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History and Development of Negro Public Schools in Nashville, Tennessee from 1931 Through 1948

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HISTORY AND DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

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To the Committee on Graduate Study:

I am submitting to you a thesis written by William J. Officer entitled "History and Development of Negro Public Schools in Nashville, Tennessee From 1931 Through 1948." I recommend that it be accepted for nine quarter hours credit in partial fulfilment of the requirements for the degree of Master of Science with a major in Education.

W. A. Griffeus
Major Professor

8-7-58 Microfilmed

We have read this thesis
and recommend its acceptance:

Charles E. Rochelle
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Adviser

Accepted for the Committee

Director of the Graduate Division

DEDICATED

To my father, brother, and two sisters

ACKNOWLEDGEMENT

The writer wishes to express his appreciation to all individuals whose assistance and guidance made this study possible.

Special thanks are extended to my teachers and advisers at Tennessee A. and I. State College particularly to Mr. Nathaniel A. Crippens, my major adviser; to Dr. Charles E. Rochelle, and Mr. William F. Butler, who as members of my Faculty Committee, gave helpful suggestions, encouragement and guidance in completing this project.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

HISTORY AND DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

INTRODUCTION

STATEMENT OF THE PROBLEM

This study is designed to present a history of the development of Negro Public Schools in Nashville, Tennessee from 1931 through 1948. For many decades Negro educators have observed that the study of the history of Negro Education has been generally neglected. The signs of recognition of the need for extended study of the Negro in the public school system of Nashville, Tennessee from 1931 through 1948 are evidenced by the increasing efforts of competent scholars and interested students who are searching for and compiling facts, particularly about Negroes in specific educational areas and fields. Perhaps there has not been enough time for students of the Negro's past to analyze and develop these segmental phases of the subject which will enable the observer to see the tree as well as the forest.

Nevertheless, this study is confined to a specific area and time period representing the growth, development, and progress of the Negro Public Schools of Nashville, Tennessee from 1931

through 1948.

PURPOSE

It is the primary purpose of this investigation to make a study of the Negro Public Schools in Nashville, Tennessee with reference to the following aspects of the system.

1. Enrollment and attendance in Negro Public Schools in Nashville, Tennessee from 1931 through 1948.

2. Teaching personnel in the Negro Public Schools in Nashville, Tennessee from 1931 through 1948.

3. A general survey, description, and appraisal of the buildings, grounds and special services for Negro Public Schools in Nashville, Tennessee from 1931 through 1948.

IMPORTANCE OF THE STUDY

At the present time students have no direct place to go to secure information pertaining to the History and Development of Negro Public Schools in Nashville, Tennessee from 1931 through 1948, therefore this thesis is designed to compile data for all concerned so one will know the problems of the education of Negroes in Nashville, Tennessee from 1931 through 1948 and to present an accurate account of the educational activities of schools for Negroes in Nashville, Tennessee from 1931 through 1948.

LIMITATIONS

This investigation is limited to a study of the development of public schools for Negroes in Nashville, Tennessee from 1931 through 1948.

Further, the study is limited to the following specific phases and development of the total educational program, namely:

1. Enrollment and attendance of Negro pupils in Nashville city schools from 1931 through 1948.

2. Teaching personnel in Negro public schools in Nashville, Tennessee from 1931 through 1948.

3. Buildings and grounds of Negro public schools in Nashville, Tennessee from 1931 through 1948.

4. Special services provided for Negro public schools in Nashville, Tennessee from 1931 through 1948.

METHOD OF APPROACH

In gathering data for this study two major steps were employed:

1. Historical manuscripts, letters, documents, books, newspapers, and other printed resources about the History and Development of Negro Public Schools of Nashville, Tennessee from 1931 through 1948 were used as a basis for gathering, compiling, and interpreting information on the problem.

2. During the beginning and further progress of study, correspondence, conferences and interviews have been held with principals, teachers, superintendents, librarians, dietitians and

> health director. The purpose of these conferences, interviews, and correspondence was to furnish leads to pertinent written material on the problem. The oral material because of its subjective nature was not used as a main source except in cases where written material was not available, and where such material is relied upon the indication is given in the thesis.

The findings of this investigation are presented and interpreted in chapter two through five. Chapter two described the Historical Background for Education in Nashville, Tennessee; chapter three shows the Growth of Public Schools for Negroes in Nashville, Tennessee from 1931-1948; chapter four points out Special Services Rendered to Negro Public Schools of Nashville, Tennessee from 1931-48 and chapter five summarizes material.

REVIEW OF RELATED STUDIES

The following is a brief review of the research that had been done in relation to the colored public schools of Nashville, Tennessee.

G. W. Hubbard[1] points out in his book "History of the Colored Schools of Nashville, Tennessee" that:

> Nashville was one of the first if not the first city in the South to provide free

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[1] G. W. Hubbard, History of the Colored Schools of Nashville, Tennessee (Nashville: Wheeler, Marshall and Bruce, Printers and Stationers 1874), p. 26.

public schools for colored children.

> In June, 1867, the City Council passed an ordinance providing the establishment of colored schools, which were to enjoy the same privileges, and be governed by the same regulations as the white schools then in operation.

A study of the colored public schools of Nashville, Tennessee as of 1931 was made by Helen E. Work. The information she presented in 1933 revealed the following information.[2]

> In taking the school buildings into consideration, it is readily seen that the next few years should bring about increased number of schools. First because the present ones are inadequate or unusable. Second they do not take care of the population nearby.
>
> Not only is there need for more schools, but for schools with modern equipment. The present ones are to a great extent inadequate and in some cases antiquated.
>
> There should be a further increase in the number of teachers. Owing to the small number of rooms, the present number does not suffice.

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[2] Helen E. Work, A Historical Study of the Colored Public Schools of Nashville, Tennessee, Master's Thesis, Fisk University, Nashville, Tennessee, 1933, p. 53.

> There should be a growth in library facilities also. The recent beginnings are the result of almost independent efforts on the part of the teacher.
>
> It is also hoped that the years will bring continued enlargement in the educational opportunities for colored children in Nashville.

Frank P. Bachman[3] states in his survey report of Public Schools of Nashville, Tennessee in 1931 that:

> The school buildings are inadequate, poorly planned and insanitary. Many children are being subjected to eye strain, unhealthful condition, and fire hazards. It is impossible to conduct a modern educational program with such poor and inadequate facilities.
>
> Of the fourteen school plants for Negro pupils, none are rated good, one is rated fair, five unsatisfactory, and eight unusable.
>
> Nashville needs approximately one hundred new classrooms for Negro children, in order to house satisfactorily the present elementary and junior high school enrollment.

Two studies of education for Negroes were made recently relative to counties in Tennessee. Roberta Greenfield[4] made a

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[3] Frank P. Bachman, Public Schools of Nashville, Tennessee (Nashville, 1931), p. 281.

[4] Roberta Greenfield, A History of the Development of County Schools for Negroes in Giles County, Tennessee from 1931-48. Master's Thesis, A. and I. State College, Nashville, Tennessee, 1949, p. 60.

study of the development of county schools for Negroes in Giles County, Tennessee. She showed that there had been progress in every area of development of Negro schools in Giles County except in the area of enrollment. Because of a decrease in the Negro population in the county, the enrollment of Negro children in the public schools has correspondingly decreased, steadily, from 1938-39 through 1947-48 there was an increase of one pupil in the total enrollment over the preceding school year. It is significant that while the total enrollment steadily decreased from year to year, the per cent of attendance steadily increased from 1938-39 through 1947-48 with the exception of 1941-42 and 1945-46.

Another study was made by Katherine L. Allen[5] in 1948. The purpose of this study was to analyze the development of public schools for Negroes in Montgomery County, Tennessee from 1922 through 1948 to find the factors involved in their development. This study revealed the following progress is evidenced in every area of development of Negro schools in Montgomery County except in the area of enrollment.

This progress is attributed to improved qualifications

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[5] Katherine L. Allen, A History of the Development of County Public Schools for Negroes in Montgomery County, Tennessee, 1948, Master's Thesis, A. and I. State College, Nashville, Tennessee, 1948, pp. 70-72.

of teachers, the addition of an attendance officer, of bus transportation and the many special services. All of these have worked together to improve the school.

CHAPTER II

HISTORICAL BACKGROUND FOR EDUCATION IN NASHVILLE, TENNESSEE

In order to get a clear picture of recent educational progress in Nashville, Tennessee, we need to make a brief historical survey of the city itself in terms of its geographical location, its economic life and its early educational activities. One point of view is:

> "The history of education is but one aspect of the history of a people and is so interwoven with their total history as to make a separate treatment of it inadequate. . . . .It is not too much to say that social forces beating in on the school from without in the long run determine the essential tenets of its philosophy, the degree and kind of educational opportunities that will be afforded the various social classes, the content and organization of the curriculum, the preparation and status of teachers, the sources of financial support, the agencies of administration, and the form of structural organization which the educational system takes."[1]

In the light of this statement the description of Nashville given in this chapter should build up some indication of the amount and kind of education to be found in the city.

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[1] Newton Edwards and Herman Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), pp. xi-xii.

GEOGRAPHY

The historical survey of the geographical location of Nashville, Tennessee must include the influence of the Cumberland River and the contributing geographical hinterland with its mineral deposits and fertile soil. Closely associated with the Cumberland River and partly as a result of it, the fertile hinterland around the city of Nashville has been a large factor in its economic progress.

The geographic influence of the Cumberland River has been considerable; for it was down the winding snake like course of this river that the early settlers sailed the "Good Boat Adventure" under the leadership of Colonel Donelson to join the courageous forces of James Robertson.[2] This river is six hundred and fifty miles long, and has a drainage area of thirteen thousand five hundred square miles. In its upper reaches it has two main prongs of branches, the first of which rises in Harlan County, Kentucky and the second Big South Fork, nearly as large in Morgan County, Tennessee. These two branches unite at Point Burnsid in Pulaski County, Kentucky, three hundred and twenty-five miles above Nashville. At different places many other affluents pour their large or small volumes in the descending current, the Obed's River discharging at Celina, one hundred and ninety miles above

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[2] H. W. Crew, History of Nashville (Nashville: Nashville Publishers, 1890), pp. 18-20.

