democratic politicians in Eufaula, Alabama, they remained an important force in the City of Eufaula, Alabama for many years.

Although Eufaula, Alabama developed as more of an industrial community in the latter part of the nineteenth century, the economic status of the Negro remained very low because he has been exploited by means of low salaries and wages.

**Race, Class and School Funds, 1875-1900.**—The Alabama Constitution of 1875 provided that the schools in the State be supported by a State School Fund. Local taxation was prohibited for school purposes, but there was a provision that local public corporations might make appropriations to schools from their general tax funds. This was rendered ineffective as a large source of aid from municipalities by another provision which prohibited the municipal corporations from levying a tax higher than thirty cents on a hundred dollars of assessed valuation.

During this period, the number of Negro teachers was reduced while
the number of white teachers was increased in Eufaula, Alabama. The salaries of the Negro teachers were also reduced.

The Constitutional Convention of 1901; Taxation and Education.--In his introductory message to the Convention, President Knox reviewed preconvention pledges not to raise taxes in the State of Alabama, which were accompanied by other pledges not to take any backward step in education.

The delegates did not seem to conceive of any other source of revenue for governmental purposes other than the time-honored ad valorem tax upon the land. The Constitutional Convention of 1901 provided that 6½ mills be set aside for the State and one mill be collected for education in each county.

Economic Changes in Eufaula, Alabama, 1900-1950.--After the turn of the century industry began to develop at a much faster rate in Eufaula, Alabama. The textile mill industry expanded a great deal after this new constitution was adopted. The sawmill industry grew rapidly. Some other industries such as oil mills and door factory also developed during this period.

Wages and salaries have been raised a great deal since World War II in Eufaula, Alabama, however, Negro labor has been exploited through or by means of the minimum wages and salaries paid to Negroes for the most part.

Influence of Some Outstanding Personalities.--S. M. Murphy, Sr., served as the second principal of the Eufaula Colored School from 1890 to his death in 1913. He was a great asset to his race and served well his people in every possible capacity.¹

¹The Eufaula Tribune, April 8, 1954, p. 4.
W. D. Floyd became the third principal. He fitted the needs of his people at that time at the Van Buren School.¹

Elmira T. Chatman, the first graduate of the Van Buren School was the fourth principal who served from 1921 to 1928. During her administration, the school grew from a frame four-room building to a six-room brick building, including an auditorium, an office and a library.

H. H. Conor, mayor of the City of Eufaula, Alabama from 1920 to 1928, was instrumental in getting the Eufaula City Council to build the first brick building for colored children in 1928.

The fifth principal of the Van Buren Street School was C. M. Mitchell who served as principal from 1928 to 1935. He was a very progressive educator and a good disciplinarian. He added the tenth grade to this institution in 1929.²

Robert Beasley was the sixth principal of the Van Buren Street School from 1935 to 1938. He beautified the campus with shrubbery and made other important improvements at this institution.³

Robert Lawson served as the seventh principal of the Van Buren Street school from 1938 to 1944. He added the lunchroom to the school; added the eleventh grade and the twelfth grade; and succeeded in securing a salary raise for the Negro teachers shortly after he came to Van Buren Street school as principal.⁴

In 1944, Bryant Foster became the eighth principal of the Van Buren Street School. The enrollment has grown a great deal under his administration.

¹Ibid.
²Ibid.
³Ibid.
⁴Ibid.
Much improvement has been made on the physical plant and a strong athletic program has been initiated under his administration.

The records show that Superintendent O. B. Carter has worked hard to bring about improvements at the Van Buren Street School during his administration. He has gone all out to get the new buildings which are now being built to house Negro children and youth.

The records likewise reveal that Mrs. Alice Smith has worked hard and very diligently as president of the Van Buren Street School Parent-Teacher Association to bring about many improvements at the school such as helping to equip the band, the lunchroom, and painting the school auditorium.

Van Buren Street School Enrollment, Eufaula, Alabama, 1929-1956
(Table 1)

The data in Table 1 show that a total enrollment of the Van Buren Street School for all departments was 338 in 1929; whereas, in 1956, the total enrollment was 991, with an increase of 652 pupils. With a few exceptions, there was a constant increase during the entire period. The peak of the total school enrollment was 1009 in 1956.

The Average Daily Attendance of Negro Children Enrolled at Van Buren Street School, Eufaula, Alabama Between 1929-1956
(Table 2)

The summary of data shows that in 1929 there was an average daily attendance of 240.85 pupils in the entire school, compared with 819.04 in 1956, with an average daily attendance of 510.69 for the entire period. The average daily attendance at Van Buren Street School is not up to par with the average daily attendance in the best schools of this country.
The Number of Transported Pupils and Transportation Routes of the Van Buren Street School, Eufaula, Alabama Between 1950-1956 (Table 3)

Table 3 shows that the number of Negro pupils transported to the Van Buren Street School ranged from a low of 43 in 1951 to a high of 136 in 1956, to indicate an average of 112.67 for the period.

The number of transportation routes for Negro pupils ranged from a low of 2 in 1951 to a high of 4 in 1956, indicating an average of 3.17 for the entire period.

