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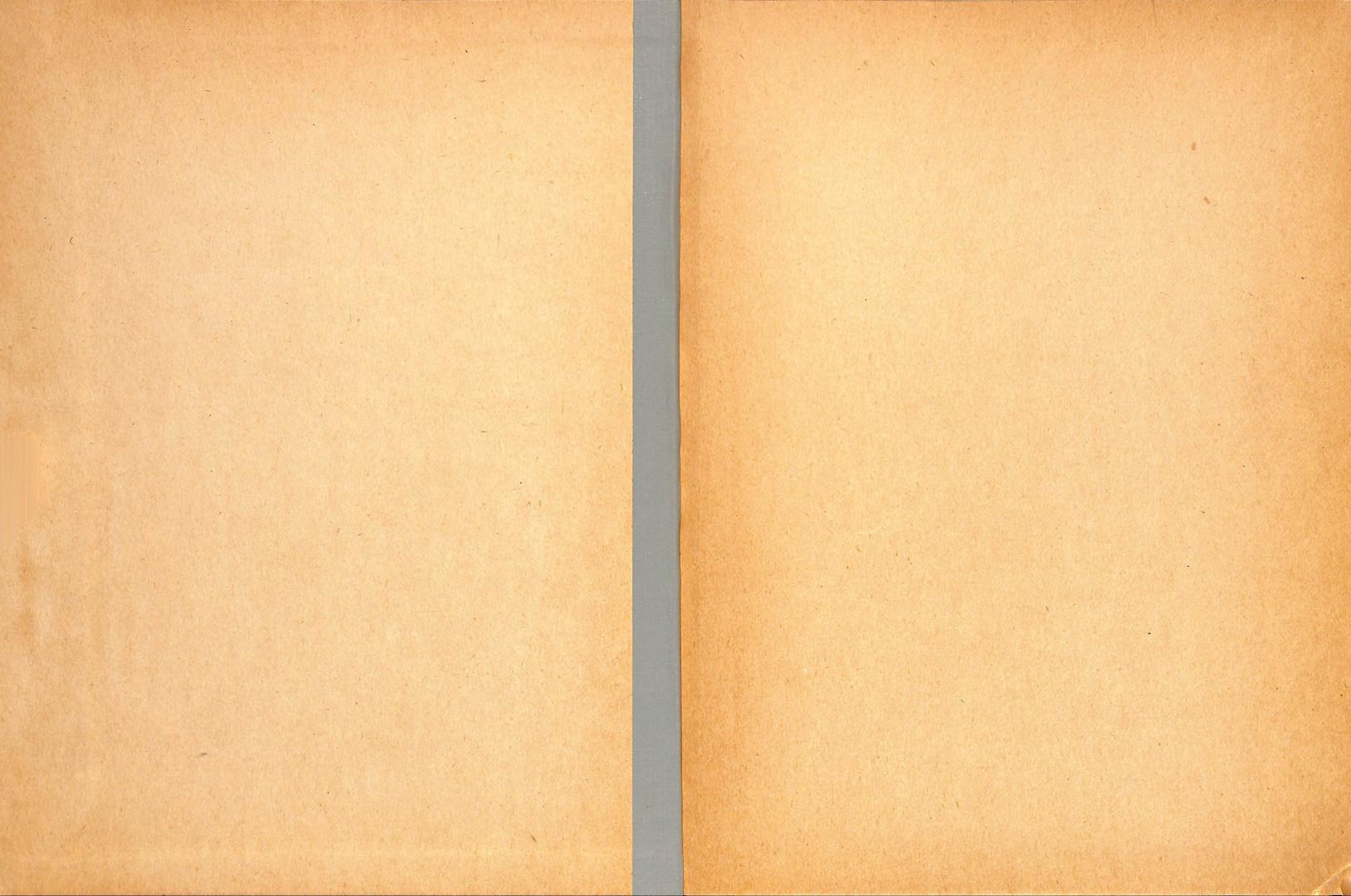
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HISTORY AND DEVELOPMENT OF NEGRO PUBLIC SCHOOLS IN NASHVILLE, TENNESSEE FROM 1931 THROUGH 1948



WILLIAM J. OFFICER

TENNIESSEE A. A. LOSTATE CO



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

> 20 in Haster of Science

A THESIS Submitted to The Committee on Graduate Study Tennessee Agricultural and Industrial State College Partial Fulfilment of the Requirements for the degree of

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Graduate Research Sories, Humber 77

William J. Officer

August, 1950

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To the Committee on Greduate Study:

I an submitting to you a thesis written by William J. Officer entitled "History and Development of Negro Public Schools in Mashville, 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 unjor in Education.

We have read this thesis and recommend its acceptance:

Tharles E. Bochelle

Advisor

Direct

8-7-58

August, 1950

lafor Professor

Accepted for the Countttee

2Q C Director of the Graduate Division

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Accepted for the Countilities

Elector of the General Mulcipa

DEDICATED

To my father, brother, and two sisters

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The writer wishes to express his approxiation to all individuals whose assistance and guidance made this study possible. Special thanks are extended to my teachers and advisors at Tennessee A, and I. State College particularly to Mr. Mathaniel A. Grippens, my major advisory to Dr. Charles E. Rochelle, and Mr. William F. Butler, who as members of my Faculty Counsittee, gave helpful suggestions, encouragement and guidance in completing this project.

I wish to thank Mr. W. A. Bass, Superintendent of City Schools, and his staff for the cooperation and helpful advice they gave me in making this study.

Sincere appreciation is expressed to all others who gave assistance in propering this thesis.

DEDICATED

To my failer, brother, and two staters

AGRNONLEDGEMENT

U. J. Q.

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L GROUNDS OF

CHOOLS OF MASHVILLE, 1-1948

STATEMENT OF THE PROPERN

This study is designed to present a history of the development of Negro Public Schools in Mashville, Tennessee from 1931 through 1948. For many decades Hegro 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 Hegre in the public school system of Hashville, Tennesses from 1931 through 1948 are evidenced by the increasing offerts of competent scholars and interested students who are searching for and coupling facts, particularly about Negroes in specific adventional areas and fields. Perhaps there has not been enough time for students of the Hegre'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 forost.

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

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CHAPTER I

HISTORY AND DEVELOPHENT OF MECHO FUELIC SCHOOLS IN MASHVILLE, TENNESSEE PROM 1931 THROUGH 1948

INTRODUCTION

through 1948.

It is the primary purpose of this investigation to sake

a study of the Negro Public Schools in Machville, Tennessee with reference to the following aspects of the system.

- through 1948.
- through 1948.
- 1948.

IMPORTANCE OF THE STUDY

At the present time students have no direct place to go to secure information pertaining to the Mistory and Development of Negro Public Schools in Mashwillo, Tennessee from 1931 through 1948, therefore this thesis is designed to compile data for all concorned so one will know the problems of the education of Necross in Nashvillo, Tennessee from 1931 through 1948 and to meant an accurate account of the educational activities of schools for Megroos in Mashville, Tennossee from 1931 through 1948.

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FORPOSE

1. Enrollmont and attendance in Negro Fublic Schools in Mashville, Tennessee from 1931

2. Teaching personnel in the Negro Public Schools in Mashville, Tennessee from 1931

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

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This investigation is limited to a study of the development of public schools for Negroes in Mashville, Tennesses from

1931 through 1948.