Nashville, the Caney Fork at Carthage, one hundred and sixteen miles, and Stones River at a point fourteen miles above the city.[3]

From earliest time this network of water has served as an inland water highway. In fact the very location of Nashville itself as seen somewhat depends upon the Cumberland River. The Cumberland and a network of other rivers are partly responsible for the great hinterland of Nashville for they feed the soil to make it alluvial in content, making it conducive to a great agricultural economy, including crop raising, dairying and livestock production.[4]

Closely related to the agricultural advantages of the region are the various mineral deposits. The Trenton Limestones, which are here exposed to view, lie low down upon the geological horizon, belonging as they do the lower Silurian series. These limestones wherever found, are the sure signs of a generous soil.[5] They furnish the special element upon which the blue grass delights to feed, and guarantees abundant

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[3]Robert H. White, Tennessee Its Growth and Progress (Kingsport: Kingsport Press, 1947), p. 91.

[4]H. W. Crew, History of Nashville (Nashville: Nashville Publishers, 1890), pp. 21-22.

[5]Ibid., pp. 30-31.

results to husbandry of every kind. In this fact we have the first pledge of the greatness of Nashville, the first and perhaps the chief of its natural advantages. No city in the United States is surrounded and supported by a finer hinterland. It is the natural market for a great variety of crops such as tobacco, wheat, oats, hay, fruits, and vegetables. The favored section of which it is the center produces as many high-bred horses, cattle, and swine as any other of equal size in the world. From these sources alone, if all other streams of revenue were dried up, the citizens of Nashville might hope to create a commercial and agricultural empire and amass an untold amount of wealth.[6]

HISTORICAL SKETCH

In considering the actual beginning of Nashville, according to archeologists, mound builders erected their earthworks in the Nashville region long before the voyage of Columbus. Traces of their cemeteries and villages are still found in the vicinity. The first Indians encountered by white explorers in the vicinity of Nashville were the Shawnee, a small wandering band of Algonquian stock, whose palisaded villages occupied the bluffs along the river. Intermittent raids by war parties from Kentucky and

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[6] *Ibid.*, p. 30.

Alabama forced the Shawnee to move into the Ohio Valley early in the eighteenth century. In 1767 Long Hunters (so called because they spent months at a time on hunting expeditions) from East Tennessee, entered the valley, then returned home with glowing tales of its fertility and abundance of game. Consideration as to the report of the Long Hunters was given and in the spring of 1779 Henderson sent James Robertson, whom Andrew Jackson called "The Father of Tennessee", into the valley to investigate the reports of the Long Hunters, and to blaze the way for another land promotion scheme. Robertson found the country all that the hunters had declared, rich soil, heavily timbered and well drained by the Cumberland River and smaller streams. Selecting a site at "French Lick", or "Big Lick", now Sulphur Dell Baseball Park, Robertson and his party built a few cabins and planted a field of corn in Sulphur Bottom near the Lick.[7]

It was in the fall of 1779 when the new settlement began. One party led by Robertson came overland, driving a herd of horses, cattle, and sheep. They reached the bluff on Christmas Day, 1779, crossed the ice covered Cumberland and made preparations for their families. The other party bringing

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[7] F. C. Harrington, Ed., Tennessee, A Guide to the State (New York: The Viking Press, 1939), p. 181.

the women, children, and household goods, came by flatboat down the Tennessee to the Ohio River and up the Cumberland to the settlement. The flotilla of thirty odd flatboats, headed by the Adventure under the command of Colonel John Donelson, reached its destination on April 24, 1780, after an extremely hazardous journey. The new settlement consisted of seven stations or forts along the Cumberland River with a total population of three hundred. The French Lick Station, called Fort Nashborough for General Francis Nash, a revolutionary veteran, was the center community. The Cumberland Compact, providing for a government by a council of representative "Notables" or "General Arbitrators", was drawn up and signed by two hundred fifty-six of the settlers. Two men chosen from each station formed a Committee of Guardians of which Robertson was the head.[8]

The quasi-corporate existence of Nashville commenced in April 1784. At the April session of that year the legislature of North Carolina passed an act by which the following is a part:

> Be it enacted by the general assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, that the

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[8] H. W. Crew, History of Nashville (Nashville: Nashville Publishers, 1890), p. 110.

> directors of trustees hereafter appointed or majority of them shall so soon as maybe after the passing of this act, cause two-hundred acres of land, situate on the south bank of the Cumberland River at a place called the Bluff adjacent to the French Lick in which said Lick shall not be included, to be laid off in lots of one acre each, with convenient streets, lanes and valleys, reserving four acres for the purpose of erecting public buildings on which land, so laid off according to the direction of this act, is hereby constituted and erected and established a town, and shall be known and called Nashville, in memory of the patriotic and brave General Nash.[9]

The town had before the act been called Nashborough.

Since the founding of Nashville in 1780 the city has grown and flourished by leaps and bounds, economically, politically, and socially. When Nashville was a struggling frontier settlement the tiny streams and wooden waterwheels provided a satisfactory source of power to grind the meal of the early settlers and their families.[10]

RECENT PROGRESS

Times have changed and the giant dams of the Tennessee Valley Authority now convert the forces of the rivers of the

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[9] Ibid., p. 181-182.

[10] Henry McNaven, Nashville, Athens of the South (Nashville: Tennessee Book Company, 1948), pp. 17-20.

South into energy to meet the ever increasing electric power demands of modern Nashville. Fortunate in its location, the heart of the Tennessee Valley Area, Nashville enjoys cheap electric power for residential use and commercial or industrial purposes. Natural gas for domestic and commercial consumption is distributed to all sections of the city through more than three hundred seventy five miles of high and low pressure mains. Coal from the nearby mines of Tennessee provides a dependable supply of low cost fuel.[11]

Nashville with its important banking facilities, powerful insurance companies, metropolitan daily papers, five great radio stations and aggressive business interest has developed a retail and wholesale market upon which vast population depends for its supplies.[12]

Nashville is a city of diversified interests with manufacturing, wholesale trade, retail trade, schools and colleges and tourist business all sharing to an important extent in the whole of a years business. Wholesale distribution, annually is an important part of the city's business and each year an increasing number of regional offices are established

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[11] Ibid., pp. 26-27.

[12] F. C. Harrington, (Editor), Tennessee, A Guide to the State (New York: The Viking Press, 1939), pp. 130-132.

by national firms. The retail stores offer a wide variety of merchandise, new and correctly styled, that not only meets the requirements of Nashville and its large student population, but also the needs of some forty agricultural counties as well.[13]

Parallel with Nashville's diversified developments along commercial lines came the growth of great basic manufacturing industries that have contributed to the wealth and stability of the capital city of Nashville. The three hundred fourteen industrial establishments in Metropolitan Nashville produce hundreds of items, ranging from delicate surgical instruments to steel barges and ships.[14]

The chief manufacturing activities and products include rayon and cellophane, printing and publishing, boots and shoes, foundry and sheet metal products such as heaters, stoves and ranges, railway repair shops, meat packing, hosiery and textiles, tobacco products, work and dress clothing, food products, beverage, confectionery, flour and grain mill products.[15]

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[13] Henry McNeven, Nashville, Athens of the South (Nashville: Tennessee Book Company, 1948), pp. 118-123.

[14] Ibid., pp. 130-131.

[15] Ibid., pp. 132-134.

Boats and barges, structural steel and ornamental iron items, wood products, furniture, millwork and flooring, chemical products are on the impressive "Made in Nashville" list. Along with rapid expansion of manufacturing activities there has developed in Nashville a construction and building material industry that is capable of supplying most materials and erecting practically any type of structure.[16]

Transportation facilities in Nashville have advanced to a degree of high efficiency. Railways, airways, and highways going forth from Nashville in all directions, literally brings the world next door. The Nashville-Chattanooga and Saint Louis Railway, the Tennessee Central Railway and the Louisville and Nashville Railroad link Nashville with all sections of the country.[17]

The American Airlines and Eastern Airlines maintain service out of Nashville to the east and west coast; to Chicago and the Middle West; to the Southeast and Florida points; to Birmingham and to St. Louis. You may travel conveniently in any direction from Nashville.[18]

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[16] Ibid., pp. 140-142.

[17] Ibid., pp. 209-210.

[18] Ibid., p. 230.

At the outset of this chapter it was pointed out that the history of a people must be viewed against their larger historical background and that schools reflect the society in which they operate. Thus after the foregoing description of the historical background, geographic setting, and economic advantages of Nashville, one is led to expect that the schools of the city will in some way reflect these advantages in early educational legislation, good buildings, well trained teachers, good salaries, and special services rendered by schools. The remainder of this study will either substantiate or discredit this expectation.

EDUCATION BEFORE 1931

The educational interests in Nashville exhibited progressive tendencies as early as 1866. The freedmen showed increased interest in school attendance, and a settled determination to avail themselves of the privileges placed within their grasp.[19]

In January, 1869, the superintendent of education for the Freedmen's Bureau in Tennessee praised the freedmen's schools in this state. He spoke especially well of Nashville in which six freedmen's schools employed forty-two teachers to instruct

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[19] J. E. Alvord, Report of Freedmen's Schools, January 1866, p. 11.

nearly two thousand pupils.[20]

The Negro citizens of Nashville have enjoyed the privilege of attending public schools since 1867. Provision was made for public free education in Tennessee by an act which the general assembly passed on March 5, 1867, revising the school law. This measure required the election of school directors in each civil district of the State. In section seventeen, the act provided for schools for colored children as follows:

> Be it further enacted, that the Civil District Board of Education in their respective districts, and the several other Boards of Education and Directors or other officers, having authority in the premises of each incorporated city, shall be and they are hereby authorized and required to establish within their respective jurisdictions, one or more special schools for colored children, when the whole number by enumeration exceeds twenty-five, so to afford them so far as practicable, the advantage of common school education; and all such schools established for colored children shall be under the control and management of the Board of Education, or other school officers, who have in charge the educational interests of other schools but in case the average number of colored children in attendance, shall be less than fifteen for any one month, it shall be the duty of the said Board of Education, or other school officers to discontinue said school or schools for any period not exceeding five months at any one time. And if the number of colored children shall be less than fifteen, the Directors shall reserve the money raised on the number of said colored children; and the money so reserved shall be appropriated for the educa-

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[20] *Ibid.*, p. 12.

tion of such colored children under the direction of the Civil District Board of Education.[21]

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[21] First Report of the Superintendent of Public Instruction of the State of Tennessee 1869, pp. 91-92. See Nashville Daily Times and True Union, January 17, 1865.