Current Expenses Per Pupil Enrolled in the Van Buren Street School, Eufaula, Alabama Between 1934 - 1956 (Table 4)

The summary of the data for Table 4 shows that the average "per pupil cost" for the Van Buren Street School pupils was $6.53 in 1935 as compared with the average "per pupil cost" of $114.87 in 1956 with an average of $33.29 for the period 1934 to 1956.

Average Yearly Salaries of Teachers in Eufaula Negro Public School, Eufaula, Alabama, Between 1922-1927 (Table 5)

Table 5 shows an increase in the yearly salaries of the Negro public teachers of Eufaula, Alabama from $315.58 in 1922 to $405.93 in 1927, then a decrease from $405.93 to $315.54 in 1932, and then an increase from $315.54 to $3,480.32 in 1957 with an average yearly salary of $1,215.65 for the period under study.

A Twenty-Five Year Exhibit of Years of College and Graduate Training of Negro Teachers of Eufaula, Alabama Between 1932-1957 (Table 6)

A summary of the data in Table 6 shows that in 1933, 83.34 per cent of the Negro teachers in Eufaula, Alabama had less than two years of college training, and 16.66 per cent had a complete college training as compared
with all teachers having a college training in 1957 and 26.77 per cent of the teachers have completed their graduate school training courses.

**The Characteristics of the Buildings for Negro Children for the Years Between 1967 - 1957 (Table 7)**

The summary of the data in Table 7 shows that there was one building in 1867 for Negro pupils in Eufaula, Alabama compared with six buildings in 1957, including the new high school building that is now being constructed at the Van Buren Street School site. The number of classrooms ranged from a low of 4 in 1867 to a high of 33 in 1957.

**Curriculum Offerings in the Elementary Department of the Van Buren Street School, Eufaula, Alabama Between 1930-1957 (Table 8)**

Table 8 shows that reading, writing, spelling, arithmetic, English, geography, health, science and music have been taught the pupils from grade one through grade six at the Van Buren Street School, Eufaula, Alabama from 1930 to 1957.

**Curriculum Offerings in the Junior High School Department of the Van Buren Street School, Eufaula, Alabama Between 1930-1957 (Table 9)**

The summary of the data in Table 9 shows that English, social studies, physical education, general science, mathematics and music for grade seven to grade nine have been taught to the pupils of the junior high school department of the Van Buren Street School, Eufaula, Alabama since 1930.

**Curriculum Offerings in the Senior High School Department of the Van Buren Street School, Eufaula, Alabama Between 1930-1957 (Table 10)**

The summary of the data in Table 10 shows that English, social studies and physical education are the required subjects for the senior high
high school classes of the Van Buren Street School, Eufaula, Alabama.

Such subjects as biology, homemaking, industrial arts, algebra and music have been elective subjects for the tenth grade pupils. Such subjects as physics, homemaking, industrial arts, plane geometry and music have been electives for the eleventh grade pupils. Such subjects as chemistry, home and family relations, industrial arts, music and shorthand have been elective subjects for twelfth graders.

Conclusions.—As a result of the findings of this study the following conclusions seem justified:

1. The academic training of the Negro teachers of Eufaula, Alabama has improved greatly during the period of 1932-1957.

2. Although the school buildings and facilities have greatly improved, they are still lacking in an optimum provision of facilities.

3. The financial support of the Van Buren Street School, Eufaula, Alabama has increased during the period considered, but it is still meager for the best results to be obtained from its use.

4. The comparison of the total school enrollment with the average daily attendance of the pupils enrolled indicates that there is too large a percentage of school children being absent from school each day at the Van Buren Street School.

5. Although the curriculum has been improved at the Van Buren Street School, the curriculum needs to be revised in order that it may meet the needs of its pupils.

Recommendations.—In the light of the findings of this study, the following recommendations are made as possible solutions to the problems of the Van Buren Street School, Eufaula, Alabama:

1. Teachers' salaries should be at a level that will attract and hold well prepared teacher personnel.
2. There should be more adequate school buildings and equipment facilities for the Negro children.

3. More money should be allotted the school in order to provide an adequate educational program for the boys and girls.

4. A truant officer should be appointed to work with the Negro children and parents when the students are absent from school.

5. The attendance laws should be rigidly enforced.

6. The curriculum should be revised in order to meet the needs of the pupils.
BIBLIOGRAPHY

Books


Articles and Periodicals


Reports


Unpublished Materials


APPENDIX
American Missionary Society
157 Lake Street
Boston, Massachusetts

Gentlemen:

I am writing a thesis at Atlanta University on the subject: "A History of Public Education for Negroes in Eufaula, Alabama."

I have been informed that the Freedmen's Bureau started a school for Negroes in Eufaula, Alabama during the reconstruction period following the close of the Civil War in the year of 1867 or 1868. I understand that your organization helped to operate this school.

If you have any information in your office concerning the operation of this school in Eufaula, Alabama, please rush it to me.

If any charges are attached to it, you may send the records to me by C. O. D.

I am thanking you in advance for your consideration.

Yours truly,

/s/ Emmett White
Emmett White