Further, the study is limited to the following specific

phases and development of the total educational program, manely:

- 1948.
- 1948.
- 1948.
- through 1948.

In gathering data for this study two major stops were

omployed:

LIMITATIONS

1. Egroliment and attendence of Negro pupils in Mashville city schools from 1931 through

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

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

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

METHOD OF APPROACH

1. Historical manuscripts, letters, documents, books, newspapers, and other printed resources about the History and Development of Negro Public Schools of Mashvillo, Tennessee from 1931 through 1948 were used as a basis for gathering, complling, and interproting 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, distitions and

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

The findings of this investigation are presented and interproted in chapter two through five, Chapter two described the Historical Background for Education in Hashville, Tennessee; chapter three shows the Growth of Public Schools for Hegrees in Hashville, Tennessee from 1931-1948; chapter four points out Special Services Rendered to Hegre Public Schools of Hashville, Tennessee from 1931-48 and chapter five summrises untertal.

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 Manhville, Tennessee. G. W. Hubbard² points out in his book "History of the Colored Schools of Hashville, Tennessee" that:

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

¹G. W. Habbard, <u>History of the Golored Schools of Hashville</u>, <u>Tecnesses</u> (Hashville: Wheeler, Harshall and Bruce, Frinters and Stationers 1874), p. 28.

<u>Experiences</u> Then therefore to thethed is a study of the dustings wash of publics adverte for improve its improving the foregane from your starsed 1960.

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public schools for colored children.

In June, 1867, the City Council pessed an ordinance providing the establishment of colored schools, which were to onjoy 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 Mashville.

Tennessee as of 1931 was unde by Helen E. Nort. The informtion 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 beomuse 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 insiequate and in some cases anticuated.

²Helen E. Mork, <u>A Historical Staty of the Colored</u> <u>Public Schools of Mashville, Tennessee</u>, Master's Thesis, Fisk University, Machville, Tennessee, 1933, p. 53.

boalth direction. The sensed of them and formande, Saturations, and addressing and to handshe had been been been been and the second and on the problem. The over mainedal factors of allon a na hono dea una madea estidos (due colt county a days the angels allow will be an interest al internation deal with them and allering tor. and will at cause an antication that shows that from

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alifectual in alonged bounded on the model in an interest of the second se the farmer Long, p. 20.

There should be a further increase in the number of teachers. Oning to the small mader of rooms, the present muther does not suffice.

There should be a growth in library facilities also. The recent berindnes are the result of almost independent efforts on the part of the teacher.

in Mashville.

Frank P. Bachman³ states in his survey report of

Public Schools of Mashville, Tennessee in 1930 that:

The school buildings are inadequate. poorly planned and incanitary. 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 unuschie.

Hashville needs approximately one hundred nou elasaroons for Nogro 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. Roberto Greenfield" made a

³Frank P. Bachman, Public Schools of Mashville, Tennessee (Hashville, 1931), p. 281.

Roberta Greenfield, A History of the Development of County Schools for Herroes in Giles County, Tencessee from 1931-48. Master's Thesis, A. and I. State College, Machville; Tonnessoe, 1949, p. 60.

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It is also hoped that the years will bring continued enlargement in the educational opportunities for colored children

study of the development of county schools for Megroes in Giles County, Tennessee. She showed that there had been progress in every area of development of Megro schools in Giles County except in the area of enrollment. Because of a decrease in the Megro population in the county, the enrollment of Megro 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 Matherine L. Allen⁵ 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 eurollment. This progress is attributed to improved qualifications

⁵Katherine L. Allen, <u>A History of the Development of</u> <u>County Public Schools for Megroes in Montgomery County, Tennessee</u>, 1948, Master's Thesis, A. and I. State College, Mashville, Tennessee, 1948, pp. 70-72.

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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.

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 ist

"The history of education is but one aspect of the history of a people and is so intervoven with their total history as to make a separate treatment of it inadequate. It is not too such 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 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."L

In the light of this statement the description of Hashville

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

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

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CHAPTER II

HISTORICAL BACKGROUND FOR EDUCATION IN NASHVILLE, TENNESSEE

The historical survey of the geographical location of Mashville, Tennessee must include the influence of the Comberland River and the contributing geographical hinterland with its mineral deposits and fortile soil. Closely associated with the Cumberland River and partly as a result of it, the fortile hinterland around the city of Mashville 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 Harlen County, Kentucky and the second Big South Fork, mearly as large in Morgan County, Tennessee, These two branches unite at Point Durnsid in Pulaski County, Kentucky, three hundred and twenty-five miles above Hachvillo. At different places many other affluents pour their large or small volumes in the descending current, the Obed's River discharging at Colina, one hundred and ninety miles above

2H. U. Grew, <u>History of Mashville</u> (Mashville: Mashville Publishers, 1890), pp. 18-20.

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GEOGRAPHY

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

From corlinat time this network of water has served as an inland water highway. In fact the very location of Hashville iteelf as seen somewhat depends upon the Camborland River. The Camborland and a network of other rivers are partly responsible for the great hinterland of Hashville for they feed the soil to make it allowial in content, making it conductive to a great agricultural economy, including grop relating, dairying and livestock production.⁴ Closely related to the agricultural advantages of the

Closely related to the agricultural advantages of the region are the various minoral deposits. The Trenton Linestones, which are here exposed to view, lie low down upon the geological horizon, belonging as they do the lower Ellurian series. These linestones 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

Robert H. White, <u>Tennegace Its Growth and Programs</u> (Kingsport: Kingsport Press, 1947), p. 91.

⁴H. W. Crew, <u>History of Mashville</u> (Nachville: Mashville Publishers, 1890), pp. 21-22. ⁵Ibid., pp. 30-31.

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results to husbandry of every kind. In this fact we have the first ploige of the greatness of Hashville, the first and perhaps the chief of its natural advantages. He 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 tobaseo, wheat, onts, 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 Hashville might hope to create a conversial and agricultural empire and amass an untold amount of wealth.⁶

HISTORICAL SECTOR

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

6 Thid., p. 30.

And initial and the time this started of actual as and a second start in the second start in the second start and a second dependent ages the dependence if and interest is a second a second of allowing the start and second start and a second of allowing the start and second start and a second of allowing the start and second start and a second of allowing the start and second start and a second of allowing the start and second start and allowing the start and second start and a second start and allowing the start and start and a second start and allowing the start and start and allowing the start and start and allowing the start and start and start and allowing the start allowing the start and allowing the start allowing the

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Alabama forced the Shaunce 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 Tennossee, 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 Handerson sent James Robertson, whom Andrew Jackson called "The Father of Tennssore", into the valley to investigate the reports of the Long Hunters, and to blass the way for another land promotion scheme. Hobertson found the country all that the hunters had declared, rich soil, heavily timbored and well drained by the Cusberland River and smiler streams. Selecting a site at "French Lick", or" Nig Lick", now Sulphur Dell Baseball Park, Rebortson and his party built a few onbins and planted a field of corn in Sulphur Botton 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 hard of horses, eattle, and sheep. They reached the bluff on Christmas Day, 1779, crossed the ice covered Cumberland and made proparations for their families. The other party bringing

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7P. C. Harrington, Ed., Tennensee, A Guide to the State (New York: The Viking Press, 1939), p. 181.