The first Negro schools in Nashville, Tennessee, Gun Factory in South Nashville and Belleview in North Nashville were established in 1867. The teachers of these first schools were faced with many problems. Schools were crowded to the limit, housed pupils of all ages, children were poorly provided for, and comparatively few were properly clothed.

At the close of 1886 there were four schools. Table I shows the names of these schools, number of teachers, number of principals and assistant principals.

TABLE I

NUMBER OF TEACHERS, PRINCIPALS, AND ASSISTANTS
IN THE NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE
FOR THE SCHOOL YEAR 1885-86

Name of School	Number of Teachers	Number of Principals	Number of Assistants
Pearl	12	1	1
Belleview	8	1	1
Meigs	4	1	
McKee	2	1	

[23] Helen W. Work, A Historical Study of the Colored Public Schools of Nashville, Tennessee 1881, Master's Thesis, Fisk University, Nashville: 1933, p. 19.

Other schools were opened during the period 1867-86, but were closed as Table II indicates because more suitable quarters were offered by the new schools.

Gun Factory opened in 1867, but discontinued in 1870. Students were transferred to Trimble. Capers Primary opened in 1874, but discontinued in 1876. Students were transferred to Trimble. Trimble opened in 1871, but discontinued in 1883. Students were transferred to Pearl and Meigs. The Knowles Street school opened in 1880, but closed in 1883. Students were transferred to Pearl and Meigs. The McKee Primary School opened in 1875, but closed in 1898. Students were transferred to Pearl. The Pearl School that opened in 1883 was an elementary school located in South Nashville. The Pearl School that opened in 1916 was a high school located in North Nashville.

In Table III it may be observed that there were fourteen schools in Nashville, Tennessee in 1931. This table gives the name of schools, date of openings, and type of building.[22]

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[22] Helen E. Work, A Historical Study of the Colored Public Schools of Nashville, Tennessee 1931, Master's Thesis, Fisk University, Nashville, 1933, p. 1

TABLE II

NAME OF SCHOOLS AND YEARS OPENED AND DISCONTINUED FROM 1867-86

Name of Schools	Year Opened	Discontinued
Belleview	1867	
Gum Factory	1867	1870
Capers Primary	1874	1876
Trimble	1871	1883
McKee Primary	1875	
Knowles Street	1880	1883
Pearl	1883	
Meigs	1883	

[24] Ibid., p. 18.

TABLE III

THE NAME OF SCHOOLS, DATE OF OPENINGS,
AND TYPE OF BUILDINGS
AS OF 1931

Name of School	Date of Opening	Type of Building
Ashcraft	1907	Frame
Balleview	1867	Brick
Cameron Junior High and Elementary	1889	Brick
Carter	1890	Frame
Clifton	1907	Frame
Hadley	1908	Brick
Lawrence	1890	Frame
Meigs Junior High and Elementary	1883	Brick
Merry	1908	Brick
Napier	1897	Brick
Peebles	1907	Frame
Washington Junior High	1928	Brick
Watkins	1924	Brick
Pearl High	1916	Brick

SUMMARY

An understanding of the geographical location of Nashville must include recognition of the influence of the Cumberland River with its contributing geographical hinterland, mineral deposits, and fertile soil.

The Cumberland River running through Nashville is in many respects responsible for the great hinterland for this river feeds the soil making it alluvial in content, and conducive to a great agricultural economy.

Nashville is the natural market for a variety of crops such as wheat, oats, hay fruits, and vegetables. The section of which it is the center produces as many high bred horses, cattle and swine as any other of equal size in the world.

The Cumberland River played a major part in the development of Nashville for the settlers sailed this river in making a new settlement in Nashville.

Nashville has grown and flourished by leaps and bounds, economically, politically, and socially.

Educational interests in Nashville exhibited progressive tendencies as early as 1866. The Negro citizens of Nashville have enjoyed the privileges of attending public schools since 1867, by an act which the general assembly passed during this year providing schools for Negro children. No time was lost

after the passage of this act, for it was during this same year we had the beginning of our first two schools namely, Gun Factory and Belleview. The schools continued to grow until at the close of the school year 1930-31, there were fourteen Negro public schools in Nashville, Tennessee.

CHAPTER III

THE GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

According to a recent survey and investigations of the records of the City Board of Education and a comprehensive study of the Negro schools of the Nashville City Public School System, the following aspects of the growth of the public schools for Negroes in Nashville, Tennessee reveal an interesting and picturesque growth of the below mentioned factors with the exception of a, enrollment and attendance of Negro pupils.

a. Enrollment and attendance of Negro pupils.

b. Training of Negro teachers.

c. Number of Negro teachers.

d. Length of school term.

e. Salaries of Negro teachers.

f. Buildings and grounds.

The data for the above mentioned factors were received from Annual Reports of the Superintendents of Nashville Public Schools, Hume Fogg High School, Nashville, Tennessee, and Annual Statistical Reports of the Department of Education for the state of Tennessee.

TOTAL ENROLLMENT OF NEGRO ELEMENTARY SCHOOLS

Table IV lists the total enrollment of Negro Elementary Schools from 1931 through 1932. As of the school year 1931-32 the total enrollment for boys and girls in the elementary schools of Nashville was 7,442, and for the school year 1947-48 it was 6,405, a decrease of 1037 or 13.9 per cent.

For the boys during the school year 1931-32, the enrollment was 3,642, and for the school year 1947-48, it was 3,280, a decrease of 62 boys or 9.9 per cent.

For the girls during the school year 1931-32, the enrollment was 3,800 and for the school year 1947-48, it was 3,125, a decrease of 675 girls or 17.7 per cent.

In comparing the enrollment of white boys and girls with the enrollment of Negro boys and girls for the elementary schools in the city of Nashville for this period, it is found that there was an even greater decrease.

For the white boys during the school year 1931-32, the enrollment was 8,516 and for the school year 1947-48, it was 7,006, a decrease of 1,510 boys or 17.7 per cent.

For the white girls during the school year 1931-32, the enrollment was 8,359 and for the school year 1947-48, it was 6,667, a decrease of 1,692 girls or 21.4 per cent.

It may be said then that total elementary enrollment for both races in the city of Nashville decreased from 1931-32 to 1947-48.

TABLE IV*

TOTAL ENROLLMENT OF NEGRO ELEMENTARY SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

	Boys	Girls	Total
1931-32	3,642	3,800	7,442
1932-33	3,575	3,680	7,255
1933-34	3,601	3,671	7,272
1934-35	3,567	3,673	7,240
1935-36	3,547	3,638	7,185
1936-37	3,446	3,554	7,000
1937-38	3,490	3,593	7,083
1938-39	3,347	3,349	6,696
1939-40	3,425	3,369	6,794
1940-41	3,421	3,402	6,823
1941-42	3,310	3,278	6,588
1942-43	3,306	3,233	6,539
1943-44	3,349	3,162	6,511
1944-45	3,258	3,060	6,318
1945-46	3,163	3,005	6,168
1946-47	3,206	3,034	6,240
1947-48	3,280	3,125	6,405

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-48.

TOTAL ENROLLMENT OF NEGRO HIGH SCHOOLS

Table V presents data to show the enrollment of Negro high schools of Nashville, Tennessee from 1931 through 1948. This includes ninth grade enrollment for the three junior high schools.

The total high school enrollment for the school year 1931-32 was 1,040 and for the school year 1947-48, it was 1,395, an increase of 355 boys and girls or 34.1 per cent.

For the school year 1931-32 the enrollment of the boys was 358 and for the school year 1947-48 the enrollment was 589, an increase of 231 boys or 64.5 per cent.

For the school year 1931-32 the enrollment of the girls was 682 and for the school year 1947-48 the enrollment was 806, an increase of 153 girls or 22.4 per cent.

When a comparison is made of the Negro school enrollment for the high schools in the city of Nashville for this period, it is found there was an increase for Negroes and a decrease for whites.

For the white boys during the school year 1931-32, the enrollment was 1,557 and for the school year 1947-48, it was 1,491, a decrease of 66 boys or 4.2 per cent.

For the white girls during the school year 1931-32, the enrollment was 1,925 and for the school year 1947-48, it was 1,791, a decrease of 144 girls or 7.4 per cent.

Thus since it was pointed out earlier that the elementary enrollment for both races decreased during the period 1931-32 and 1947-48, it is evident that the Negro high school enrollment is the only one of the four enrollments to increase during the period.

TABLE V*

TOTAL ENROLLMENT OF NEGRO HIGH SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

	Boys	Girls	Total
1931-32	358	682	1,040
1932-33	468	816	1,284
1933-34	543	953	1,496
1934-35	653	1,026	1,679
1935-36	669	1,009	1,678
1936-37	646	970	1,616
1937-38	571	926	1,497
1938-39	547	1,000	1,547
1939-40	552	969	1,521
1940-41	605	922	1,527
1941-42	564	915	1,479
1942-43	537	880	1,417
1943-44	407	855	1,262
1944-45	384	767	1,151
1945-46	443	766	1,209
1946-47	612	894	1,506
1947-48	589	806	1,395

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-48.

TOTAL ENROLLMENT OF ALL NEGRO PUBLIC SCHOOLS

The total enrollment of all Negro pupils in Nashville, Tennessee from 1931 through 1948 is presented in Table VI.

The total enrollment for the school year 1931-32 was 8,482 and for the school year 1947-48 it was 7,800, a decrease of 682 boys and girls or 8 per cent.

