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A History of the Development of Public Schools for Negroes in Maury County, 1938, 1948

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A HISTORY OF THE DEVELOPMENT OF PUBLIC SCHOOLS FOR NEGROES IN MAURY COUNTY, 1938-1948

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CHAPTER I

THE PROBLEM

Statement of Problem

This study presents a history of education for Negroes in the Maury County Rural Public Elementary Schools. The historical survey is confined to the period, 1938 through 1948. Unfortunately, very little research has been done in the development of schools for Negroes in Maury County, therefore, it is the purpose of this investigation to write a history of the development of county public schools for Negroes in Maury County with reference to: (1) historical and geographic background of the county, (2) Negro population, (3) legal foundation for public education in Maury County, (4) enrollment and attendance of pupils in the schools for Negroes, (5) the teaching personnel in Negro county public schools in Maury County, (6) buildings and grounds, and (7) special services for the Negro schools of the county.

In other words, the problem is to analyze the development of public county schools for Negroes in Maury County, Tennessee from 1938 to 1948 in order to discover the major factors that have been involved in their development.

Reason for the Study

This study has been written for the following reasons: (1) to compile a record which will serve as a basis for understanding the problems of the education of Negroes in Maury County (2) to show the trends in the development of education for Negroes in Maury County from 1938 through 1948, (3) to present a concise account of the significant educational activities of schools for Negroes in Maury County between 1938 and 1948.

Limitations

This thesis is limited to a study of the development of rural elementary public schools for Negroes in Maury County from 1938 through 1948. The study is limited to the following specific phases of development of the educational program namely, (1) the legal foundation for public education in Maury County, (2) the enrollment and attendance of Negro pupils, (3) the teaching personnel in Negro public schools, (4) buildings and grounds, and (5) special services for the Negro schools of the county. These were selected because they seemed to be most indicative of the development of public schools, and of the quantity and quality of the educational opportunities afforded Negro children in Maury County from 1938 through 1948.

Source of Data

Data for this thesis were obtained from the following sources: (1) records of the County Superintendent's office of Maury County.[1] (2) official documents of the County Board of Education of Maury County.[2] (3) Acts of the State Legislature,[3] (4) publications of the State Department of Education,[4] (5) federal census,[5] (6) publications of The Columbia Daily Herald,[6] (7) documents of the local County Court of Maury County.[7]

Records of the County Superintendents: Annual statistical reports of Maury County were made available through the office of the county superintendent of Maury County and the State Library.

Publications of the State Department of Education:

Publications of the State Department of Education were made available through the office of the State Department of Education,

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[1]Minutes of the Maury County Board of Education, 1900-1947, County Court House, Columbia, Tennessee.

[2]Public Acts of the General Assembly for 1869, 1873, 1909, 1925 and 1937 State Library, State Capitol, Nashville, Tennessee (5 separate volumes).

[3]Public Acts of the General Assembly for 1869, 1873, 1809, and 1937, State Library, State Capitol, Nashville, Tennessee (5 separate volumes)

[4]Bulletins: 1920, 1925, 1933, 1934, and 1937. State Department of Education, Nashville.

[5]15th and 16th Census of the United States Population: Tenn., U. S. Printing Office, Washington, D. C.

[6]Daily Herald, Columbia, Tennessee.

[7]Office of Maury County Clerk.

Federal Census: Bulletins of census reports were secured from the Government Printing Office at Washington and through the library at A. and I. State College.

Publications of the Daily Herald were obtained from the office of the Herald.

Documents of Local County Court: Documents of the local County Court were secured from the office of the County Court Clerk.

Review of Related Studies

Though there has been much discussion, and though much has been written concerning the education of Negroes in recent years, this writer failed to find a history of education for Negroes in Maury County. Much of the published material concerning Negro education is indirectly related to this study in that the problem of Negro education in Maury County, Tennessee are relatively similar to the problem in the State as a whole.

The general offerings of most of the recent writings relative to Negro education agree on one thing, namely, that there is need for improvement of Negro education. For example, Gunnar Myrdal[8] said:

> "No county in the present state of the world's progress can long maintain itself in the front rank, and no people can long maintain themselves at the top of the list of people if they have to carry perpetually the burden of a vast, densely ignorant population; and where the population belongs to another race, the argument must be all the stronger.

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[8] Myrdal, Gunner, The American Dilemma, Vol. I, Harper and Bros. Publishing Company, New York: 1944, p. 137

> Viewing the matter economically, the Negro race like every other race, must be of far more value to the county in which it is placed, if the Negro is properly educated, evaluated and trained, than if he is allowed to remain in ignorance and degradation."

A study of much significance was made by Ambrose Caliver[9] in 1936. He pointed out that: (1) the largest number and most difficult educational problems concerned with Negroes are found in rural areas, (2) that the few schools provided in rural areas are difficult of access, (3) that the educational facilities offered are meager in amount, (4) that the education given is of poor quality, and (5) that many of the factors of educational availability are closely associated with one another, and that their combined influence is accentuated and operates most severely upon children in rural communities.

Doxey A. Wilkerson[10] in his book "Special Problems of Negro Education," says:

> "Equality of educational opportunities have long been cherished as an ideal of American Democracy. Its validity rests, not alone upon principles of individual rights, but also upon the practical necessities of the democratic process of social organization. The development of a democratic program of Negro education represents therefore, something more than a means towards justice for Negro people: it is an essential condition for national and social security.
>
> In general, and especially in rural areas, Negro elementary pupils attend extremely impoverished schools, small with short terms, lacking in transportation, void of practically every kind of instructional equipment, and staffed by relatively unprepared, over-loaded teachers whose compensation does not approximate a subsistence wage."

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[9]Caliver, Ambrose, Availability of Education to Negroes in Rural Communities, U. S. Printing Office, Washington, D. C., 1945, p. 236.

[10]Wilkerson, Doxey A., Special Problems of Negro Education, U. S. Gov. Printing Office. Washington, D. C.: 1946

Two studies of Negro education for Negroes were made recently relating to counties in Tennessee. C. E. Denny[11] made a study of the educational offerings to Negroes in Davidson County, Tennessee. The information that she presented is related to facts that serve as an index to the educational, economic, social and political status of the Negro in Davidson County, Tennessee. This study revealed the following information: (1) the Negro population of Davidson County is constantly decreasing, (2) during the ten year period from 1934 to 1944, an everage of 308 pupils entered the first grade, and only 79 of these pupils actually completed the eighth grade, and (3) the rural population of Davidson County Negroes is 17% of the total population.

The other recent study was made by Katherine L. Allen[12] in 1948. The purpose of this study was to analyze the development of the public schools for Negroes in Montgomery County, Tennessee from 1922 through 1948 in order to discover the major factors that were involved in their development. This study revealed the following: (1) progress is evidence in every area of development of Negro schools in Montgomery County, except in the area of enrollment, (2) progress is evidenced by a great decrease in the number of children retained and in the number dropping out.

[11]Denny, Carrie D., A Study of the Negro Rural Schools of Davidson County, Tennessee, from 1934 to 1944, A. and I. State College, Nashville: 1948.

[12]Allen, Katherine L., A History of the Development of County Public Schools for Negroes in Montgomery County, Tennessee from 1922 through 1947, A. and I. State College, Nashville: 1948.