the woman, children, and household goods, onne by flatboat down the Tennessee to the Ohio River and up the Cunberland to the settlement. The flotilla of thirty odd fletboats. headed by the Adventure under the command of Colonel John Donolson, 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 Mashborough for General Francis Mash, a revolutionary veteran, was the center community. The Sumberland Compact, providing for a government by a council of representative "Notables" or "Ceneral Arbitrators", uns drawn up and signed by two hundred fifty-six of the settlers. Two mon chosen from each station formed a Committee of Guardians of which Nobertson was the head.⁸ The quasi-corporate existence of Hashville commenced in

parts

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

S. H. Grow, History of Mashville (Mashville: Mashville Publichors, 1890), p. 110.

and an application and the providence and application of the states the states of the in the stableset washing . . In 1967 and the stables will al tooccure they aparts anothin, of a tire on familing enganteer from "and Tecanomere, employed the welling, these statistics hears among the second state from that the rest and the second partments with Constitution of the the the second state band Monthless when the the second states and in the system of 1779 Maylerses start Highly bolaring and Andrew Sacience alles "Figs Valley af Tomassoo", Anto Ales welling on Lowerkieste his exempte of him long limbered and he blane the with formely mend-working and an history type wethous with your country all that the bomburn had dealered, with anti, is willy wellows has you'l heatened by the Destand Siles have been be see "dotte pilling "fail i poort" do odie o patrocia", manire Colphan Doll Beenhell Forth, velothers and bin market hulls a same maked maketer of even to Minute of balance has pulled with Sens 3 mills

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April 1784. At the April session of that your the logislature of North Carolina passed an act by which the following is a

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 acro each, with convenient streets, lones and valleys, reserving four acres for the purpose of erecting public buildings on which land, so laid of? according to the direction of this act, is hereby constituted and erected and established a town, and shall be known and called Mashville, in memory of the petrictic and brave General Nash.9

The town had before the not been called Hashborough. Since the founding of Nashville in 1780 the city has

grown and flourished by leaps and bounds, economically, politically, and socially. When Mashville was a struggling frontier settlement the tiny streams and wooden waterwheels provided a satisfactory source of power to grind the meal of the early cettlers and their families.10

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

⁹Ibid., p. 181-182.

10 Henry Mellavon, Hashvillo, Athons of the South (Mashville: Tennassee Book Company, 1948), pp. 17-20.

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RECENT PROCEESS

South into energy to meet the over increasing cleatric power depends of modern Mashville, Fortunate in its location, the heart of the Tennessee Valley Area. Mashville enjoys choop electric power for residential use and commercial or industrial perposes. Satural gas for domestic and compareial compution 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 domendable sucely of low cost fuel. 11 Hashville with its important banking facilities, power-

ful insurance commanies, metropolitan daily papers, five great radio stations and aggressive business interest has developed a rotail and wholesale market upon which wast population depends for its supplies. 12 Mashville 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

11 Ibid., pp. 26-27. 12p. C. Harrington, (Editor), Tanpasson, A Guide to the State (New York: The Viking Press, 1939), pp. 130-132.

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by mational firms. The rotail stores offer a wide variety of merchandise, new and correctly styled, that not only mosts the requirements of Nashville and its large student population, but also the meeds of some forty agricultural counties as well,¹³

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

The chief manufacturing activities and products include rayon and collophane, printing and publishing, boots and shoes, foundry and shoet motal products such as heaters, stoves and ranges, railway repair shops, meat packing, heatery and textiles, tobacco products, work and dress clothing, food products, bevarage, confectionary, flour and grain mill products.¹⁵

13 Henry McRaven, <u>Reshville</u>, <u>Athens of the South</u> (Reshville: Tennessee Book Company, 1948), pp. 118-123. 14<u>Thid</u>., pp. 130-131. 15<u>Thid</u>., pp. 132-134.

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Mary Charles The "Liking Frome, 1971, pp. 1996. 18 Mit

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Noats and barges, structural steel and orangental iron items, wood products, furniture, millwork and flooring, chemical products are on the impressive "Made in Mashville" list. Along with rapid expansion of manufacturing activities there has doveloped in Nachville a construction and building material industry that is capable of supplying most materials and erecting practically any type of structure. 16 Transportation facilities in Sastville have advanced to

a degree of high efficiency. Bailways, airways, and highways going forth from Mashville in all directions, literally brings the world sext door. The Mashville-Chattanooen and Saint Louis Railway, the Tennessee Central Railway and the Louisville and Nashville Railrood link Nashville with all sections of the country.17

The American Airlines and Eastern Airlines mintain service out of Hashville to the cast 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 Mashville.18

16 Thid., pp. 140-142. 17 Ind., pp. 209-210. 18_{Ibid., p. 230.}

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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 Mashville, 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 seleries, and special services rendered by schools. The remainder of this study will either substantiate or discredit this expectation.

The educational interests in Mashville exhibited progressive tendencies as early as 1866. The freedams 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 Freedman's Bureau in Tennessee praised the freedman's schools in this state. He spoke especially well of Mashville in which six freedman's schools employed forty-two teachers to instruct

19J. E. Alvord, Benort of Freedman's Schools, January 1866. p. 11.

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EDUCATION DEPOSE 1991

mearly two thousand punils.20 The Megro citizens of Mashville have enjoyed the priviless of attending public schools since 1867. Provision was made for mulic free education in Tennessee by an act which the general assombly 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 provises of each incorporated city, shall be and they are hereby authorized and required to establish within their respective jurisdiations, 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 then 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-

20 Thides p. 12.

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

21 First Report of the Superintendent of Public Instruction of the State of Tennessee 1867, pp. 91-92. See Mashville Daily Times and True Union, January 17, 1865.

The first Negro schools in Mashville, Tennessee, Gun Factory in South Mashville and Belleview in North Mashville vere established in 1867. The teachers of these first schools were faced with many problems. Schools were crowled 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, musher of teachers, musher of principals and assistant principals.

Rame of School	Namber of Teachers	Busher of Principals	Runber of Assistants
Peer1	12	1	2
Belleview	8	2	1
Help	h		nije onio in historije or statili data se se se statili dat
Holloe	2	2	

23 Halen W. Work, A <u>Historical</u> Study of the Colored Public Schools of <u>Machville</u>, <u>Tennesses 1931</u>, Master's Thesis, Fisk University, Machville: 1933, p. 19.

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TABLE I

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

Other schools were opened during the period 1867-86, but were closed as Table II indicates because more suitable quarters ware offered by the new schools, Gun Factory opened in 1867, but discontinued in 1870. Stadents 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 transforred to Pearl and Melgs. The Ensules Street school opened in 1880, but closed in 1883. Students were transforred to Fearl and Meigs. The Mellee Primary School opened in 1875, but closed in 1898. Stuients very transferred to Fearl. The Fearl School that opened in 1883 was an elementary school located in South Mashville. The Peerl 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 Mashville, Tonnessee in 1931. This table gives the name of schools, date of openings, and type of building.22

22 Nolen E. Work, A <u>Mistorical Study of the Colored Public</u> Schools of <u>Mashville</u>, <u>Tennossee 1911</u>, Master's Thesis, Fish University, Mashville, 1933, p. 1

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Belleview
Gun Factory
Capors Primary
Trinhle
Nolloo Primary
Enoules Street
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HAVE OF SCHOOLS AND YEARS OFFICED AND DISCONTINUED FROM 1867-86

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TABLE III THE MANE OF SCHOOLS, DATE OF OPENINGS, AND TYPE OF BUILDINGS AS OF 1931 Name of School and the second Asheraft Delleview Cameron Junior High and Elementary Carter Clifton Hadley Lawrence

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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 fortile soil.

