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### A Study of the Negro Rural Elementary Schools of Davidson County, 1934 - 1944

Carrie Dunn Denney

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**A STUDY OF THE NEGRO RURAL ELEMENTARY  
SCHOOLS OF DAVIDSON COUNTY, 1934-1944**

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**CARRIE DUNN DENNEY, B. S.**

**SERIES NO. 6**



January 31, 1946

To the Committee on Graduate Study:

I am submitting to you a thesis written by Carrie Dunn Denney entitled "A Study of the Negro Rural Elementary Schools of Davidson County, 1934-1944." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

---

Major Professor

We have read this thesis  
and recommend its acceptance:

J. G. Saunders  
Thomas E. Boyz

Accepted for the Committee

George H. Boyz  
Dean of the Graduate School

A STUDY OF THE NEGRO RURAL ELEMENTARY  
SCHOOLS OF DAVIDSON COUNTY, 1934-1944

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A THESIS

Submitted to  
The Committee on Graduate Study  
of  
Tennessee State College  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science

---

Graduate Research Series, Number 6

---

by  
Carrie Dunn Denney, B. S.  
June, 1946

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ACKNOWLEDGMENTS

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To Dr. George W. Gore, Jr., Dean of Tennessee A. and I. State College, for his patient and careful assistance and guidance; to Mr. C. L. Brockett, Superintendent of Davidson County School, and his administrative Staff; to the entire Davidson County Negro teaching personnel; to Mr. W. E. Turner, Director of Negro Education, and to Professor F. A. Sanders and Dr. Thomas E. Poag, members of the thesis committee, for their advice and guidance.

28080

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## CHAPTER I

### INTRODUCTION

#### Purpose of This Study

A study of the Negro Rural Schools in Davidson County is of major importance in tracing the development of public education for Negroes in Tennessee. Since the capitol of the State is located in Davidson County, the activities and patterns developed are of especial value. Unfortunately, very little research has been done in Davidson or in other Tennessee Counties. It is the purpose of this investigation to make a study of Negro education in Davidson County with reference to (1) enrollment and attendance of Negro rural elementary schools of Davidson County, (2) teaching personnel in the Negro rural elementary schools of Davidson County, (3) buildings, grounds and special services for Negro rural elementary schools of Davidson County.

An analysis of the data assembled reveals the nature of the growth and development for Negroes of Davidson County. In addition, it indicates the areas which should receive special attention from the personnel of the system.

Graphic representations in maps and tables purpose to show the organization of the data obtained and the relationship existing between the many factors involved in this analysis of public education in Davidson County rural schools for Negroes during the ten-year period, 1934-1944.

### Method of Procedure

The data on Negro education in the rural schools of Davidson County were obtained from many sources: annual reports and publications of the Tennessee State Department of Education, transcripts from the offices of the Tennessee State Department of Certification, official documents of the Davidson County Board of Education, and interviews with County Superintendent, principals and teachers of Davidson County. Further materials were secured through inter-college library exchange between the George Peabody Teachers College, Nashville, Tennessee; Southern Methodist University, Dallas, Texas, and Tennessee A. and I. State College. An analysis was made of bulletins secured from the United States Department of Education, the University of Arkansas, the University of Maryland, Public Education in Alabama and the Tennessee Negro Education Association.

### Historical and Geographical Background of Davidson County

Davidson County was erected into a civil municipality by an act<sup>1</sup> of legislature of North Carolina approved October 6, 1783.

According to the early history, Davidson County included approximately two-thirds of Middle Tennessee. Several Counties now existing were once a part of Davidson County, namely: Sumner County, Robertson County, Montgomery County, Wilson County, Williamson

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<sup>1</sup>A. B. Broadbent, Tennessee Blue Book, (1939-1940), Nashville, Tennessee, p. 181.

County, Stewart County, Perry County, Wayne County, Cheatham County, and a portion of Hardin County and Lewis County. "Tennessee County was formed in 1788, and remained a County until 1796, when the State, upon its admission, took its name and its territory."<sup>2</sup> This territory of Tennessee County became Robertson and Montgomery County.

Davidson County received its name from an army officer of the Revolutionary War, General William L. Davidson, a native of Meckenburg County, North Carolina. The North Carolina Legislature passed the act erecting the County bearing his name April 14, 1783. Because of Davidson's great service, the state of North Carolina erected a monument to his memory at the expense of the United States.<sup>3</sup>

#### Geography of Davidson County

Davidson County is situated in Middle Tennessee, nearly equidistant from the east to west lines of the state, and considerably north of the centre between the northern and southern boundaries. The centre of the county or United States signal station in the capitol ground at Nashville is in latitude 36° 10' 01.6" north, and in longitude, 9° 44' 03" west of Washington, D. C.<sup>4</sup>

Davidson County is surrounded by Counties that were once a part of its territory. On the north end of the County is Robertson County; on the east, Sumner, Wilson and Rutherford Counties; on the west, Cheatham County and on the south, Williamson County.