CHAPTER II

BACKGROUND FOR EDUCATION IN MAURY COUNTY

Historical and Geographical Background

Maury County[1] was organized December 21, 1807 and named in honor of Honorable Abram Maurye of Williamson County. The Act authorizing its establishment was passed November 27, 1807. Since its organization, its boundaries have been curtailed from time to time to furnish all or part of the counties of Giles, Bedford, Marshall, Lewis, Lawrence and Hickman. However, Maury County is still one of the largest counties in the State.

From its earliest history, Maury county has been noted in the State for its fertile lands, its fine farms and the hospitality, culture and refinement of its society.

The early settlers were mostly from North Carolina, and Virginia; many of them were descendants of Revolutionary soldiers and well-to-do for those days. As a consequence they brought to the young county as much of culture and refinement as was known in the older society from which they came. These early settlers

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[1]Kellum, J. B., An Introduction to the Resources of Tenn., Travil, Eastman and Howell, Printers to the State.

soon showed their culture by the style of their houses, the planting of trees and flowers and the general care and attention bestowed on their homes.

A panaromic view of the county would present the picture of a section of a river valley running along almost due east and west, with the dip to the west and fringed to the north and south by smaller valleys.

> "If ever nature designed any county for a farmer's paradise, it must have been Maury County, when first the Virgin soil was turned by the white settlers in the young years of the century. It is difficult to conceive of a richer soil, or more congenial climate, or a greater conbination of natural comforts, ready made to the farmers' hand than nature offered to the first settlers of Maury County. Nor were they unmindful of these bounties. Few counties in the state sprang so rapidly forward in population and in importance. These settlers were generally men of good means, large numbers of whom owned slaves, and came to the county well equipped, for that day, in the appurtenances of farming so that, strictly speaking, they did not have to pass through those primitive and trying stages of pioneer life with which the less fortunate settlers of some of the older counties had to contend."[2]

Negro Population of Maury County

The population is one vital factor in the development of public schools for Negroes in Maury County. Any program of education should be designed to meet the needs of the people of the community and in order to understand the development of the schools one should be familiar with the general facts of the population.[3]

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[2]Kellum, J. B., An Introduction to the Resources of Tenn., Travil, Eastman and Howell, Printers to the State.

[3]16th Census of the United States, Tennessee, Washington, D. C.

Table I reveals that there were 34,016 people living in Maury County in 1930. Of this number, 9,808 or 29 percent of the population were Negroes; however, by 1940, the total population had increased to 40,358 or twelve and eight tenths per cent and the Negro population had increased to 10,150 or three per cent.

Table I further reveals the Negro population of Maury County by districts. The most populous of the ten districts are districts seven and nine. There are two municipalities in Maury County, Columbia, a city with a population of 13,970, and Mount Pleasant, with a total population of 7,955.

Table I also reveals that Maury County, unlike many southern counties in Tennessee, did not suffer a loss in Negro population during the period from 1930 to 1940, but showed a slight increase. This may be attributed to the fact that during this period several industrial plants were expanded and new ones inaugurated in which Negroes were employed. Among these industries were T. V. A. plants, Carbon factories, Chair factories, Hosiery mills and Monsanto and Victor Chemical Plants. Negroes who were not directly employed in these industries were employed as domestic servants in the homes of white employees in such industries.

Table I further reveals that in 1930 of the total Negro population of 9,808, 3314 were between the ages of 5 and 19 and 7301 Negroes were living in rural areas.

In 1940, of the total Negro population of 10,150, 2997 were between the ages of 5 and 19, and 6224 lived in rural areas.

These figures show a loss of 19% in the Negro population between the ages of 5 and 19 and also reveals a shift in population from the rural areas.

TABLE II

NEGRO POPULATION OF MAURY COUNTY BY DISTRICTS[4]

DISTRICTS	TOTAL	MALE COLORED	FEMALE COLORED	TOTAL COLORED
1	2571	97	135	232
2	2215	257	256	513
3	2944	315	323	638
4	2105	140	147	287
5	2495	222	234	456
6	2501	206	191	397
7	7955	1342	1255	2597
8	2100	329	380	709
9	13970	2079	1820	3899
10	1503	196	206	402
TOTAL	40357	5183	4947	10130

See appendix for Map showing Negro population by districts.

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[4] Ibid.

TABLE I

NEGRO POPULATION OF MAURY COUNTY IN 1930 AND 1940[5]

Year	Total Population	Negro Population	Negro per Cent	Negro Change Per Cent	Negroes 5-19	Rural Negroes
1930	34,016	9808	29		3314	7301
1940	40,358	10130	25	4	2997	6224

[5]Fifteenth and Sixteenth Census of the United States Population of Tennessee, Government Printing Office, Washington, D. C.

TABLE III

NEGRO EMPLOYED WORKERS FOURTEEN YEARS OLD AND OLDER

BY MAJOR OCCUPATIONS[6]

TYPE OF OCCUPATION	NUMBER ENGAGED
Professional Workers	90
Semi-Professional Workers	13
Farmers and Farm Managers	494
Proprietors, Managers	54
Clerical Sales	39
Craftsmen, Foremen	102
Operators	604
Service Workers, Not Domestic	349
Domestic Service	1202
Farm Laborers (wages)	530
Unpaid Farm Laborers	85
Laborers Except Farm	531
Occupations Not Reported	14
TOTAL EMPLOYED EXCEPT PUBLIC EMERGENCY WORK	4107

[6] Sixteenth Census of the U. S., Characteristics of the Population by Counties, United States Printing Office, Washington. 1940

In order to understand the development of public schools for Negroes in Maury County, one should know some facts about the living conditions of the Negro population of the county. These conditions naturally vary according to the economic and social status of persons and families. The economic and social status of persons, for the most part, is indicated by their employment.

In 1940, there were 494 farmers and farm managers reported according to the United States Census report.[7] There were also 530 farm laborers and 85 unpaid farm family workers. This indicates that 11.09 or 27 per cent of the employed Negroes in Maury County work on the farm.

Since education is expected to meet the needs of the population it is understandable that public schools in Maury County for Negroes place emphasis upon community problems relating to rural life.

Table III reveals that there are 90 Negro professional workers in Maury County, 70 of whom are teachers, doctors and dentists. Others of the professional workers are connected with the department of education by work with extension agencies in agriculture and in home demonstration work.

There are 1202 Negroes employed in domestic service in Maury County, 54 proprietors and managers, 604 operatives, 349 engaged in services not domestic and 531 engaged as laborers, other than farmers.

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[7]Sixteenth Census of the U. S., Characteristics of the Population, United States Printing Office, Washington: 1940

Legal Foundations For Public Education in Maury County

Public education for Negroes in Tennessee had its beginning in the Revised Law,[8] an act of the General Assembly passed on March 5, 1867, revising the school law. This law required: (1) the election of school directors in each civil district of the state, (2) specified that schools should be opened for whites and Negroes separately, throughout the state; (3) that reports should be made to the County Superintendent by clerks and by the superintendent of the State, (4) authorized the state to levy a tax for school purposes and (5) empowered the districts to levy a tax for school purposes.[9]

In section seventeen,[10] the Act provided for Negro school children as follows:

> Be it further enacted, The Civil District Boards of Education, in their respective districts, and the several other Boards of Education and directors or other officers, having authority in premises of each incorporated city shall be, and they are hereby authorized and required to establish within their jurisdiction one or more special schools for Negro children, when the whole number by enumeration exceeds twenty-five so as to afford them as far as practicable, the advantages of a common school education and all such schools established for Negro children shall be under the control and management of the board of education or other school officers.