The Cumberland River running through Mashville is in many respects responsible for the great historiand for this river feeds the soil making it alluvial in content, and conducive to a great agricultural economy. Hashville 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 safer part in the development of Nashville for the settlers sailed this river in making a new settlement in Mashville. Nashville has grown and flourished by leave and bounds, economically, politically, and socially. Educational interests in Nashville exhibited progressive tendencies as early as 1866. The Negro citizons of Nashville have enjoyed the privileges of sttending public schools since 1867, by an act which the general accoubly passed during this year providing schools for Negro children. No time was lost

TRANTE

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.

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Har Physical Content

THE GROUTH OF FUELIC SCHOOLS FOR MEGROES IN MASHVILLE, TENDIESSEE 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 Hegroes in Mashville, Tennessee reveal an interesting and picturesque growth of the below mentioned factors with the amception of a, enrollment and attendance of Negre pupils. a. Enrollment and attendance of Negro pupils. Training of Megro teachers. De

c. Number of Negro teachers. d. Length of school tern. Salaries of Hegro teachers. Oe. 2. Buildings and grounds. The data for the above mentioned factors were received from Annual Reports of the Superintendents of Hashville Public Schools, Hume Fogg High School, Hashville, Tennessee, and Annual Statistical Reports of the Department of Education for the state of Tennessee.

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A REAL PROPERTY AND A REAL

CHAPTER III

Table IV lists the total enrollment of Megro Elementary Schools from 1931 through 1932. As of the school year 1931-32 the total enrollment for boys and girle in the elementery schools of Nashville une 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 enrollnent 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 caroliment 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 cont. It may be said then that total elementary enrollment for both races in the city of Nashville decreased from 1931-32 to 1947-48.

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TOTAL ENROLLMENT OF NEGRO ELEMENTARY SCHOOLS

	Boys	Girle	Total
931-32	3,642	3,900	7,442
032-33		3,690	7,255
933-34	3,601	3,672	7,272
234:25	3,567	3,673	7,210
035-36		3,639	7,185
936 4 37	3446	3,554	7,000
932-38	3,490		7,083
938-39	3,347	3,349	
939-40		3,362	6,734
940-43	3,122		6,923
942-42			6,500
042m42			
943-44	3,349		6,52
Mande		<u>}y060</u>	
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How How	3,206		6,940
947-48	3,280	3,125	6,405

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TABLE IV#

TOTAL EMBOLLMENT OF METERO ELEMENTARY SCHOOLS OF HASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

TOTAL ENROLLMENT OF NEGRO HIGH SCHOOLS

of 355 boys and girls or 34.1 per cent. crease of 231 boys or 64.5 per cent. increase of 153 girls or 22.h per cent. decrease of 66 boys or 4.2 per cent.

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and the second s	10 the physical	ablic information Anomaly party 1950-60.	Selfestanonenenen Vianivilla Otty P Seatest, Pleasl

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

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 in-

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

When a comparison is made of the Negro school enrollment for the high schools in the city of Mashville 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

For the white girls during the school year 1931-32, the enrollment was 1,925 and for the school year 19h7-h8, 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.

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TOTAL ENROLLMENT OF MEDBO HIGH SCHOOLS OF MASHVILLE, TEMPESSEE FROM 1931 THROUGH 1948

	Pore	01210	Total
1931-32	358	682	1,040
1932-33	468	816	1,284
1933-34	543	953	2,496
1934-35	653	1,026	1,679
1935-36	669	1,009	1,678
936-37	646	970	1,616
937-38	572	926	1,497
.938-39	547	1,000	1,547
939-40	552	969	1,521
940-41	605	922	1,527
942-42	564	925	1,479
.942-43	537	650	1,417
943-44	107	855	1,262
344-45	284	767	1,151
945-46	413	766	1,209
946-47	61.2	8%	1,506
947-48	589	806	1,395

"Heshville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-48.

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TABLE VA

TOTAL MERCLINENT OF ALL MEGRO PUBLIC SCHOOLS

The total enrollment of all Negro pupils in Mashville, 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

and girls throughout and could of contract 1947-48 it was 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.

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Therefore, the decrease in total enrollment for Hogro schools in Hashville during the period being studied is not unique. Total enrollment for white schools in Hashville decreased; total enrollment for Hegro 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.

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

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Toar	Revra	Girle	Total
1931-32	4000	4482	84.82
1932-33	4043	11,96	8539
1933-34	42.44	4624,	8768
1934-35	4220	4619	891.9
1935-36	4216	1617	8863
1936-37	4092	4524	8616
1937-38	4061	451.9	8590
1938-39	3894	4319	<u>8213</u>
1939-40	39771	4338	8315
1940-41	4026	4324	8350
1942-42	3874	6393	8067
1942-43	3843	<i>(</i> 213	7956
1943-44	3756	402.7	7773
1944-45	3642	3627	7469
1.945-46	3606	37712	7377
1946-47	3618	3328	7716
1947-48	3869	3932	7800
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"Mashville City Public Schools: Annual Reports of City Superintendents, Fiscal years 1932-48.

TABLE VIS

PER CERT 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; 1998-39; 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 hever 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 heeping by school personnel.

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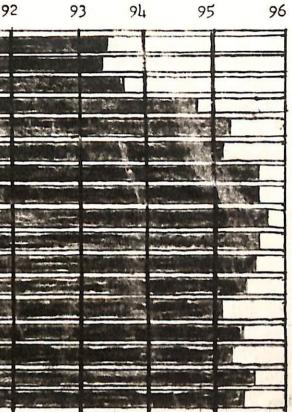
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FIGURE 1*

PER CENT OF ATTENDANCE OF NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE

1931-1948

*Nashville City Public Schools: Annual Reports of City Superin-

NUMBER OF FUPILS COMPLETING THE THELFTE GRADE

that completed the tuelfth 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 twolfth 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 achool 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 tuenty veterans.

Table VII presents data to show the number of boys and girls

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

Year	Boye	Girle	Total
1931-32	33	58	91
1932-33	lih	94	138
<u>1933-34</u>	39	116	155
<u>1936-35</u>	46	125	171
1935-36	61	133	194
1936-37	68	115	183
1937-38	77	127	20li
1938-39	1.9	123	172
1939-40	42	138	180
1940-41	68	130	198
1941-42	69	180	21,9
1942-43	78	153	231
1943-44	63	140	203
1944-45	1.3	156	199
1945-46	96	244	21:0
1946-47	92	11:0	231
1948-48	109	137	216

*Hashville City Public Schools: Annual Reports of City Superintendent, Fiscal years 1932-h8.

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Table VII promonte data to show the mashes of been and girls that congleted the twelfth great from the adapt great 2000-20 the the the second same 1947-48.

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"The largest meaner of statents to anglete the points products and during the school year 1065-66, a tatel of 265. Wile and the first school term offer the lasest loofs for, and term that had apart the is meries returned and angleted the testing product There are a total of twenty returned.

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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 Mashville, 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

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.

school year 1935-36.

TRAINING OF NEGRO TEACHERS

and and an and the second

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.