The total enrollment of boys for the school year 1931-32 was 4,000 and for the school year 1947-48 it was 3,869, a decrease of 131 boys or 3.2 per cent.

The total enrollment of girls for the school year 1931-32 was 4,482 and for the school year 1947-48 it was 3,931, a decrease of 551 girls or 12.2 per cent.

The total enrollment for all Negro city schools for boys and girls throughout the state of Tennessee for the school year 1931-32 was 49,457 and for the school year 1947-48 it was 48,571, a decrease of 886 boys and girls or 1.8 per cent.

The total enrollment for all white city schools for boys and girls throughout the state of Tennessee for the school year 1931-32 was 138,067 and for the school year 1947-48 it was 127,868, a decrease of 10,199 or 7.3 per cent.

The total enrollment for all county and city schools for Negro and white boys and girls throughout the state of Tennessee for the school year 1931-32 was 641,551 and for the school year 1947-48 it was 628,439, a decrease of 13,112 or 20 per cent.

Therefore, the decrease in total enrollment for Negro schools in Nashville during the period being studied is not unique. Total enrollment for white schools in Nashville decreased; total enrollment for Negro city schools throughout the state decreased; total enrollment for white city schools throughout the state decreased; and total enrollment for the state as whole decreased. This does not mean, however, that there were no individual city or county school systems which showed an increase in enrollment during this period.

TABLE VI*

TOTAL ENROLLMENT OF ALL NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1949

Year	Boys	Girls	Total
1931-32	4000	4482	8482
1932-33	4043	4496	8539
1933-34	4144	4624	8768
1934-35	4220	4619	8919
1935-36	4216	4647	8863
1936-37	4092	4524	8616
1937-38	4061	4519	8580
1938-39	3894	4349	8243
1939-40	3977	4338	8315
1940-41	4026	4324	8350
1941-42	3874	4193	8067
1942-43	3843	4113	7956
1943-44	3756	4017	7773
1944-45	3642	3827	7469
1945-46	3606	3771	7377
1946-47	3818	3928	7746
1947-48	3869	3931	7800

*Nashville City Public Schools: Annual Reports of City Superintendents, Fiscal years 1932-48.

PER CENT OF ATTENDANCE

Figure 1 points out the per cent of attendance for the school year 1931-32 through the school year 1947-48.

The per cent of attendance decreased from 95.41 per cent for the school year 1931-32 to 92.27 per cent for the school year 1947-48.

With the exception of school years 1932-33; 1937-38; 1938-39; 1939-40; 1940-41, and 1941-42 there has been a steady decrease in the per cent of attendance.

The total days absent in the Negro public schools of Nashville for the school year 1931-32 was 58,400 as compared to the total days absent for the school year 1947-48 which was 86,392 days absent. This accounts for the per cent of attendance being lower for the school year 1947-48. It is not clear whether this represents an actual decrease in per cent of attendance or more accurate record keeping by school personnel.

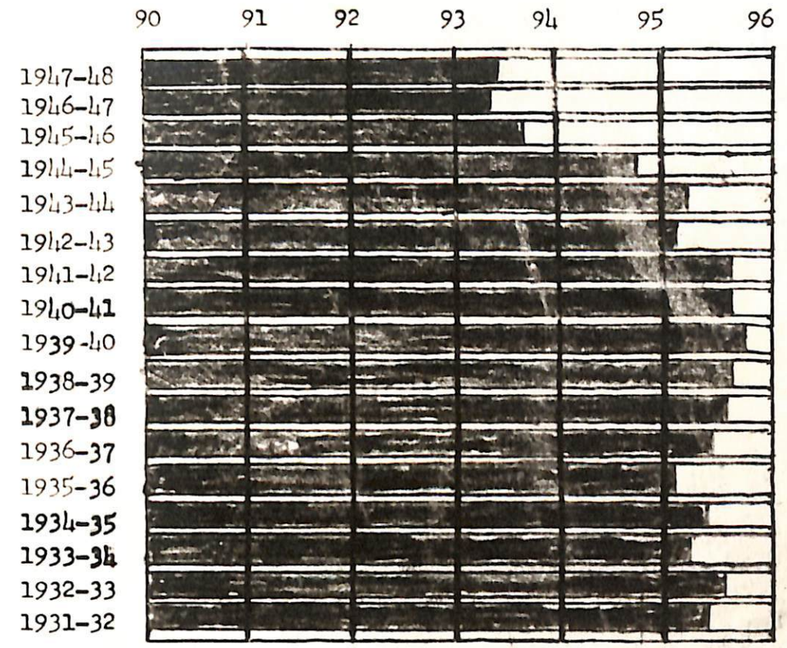

FIGURE 1*

PER CENT OF ATTENDANCE OF

NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE

1931-1948

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*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-48.

NUMBER OF PUPILS COMPLETING THE TWELFTH GRADE

Table VII presents data to show the number of boys and girls that completed the twelfth grade from the school year 1931-32 to the school year 1947-48.

For the school year 1931-32 there were 33 boys and for the school year 1947-48 there were 109 boys to complete the twelfth grade, an increase of 76 or 230 per cent.

For the school year 1931-32 there were 58 girls and for the school year 1947-48 there were 137 girls to complete the twelfth grade, an increase of 79 or 136 per cent.

There was a total increase of boys and girls completing the twelfth grade of from 91 during the school year 1931-32 to 246 during the school year 1947-48, an increase of 155 students or 171 per cent.

The largest number of students to complete the twelfth grade was during the school year 1945-46, a total of 240. This was the first school term after the Second World War, and boys that had spent time in service returned and completed the twelfth grade. There was a total of twenty veterans.

TABLE VII*

NUMBER OF PUPILS COMPLETING THE TWELFTH GRADE IN NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

Year	Boys	Girls	Total
1931-32	33	58	91
1932-33	44	94	138
1933-34	39	116	155
1934-35	46	125	171
1935-36	61	133	194
1936-37	68	115	183
1937-38	77	127	204
1938-39	49	123	172
1939-40	42	138	180
1940-41	68	130	198
1941-42	69	180	249
1942-43	78	153	231
1943-44	63	140	203
1944-45	43	156	199
1945-46	96	144	240
1946-47	91	140	231
1947-48	109	137	246

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-48.

TRAINING OF NEGRO TEACHERS

In Table VIII it may be observed that there has been a gradual increase of training of teachers in the elementary and high schools of Nashville, Tennessee.

For the school year 1931-32 the per cent of teachers with a college degree or more training has increased from 37.8 per cent to 87.2 per cent, an increase of 62.9 per cent.

Teachers with three years, two years, one year and less than one year of college work has decreased. The number of teachers that were high school graduates and less than high school graduates has decreased to the point wherein there are not any teaching in the city schools. The last individuals to teach in the city schools of Nashville that were high school graduates and less than high school was during the school year 1946-47.

As Table VIII points out the number of college graduates increased by leaps and bounds from the school year 1931-32 to the school year 1935-36.

Since the school year 1931-32 up to the school year 1947-48 the qualifications for individuals to enter into the teaching profession have increased. Effective in 1931, a city regulation was passed, in that for an applicant to be eligible to receive a teaching position in the schools of Nashville he must have a degree from some recognized college.

It is apparent that the teachers in 1931 without a college degree that were teaching continued to teach, but realized there was a need for more training and availed themselves the opportunity to become better prepared by further study.

It is also apparent that teachers were aware of the fact that more training should make possible for improved teaching and that to properly meet the needs of the child, it is the teacher's responsibility to avail himself of the best training possible.

TABLE VIII*

PER CENT OF HIGH SCHOOL AND COLLEGE TRAINING OF TEACHERS
IN THE NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE
FROM 1931 THROUGH 1948

Years	College Graduate or More	Three Years College Work	Two Years College Work	One Year College Work	High School Graduate	High School Graduate	Total
1931-32	38.8	17.9	16.3	6.6	13.2	8.1	100
1932-33	41.6	16.0	20.5	5.9	13.1	2.9	100
1933-34	49.3	14.1	15.0	8.1	11.4	2.1	100
1934-35	55.6	11.3	15.8	7.6	6.7	3.0	100
1935-36	67.6	9.2	11.9	4.3	6.0	1.0	100
1936-37	67.8	6.0	14.2	4.4	6.6	1.0	100
1937-38	71.8	8.9	9.4	4.5	3.9	1.5	100
1938-39	74.5	8.5	8.5	2.8	3.0	3.0	100
1939-40	76.5	7.3	9.0	2.9	2.9	1.4	100
1940-41	78.6	7.3	7.8	1.4	2.9	2.0	100
1941-42	80.3	5.8	7.7	2.4	1.9	1.9	100
1942-43	81.0	6.3	6.3	1.5	3.4	1.5	100
1943-44	82.4	5.3	6.3	2.0	2.0	2.0	100
1944-45	84.6	4.5	5.5	1.8	1.8	1.8	100
1945-46	84.8	4.5	5.4		1.7	0.4	100
1946-47	87.5	4.8	3.0	2.6	1.3	0.8	100
1947-48	87.2	4.4	2.0	6.4			100

*State of Tennessee: Annual Statistical Reports of the Department of Education for the Scholastic Years 1932-48.

NUMBER OF TEACHERS EMPLOYED

Table IX provides information as to the number of teachers in the Negro Public Schools of Nashville, Tennessee.

For the school year 1931-32, there were 160 teachers employed. For the school year 1947-48, there were 224 teachers employed, an increase of 64 teachers or 40 per cent.

It is remarkable to note the number of teachers has increased in our educational institutions, even though the enrollment has decreased. One of the purposes of educational institutions, as pointed out by one writer, is to prepare the learner to participate intelligently and helpfully in the social order of which he is a part.[1] With this in mind when considering the increase in the number of teachers, while the enrollment is decreasing (as pointed out in Table VI) one sees that students will have a better chance to receive individual attention or at least to be assembled in smaller groups. This should lead the learner towards more intelligently meeting one of the purposes of education.

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[1] Newton Edwards and Herman G. Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), p. xi.