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[8] Public Acts of Tennessee, 34th General Assembly of Tennessee, 2nd Adjourned Session, 1866-67, Nashville: 1867, pp. 33-48

[9] Ibid., pp. 39-40.

[10] Ibid., pp. 43

This law formed the basis of public schools in Maury County, and yet, the sentiment of the people generally, was not in favor of it.

The public school system organization in Tennessee under the law of March 5, 1867, was radically changed in consequences of the downfall of the State Government in the election of 1869, the overthrow of which government affected the restoration to power of elements in the government who were naturally hostile to a system of free public schools. Influenced by the demands of this element for economy and county rights, the General Assembly of 1869-70 swept away the main features of the system of education then existing and replaced it with one embracing some of the basic features of the old system which had existed in Tennessee before the war.[11]

Parent-Law of 1873

The Federal Census Reports of 1870 showed that illiteracy increased thirteen per cent in Tennessee. As a result of this report, the Parent Law of Public Education was passed.

The Parent Law provided: (1) that schools should be free to all persons between the ages of six and eighteen, (2) that a permanent fund of $2,512,500 should be named of which yearly interest was to be paid, and (3) a property tax of one mill on each dollar

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[11] Report of the Public School Superintendent of Maury County for 1870, State Library, Nashville: p. 65.

of taxable property was levied for the support of the public school. The passage of this bill made it possible for the schools of Maury County to continue and to improve.[12]

By the year 1876, there were 4,058 Negro children enrolled in the Maury County Schools, forty Negro teachers, and thirty-four schools for Negro pupils. Uniform sets of textbooks were adopted for all schools, minimum equipment provided, and teachers though poorly trained in methods, taught the three R's in buildings used for church and school.[13]

School Law of 1909[14]

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

The Maury County Superintendent's report of 1910 showed that public sentiment for public schools had increased since requests

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[12]Robert H. White, Tennessee, Its Growth and Progress, 1943, p. 189.

[13]Report of The Public School Superintendent of Maury County for 1878, State Library, Nashville: p. 72.

[14]Public Acts of Tennessee, Chapter 25, sec. 31, State Library, Nashville: 1910.

from those officers to the state superintendent for additional funds for schools had been favorably acted upon. As a result, the people of the county were willing to pay more local taxes for the support of all public schools.[15]

Minimum School Program for 1937

The Public Acts of 1937 provided for a minimum school program for the state of Tennessee.[16]

The Act provided:[17]

> Any county or city that levied and collected (1) a tax for elementary schools not less than fifty cents on each hundred dollars of taxable property in the county, including any levied by the Legislature and retained in the county and excluding the eight cents for schools as provided for in this Act, (2) a poll tax of one dollar, and (3) all privilege taxes and fines allowed by law, and (4) that complies with all other provisions of this law shall participate in the equalizing funds.

The Maury County Court levied the necessary taxes for the Maury County system to participate in the Minimum School Program sponsored by the Tennessee Teachers' Association and

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15 Report of Public School Superintendent of Maury County For 1878, State Library, Nashville, Tennessee, p. 74.

16 Public School Laws of Tennessee, 1936, Section 274, Bill 2408, Nashville, Tennessee, p. 92.

17 Editor, Tennessee Teacher, Minimum School Program for Tennessee, Nashville, Tennessee, March 1937.

adopted by the State Board of Education. The program reads as follows:

(1) That the state finance the minimum program of elementary and high school education in so far as teachers' salaries are concerned, provided there are no restrictions on local initiative.

(2) The minimum length of terms for elementary schools shall be eight months and nine months for high schools.

(3) That the minimum salary for any teacher in Tennessee shall be not less than $60 per month, provided that as standards of qualifications are raised and teachers' progress in direct proportion to the rise in standards and the increase in training and experiences.

(4) That all beginning teachers must have completed at least two years of college training in an approved institution of higher learning.

(5) That adequate library facilities be made available for all pupils in the public schools of Tennessee.

(6) That the State encourage desirable consolidation of schools, necessary and efficient transportation and skilled supervision through state aid.

(7) That adequate facilities for higher education be provided by the State.

(8) That an adequate and actually sound retirement system for teachers be established on a state-wide basis.

The minimum school law provided that the State Board of Education shall adopt a minimum salary schedule for all teachers employed in the public elementary schools for the state, bearing

the same upon the training and experience of the said teachers.[18]

The passage of the Public Act caused a substantial raise as to salaries of all Negro teachers in Maury County as there were no teachers with permits, training of said teachers ranging from one year college to college graduates. In addition in 1938 a county circulating library was established for the Negro schools of the county in Columbia, Tennessee.

FIRST NEGRO SCHOOL OF MAURY COUNTY

Shortly after the Federals invaded Columbia a Negro exhorter, named Captain Jordan, obtained permission to teach his race in the old Negro M. E. Church, which stood at Garden and Second Streets. Later, when the Confederate Army camped here, he was arrested under an old State Law which prohibited a bondman from teaching or receiving education. He was summoned before Recorder W. J. Andrews in 1864, and sentenced to receive twenty-five lashes. Saint Ledger White, as City Marshall, executed the sentence, although he says his conscience told him to strike lightly. For this offense against the fourteenth amendment Messrs. Andrews and White, John Latta, Sr., Wiley George, and Jack Porter were arrested. They were kept under guard in a rented room for eighteen days, supplied with all necessities by friends, when they were released on bail until the case should be called by the Federal

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[18] Editor, The Tennessee Teacher, Minimum Program of Education For Tennessee, Nashville: March 1937.

Court. It was never called.[19]

In the spring of 1866, two schools for Negroes were opened, in Spring Hill and at Mount Pleasant. These schools were under the direction of the Freedmen's Bureau and were largely attended. After several months, opposition to the teaching of Negroes became so great that the schools were abandoned to prevent trouble by local reactionaries.[20]

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[19] History and Directory of Maury County, Tennessee, The Cities of Columbia and Mt. Pleasant 1907.

[20] Kellum, J. B., An Introduction to the Resources of Tennessee. Tavil and Howell, Printers to the State, Nashville: 1874.

CHAPTER III

THE GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN MAURY COUNTY

The growth of public schools in Maury County may be described in terms of pupil enrollment, attendance, promotion and retardation, age grade, status of teachers, certification of teachers, pupil-teacher load, salaries, school buildings and school grounds.

Enrollment and Attendance

Table IV shows that a total of 1939 Negro pupils were enrolled in the public elementary schools of Maury County in 1938. The following two years, this total was decreased to 1819, but in 1941, there was an increase of 34 in the enrollment. From the 1941-42 term throughout the ten year period covered by this study, there was a steady decline in the enrollment with the result that in the 1947-48 term, the enrollment in the Negro elementary schools of the county was 1729, showing a decrease of ten per cent.