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<sup>2</sup>W. W. Clayton, The History of Davidson County, Tennessee. (Philadelphia: J. W. Lewis Company, 1880) p. 44.

<sup>3</sup>William E. Beard, Nashville, Home of History Makers. (Nashville: 1929), p. 10.

<sup>4</sup>Clayton, op. cit., p. 46.

Origin of Negro Public Schools in Davidson County

The freedom of the slaves aroused a change in the educational ideas of the time which were met by varied prejudices. However, it was decided that the Negro must be educated for the moral and intellectual security of the white people as well as themselves. In 1876 a school law was established in the state.

Reverend J. H. McKee and his associates had anticipated the ends required by law by opening colored schools in Nashville in 1864-65 to pupils between six and twenty years.

In 1869, J. P. McKee, County Superintendent, says of the introduction of the free school system in Davidson County:

Among the great difficulties to be overcome, one of the greatest was the getting colored schools started. There were no houses for that purpose, and there was a general prejudice against Negro education, so that there were only a few white people who would, and dared, assist the colored people in building school houses. In most cases, they were too poor to build them for themselves. The Freedman's Bureau assisted in some cases to build school houses, but it did not do half that it could or might have done.<sup>5</sup>

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<sup>5</sup>Clayton, Op. cit., p. 247.

Figure I

The districts and boundaries of Davidson County as they relate to  
Negro rural education