TABLE IX*

NUMBER OF TEACHERS EMPLOYED IN NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

Year	Total Number of Teachers
1931-32	160
1932-33	163
1933-34	164
1934-35	170
1935-36	177
1936-37	179
1937-38	202
1938-39	199
1939-40	184
1940-41	200
1941-42	200
1942-43	194
1943-44	191
1944-45	204
1945-46	208
1946-47	219
1947-48	224

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1932-48.

NUMBER OF DAYS TAUGHT YEARLY

In order to determine the actual time used in instructing the child, Table X sets forth the total number of days yearly that the Negro Public Schools of Nashville, Tennessee were in session from 1931 through 1948.

It is interesting to note the number of days school was in session from the school year 1931-32 to the school year 1947-48 and especially do the school years 1932-33 and 1933-34 bear noticing, since the former was in session 187 days and the latter 189 days.

The length of school term for the school year 1931-32 was 180 days. Beginning with the school year 1932-33 the length of school term was increased to 200 days and is still in existence. There is a possibility that since schools had not been accustomed to 200 days in a school year, they continued to operate approximately the same as when they were having 180 days to a school year. By having a longer school term there is a possibility for more teaching days.

TABLE X*

NUMBER OF DAYS TAUGHT YEARLY IN NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

Years	Total Number of Days Taught
1931-32	175
1932-33	187
1933-34	189
1934-35	183
1935-36	179
1936-37	179
1937-38	180
1938-39	180
1939-40	183
1940-41	178
1941-42	177
1942-43	179
1943-44	179
1944-45	179
1945-46	179
1946-47	178
1947-48	181

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1932-48.

SALARIES OF TEACHERS

Table XI indicates the average monthly salaries of Negro elementary and high school teachers from 1931 through 1948.

From 1867 to 1942 there was no equalization of salaries in the Negro Public Schools of Nashville, Tennessee in keeping with salaries of whites. Yet the Negro teachers were required to meet all the qualifications and standards that had to be met by whites.

By the equalization of salaries of Negroes in accordance with whites in 1942, we can very definitely say that a contribution has been made to the teaching profession for Negroes in Nashville, Tennessee.

Teachers of Nashville are paid ten months a year. They are also paid sixty per cent of the salary they received the year prior to their retirement. Teachers may retire anytime after completing thirty years of service, regardless of age. If a teacher has ten years or more of service and becomes impaired from teaching, he may retire, but will have to take a physical examination every six months, and in the event he would recover from such illness that caused him to leave the teaching profession, he would be reassigned. At the time a person reaches the age of seventy, retirement is compulsory.

TABLE XI*

AVERAGE MONTHLY SALARIES OF TEACHERS
IN THE NEGRO PUBLIC SCHOOLS OF
NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

	ELEMENTARY SCHOOL		HIGH SCHOOL	
Year	Men	Women	Men	Women
1931-32	$109.40	$ 90.93	$127.66	$ 96.21
1932-33	121.66	108.56	118.66	102.84
1933-34	120.00	106.39	119.00	104.50
1934-35	108.21	104.23	116.25	114.62
1935-36	108.21	98.26	110.27	106.95
1936-37	117.87	104.91	119.38	113.64
1937-38	106.25	93.40	119.36	106.70
1938-39	119.93	98.82	118.84	108.85
1939-40	111.27	106.74	123.50	110.99
1940-41	122.00	110.08	123.67	112.90
1941-42	123.43	109.92	123.67	113.45
1942-43	157.73	143.87	180.38	153.67
1943-44	167.00	149.01	185.47	157.75
1944-45	219.41	183.79	215.43	189.04
1945-46	225.98	189.24	215.14	189.50
1946-47	256.56	228.41	246.29	229.30
1947-48	297.41	282.26	297.41	282.26

*State of Tennessee: Annual Statistical Reports of the Department of Education for the Scholastic Years, 1932-48.

VALUE OF SCHOOL BUILDINGS

It may be observed in Figure 2 that there was a gradual increase in the value of school buildings.

As of the school year 1931-32 the value of the buildings was $304,500 and for 1947-48 it was $2,009,800, an increase of $1,705,300 or 560 per cent.

For the school year 1931-32 there were five frame buildings, for the school year 1947-48 there was one frame building. Also for the school year 1931-32 there were fourteen school buildings and for the school year 1947-48, there were eleven school buildings. The number of school buildings decreased while the value of the buildings made a steady increase. It is apparent that to have more wholesome schools for boys and girls, more suitable buildings were provided to accommodate a larger number of students in each school, yet provide them with more ample space than they had been accustomed.

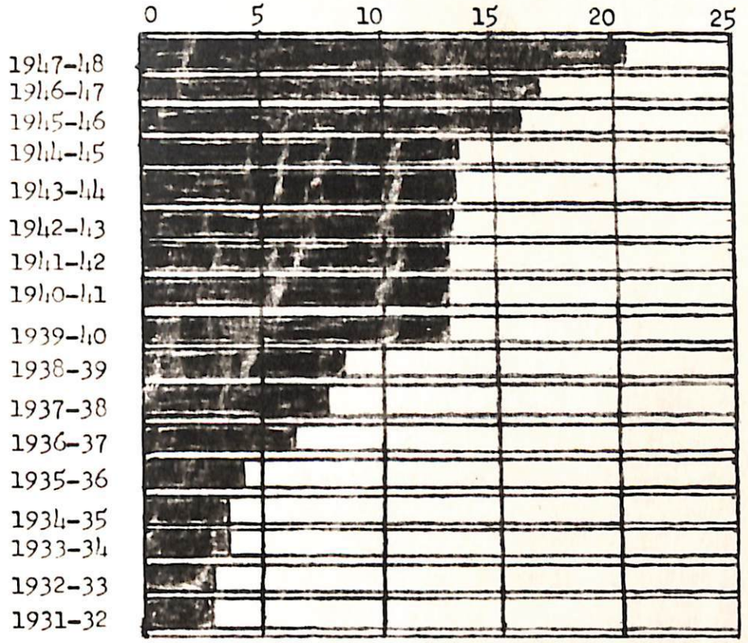

FIGURE 2*

VALUE OF SCHOOL BUILDINGS OF

NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE

Expressed in Hundred Thousands of Dollars

1931-1948

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*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1932-48.

VALUE OF SCHOOL GROUNDS

Figure 3 presents information to show the value of school grounds of Negro Public Schools of Nashville, Tennessee from 1931 through 1948.

The value of school grounds increased in most all instances. As of the school year 1931-32, the value of school grounds was $25,000, and for the school year 1947-48 it was $134,150, an increase of $109,150 or 436 per cent.

To provide for a more rounded educational program in the education of boys and girls it evidently was realized by educators that there was a need for more ground space, not only for buildings but also for a participation in outdoor activities wherein children would gain physical growth as well as mental growth in the schools.

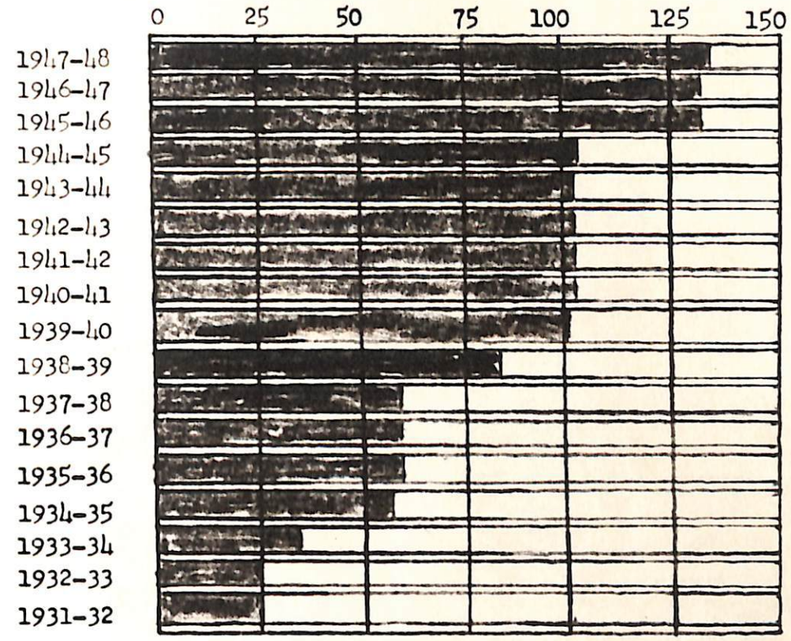

FIGURE 3*

VALUE OF SCHOOL GROUNDS OF

NEGRO PUBLIC SCHOOLS OF NASHVILIE, TENNESSEE

Expressed in Thousands of Dollars

1931-1948

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*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1932-48.

SCHOOLS THAT WERE ABANDONED FROM 1931 THROUGH 1948

Table XII indicates the schools that were abandoned from 1931 through 1948.

Ashcraft school was abandoned June 30, 1940. The students that were attending this school went to Ford Greene, and Washington.

Belleview was abandoned June, 1947. The children that were attending this school went to Head and Wharton.

Carter and Lawrence were abandoned January 29, 1940. At the time these schools were abandoned, Carter-Lawrence opened, and the pupils that were attending Carter and Lawrence went to Carter-Lawrence.

Hadley was abandoned in 1938. Pupils that were attending this school went to Head and Pearl Elementary.

Merry was abandoned June, 1940. Students that were attending this school went to Napier and Cameron.

Peebles was abandoned in 1946. The children that were attending this school went to Wharton.

Watkins was abandoned in 1940. Students that were attending this school went to Head.

As listed above, between 1931 and 1948 there were eight schools abandoned. The schools were abandoned because more suitable quarters were offered by new buildings and other buildings and other buildings that were in good condition.

This decrease in number of buildings does not represent a decrease in services. In fact, it represents an improvement in school environment since the size of playground space and the value of buildings and equipment were increasing as the number of schools decreased.

TABLE XII*

NAMES AND DATES OF NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE THAT WERE ABANDONED FROM 1931 THROUGH 1948

Name of School	Date Abandoned
Ashcraft	1940
Bellevieu	1947
Carter	1940
Hadley	1938
Lawrence	1940
Merry	1940
Peebles	1946
Watkins	1940

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1939-48.