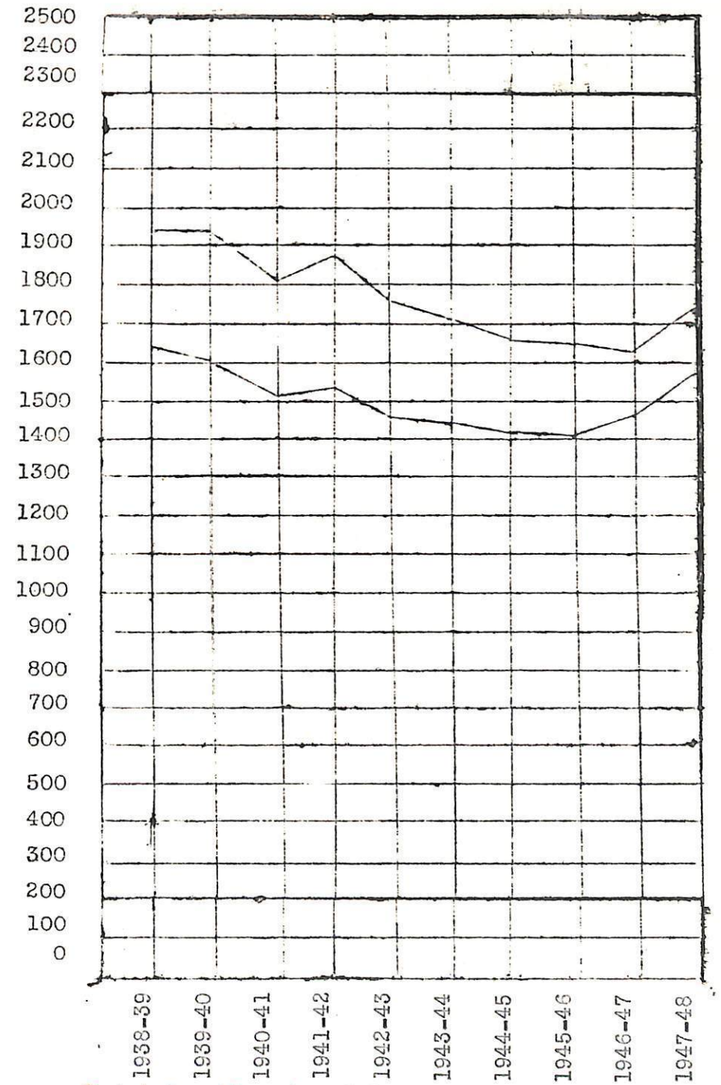
The plans for consolidation of schools with increased transportation facilities should go far in remedying this high mortality rate in the scholastic population in Negro public schools of the county. Table IV further reveals that the average daily attendance in the schools for this period had increased steadily despite the loss in total enrollment.

TABLE IV

ENROLLMENT AND ATTENDANCE OF NEGRO PUPILS IN THE SCHOOLS OF MAURY COUNTY FROM 1938 THROUGH 1948[1]

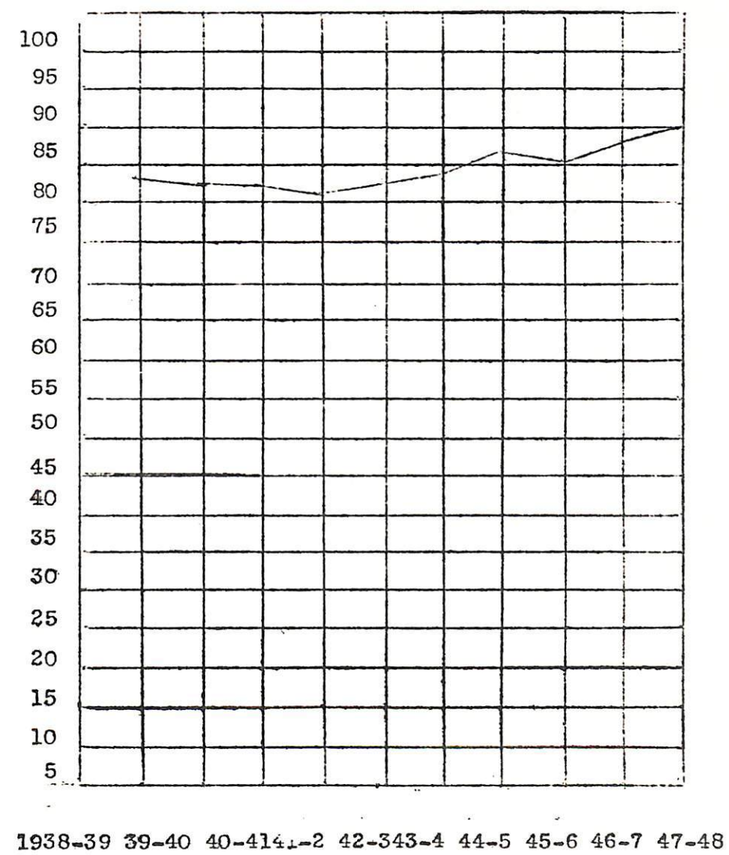
YEAR	TOTAL ENROLLMENT	AVERAGE D. A.	PER CENT OF ATTENDANCE	NO. COMPLETING 8TH	ENTERING HIGH	LENGTH OF TERM
1938-39	1939	1642	84.19	103	94	8 Months
1939-40	1921	1600	83.50	99	84	" "
1940-41	1819	1514	83.2	99	80	" "
1941-42	1853	1527	82.4	80	78	" "
1942-43	1781	1489	83.6	103	90	" "
1943-44	1713	1455	84.9	111	93	" "
1944-45	1670	1438	86.1	105	103	" "
1945-46	1667	1424	85.4	110	97	" "
1946-47	1649	1461	88.6	120	116	" "
1947-48	1729	1571	90.8	115	110	9 "

[1]Annual Statistical Reports of the County Superintendent of Maury County for the Scholastic Years Ending June 1938 Through June 1948, Court House, Columbia, Tennessee.



Total Enrollment and Average Daily Attendance
For Negro Elementary Schools of Maury County, Tennessee
1938-- 1948

Figure 1



Per-cent of attendance of Negro Elementary
Schools of Maury County, Tennessee
1938 - 1948

Figure 2

In the 1938-39 term, the average daily attendance was 84.17 per cent, while in 1947-48, the average daily attendance was 90.8 per cent, a gain of 6.63 per cent. Among the probable contributory factors to this increase in daily attendance are: (1) better qualifications of teachers, (2) the activity program that is being carried out in the schools, and (3) better transportation facilities available to Negro children.[2]

Table IV reveals that in 1938, of the 103 pupils finishing the eighth grade, 94 or 91 per cent of this number entered high school. In 1948, of the 115 pupils completing the eighth grade, 110 or 95 per cent entered high school. This shows a slight gain of 4 per cent in the number of pupils continuing their education after completion of the elementary school.

Table V shows a mortality rate of 77% in the pupil enrollment from the first through the eighth grade in eight years. In 1938 the first grade enrollment was 561. Eight years later, the eighth grade enrollment was 125.

This represents a loss of 436 pupils who normally would have been expected to enter the eighth grade. A part of this loss may have been caused by re-location of homes of some of the families to places out side the county. The mortality should

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2 Thomas, R. L., OFF TO A GOOD START, Tennessee Teacher, Nashville: November, 1949, p. 7.

challenge the authorities to examine this alarming constitution and take steps to remedy same.