FER CENT OF HIGH SCHOOL AND COLLEGE TRAINING OF TEACHERS IN THE NECRO PUBLIC SCHOOLS OF MASHVILLE, TEAMESSUE FROM 1932 THROUGH 1948

Cors	College Graduate OF Nare	Three Years College North	Two Tears Callege North	One Year Callege Noriz	liich School Graduate	liigh School Gradante	Total
931-32	38.8	17.9	16.3	6,6	13.3	6.1	100
932-33	42.6	16.0	20,5	5.9	13.1	2.9	100
033-34	49.3	14.1	15.0	8,1	11.4	2,1	100
33/-35	55.6	11,3	15,8	7.6.	6.7	3.0	100
035-36	67.6	9.2	11.9	4.3	6.0	1.0	100
036-34	67.8	6.0	14,2	hele	6.6	1.0	200
932-38	72.8	8.9	9.4	4.5	3.9	1.5	200
030-32	74.5	8.5	8.5	2.9	3.0	3.0	100
	76.5	7.3	9,0	2.9	2.9	2.4	100
010-13	78.6	7.3	7.8	1.6	2,9	2.0	100
19/3-12	80.3	5.8	7.7	2.4	1.9	2.9	200
19/2-13	SiL.O	6.3	6.3	1.5	3.4	1.5	100
1213-14	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
1045-46	84.8	4.5	5.4		1.7	0.4	100
1016-17	87.5	4.8	3.0	2,6	1,3	0,8	100
1017-19	000 0	4.4	2.0	6.4			100

"State of Tennesses: Annual Statistical Reports of the Department of Education for the Scholestic Years 1932-48.

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TABLE VIII"

Table IX provides information as to the number of teachers in the Negro Public Schools of Mashville, Tennessee. For the school year 1931-32, there were 160 teachers employed. For the school year 19h7-h8, there were 22h teachers employed, an increase of 6h teachers or h0 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.

Reston Edwards and Herman G. Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), Do XLo

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NUMBER OF TEACHERS EMPLOYED

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MANAGE STREAM TO APPOINT

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Along the setural year 1932-31, there now 160 teachers are also about the teachers are the teachers, the motion of the teachers or to per sec.
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HUMBER OF TEACHERS EMPLORED IN HEGRO FUELIC SCHOOLS OF HASHVILLE, TENNESSEE FROM 1931 THROUGH 1948

Toor	Total Number of Teachard		
1931-32	160		
1932-33	169		
1933-34	164		
1934-35	170		
1935-36	177		
1936-37	172		
1937-38	202		
1938-39	199		
1939-40	164		
1940-41	200		
1943-42	200		
1942-43	194		
1943-44	191		
1944-45	204		
1945-46	209		
1946-47	219		
1947-48	224		

"Hashville City Public Schools: Annual Reports of City Superintendent, Fiscal Years, 1932-48.

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TABLE IX*

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 Megro Public Schools of Mashvillo, 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 hear 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.

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HOMBER OF DAYS TAUGHT TRANLY IN MEGRO PUBLIC SCHOOLS OF HASHVILLE, TENEESSEE FROM 1931 THROUGH 1948

Yeara	Total Humber of Days Taught	
1931-32	175	
1932-33	187	
1933-34	199	
1934-35	163	
2,935-36	179	
1936-37	172	
1937-38	160	
1938-39	180	
1937-40	183	
1940-41	178	
1941-42	177	
1942-43	179	
1943-44	179	
1944-45	179	
1945-46	179	
1946-47	178	
1947-48	101	

Superintendent, Fiscal Tears, 1932-48.

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SALARIES OF TRACHERS

Table XI indicates the average monthly salaries of Negro chementary 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 selaries of whites. Yet the Negro teachers were required to meet all the qualifications and standards that had to be met by whites.

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 inpaired 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.

By the equalization of salaries of Negroes in accordance

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	ELEMENTAR	Y SCHOOL	HIGH S	incol.	
Yoor	Hon	Veren	Hon_	Vonen	
1931-32	\$109.40	\$ 90.93	\$127.66	1 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	28,26	110,27	106.95	
1936-37	117.87	204-92	119.38	113.64	
1937-38	106.25	93.40	119.36	106.70	
1938-39	119,93	98.62	118.84	208.85	*
1372-2	112.27	106.74	123.50	110.99	
1940-41	122.00	110,08	123.67	112.90	B -
19/1-/2	123,43	109.22	123.67	119.45	AR:
29/2-43	197.73	343.87	180.38	153.67	*
1913-14	167.00	169.01	185.47	157.75	-
1944-45	219.41	183.72	215.41	102.04	and a
1945-46	225,98	189.24	215.14	1/29.50	464
1946-17	256.56	228.17	216.29	223,30	
2947-18	237.42	262.26	237.13	282.26	eter.

"State of Tennessee: Annual Statistical Reports of the Dopertment of Education for the Schelastic Years, 1932-48.

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From 1867 to 1963 there's non an availantian of solarday in the Negro Fuldia Persols of Saderality, Terrename in topping with anisring of shifter. Mat the Magning Wands or same .0031 SU YT 4:0 The the equal fact to a fraction of Standard at Standard to encodence with without in 1964, we and your definition with any drain a memory Australian Instant. Trachors of factorizes and the main of lotten. They and providence spect which has and the same regulate bing calls and your pulse to their restances. Mendages side resting any destance all an antiparty shares all have all here the present of the series

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TABLE XI*

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

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.

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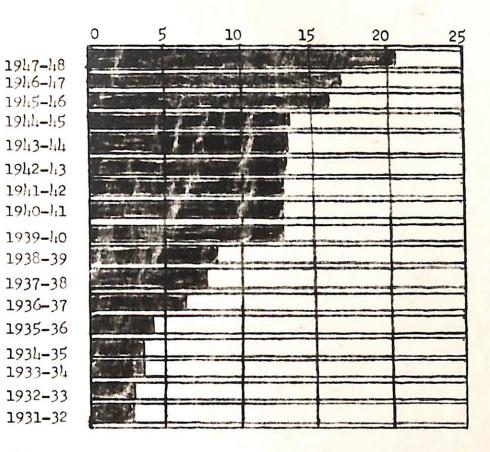


FIGURE 2* VALUE OF SCHOOL BUILDINGS OF NEGRO PUBLIC SCHOOLS OF NASHVILLE, TENNESSEE Expressed in Hundred Thousands of Dollars

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

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1931-1948

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 9134,150, 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.

VALUE OF SCHOOL GROUNDS

Figure 3 presents information to show the value of

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1946-47 1945-46 1944-45

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1942-43

1940-41 1939-40 1938-39

1937-38

1936-37

1935-36 1934-35

1933-34 1932-33

1931-32

VALUE OF SCHOOL GROUNDS OF NEGRO FUBLIC SCHOOLS OF NASHVILLE, TENNESSEE Expressed in Thousands of Dollars 1931-1948

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

MARKE 12 HORSEL CARDING

Figure) presents information to show the value of school, grounds of Regre Fublic Schools of Sashville, Tauxauso from 1971 through 1940.

The value > school general dagenered in much all instances. Is of the school year 2001-22, the value of school grounds was \$25,000, and for the school year 1968-46 15 was \$1.26,150, an increase of \$209,150 or 636 per cont.