SCHOOLS THAT WERE OPENED FROM 1931 THROUGH 1948

Table XIII points out the schools that were opened from 1931 through 1948.

Carter-Lawrence, an elementary school opened in 1940. It was an outgrowth of Carter and Lawrence.

Ford Greene opened as an elementary school in 1940.

Head opened as a junior high school in 1935, but was changed to an elementary school in 1937. It was during this year that the new Pearl Senior High School opened. The Pearl that was formerly a high school was changed to an elementary school.

Wharton elementary school was opened September, 1947.

From 1931 through 1948, as Table XII pointed out, eight schools were abandoned, however during this period only five schools were opened. These five schools showed a remarkable improvement in that they were larger, better equipped, and more appealing to the students than the eight abandoned.

TABLE XIII*

NAMES OF SCHOOLS, AND DATE OF OPENINGS OF
NEGRO PUBLIC SCHOOLS OF
NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

Name of School	Date of Opening
Carter-Lawrence	1940
Ford Greene	1940
Head	1935
Pearl High School	1937
Wharton	1947

*Nashville City Public Schools: Annual Reports of City Superintendents, Fiscal Years, 1936-48.

SCHOOLS AS OF 1948

At the close of the school year 1947-48, there were eleven schools, one senior high school, one junior high school, two elementary junior high schools, and seven elementary schools.

Table XIV lists the name of schools, type of buildings, number of teachers and principals, grades taught, and location of Negro Public Schools of Nashville, Tennessee as of 1948.

As was pointed out in Table III, page 25, in 1931 there were fourteen schools as compared to eleven in 1948. The number of schools has decreased, however the size of new and remodeled buildings is considerable larger than that of the former buildings. There is a trend in the direction of consolidation with fewer buildings, yet larger and better equipped buildings.

TABLE XIV*

NAME OF SCHOOL, TYPE OF BUILDING, NUMBER OF TEACHERS AND PRINCIPALS, GRADES TAUGHT, AND LOCATION NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE AS OF 1948

Name of School	Type of Building	Number of Teachers and Principals	Grades Taught	Location
Cameron Jr. High and Elementary	Brick	39	1-9	1034-1st Ave., South
Carter Lawrence Elementary	Brick	21	1-6	1310-12th Ave., South
Clifton	Frame	3	1-5	614-40th Ave., North
Ford Greene Elementary	Brick	21	1-6	904-26th Ave., North
Hood Elementary	Brick	12	1-4	512-16th Ave., North
Meigs Jr. High and Elementary	Brick	18	1-9	713 Donelson Street
Napier Elementary	Brick	11	1-5	78 Robertson Street
Pearl Elementary	Brick	19	1-6	916-16th Ave., North

TABLE XIV* (Continued)

Name of School	Type of Building	Number of Teachers and Principals	Grades Taught	Location
Pearl High	Brick	38	10-12	601-17th Ave., No.
Washington Jr., High	Brick	36	7-9	915-23rd Ave., No.
Wharton Elementary	Brick	9	1-6	1513-18th Ave., No

*Nashville City Public Schools: Annual Reports of City Superintendent, Fiscal Year, 1948.

SUMMARY

Table XV shows that there has been progress in every area of development of the Negro Public Schools of Nashville, Tennessee from 1931 through 1948, with the exception of enrollment. There has been a gradual decrease in the elementary school enrollment, however there has been an increase in the high schools.

There has been a marked improvement in buildings and grounds. Although the Table shows that the number of buildings has decreased, their value has increased. This indicates that building facilities conducive to learning have increased. Schools that were rated as being unsatisfactory were closed because more suitable quarters were offered by new schools. As of 1931 there were five frame buildings. As of 1948 there is only one frame building.

While only ninety-one out of an enrollment of 8,482 completed the twelfth grade during the school year 1931-32, two hundred forty six completed the twelfth grade during the school year 1947-48 out of an enrollment of 7,800. The fact that more children completed the twelfth grade in 1948 than 1932 makes it safe to conclude that the Negro schools of Nashville, Tennessee are better meeting the needs of the children.

In considering the progress in the development of Negro Public Schools of Nashville, Tennessee, there are many factors that have contributed, such as better qualified teachers, broadminded administrative staff with a vision for equal education for all, and improvement of special services. All these factors worked together for the improvement of the Negro public schools of Nashville, Tennessee.

TABLE XV

GROWTH OF PUBLIC SCHOOLS FOR NEGROES IN NASHVILLE, TENNESSEE
FOR THE YEARS 1931 AND 1948

	Total Enrollment	Total Days School in Session	Number Pupils Completing Twelfth Grade	Total Teachers Employed	Teachers Average Salary	Per Cent of Teachers With or Above Bachelor's Degree	Total Number School Buildings	Value of School Buildings	Value of School Grounds
1948	7,800	181	246	224	$294.83	87.2	11	$2,009,800	$134,150
1931	8,482	175	91	160	106.05	37.8	14	304,500	25,000
Difference	-682	6	155	64	188.78	49.4	-3	1,705,300	109,150
Per Cent	-8.7	3.4	170	40	183	130	-27.2	560	436

- Denotes decrease

+ Denotes increase

CHAPTER IV

SPECIAL SERVICES RENDERED TO NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE

An important factor that has played a very prominent part in the development of public schools for Negro children in Nashville, Tennessee has been the growth of such special services as health, library and school lunch.[1]

HEALTH SERVICE

School Health Service comprises all those procedures designed to determine the health status of the child to enlist his cooperation in health protection and maintenance, to inform parents of defects that may be present, to prevent disease and to correct remediable defects.[2]

The present School Health Service was organized in 1937. In June, 1936 the Chairman of the Health and Recreation Committee of the Board of Education reported to the Board that the committee had met with the State Commissioner of Health and with the Director of the City Health Department in regard to securing federal aid for a School Health Service for the Nashville City Schools, Nash-

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[1] All data that were available and accessible on these services were secured from Annual Reports and Interviews with directors of each service and their assistants.

[2] W. Frank Walker and Carolina R. Randolph, School Health Service (New York: E. L. Hildreth and Company, Inc., 1941), p. ix.

ville, Tennessee.[3]

In February, 1937 the Board of Education acting on the recommendation of the committee set up a budget supplemented by federal funds for the operation of a School Health Service and a Director was employed. This plan continued until October, 1943, at which time the Board of Education assumed full responsibility for the budget of the School Health Service.[4]

The policies of the School Health Service were outlined by the Director of the School Health Service, the State Commissioner of Health, the Director of the City Health Department and a representative from the local Medical Society. The policies were submitted to and approved by the Superintendent and the Board of Education.[5]

At the beginning of the School Health Service there was one Negro Medical Inspector and one Negro Nurse. For the school

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[3]School Health Service Annual Report, 1944-45, Published by the School Health Service Staff and Members of the School Advisory Committee, Approved by the Board of Education, Nashville City Schools, June, 1945, p. 5.

[4]Loc. cit.

[5]Loc. cit.

year 1947-48 there was one Negro Medical Inspector and three Negro Nurses, an increase of two nurses.

Specifically, the objectives of the School Health Service and of Health Education are:[6]

a. To inspire people to enjoy life to the fullest through wholesome and effective living, physical and mental.

b. To impart health knowledge and attitudes to the child so that he can make intelligent health decisions.

c. To help the child develop habits compatible with sound health laws.

d. To provide a health environment in the school and community.

e. To protect the child against communicable and preventable diseases, avoiding physical defects and accidents.

f. To discover early, mental and physical defects and secure correction to the extent to which they are remediable.

g. To relate the school health program to the health problems of the Community.

h. To teach the child to be self-reliant and dependable.

i. To do nothing for people which they can and should do for themselves.

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[6]Health Handbook, 1947-48, Published by the School Service Staff and Members of the School Health Advisory Committee. Approved by the Board of Education, Nashville City Schools, July, 1947, p. 3-8.

One of the essential features of the Health Service of the Negro Public Schools of Nashville, Tennessee is to provide a healthful physical environment. Since the State laws require that all pupils of school age attend school six to eight hours per day, it is necessary that school buildings and grounds provide a safe, happy atmosphere and the best possible sanitary environment. Sanitation in the school environment is essential to the current health and the health habits of the students. School sanitation includes adequate and hygienic lighting, healthful and comfortable heating, proper ventilation, adequate toilets and washing facilities, lockers, modern safety and fire prevention provisions, ample play areas, sufficient number of drinking fountains of approved design, seating which prevents fatigue and encourages good posture and a class room and school building which are clear and attractive.[7]

Provisions are made to instruct the pupil in the proper care and use of these facilities, housekeeping procedures used in cleaning the building and the supervision of pupils to see that supplies or equipment are not misused. The Nashville City Public Schools, also have esthetic value, and provide protection against disease as well. The above mentioned goals are

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[7] Ibid., p. 9.

obtained through the following methods:[8]

a. Survey and frequent regular inspections.

b. Conferences with personnel responsible for school housekeeping and maintenance.

c. Recommendations to proper persons for correction and improvement.

In order to maintain a very good sanitary school the responsibility must rest upon an individual or a group of individuals. Therefore, the responsibility for school sanitation depends upon:

a. Facilities provided by the Board of Education.

b. The care and use of such facilities by the principals, teachers, pupils, and custodians.

c. The Maintenance Department which is the agent of the Board of Education is responsible for providing physical facilities affecting school sanitation.

d. The School Health Service which is the agent of the Board of Education responsible for setting up standards and pointing out needs for improvements.

e. The principal and teachers in the local schools who are primarily responsible for the care of the building and grounds.

f. Each pupil who has a responsibility for helping to keep the school neat and clean at all times.

School sanitation is not limited to the provision of sanitary facilities, but depends upon the instructions of pupils

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[8] *Ibid.*, pp. 12-14.

to see that supplies and equipment are not misused.[9]

Another significant function of the Health Service of the Nashville Public Schools, is that of "Prevention and Control of Communicable Disease". Most communicable diseases are spread from person to person. For this reason, the teacher is frequently a source of infection as well as the pupil. The early signs and symptoms of most common communicable diseases are the same as those of the common cold, such as flushed face, malaise, cough, headache, sneezing, watery eyes, running nose, chilling and fever.