Table IV further reveals that Maury County had a school term of 160 days for the first nine years of the decade from 1938 to 1948, increasing the term to 180 days in 1947-48 term.

Table V reveals a steady decrease in the first grade enrollment throughout the ten year period. This may have been caused by the abandonment of the practice of requiring pupils to spend two years in the first grade; the first year in the Primer and the second year in the first reader.

Table V further reveals the enrollment of Negro elementary pupils of Maury County by grades from 1938 through 1948. In 1938 there were 561 pupils enrolled in the first grade and 111 pupils enrolled in the eighth grade. These figures show that there were approximately five times the number of pupils in the first grade than were in the eighth, while the number of pupils in the first grade enrollment in 1948 was 395 and the eighth grade enrollment was 134, which represents a proportion of 3 to 1. The enrollment in the first grade gradually decreased from year to year from 561 in 1938-1939 to 395 in 1947-48. In the former year 23 per cent of the entire school was in the first grade, but in the latter year studied this percentage had been decreased to 22 per cent.

TABLE V

ENROLLMENT BY GRADES IN MAURY COUNTY NEGRO SCHOOLS FROM 1938 THROUGH 1948[3]

YEAR	1st	2nd	3rd	4th	5th	6th	7th	8th	T O T A L
1938-39	561	235	298	240	180	171	143	111	1939
1939-40	521	251	281	243	208	158	142	117	1921
1940-41	464	233	243	237	222	174	130	116	1819
1941-42	495	218	245	218	215	203	158	101	1853
1942-43	444	232	215	233	183	190	159	125	1781
1943-44	414	232	220	208	191	169	158	121	1713
1944-45	405	199	240	197	176	171	159	123	1670
1945-46	395	230	211	216	175	156	159	125	1667
1946-47	408	201	200	205	211	136	147	141	1649
1947-48	395	237	223	194	187	216	143	134	1729

[3] Ibid.

Promotion Retardation and Over-Aged Pupils

Table VI shows the promotion and retardation of Negro pupils in the Maury County schools from 1938-39 through 1947-48. From the former to the latter year studies, the percentages of retarded pupils had decreased ten per cent in the total.

Table VII reveals the number of over-aged pupils in the Maury County Negro schools, 1938--48. In 1938, there was a total of 954 pupils who were over aged for their grades. In 1947-48 this total had been reduced to 558, or 41%.

Training of Teachers in Maury County

Table VIII shows the training of Negro teachers in Maury County from 1938 through 1948. In 1938 there were 53 teachers employed in Maury County. Of the number employed, only 2 had below high school training, 8 or 15% were high school graduates, 22 or 41% had one year of college training 11 or 20% had two years college, 5 or approximately 10 per cent with 3 years college and 5 or approximately 10% were college graduates. In 1948, there was a tremendous increase in the preparation of teachers in the county. There were 30 teachers with college degrees or six times the number shown in 1938, only five teachers had less than two years college training and there was no teacher teaching in the Negro public schools of Maury County who had not completed high school.

TABLE VI

PROMOTION AND RETARDATION OF NEGRO PUPILS IN MAURY COUNTY SCHOOLS[4]

YEAR	TOTAL ENROLLED	NUMBER DROPPED	NUMBER PROMOTED	NUMBER RETAINED	PER CENT RETAINED
1938-39	1979	262	1481	300	15.1
1939-40	2040	306	1416	318	15.6
1940-41	1892	228	1440	224	11.8
1941-42	1921	283	1376	262	13.6
1942-43	1826	251	1386	189	10.3
1943-44	1774	153	1404	217	12.2
1944-45	1756	198	1389	170	9.7
1945-46	1738	189	1384	165	9.4
1946-47	1698	141	1398	159	9.4
1947-48	1807	173	1527	107	5.9

[4] Ibid.

TABLE VII

NUMBER OF OVER-AGED PUPILS BY GRADES IN MAURY COUNTY NEGRO SCHOOLS[5]

YEAR	1st	2nd	3rd	4th	5th	6th	7th	8th	TOTAL
1938-39	173	122	154	154	115	102	84	50	954
1939-40	168	125	151	130	126	96	88	58	942
1940-41	154	103	123	137	109	99	77	56	858
1941-42	154	102	122	105	107	96	90	51	827
1942-43	108	103	107	116	86	94	78	54	746
1943-44	123	87	100	111	76	90	75	46	708
1944-45	112	73	94	90	90	66	79	47	651
1945-46	73	99	85	103	86	72	70	52	640
1946-47	60	62	84	89	85	60	63	55	558

[5] Ibid

TABLE VIII

TRAINING OF TEACHERS IN MAURY COUNTY[6]

YEAR	COLLEGE GRAD	3 YRS COLLEGE	2 YRS COLLEGE	1 YR COLLEGE	GRAD H. S.	BELOW H. S.	TOTAL
1938-39	5	5	11	22	8	2	53
1939-40	5	6	22	16	2	-	51
1940-41	11	6	21	14	1	1	54
1941-42	15	5	24	11	1	-	56
1942-43	11	4	27	12	-	-	54
1943-44	13	7	27	8	-	-	55
1944-45	11	7	27	8	1	-	54
1945-46	11	7	25	6	-	-	49
1946-47	10	16	25	4	-	-	55
1947-48	30	12	23	4	1	-	70

6 Ibid.

It is recognized that the quality of education in the schools would depend upon the calibre of leaders responsible for developing the growth of the youth of Tennessee. Consequently, the basic purpose of the state-wide program of professional education is conceived as that of giving assistance to all who are engaged in re-thinking the role of the school and in planning the activities and services through which the aims of the schools could be realized more completely.

Several channels are utilized to implement the goals of the state-wide program of educational leadership, among which are (1) workshops for teachers, (2) regional teachers' meetings and (3) leadership training conferences.[7]

Various work shops sponsored by the State Department of Education, Regional meetings of county teachers, and other professional conclaves have stimulated interest in Maury County Negro schools in which much interest in being placed upon individual differences in pupils. Every area that affects the life of the child is studied to the end that school life will become a happy, interesting experience in the life of the child and he will prefer to remain in school to better prepare himself to fit into the social, economic and spiritual life ahead.

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[7]Annual Statistical Report of the State Department of Tennessee, Scholastic Year Ending June 30, 1940, p. 60.

Salaries of Negro Teachers in Maury County

By no means unrelated to the educational status of teachers is the level of teachers' salaries. The quality of human material that can be attracted to teaching, the tenure of teachers in given positions and their length of services, in the profession, the nature and extent of their in-service programs of professional improvement, the cultural level on which they find it possible to live and which finds expression in their instructional programs all are conditioned by the remuneration teachers receive for their services.[8]

Table IX presents facts concerning the salaries of teachers in Maury County from 1938-39 through 1947-48. The average for Negro teachers for Maury County in 1938 was $56.00 monthly or a yearly average salary of $448.

Each year follow, a slight increase was noted in the salaries of the teachers, and in 1947, the average monthly salary of the Negro teachers in the county was $166 or an increase approximately 33 1/3 per cent over the 1938 monthly salary. The table also reveals that the salary for men teachers shows a slighter higher monthly average than the salaries received by women teachers.