To provide for a new rowsted advectional program in the advantion of how and girls is orthantic war contant to advantage that there and an and for uses graved spect, and only for initializes but also for a perstaineding in confort anti-state derivate shill from would min pignical gravely as well at advised the contants of the advant.

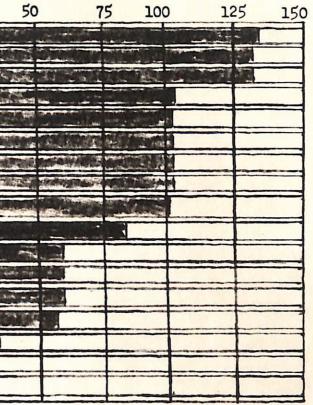


FIGURE 3*

SCHOOLS THAT WERE ABANDONED FROM 1931 THROUGH 1948

1931 through 1948. Ashcraft school was abandoned June 30, 1940. The students that were attending this school want to Ford Greene, and Washington. Belleview was abandoned June, 1947. The children that were attending this school went to Head and Wharton. Certer and Lawrence were abandoned January 29, 1940. At the time these schools were ahandoned, Carter-Laurence opened, and the pupils that were attending Carter and Laurence went to Carter-Lewrence.

this school went to Head and Pearl Elementary. Herry was abandoned June, 1940. Students that wore stiending this school went to Hapler and Cemeron. 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.

Table XII indicates the schools that were abandoned from

Hadley was abandoned in 1938, Pupils that were attending

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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.

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"Nashville Gity Public Schools: Annual Seports of City Superintendent, Fiscal Years, 1939-48,

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TABLE XII'

MANES AND DATES OF MEGRO PUBLIC SCHOOLS OF MASHVILLE, TEMESSEE THAT WERE ABANDONED FROM 1931 THROUGH 1948

	Date Atenioned
	1940
	1947
en and a state of the state of th	1940
	1938
	1940
	1940
an an gairt an an an an an an an an an	1946
	1940

SCHOOLS THAT WERE OFFICED FROM 1931 THROUGH 1948

1931 through 1948. Garter-Laurence, an elementary school opened in 1940. It was an outgrowth of Carter and Laurence. 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 abundoned.

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Table XIII points out the schools that were opened from

TABLE XIII*

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

Nane o	e Schoo	1	
Carter	Lauren	99	in source and the second s
Ford G	iceone		
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Wharto	13		

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"Nachville City Public Schools: Annual Reports of City Superintondents, Fiscal Years, 1936-48.

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	1937
ede sin the set weber administration	1947
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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 Mashville, 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 meter 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 fover buildings, yet larger and better equipped buildings.

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SCHOOLS AS OF 1948

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llane of	Type of Building	Number of Teachers and Principals	Grados Taucht	Footbin
School	DOLLO ANT	STANGADELLS	ACCEPTIO	Location
Cameron Jr. High and Elementary	Brick	39	1-2	1034-lot Aver, South
Carter Lawrence Elementary	Brick	21	1-6	1110-12th Ave., South
Clifton	Premo	3	2-5	61.4-4.0th Ann <u>a North</u>
Ford Greens Elementary	Brick		1-6	904-26th Ave., North
Hood Elementery	Brick	12	1-4	512-16th Ave., North
Noigs Jr. High and Elementary	Brick	38	1-2	713 Donol- son Street
Nepier Elementery	Briek		1-5	78 Robert- gan Street
Poorl Elementerz	Brick	19	2-6	916-16th Ama., North

TABLE XIV"

HAME OF SCHOOL, TYPE OF EUILDING, NUMBER OF TEACHERS AND PRINCIPALS, GRADES TAUGHT, AND LOCATION NECRO PUELIC SCHOOLS OF MASHVILLE, TENNESSEE AS OF 1948

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Name of Type of School Building Feari High Brick Washington Jr., High Brick

Wharton Elementary Briek

"Mashville City Public Schools: Annual Reports of City Superintendant, Fiscal Tear, 1948.

59-a

TABLE XIV* (Continued)

Number of Teachers and Principals	Grades Taught	Location
38	10-12	601-17th Ave., No.
36	7-9	915-23rd Avo., No.
9	1-6	1513-18th

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Table XV shows that there has been progress in every area of development of the Negro Public Schools of Neshville, Tennessee from 1931 through 1948, with the exception of enrollment. There has been a gradual decrease in the elementary school caroliment, 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 euroliment 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 enroliment of 7,800. The fact that more children completed the twelfth grade in 1948 than 1932 makes it cafe to conclude that the Negro schools of Hashville, Tennessee are better meeting the mode 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,

SUMMARY

			400 man						
		Total	Public			12th	Total	Value	Value
		Devra	Comleting	Totel	Teachars	or Above	litration?	30	20
	Total	School in	HALIONS	Tenchera	Average	Dachel ar's	School	School.	School
	Enrollmant	Secton	Grade	Renloyd	Selary	Deraroo	Jull dinge	Duildings	Orounda
	The second second			A State of the second second	and the second se				
1948	7.800	141	216	226	\$294,63	87.2	21	\$2,009,600 \$134,150	1134,150
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An important factor that has played a very preminent part in the development of public schools for Hegro children in Hashville. Temessee has been the growth of such special services as health, library and school lunch,1

School Health Service comprises all these precedures dosigned to determine the health status of the shild 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 Represtion Committee of the Board of Education reported to the Board that the committee had not with the State Completioner of Health and with the Director of the City Health Department in regard to securing federal aid for a School Health Service for the Mashville City Schools, Nash-

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

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

CHAPTER IV

SPECIAL SERVICES READERED TO MEGRO PUBLIC SCHOOLS OF HASHVILLE, TENERSSEE

HEALTH SERVICE

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An Suppressive Solers that her played a ware pressively part to the development of public solerie the Solers philling is shall willing Terretore her been been the played of and special envolves as health, itlanethers, and solering Trades.

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ville, Tennossee,³

In February, 1937 the Board of Education acting on the recommendation of the conmittee set up a budget supplomented 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 Beard of Education assumed full responsibility for the budget of the School Health Service.⁴

The policies of the School Health Service were cutlined 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 Hedical Seclety. The policies were submitted to and approved by the Superintendent and the Beard of Education.⁵ At the beginning of the School Health Service there was one Negro Hedical Inspector and one Negro Hurse. For the school

School Health Service Annual Report, 1944-45, Published by the School Health Service Staff and Hambers of the School Advisory Committee, Approved by the Beard of Education, Hashville City Schools, June, 1945, p. 5.

4Loc. cit.

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South Light Southe Managel Reason oplying the London Instell and the emphasis have their each suchar of the Polanti wird, over Constitution, Argeneved by the Panell of Eduardition, Markville City Schoole, John, 1945, p. 5.

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year 1917-18 there was one Negro Nedical Inspector and three

Negro Nurses, on increase of two nurses,

Specifically, the objectives of the School Health Service

and of Health Education ares

- and mental.
- decisions.
- sound health levs.
- community.
- accidents.
- they are remediable.
- dependable.
- should do for themselves.

6Health 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.