The teacher and the school personnel, together with the School Health Service, operate in strategic positions in preventing the spread of communicable diseases. The following points will set forth the methods used by the Health Service to control these diseases.[10]

a. Notifying authorities of communicable diseases.

b. Isolation and quarantine.

c. Immunization, which includes all types of innoculations and vaccinations.

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[9] School Health Service Memorandum Number 37, Nashville City Public Schools, June 1, 1948, p. 8.

[10] Ibid., pp. 10-15.

A third great function of the Health Service is to maintain an accurate examination program or schedule for the pupils. All pupils should have a periodic health examination, preferably by a private physician. It is the present policy of the Nashville Public Schools to have all first and seventh grade pupils examined by the private physician or at school by the school physician. Pupils in the other grades not examined by the private physician will be examined by the school physician, chiefly by referrals, and at various grade levels, depending upon the available personnel of the School Health Service.

The School Health Service examination has a five fold purpose in servicing the pupils of Nashville:[11]

a. To determine the health status of pupils.

b. To educate pupils, parents, and teachers.

c. To determine health instruction.

d. To stimulate interest in corrections and to advise in follow up.

e. To demonstrate procedures in the school physical examination.

The Health Service in the Nashville City public schools carries on an area of extensive inspection of its personnel and pupils. This inspection is primarily the function of the

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[11] Arthur Steinhous, "Role of Health Examination in Tomorrow's Fitness for Education to Victory," Educational Screen, III. September, 1944, pp. 6-8.

teachers, nurse, and the school physician. Each teacher feels the responsibility for the health of his or her home room pupils, as well as all the pupils whom he or she teaches. The teachers are continually alert for deviation from the normal and make periodic inspections for determining defects. The following are functions of the home room teacher:

a. Test the pupils vision and hearing.

b. Weigh all pupils monthly and measure them twice per year.

c. To inspect children daily.

d. To record health findings and study them carefully and confer with the nurse if there are indications.

The nurse visits each school at least once per week, giving as much time as possible where the need is greatest. The case load for each nurse is greater than the recommended standard; therefore, the principal and teachers plan in order to use the nurse's time in the school as effectively as possible. The nurse uses the health room or clinic as her headquarters while in the school. The school nurse does two types of pupil inspections; individual; and group classroom. At least once a year the nurse would like to make a group inspection of each classroom with the teacher present. The school physician is one of the most important persons in maintaining the health status of the school enrollment. Inspections are made by the physician in much the same way as the nurse. Both group and individual inspections are made, but usually

they are done when referred by either the nurse or teacher.

The School Health Service of the Nashville Public School, provides a program of health instruction and evaluation, in that a sound, scientific, graded school health instruction program based on problems and needs is carried out and maintained.

The health curriculum is based on actual health problems and needs of the school, the home, and the community and is so designed so as to meet the interest of the pupils. Instructional guides are specific, comprehensive, and adaptable to different situations and give opportunity for teacher and pupil initiative. The following are some of the health instructions and evaluation points, that are used in the Nashville City Public Schools:

a. Health instruction.

b. Integrated instruction.

c. Evaluation-the health program is evaluated through the following points.

   1. Improvement in the health habits, attitudes, and practices.

   2. Increased health knowledge.

   3. Desirable change in school, home and community.

   4. Improved health status of individuals (pupils, teachers, and adults in the community).

The Nashville City Public Schools use the following techniques and methods in evaluation of its health program:[12]

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[12] Ibid., pp. 15-20.

a. Questionnaires

b. Surveys

c. Observations

d. Cumulative records

e. Periodic inspections and examinations

f. Standardized tests.

LIBRARY SERVICE

The school library encourages the habit of reading for pleasure by placing before the student the best books in the most attractive make up and thereby furnishing him a program of reading guidance as a means of spending his leisure time and developing a worthwhile hobby.

The first Nashville public school library to be well organized and adequately supplied and staffed was opened in 1931.[13]

A definitely constructive move in the educational field began with the establishment of standards for libraries. The two accrediting agencies with which the schools were most concerned here in Nashville were the Southern Association of Colleges and Secondary Schools and the Tennessee Department of Education. The Southern Standards were passed in December, 1929 and outlined certain requirements to be used as a norm for all senior high schools. The schools were especially concerned with the section relating to the school library. Briefly stated the first Library Standards were:

a. There shall be at least five books per student enrolled. These books shall be carefully selected and suitable to the grade level and to the subjects in the curriculum.

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[13] Data for this Service were secured from Annual Reports of the Division of Library Service for Nashville Public Schools.

b. There shall be an annual appropriation of seventy-five cents per student enrolled.

c. There shall be a central library, seating ten per cent of the enrollment.

d. There shall be a full time trained librarian for each one thousand students and an additional librarian for each major fraction of a thousand.

e. Twelve lessons shall be given to students on the use of books and libraries.

After these standards were passed, several years elapsed during which time the senior high schools of Tennessee and the rest of the southern states struggled to build up their libraries. In 1930 Nashville's senior high school, Hume-Fogg (white) became library conscious and in the fall of 1931 the first organized school library in the City School System began to function.

The second accrediting agency is the Tennessee State Department of Education. The state standards were approved by the Tennessee Board of Education on November 5, 1937 and divided into two parts. The first had to do with the junior and senior high school libraries and the second was for elementary libraries. These requirements were similar to those of the Southern Association, but were more specific in many details. In the high schools, the number of books required were four per student enrolled, to be selected from state approved lists and organized according to the latest library methods. A trained librarian was to be employed and an annual appropriation of fifty cents per student was recommended. A period of three years was allowed for the schools

to meet the full requirements of the state, with definite stipulation regarding book stock and trained personnel before September, 1938. The elementary school libraries should have at least twenty-five cents per pupil. In schools with an enrollment above one hundred there should be a separate room equipped with tables, chairs, open shelving, and other necessary equipment, to serve as a central library.

After the State Standards were passed and in order to assist the school program, and to encourage the local groups in their interest in developing such libraries, the City Board of Education at the regular November, 1937 meeting decided upon a plan to match funds so raised by the individual schools. This matching was based on the particular schools, twenty-five cents per pupil in the junior high schools and ten cents per pupil in the elementary schools was the sum designated.

In 1938 a central office was set up in the Hume-Fogg High School building where all books belonging to the schools were sent for repairs, recording and the necessary processing. The new books purchased by these funds were likewise recorded at this central office and the organization of libraries in the Negro and white schools began on the same basis.

The public schools of Nashville accepted the standards and all have some type or form of libraries. From the first through the sixth grades (elementary schools) there is a teacher-librarian,

that is an individual who carries on his regular classroom work as a teacher and also takes care of the library. From the seventh grade through the twelfth grade (junior and senior high schools), all of these schools attempt to maintain a regular full time librarian.

Centralized cataloging is done for all elementary and junior high schools. Books are delivered to the central office from the company from which they are purchased and then sent to the schools. Before books are sent to schools they are fully processed. Upon receipt of the books to the individual schools, the librarian or teacher librarian is responsible for the task of pasting pockets and date due slips in each book before it goes on the shelf and out for circulation in the immediate school.

Most standard library supplies are furnished from the central office such as paste, book pockets, dates, and book cards.

In order to keep the books in good condition the City Board of Education of Nashville maintains a bindery. This is a tremendous saving to schools, in that it keeps proper care and maintenance of all library books.

The libraries receive no state or federal support, and this system of library service is non-equalizing . Every school receives aid from the Nashville City Board of Education on a per pupil basis.

For the school year 1947-48 the following is in effect: The first through the sixth grades, the City Board of Education appropriates twenty-five cents for each individual child while the individual school matches that fund with twenty-five cents, making a total of fifty cents per child.

The appropriation increases as the grade level does, in that the seventh through the ninth grades, junior high school, the board appropriates seventy-five cents for each child and the school matches such fund with fifty cents making the total one dollar and twenty-five cents per child.

From the tenth through the twelfth grade, senior high school, the City Board of Education makes outright appropriations of one dollar and twenty-five cents. It is significant to note that the senior high school did not have to match donated funds as the other schools were required to do.

The junior and senior high schools of Nashville, Tennessee are the only schools that have full time librarians. There is one senior high school and one junior high school, namely Pearl Senior and Washington Junior High Schools. There are two schools that have a combination of Elementary and Junior High Schools, namely, Meigs and Cameron Elementary-Junior High Schools. All these schools have full time librarians with the exception of Meigs Elementary-Junior High School. Table XVI points out that Meigs enrollment is considerable lower than the other schools. Meigs Elementary-

Junior High School librarian is also in charge of vocal music.

In order to have an adequate supply of books and purchase the latest and best of books, all money appropriated for libraries has to be spent for books and magazines, it is not allound to accumulate.

It is recommended from the central office that teachers make up a list of books desired in their immediate school and submit to librarian or teacher librarian and in turn the librarian will make a consolidated list and submit to the central office.

Many times books are lost. When books are lost charge is made depending on condition of books. In the event a new book is lost upon its first time of circulation the practical full price is charged the person losing the book. Some schools charge overdue fines, however, the amount charged is left to the policy of individual schools. The main reason for charging overdue fines and charging for lost books is to have the child realize it is his responsibility to return books.

Considerable progress has been made in the Negro public school libraries of Nashville as shown in Table XVI from the school year 1937-38 to the school year 1947-48. The school year 1937-38 is used in this particular instance because this is when the Negro public school libraries had their beginning in Nashville.

For the school year 1937-38, the Pearl Senior High School had an estimated recorded book stock of 1,890 books. As of the

school year 1947-48 there were 5,392 recorded books on hand.

For the school year 1937-38, the junior high schools had 300 recorded books on hand. As of the school year 1947-48 there were 4,145 recorded books on hand. As of the school year 1947-48 there were 4,145 recorded books on hand.

For the school year 1937-38, the elementary schools did not have any recorded books on hand. As of the school year 1947-48 there were 11,206 recorded books on hand.