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[8] Doxey A. Wilkerson, Special Problems on Negro Education, U. S. Govt. Printing Office, Washington, 1939, p. 24.

Table XI shows the average teacher load in Maury County as relates to Negro schools in the decade from 1938 to 1948. In 1938 the average teacher load was 37 pupils. The following year there was a decrease of 18 pupils in the total enrollment, a decrease of two teachers and a teacher load of 38 pupils. The maximum load for Negro teachers during this period was 38 and the lowest 25. The average pupil load for this period was 32. The teaching load in Maury County for the decade is slightly in excess of accepted standards for Tennessee. The National Association Research Bulletin shows that Tennessee had an average of 31 per cent enrolled pupils per-teacher for 1944-45.[9]

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[9] National Education Association, Research Bulletin Vol. XXV, December, 1947, Washington, D. C., p. 123.

TABLE IX

AVERAGE MONTHLY SALARY OF NEGRO TEACHERS IN MAURY COUNTY[10]

YEAR	MEN	WOMEN
1938-39	$58.72	$53.43
1939-40	59.15	56.20
1940-41	62.49	59.33
1941-42	67.11	61.11
1942-43	84.75	80.39
1943-44	108.25	97.94
1944-45	117.50	117.50
1945-46	117.00	120.40
1946-47	136.33	140.73
1947-48	199.50	166.97

[10] Ibid.

Certification of Negro Teachers in Maury County

The purpose of certification is to insure the enforcement of standards. The State of Tennessee is responsible for establishing a system of education, and has delegated to certain bodies the responsibility of determining standards of training of those employed in the elementary system.[11]

Table X reveals the kind of certification the Negro teachers of Maury County held from 1938-39 through 1947-48. During the period, there were seven types of certificates held by Negroes. For the first ten years of this period, there were no permits issued to Negro teachers in the county, and throughout the period, no more than two were issued. In 1938, 21 or 38% of the teachers held permanent professional certificates, but in 1947-48, 50 of the 56 teachers employed held permanent professional certificates. This tremendous increase in the number of teachers holding permanent professional certificates may have been stimulated by the work of the authorities in the field who provided workshops and other types of in-service training courses for teachers.

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[11] Report of the Tennessee Educational Commission, 1934, Nashville, Tenn., p. 157

TABLE X

CERTIFICATION OF MAURY COUNTY NEGRO

TEACHERS [12]

YEAR	PERMIT	2 YR. EXAM.	4 YR. EXAM.	5 YR. EXAM.	PER. EXAM.	Permanent LIMIT. TRAIN.	Permanent 4 YR PROF.	Permanent PER. PROF.
1938-39	-	5	1		6	3	17	21
1939-40	-	5	5		1	1	6	33
1940-41	2	5	-		5	-	5	37
1941-42	1	3	-		4	-	4	44
1942-43	-	3	1		3	-	5	42
1943-44	1	3	-		3	-	2	46
1944-45	2	3	1		4	-	1	43
1945-46	-	2	1		3	-	-	43
1946-47	1	-	1		2	-	2	46
1947-48	2	-	1		2	-	1	50

[12] Ibid.

TABLE XI

AVERAGE TEACHER LOAD IN MAURY COUNTY NEGRO SCHOOLS [13]

YEAR	TOTAL ENROLLMENT	NO. OF TEACHERS	NO. PUPILS PER TEACHER
1938-39	1939	53	37
1939-40	1921	51	38
1940-41	1819	54	34
1941-42	1853	56	33
1942-43	1781	54	33
1943-44	1713	55	31
1944-45	1670	54	31
1945-46	1667	49	34
1946-47	1649	55	30
1947-48	1729	70	25

[13] Ibid.

CHAPTER IV

BUILDINGS AND GROUNDS

One factor in the growth of public schools in Maury County is the buildings and grounds. Unlike many counties in Tennessee, Maury County has no school that is being taught in a church building. In 1925, a building program was instituted in which all such buildings were destroyed and since that time, much improvement has been made in the physical aspects of the school program.

However, only two Negro schools in the county have modern sanitary toilets at the present time.

Following is a list of the twenty-five Maury County schools for Negroes by districts:

District One contains two schools for Negroes, Samaritan, is a one teacher frame school building, erected in 1927 with funds supplied by the county. This school is located about one-fourth mile off the Centerville Highway on a beautiful site over looking Duck River. It is equipped with two sanitary toilets and its building and grounds have recently been improved.

Santa Fe is a one teacher frame building erected in 1927. This was at one time a large school with an enrollment of over one hundred, but since a large number of the population has migrated to other

locations, only a few families remain, reducing the scholastic population to less than twenty.

District Two contains three schools for Negroes, Theta, Harlan and Godwin.

Theta is a beautiful frame building well-kept with its grounds attractively landscaped. Stone walks are laid from the road to the school building and are painted white. Water is supplied from a pump and there is a two acre playground well equipped with swings, slides and other equipment suited to elementary children.

Harlan, located on Carter's Creek, is a two teacher school, erected in 1926. Water for the school is supplied from a nearby spring and the grounds are landscaped, trees and shrubbery are attractively placed to enhance the beauty of the surroundings.

Godwin is a one teacher school erected in 1927 on the Santa Fe highway. At one time, this community was thickly populated and two teachers were employed, but during the period preceding the second world war, most of the Negroes moved away and at the present time the scholastic population is small. The building is painted white and is well kept. Water is supplied by a spring and the grounds are planted with trees and shrubbery. District three contains two Negro schools, Spring Hill and Center Star. District Three contains two Negro schools.

Spring Hill is a two teacher school located near the Franklin highway. This school is a well constructed frame building, forty

by sixty, composed of two classrooms, a kitchen and two cloak-rooms. The school has a large two acre playground equipped with swings, slides, and other forms of games.

Center Star is a two-teacher school on the Bear Creek Pike. The building was erected in 1928 and is in good condition. Forty-two pupils are enrolled in this school and as most Negro families own their homes, there is little likelihood that this school will be reduced to a one-teacher school as has been the case with many of our schools in the county.

District Four contains one school for Negroes.

Park Station is a one-teacher frame building on the Lewisburg highway. This school is built on a beautiful grassy knoll and is supplied with sanitary toilets, a well and has stone walks leading to the road. The school has an enrollment of twenty-six pupils.

District Five contains two schools.

Culleoka is a two-teacher frame building erected in 1926. This school also has a kitchen from which hot lunches are served daily to the forty-eight pupils in attendance there. The grounds are planted in trees and shrubbery and the two acre playground is supplied with various types of playground equipment.

Campbell Station is a one-teacher school erected in 1927. The building is well constructed and is easily accessible from the high-way. The enrollment is approximately twenty-five and the building is located in a sparsely populated agricultural community.

District Six has three schools for Negroes.

Perry Hill is a one-teacher, frame building located about three miles off the Mooresville Pike. The grounds are planted in grass, treees and shrubbery and is well kept. Water is supplied from a nearby spring and there are two sanitary pit toilets on the grounds.

Rocky Glade is a one-teacher frame school building located on a rocky knoll on the Mooresville Pike. There is a well on the school grounds from which water is secured. The two sanitary pit toilets are painted white and many beautiful flowers are planted beside the stone walks leading to the building.