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

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

c. To help the child develop habits compatible with

d. To provide a health environment in the school and

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

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

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

h. To teach the child to be celf-reliant and

1. To do nothing for people which they can and

One of the essential features of the Health Service of the Negro Public Schools of Mashville, Tennessee is to provide a healthful physical environment. Since the State Laws require that all pupils of school age attand 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. Semitation in the school environment is essential to the current health and the health habits of the students. School sonitation includes adequate and hygionic lighting, healthful and confortable heating, proper vontilation, adequate tollots and washing facilities, lockers, modern safety and fire provention 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, heusekeeping procedures used

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 Mashville City Public Schools, also have esthetic value, and provide protection against disease as well. The above montioned goals are

Ibid., p. 9.

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⁶ Hoalth Baadbook, 1967-48, Pahltuked by Mrp Sabaal Service Staff Makers of the Dimod Health Strongy Conrelevant, Approved by the Based of Sabartine, Bunnellie City Schools, July, 1967, p. 3-8.

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obtained through the following methods:

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- regtion and improvement.

- depends upon:

 - sanitation.
 - ments.
 - the building and grounds.

8 Ibid., pp. 12-14.

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a. Survey and frequent regular inspections.

Conferences with personnal responsible for school housekeeping and maintenance.

c. Recommendations to proper persons for cor-

In order to maintain a very good sanitary school the

responsibility must rest upon an individual or a group of in-

dividuals. Therefore, the responsibility for school sonitation

66

a. Facilities provided by the Board of Education.

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

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

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

f. Each pupil who has a responsibility for helping to keep the school nest and eleen at all time.

School sanitation is not limited to the provision of

sanitary facilities, but depends upon the instructions of pupils

to see that supplies and equipment are not misused.9 Another significant function of the Health Service of the Mashville Public Schools, is that of "Prevention and Control of Communicable Disease". Nost 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 communicable discases are the same as those of the common cold, such as flushed face. malaise, cough, headache, sneesing, watery eyes, running nose, chilling and fever.

these diseases. 10

- b. Isolation and quarantine.

⁹School Health Service Manorandum Mumber 37, Mashville City Public Schools, June 1, 1948, p. 8.

10Ibid., pp. 10-15.

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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

a. Notifying authorities of communicable diseases.

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

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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 Mashville:11 a. To determine the health status of pubils. b. To educate pupils, parents, and teachers.

- c. To determine health instruction.
- advise in follow up.
- e. To demonstrate procedures in the school physical exemination.

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

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

To stimulate interest in corrections and to

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:

- twice per year.
- c. To inspect children daily.
- 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 headquatters while in the school. The school nurse does two types of pupil inspections; individual; and group classroom. At least once a year the murse 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

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Trans of making the of seath maintain and the at the farmer is the second of the second of the second is a. Test the pupils vision and hearing.

b. Weigh all pupils monthly and measure them

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

they are done when referred by either the murse 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 Fublic Schools: a. Health instruction. Integrated instruction.

The Mashville City Public Schools use the following techniques and methods in evaluation of its health programs 12

12 Ibid., pp. 15-20.

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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, howe and commutive

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

- Questionnaires Clo
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- Standardized tests. 2º

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Periodic inspections and emminations

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The school library encourages the hubit 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 Mashville public school library to be well organized and adequately supplied and staffed was opened in 1921,¹³ A definitely constructive move in the educational field began with the establishment of standards for libraries. The two accorditing agencies with which the schools were most concerned here in Hashville were the Southern Association of Galleges and Socondary Schools and the Tennessee Department of Education. The Southern Standards were passed in December, 1929 and outlined cortain 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 weres

> 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.

13 Data for this Service were secured from Annual Seports of the Dividion of Library Service for Mashville Public Schools.

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LIBRARY SERVICE

- five cents per student enrolled.
- sont of the enroliment.
- use of books and libraries.

After these standards were passed, several years elapsed during which time the senior high schools of Tensessee and the rest of the southern states struggled to build up their libraries. In 1930 Hashvillo's sonior high school, Hume-Forg (white) became library conscious and in the fall of 1931 the first organized school library in the City School System bernn to function. The second accrediting agoncy is the Tennessee State Departmont 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 row cuiroments were similar to these 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 intest library methods. A trained librarian was to be employed and an annual appropriation of fifty conts per stadent use

recommended. A period of three years was allowed for the schools

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b. There shall be an annual appropriation of sevents-

o. There shall be a control library, seating ten per

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

o. Twelve lessons shall be given to students on the

to most the full requirements of the state, with definite stimpletion regarding book stock and trained personnal before September, 1938. The elementary school libraries should have at least twentyfive 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 Gity Board of Education at the regular Hovenber, 1937 mosting decided upon a plan to much funds so raised by the individual schools. This untching use based on the particular schools, twenty-five cents per pupil in the junior high schools and ten cents per pupil in the elementary schools uns the sum designated.

In 1936 a control office was set up in the Hum-Fegg 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 control office and the organization of libraries in the Hegre and white schools began on the same basis. The public schools of Hashville 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,

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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 sonior high schools), all of these schools attempt to maintain a regular full time librarian.

Contralized estaloging 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. Refere 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 pochets and date due slips in each book before it goes on the shelf and out for circulation in the immediate school. Next standard library supplies are furnished from the central office such as pasts, book pochets, dates, and book certic. In order to heep the books in good contition the City Board of Education of Nachville maintains a biniery. This is a treasmodue saving to schools, in that it heeps 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 Hashville Gity Board of Education on a per pupil basis.

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The terminal most is another of the test and the test termonities of the terminal most is made to ender the test and the test termination of our tests. For the school year 1947-48 the following is in effects The first through the sixth grades, the Gity Beard of Binestian appropriates twenty-five cents for each individual child while the individual school matches that fund with twenty-five cents, mixing a total of fifty cents per child. The appropriation increases as the grade level dood, in that the seventh through the minith grades, junior high school, the beard 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 twolfth grade, senior high school,

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

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

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There are approved at large case or a the specie large large

 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 alloud 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, immy times books are look. 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 overlae fines and charging for lost books is to have the child realize it is his reasonabilitiy to return books.

Considerable progress has been made in the Hegre public school libraries of Heshville 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 Hegre public school libraries had their beginning in Heshville. For the school year 1937-38, the Fearl Scalor High School had an estimated recorded book stock of 1,090 books. As of the

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

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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.

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Nor the orbert prove 2 4904001, the fraker high schools and 300 moderated housing as hand, As of the others your 1947. All there was dellas recorded bodies on head. As of the molecul

prox 1967-20 trace very 6,143 recorded hader on brail, for the school your 1939-30, the elementary octools did not here day mountait boots on hand, he of the adiant year 1327-46 there ware 11,206 resconded toolar on hards.

Schools Sontor High School

Junior High Schools

Elementary Schools

TABLE XVI

NUMBER OF LIBRARY BOOKS ON HAND FOR THE SCHOOL TEARS 1997-38 AND 1947-48

1937-98	1947-48
1,890	5,392
300	9,206
0	11.205

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Sectoral 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-91 1987-9

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The Library Service to the Hegre public schools in Hashvillo, Tennesses serves a great purpose in that it offers an area of reading and study for the teachers and puplic. Table XVII gives name of schools, total enrollment, masher 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 Hashvillo, Tennesses for the school year 1947-48.