TABLE XVI

NUMBER OF LIBRARY BOOKS ON HAND
FOR THE SCHOOL YEARS 1937-38 AND 1947-48

Schools	1937-38	1947-48
Senior High School	1,890	5,392
Junior High Schools	200	9,106
Elementary Schools	0	11,206

The Library Service to the Negro public schools in Nashville, Tennessee serves a great purpose in that it offers an area of reading and study for the teachers and pupils.

Table XVII gives name of schools, total enrollment, number of books on hand, magazines received yearly, newspapers received yearly, seating capacity and number of books per student in the junior and senior public high schools of Nashville, Tennessee for the school year 1947-48.

TABLE XVII

NUMBER OF BOOKS, MAGAZINES, NEWSPAPERS, AND SEATING CAPACITY AND TOTAL ENROLLMENT OF NEGRO JUNIOR AND SENIOR HIGH SCHOOLS OF NASHVILLE, TENNESSEE FOR SCHOOL YEAR 1947-48

School	Total Enrollment	Number of Books On Hand	Magazines Received Yearly	Newspapers Received Yearly	Seating Capacity	Number Of Books Per Student
Pearl Senior High School	929	5,292	57	8	118	5.8
Washington Junior High School	912	4,145	30	8	150	4.5
Cameron Elementary Junior High School	1,204	3,184	22	4	125	2.5
Meigs Elementary Junior High School	573	1,777	17	1	99	3.1

SCHOOL LUNCH SERVICE

One of the most significant and outstanding special services rendered to the Negro Public Schools of Nashville is the unique school lunch service. The School Lunch Service had its beginning in 1933.[14] It was and is still controlled by the City Board of Education on a non-profit self-supporting basis.

The school lunch room must be citally concerned with three areas in order to preserve pupils' health. These three areas are as listed below.

1. Problems of sanitation.
2. Menus and nutrition.
3. Time, space and service.

The specific aim of the lunch rooms in the city of Nashville is to give the children the best possible food cooked in the most nutritious way and served in the most attractive manner for the lowest possible cost.

All of the lunch rooms are operated under the direction of the City Board of Education. The only school receiving Federal Aid is the Clifton Elementary School. This is a three teacher school located in a community where the economic conditions are low.

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[14] Data for this Service were secured from Reports of the Division of School Cafeteria for Nashville Public Schools.

The lunch rooms of the Nashville Public Schools offer two types or methods of serving food. In the respective lunch rooms, a La Carte Service is available, however plate lunches are encouraged with special emphasis on milk. The La Carte Service affords each pupil or individual the choice of a variety of foods and also the amount. This service is very important to the teaching process in that whenever an individual chooses a plate the food is so assorted that if the child will make a proper selection he will provide himself with a balanced diet. By the use of the La Carte System, the lunch room serves as a laboratory for actual nutrition teaching.

In order to maintain an adequate, nutritious and sanitary lunch room, there must be an area of responsibility placed on some one. Teachers are responsible for the supervision of their children in the lunch room, thus affording them opportunity for instructional use of lunch room within her power to teach table manners.

As a general rule the meals served in the school lunch rooms are sold. In order to make education serve the whole child and not just mental aspects, a system has been worked out whereas free lunch tickets are available to needy children. Needy children are determined on the basis of the family income. If the weekly family income amounts to less than five dollars per person in the household, the children attending school will receive a free lunch ticket daily, thereby giving them a balanced diet. These free lunch tickets are

made possible by the Community Chest. The normal price per plate is seventeen and twenty-seven cents.

One of the greatest problems to confront is that of "sanitation" in the school lunch rooms. These are some of the things that are put under direct observation in the Nashville City Public Schools in order to make sanitary conditions practical:

1. Adequate lighting.
2. Proper ventilation.
3. Appropriate seating.
4. Adequate hand washing facilities.
5. A clean lunch room and dining room and kitchen.

The school lunch service of the Negro Public Schools of Nashville, Tennessee has been very successful in making it possible for children to receive a balanced diet.

The school lunch program is not just a feeding program. It is a part of an overall program to help children grow better in mind and body and spirit. It is a vital part of school living and from it the children will learn many things.

The children will learn better how to live together, what a good lunch is and how to choose the right kind of lunch. They will come to like many different kinds of foods. By eating together, many food habits will be improved. They will take back to their homes menus that have been made at school, and in this way their

parents also will learn.

The children will learn to practice habits of cleanliness, to wash their hands before eating, and to expect clean food from a clean kitchen. The teachers and other school officials will see that the children learn and practice good table manners. All working together will help the children to talk pleasantly at meals and enjoy a social time with their friends.[15]

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[15] Handbook for Workers in School Lunch Programs, 1943. Issued by the Nutrition and Food Conservation Branch, Food Distribution Administration.

SUMMARY

Since 1931 the major services, health, library, and school lunch had their beginnings, and have played a very prominent part in the development of public schools for Negroes.

The School Health Service was organized in 1937. At the time of its beginning there are one Negro medical inspector and one nurse. At the present time there are onemedical inspector and three nurses. The Health Service in the Nashville city public schools carries on an area of extensive inspection of its pupils. This inspection is primarily the function of the teachers, nurses, and the school physician.

The Negro Library Service since its beginning in 1937 has made remarkable progress. The elementary schools did not have any recorded books in 1937 however by 1948 there were 11,206 books on hand. The junior high schools had 300 recorded books on hand and as of 1948 there were 4,145. The senior high school had 1,890 books and for 1948 there were 5,392 recorded books on hand.

The School Lunch Service had its beginning in 1933. At the time of its beginning all schools started a lunch room, however as of now the lunch rooms provide more space and are better organized.

The school lunch program is an overall program to help children grow better in mind, body and spirit.

All the services have developed and are continuing to grow, even though enrollment has decreased.

CHAPTER V

SUMMARY AND CONCLUSION

At the beginning of this investigation the major purpose was to compile a history of the development of Negro public schools in Nashville, Tennessee since 1931, particularly was it designed to trace that development in those areas that would specify progress or a decline in the schools.

The city of Nashville is very fortunate, economically, politically, and socially; therefore one would expect to find superior schools in areas listed below:

1. Enrollment and attendance
2. Teaching personnel
3. Buildings and grounds
4. Special services
    a. Health
    b. Library
    c. School lunch.

One of the most amazing areas is the decrease in enrollment. One would normally expect the enrollment to be increased in the city schools of Nashville, Tennessee. Not only would one expect this in Nashville, but in the whole state.

The total enrollment for the Negro public schools in Nashville, Tennessee for the school year 1931-32 was 8,482 and for the school year 1947-48, it was 7,800, a decrease of 682 boys

and girls or 8.7 per cent. The total enrollment for all Negro city schools for boys and girls throughout the state of Tennessee for the school year 1931-32 was 49,457 and for the school year 1947-48 it was 48,571, a decrease of 886 boys and girls or 1.8 per cent. The total enrollment for all white city schools for boys and girls throughout the state of Tennessee for the school year 1931-32 was 138,067 and for the school year 1947-48 it was 127,868, a decrease of 10,199 or 7.8 per cent. The total enrollment for all county and city schools for Negroes and white boys and girls throughout the state of Tennessee for the school year 1931-32 was 641,551 and for the school year 1947-48 it was 628,439, a decrease of 13,112 or 2 per cent.[1]

The teaching personnel has been improved in number, training, and salary. The number has increased from 160 to 224, an increase of 40 per cent. The training of teachers has increased from a staff with 37.8 per cent with bachelor's degree and above to 87.2 per cent with bachelor's degree and above, an increase of 49.4 per cent. The salaries have increased from an average of $106.05 to $294.83, an increase of 183 per cent.

Physical facilities for schools have improved. Although

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[1]State of Tennessee: Annual Statistical Reports of the Department of Education for the Scholastic Years 1932 and 1948.

the number of school buildings has decreased the value of school property has increased. This indicates that better buildings are available to pupils.

Special services in Negro public schools have rapidly developed from almost nothing 1931-32 to a recommended status for the school year 1947-48. Health services have increased from no service to regular service to all pupils by a medical inspector and three nurses. The library service now reaches all pupils and has advanced from very few books and no trained libraries to 26,935 books and a trained librarian in the junior and senior high schools. The school lunch program has grown to the point that lunch is available to pupils in all schools. This lunch is a well balanced diet and moderately priced.

All these factors have worked together for the improvement of the Negro public schools of Nashville, Tennessee.

It was pointed out in the second chapter of this thesis that one writer has said:

> "The history of education is but one aspect of the history of a people and is so interwoven with their total history as to make a separate treatment of it inadequate. . . . It is not too much to say that social forces beating in on the school from without in the long run determine the essential tenets of its philosophy, the degree

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[2] Newton Edwards and Herman Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), pp. xi-xii.

> and kind of educational opportunities that will be afforded the various social classes, the content and organisation of the curriculum, the preparation and status of teachers, the sources of financial support, the agencies of administration, and the form of structural organization which the educational system takes."[2]

A summary of Nashville's economic advantages was made in accordance with the foregoing viewpoint, it was stated that one would expect Nashville to have a superior school system. This thesis indicates some justification for that expectation.

The Negro public schools of Nashville have made remarkable progress in all areas with the exception of enrollment in the elementary schools. Yet in some ways Nashville has not lived up to her potentialities. There is need for a full time librarian in the junior high school wherein the librarian is also in charge of vocal music. There should be a full time librarian in all elementary schools. The matching system for library books should be discontinued.[3] There should be an addition of more nurses thereby making the health service stronger, and all teachers should be required to have a college degree.

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[2]Newton Edwards and Herman Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), pp. xi-xii.

[3]Report from Division of Library Service: Matching system is to be discontinued beginning the 1950-51 school year. Outright appropriation by City Board of Education for all schools.

These are some of the directions in which the public schools of Nashville should move for improvement. Yet when the history of the development of the public schools of Nashville, Tennessee from 1931 through 1948 is carefully examined it appears that the public schools of Nashville will improve not only in these areas, but in all areas conducive to the improvement of learning.

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