Westbrooks, a one-teacher frame building erected in 1926. This school is located in the Ashwood Community near historic Saint John Episcopal Church. This is a small school from points of enrollment but is kept in splendid condition.

District Seven has three schools for Negroes within its boundaries.

Clarke Training School was built in 1921. This is a two story brick building with fourteen rooms and houses one of the two Negro high schools of the County. At present there are fifteen teachers employed at Clarke Training School which has an enrollment of three hundred ninety pupils. This enrollment is divided into 212 elementary and 178 high school pupils. In 1947, an additional building was erected on the campus, built of concrete blocks to take care of the increased enrollment. The school has a cafeteria in which more than two hundred

pupils take the noon meal, and is staffed with eight workers. Plans are being made for additional classrooms and an auditorium in the near future.

Sandy Hook is a two-teacher, frame building in the Sandy Hook community which was erected in 1926. A well located in the school yard supplies water and there are two pit toilets, one for each sex, on the grounds. This school has an enrollment of fifty-four, and is kept in good condition. A creek running in front of the building creates a safety hazard when swollen by heavy rains and plans are being discussed fro the removal of said hazard.

Canaan is a one-room frame building erected in 1926. At one time this was a thickly populated community, but recently has lost many of its Negro families by migration to other localities. The school is located on a two-acre plot and is planted with trees and shrubbery. All-weather walks have been built from the building.

District Eight, one of the oldest schools for Negroes in the county was built in 1897 and for many years was one of the best equipped rural schools in the county. It was originally built as a two-teacher school but because of the decrease in population of this community, has been recently reduced to the status of a one-teacher school. Water is supplied from a cistern and the buildings and grounds are kept in good condition.

Gantt is a two-teacher school located approximately seven miles

west of Columbia on the Williamsport Pike. This is a frame structure built in 1929 and has an acre of playground space for use of the fifty pupils enrolled.

Hill Chapel, a new stone building erected in 1948 to replace the building that was destroyed by fire. This is a modern two-room structure equipped with a kitchen, two cloakrooms. The premises are planted in grass and well-kept at all times.

District Nine contains three schools for Negroes and is the most populous district in the county. Columbia is located in this district and has two schools for Negroes within its boundaries.

Macedonia, one of the city elementary schools in which grades one through six are taught. This is a four room concrete block building which has a spacious playground, also used for vacation recreation and community center. Four teachers are employed in the school and there is an enrollment of one hundred and fifty students.

Webster is a one-teacher modern frame building erected in 1926. This school is located on the Monsanto pike, just off the Williamsport pike and easy accessible. The grounds are planted with grass, flowers and trees and is beautifully kept.

College Hill, the largest school for Negroes in the county with an enrollment of six hundred and fifty which is divided into high school and elementary sections. This is an old brick building erected near the close of the nineteenth century. It is one of the

only two schools for Negroes in the county with modern plumbing and is kept in good condition.

District Ten contains four schools for Negroes.

Dry Fork is a one-room frame building situated beneath a cliff in a very picturesque location but almost inaccessible by motor vehicle. The building contains a side room which is used for a kitchen and frame which the twenty-four pupils enrolled are served daily. It has a pump from which water is supplied and has two pit toilets on the grounds. This school was erected in 1929.

Pleasant Union, a one-room frame schoolhouse, situated on the Pleasant Union road. The school has a well and is supplied with two sanitary toilets. The campus is well drained on all sides and is beautifully kept. This school was erected in 1927.

Pisgah View, a beautiful two-room building erected on a lovely hill which commands a view of many miles of the surrounding territory. The water for the school is supplied by a well and there is a large playground, well drained that can be used all the year.

Chapel Hill, a one-room frame building, situated 200 feet west of the Chapel Hill Cross Bridges Road. The building was erected in 1927, with a kitchen and two sanitary toilets in the yard. A fine well affords a good stream of good water for this school.

FOR PICTURES OF MAURY COUNTY NEGRO SCHOOLS SEE APPENDIX.

TABLE XII[1]

SCHOOLS FOR NEGROES IN MAURY COUNTY

YEAR	ONE TEACHER	TWO TEACHER	THREE TEACHER	TOTAL
1938-39	16	10	2	28
1939-40	16	10	2	28
1940-41	15	10	2	27
1941-42	16	10	2	28
1942-43	17	8	3	28
1943-44	17	7	3	27
1944-45	19	5	3	27
1945-46	18	5	3	26
1946-47	18	6	3	27
1947-48	18	6	3	27

[1] Ibid.

CHAPTER V

SPECIAL SERVICES RENDERED MAURY COUNTY NEGRO SCHOOLS

A vital factor in the development of public schools for Negroes has been the growth of such services as health, library transportation and the school lunch program.

Health Services

It is necessary that any study of educational conditions of Negroes in the counties of Tennessee present data concerning health facilities and services available to Negro children, since physical efficiency is one of the primary concerns of education. Health services comprise all those procedures designed to determine the health status of the pupils, to enlist his cooperation in health protection and maintenance, to inform parents of all observed defects and to correct remedial defects.[1]

Certain health services have been available through the Maury County Health Department for many years. The following services are available to Negro children through the local Health Department:[2] (1) examination of school children, including weighing, measuring, testing of vision and hearing, and to discover any physical defects,

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[1] Health Education, Education Leadership Conference, A. and I. State College, Nashville: Summer, 1948.

[2] Handbook of Program of Education for Maury County Schools, Supervisor, Maury County, Columbia: 1949.

(2) inspection of any given child upon request, (3) immunization of all school children against diphteria and typhoid fever, and vaccination against small pox, (4) follow up all tuberculosis contacts, by school visits and x-rays, cod liver oil may be furnished upon request or upon recommendation of the Health Department, (5) to discover crippled children and place them in the care of the crippled children's service, (6) furnish eye glasses to indigent children upon request of the Welfare Department, (7) to examine all school lunch workers including giving blood tests and typhoid innoculations, (8) to examine the water supply of the school, and (9) inspect school toilets, grounds and buildings.

Library Service

Elementary instruction is vastly improved by the use of adequate school libraries, and a comprehensive and well-chosen collection of books is one of the most essential parts of the modern school.

The Maury County circulating library was begun in 1937-38. The County Board of Education contributed $300 at that time and since then twenty-five cents per child has been paid for books based on the average daily attendance. The library also contains fifty professional books for teachers.[3]

Transportation Services

Table XIII reveals the transportation program for Negro pupils

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[3] Handbook of Program of Education for Maury County Schools, Supervisor, Maury County Schools, Columbia: 1949.

in Maury County for the period from 1938 through 1948. In 1938 an average of ninety-six children were transported to elementary schools for Negroes in four buses. In 1939 there were two buses added in which an average of 242 pupils were transported.

In the following year, three buses were taken off, leaving three in which an average of 167 pupils were transported. In 1947-48, there were four buses in use for Negro children in which an average of 212 elementary pupils were transported.