HUMBER OF BOOKS, MAGASTHES, HEMSPAPERS, AND SEATING CAPACITY AND TOTAL ENROLLMENT OF MEGRO JUNIOR AND SENIOR HIGH SCHOOLS OF MASHVILLE, TENNESSEE FOR SCHOOL YEAR 1947-48

School	Totel Enrollmont	Humbotr of Books On Hend	Hagasinos Received Yearly	Newspeper Recolved Yearly		Hunber Of Books For Stu- dent
Poari Sonior Hich School	323	5,392	57		118	<u> </u>
Vashington Junior Hich School	912	4.245	30		150	45
Camoron Elementary Junior Hich School	1,204	3,184	22	4	125	2.5
Noige Elementary Junior Elch School	573	2,997	17	1	99	3.1

TABLE XVII

The Library Section to the Marry will be console in theired in shows the same on proble \$2 build all emposity damay a correct score bar the and provide the theorem of the plant and the part

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One of the most significant and outstanding special services rendered to the Negro Public Schools of Mashville 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.

- 2.

The specific aim of the lunch rooms in the city of Mashville 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.

lliData for this Service were secured from Reports of the Division of School Cafeteria for Nashville Public Schools.

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SCHOOL LUNCH SERVICE

1. Problems of sanitation.

Menus and nutrition.

3. Time, space and service.

The lunch rooms of the Mashville Public Schools offer two types or methods of serving food. In the respective lunch rooms. a La Carte Service is available, houever 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 ascorted that if the child will make a proper selection he will provide himself with a balanced dist. By the use of the La Carte System, the lunch room serves as a laboratory for actual mutrition teaching.

In order to maintain on adequate, nutritious and senitary 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 pover to teach table manors. As a general rule the moals served in the school lunch rooms are sold. In order to make education serve the whole child and not just montal aspects, a system has been usried 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 dellars per person in the household. the children attending school will receive a free lunch ticket daily.

therety giving them a balanced dist. These free lunch tickets are

initial antiparties of the second second to the lot be Contraction and Indiana and Andrews and the state of the second of the internet allering the side off malester in the and and the second second and the second sec

The Logols much of the memory atility within the board office the invos or includes of sourches food. In the responding hundle money, a la larda forvina is available, haumme plate landau are anconverse attain any off , with an aland on Interior with beyonce about the spiciture of the should the should be another of fraction and along the country. This correctes for many department to the boatter ing protocol in their viscoster on faithfulnel, decasts a plate the fred as achieved that if the shift will make a proper adaption he will provide himself with a balanced dist. In the use of the In Garde System, the lunch rous sources as informating the ontail production to and the second second second second second

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and a second second and a second second second and second second second second second second second second second with a select dealer with a without this and a selection to be a first and a reach of the selection binorici dente them a balanced dist. These from light binists are ande possible by the Community Chost. The normal price per plate is seventeen and twenty-seven cents. One of the greatest problems to confront is that of "consistion" in the school lunch rooms. These are some of the things that are not under direct observation in the Mashville City Public Schools in order to make sanitary conditions practical: 1. Adequate lighting.

3. Appropriate seating.

The school lunch service of the Neuro Public Schools of Noshville, Tennessee has been very successful in making it possible for children to receive a balanced dict. The school lunch program is not just a feeding program. It is a part of an overall program to help children grow botter in mind and body and spirit. It is a vital part of school living and from it the children will leave 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 manus that have been made at school, and in this way their

Freper ventilation.

Adequate hand washing feelittice.

5. A clean lunch room and dining room and kitchen.

parents also vill learn. The children will learn to practice habits of clounliness. to wash their hands before esting, 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 monic and onjoy a social time with their friends. 15

tribution Administration.

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a development for another and property the set of the set of

Since 1931 the major services, health, library, and school lunch had their beginnings, and have played a very presiment 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 Hashville city public schools carries on an area of extensive inspection of its puplis. This inspection is primarily the function of the teachers, murses, and the school physician.

The Hegro Library Service since its beginning in 1937 has made remarkable progress. The elementary schools did not have any resonaled books in 1937 housever by 1948 there were 11,205 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 1939. At the time of its beginning all schools started a lunch room, housever as of new 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 grou, even though enrollment has decreased.

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SIMMARY

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una to compile a history of the development of Negro public schools in Mashville. Tennessee since 1931, particularly was it designed to trace that development in these areas that would specify procreas or a decline in the schools. The city of Mashville is very fortunate, economically, politically, and socially; therefore one would expect to find superior schools in areas listed below: 1. Enrollment and attendence Teaching personnel 2. Duildings and grounds 3.

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 Hashville, Tennessee. Not only would one expect this in Nashville, but in the whole state. The total enrollmont for the Nerro 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

Stage 1931 the autor sorriging heading literary, and achood dram desindering more a Derinity includ here generalized where and then I in this threat quantity of public foreday for the secondar The behaved first of the set or an organization of The Are and Anormaling the tas being parell and erf Percett which had dat in total one mores. At the process that there are onerefficed forgether and three partners. The Health Souveau in the Bestellie with everytes colocità serviced de en servic of contensitive facessificias for the friends as This despiration is primarily the revealed of the destinant, manage

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CHAPTER V

STREARY AND CONCLUSION

At the beginning of this investigation the major purpose

Special services

a. Realth

b. Library

c. School lunch.

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As the regioning of this investigation the rejer merces we to regule a bintery of the developent of layers privite charts in calculle, fermions almos 1931, rectioningly was 15 designed to recent the development in these arous the would avoid by programs or a design in the metrolog.

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Louisticia, Commissio for the odust pass litheth has 6,400 and

and girls or 8,7 per cent. The total enrollment for all Megro 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 10,139 or 7.8 per cent. The total enrollment for all county and city schools for Megrees 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.

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 47.4 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

I State of Tennessee: Annual Statistical Reports of the Department of Education for the Scholestic Tears 1932 and 1948.

are a lie we'l down forego ligts and the other that V. the with the the colored a feet here and determent threads and the other of the board of wany footby out not her Web. Ch and Stadied where London relation S. I un albert has aven dill be manufactor a fill and the barry and statics on h. S. well standed with addets its well brand to a taby addy addy and Looste est wint concentrate and and and and and share state all your 1931-30 and 138,067 and for the other 1 and 1010-10 (to see Nor, 664, a dodrageo al 10,109 or 7,6 per cosh, 226 hitsh torolly were shak another and, all a should be the same and a first the top and the mone freeden and with administration of the adapterial a free liter 1973. - Star 641 . 198 and ther the same years your 1943-444 to use . . . (22, 430, a doctrosol of \$3,120 or 2 year datab." . The coolding pergraph has been tremond in matter, tentre-Long and walkery. The factor into Someason from 100 to 221, an increase of 40 year cont. The training to be defined being the training there a stack with 37.3 ger and while thousand approx and at an to encount an ,over he compt etasteries doint in income of To a traver and an and the contract transformed the and a fact the of a cal and the second of the second trob, or to Brad, Ch. on anaders of 293 par cont. and the second second

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the number of school buildings has decreased the value of school property has increased. This indicates that better buildings are evailable 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 sorvices 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 mederately 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 intervoven 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

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

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and the second and been will not found by and interior in the second first the second Costal Onder (Pastage Mandation (MCMAN Angelen, 2062), pp. rd-rd. 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."Z

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 thereby making the health service stronger, and all teachers

be discontinued.3 There should be an addition of more nurses should be required to have a college degree.

2 Newton Edwards and Herman Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 19h7), pp. xi-xii. SReport from Division of Library Service: Matching system is to be discontinued beginning the 1950-51 school year. Outricht

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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