TABLE XIII[4]

TRANSPORTATION OF NEGRO PUPILS FROM 1938 - 1948

YEAR	NO. ELE. SCHOOLS	NO. H. SCHLS	AVERAGE ELEM.	AV. HIGH SCHOOL	TOTAL COST FOR SCHOOL	NO. BUSES
1938-39	114	69	96	94	$2330	4
1939-40	266	68	242	64	2740	6
1940-41	193	59	167	57	2925	3
1941-42	231	55	197	52	2925	3
1942-43	243	56	206	55	3330	3
1943-44	241	51	209	50	3600	3
1944-45	247	43	214	43	3870	3
1945-46	280	65	216	44	4005	3
1946-47	242	60	199	54	4645	4
1947-48	246	62	212	56	5485	4

[4] Ibid.

School Lunch Service

The school lunch program is that part of the educational program designed to aid in the improvement of the nutrition of pupils by means of providing adequate and nutrition education.[5]

In 1935, the Federal Works Administration Program distributed certain food commodities to the Maury County Schools to aid with school lunches. Persons were employed to prepare and serve school lunches with compensation from the Government for their services. After the termination of this service, the schools were without the lunch program until the National Youth Association financed the hot lunch program. The Parent-Teachers Association financed the projects in many instances. Finally, in 1946-47, the school lunch program was sponsored by the State Department of Education. In 1947-48 18 or 66 and two thirds of the twenty-seven schools for Negroes in Maury County participated in the Hot Lunch Program.[6]

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[5] Matthews, A. L., Nutrition, The Tennessee Teacher, Nashville: November, 1940.

[6] Report of the Supervisor of the Lunch Program of Maury County, Columbia: 1948.

SUMMARY

MAJOR TRENDS IN THE DEVELOPMENT OF PUBLIC SCHOOLS FOR NEGROES IN MAURY COUNTY

Progress is evidenced in all areas of development in the Negro public schools of Maury County in the period from 1938 through 1948 except in the total enrollment, and yet the last year studied showed a five percent increase over the preceding year. There was also a six percent increase in the average daily attendance of pupils in the schools in 1948 over the 1938 term.

Progress is likewise shown in the decrease in the proportion of pupils leaving school before completing the eighth grade and in the number of pupils retained in the grade.

Table I shows that in 1938-39, five per cent of the total enrollment was in the eighth grade, but in 1947-48, eight per cent of the total enrollment was in the eighth grade, showing a three per cent increase in this area. A similar increase is noted in the number of pupils entering high school. In 1939, 94 of the 103 pupils completing the eighth grade entered high school, but in 1948, 110 of the 115 pupils completing eighth grade entered high school in Maury County. This represents an increase of five percent.

There has likewise been a definite improvement in the training and certification of Negro teachers in Maury County. In

1938-39, of a total of fifty-three Negro teachers employed in Maury County, only five, or ten per cent of them were college graduates, but in 1947-48, of the seventy teachers employed, thirty or forty-two per cent of this number were college graduates.

In the physical aspect of the schools in Maury County, the trend is also toward improvement.

Progress is shown in the special services afforded Negroes in the Maury County Schools. Such services as health, library, school lunches and transportation have been greatly expanded since the 1938-39 school term.

This progress in the development of Negro schools of Maury County may be attributed to many factors such as better qualification of teachers, longer school term, increased facilities for transportation, the work of the attendance teacher, the Men's Civic Club and the P. T. A. All these factors have worked together for the improvement of the Negro public schools of Maury County.

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PERIODICAL

The Maury Democrat, Columbia, Tennessee, 1909.

APPENDIX

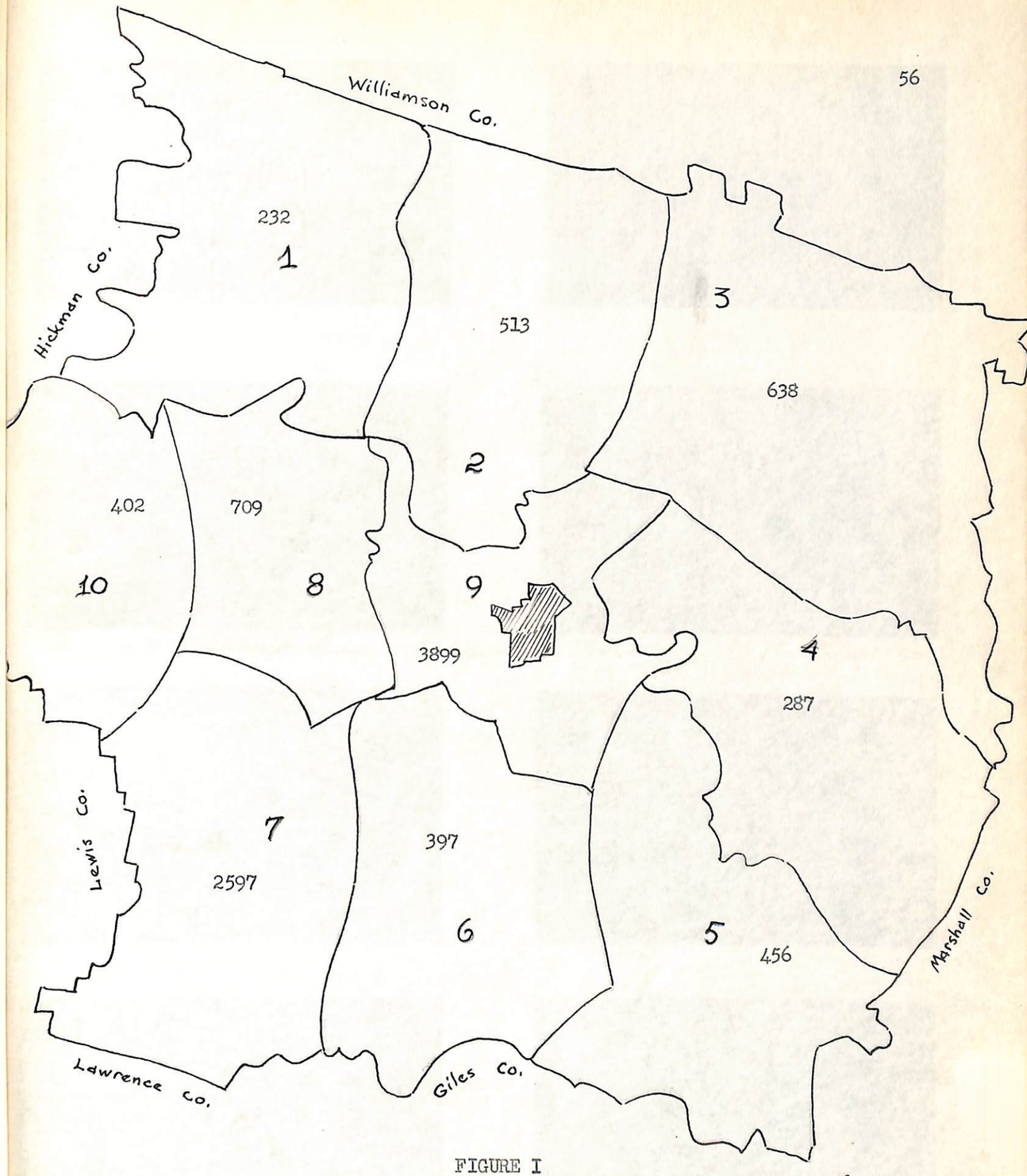

FIGURE I

NEGRO POPULATION OF MAURY COUNTY BY DISTRICTS - 1940

Map of Maury County