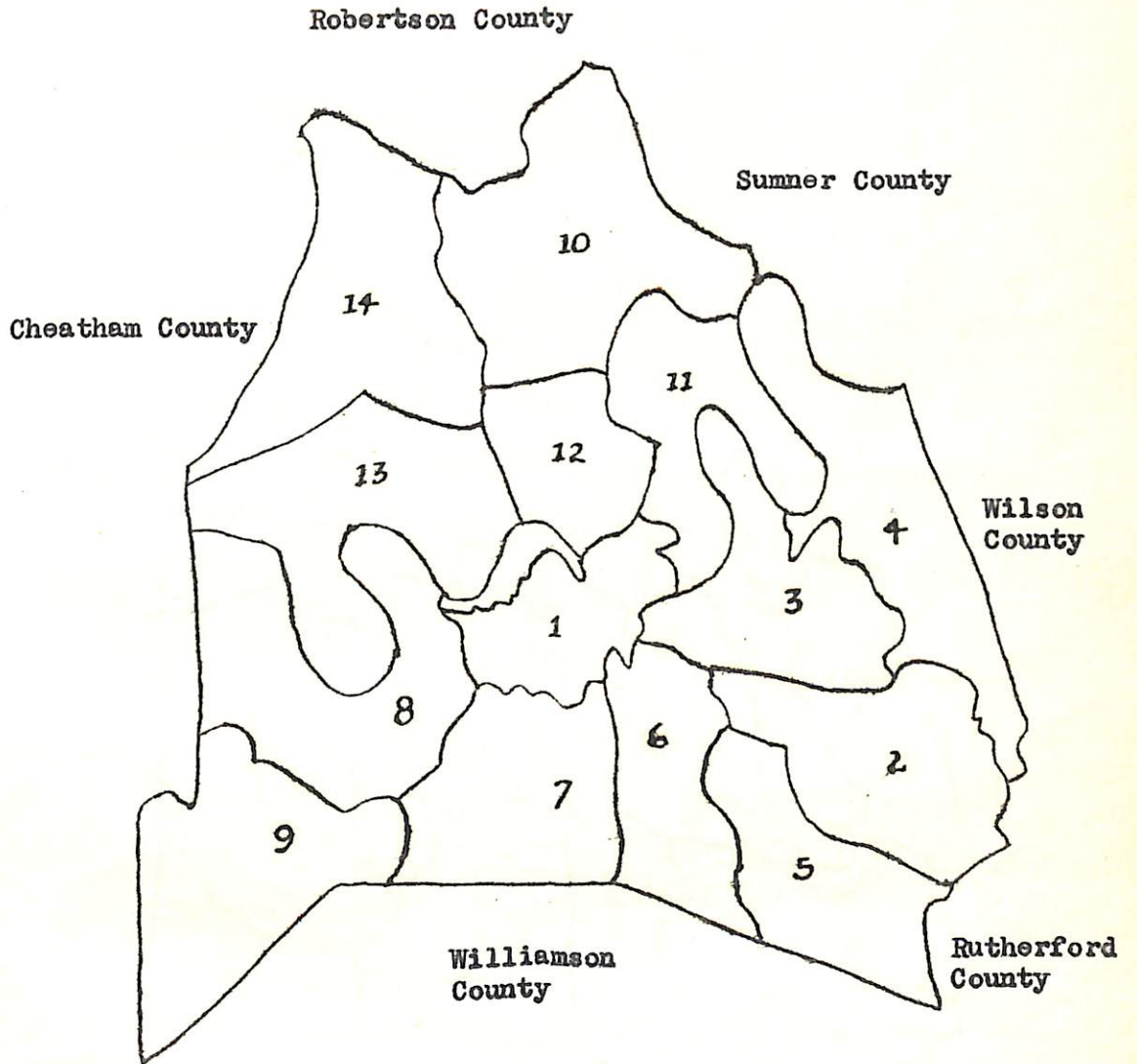




Figure II

Total Negro population of Davidson County by Districts

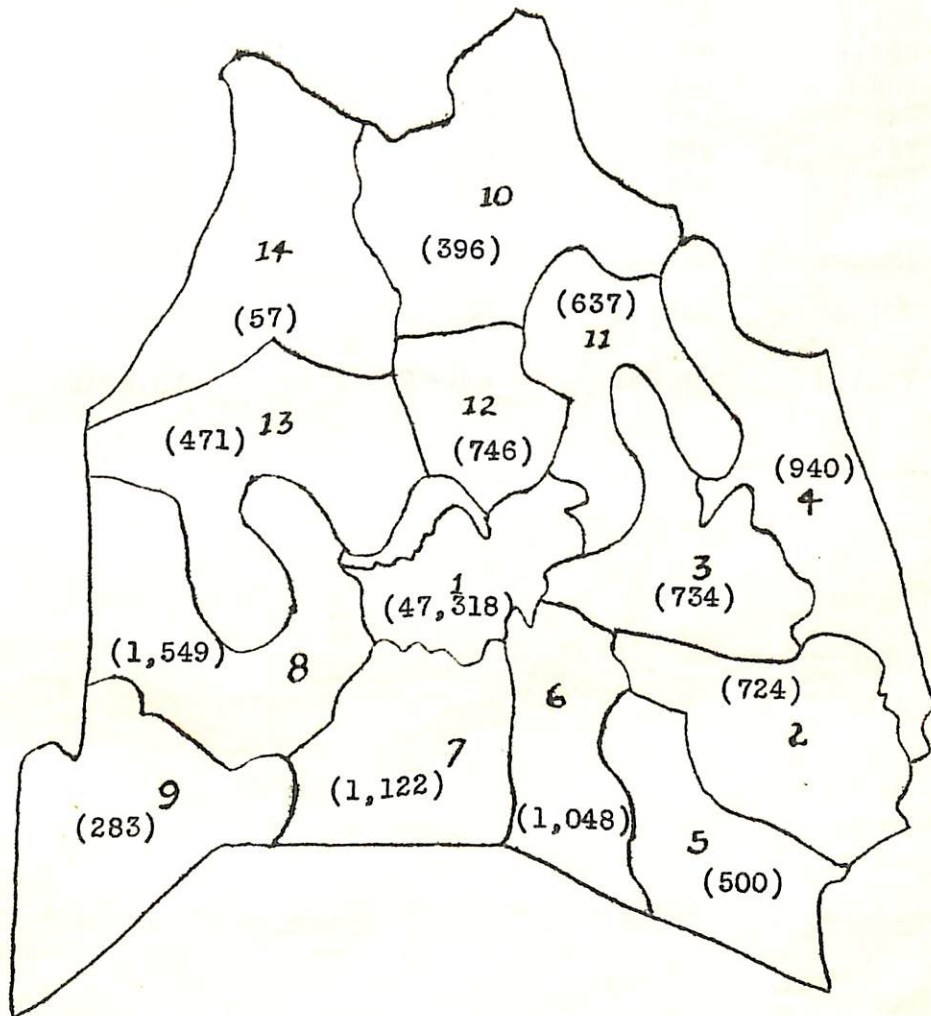


Table I

## NEGRO POPULATION OF DAVIDSON COUNTY BY DISTRICTS

Districts	Population White and Colored	Female Colored	Male Colored	Total Colored
1	167,402	25,932	21,386	47,318
2	4,561	318	406	724
3	4,949	382	352	734
4	10,281	486	454	940
5	2,034	255	245	500
6	12,764	548	500	1,048
7	11,928	705	418	1,122
8	8,973	511	1,308	1,849
9	1,900	141	142	283
10	4,503	195	201	396
11	14,355	341	296	637
12	6,881	394	353	747
13	4,236	221	250	471
14	<u>2,500</u>	<u>27</u>	<u>30</u>	<u>57</u>
Total	257,267	30,456	26,341	56,797
Average	2572.67	304.56	263.41	567.97

Sixteenth U. S. Census, 1940, Report on Characteristics of Population for Tennessee, Series No. 2, p. 105.

Since the population of Davidson County is composed of two groups of people, it is interesting to note that the number of Negroes is a little less than 22 percent of the total population, both white and Negro, whereas in Shelby, Haywood, Fayette and Madison Counties of West Tennessee show a Negro population range from 36 to 72.5 percent<sup>6</sup> of the total population. All of these counties are smaller than Davidson County except Shelby County.

Table I shows the Negro population, female and male as it compares with the total Negro and white population of each district.

In the rural area of the U. S. A. there are 6,611,930 Negroes, of this number 147,734 live in the rural area of Tennessee; 9,479 live in the rural areas of Davidson County; 2,774 constitute the farm population while 6,705 are non-farm.<sup>7</sup>

Since each district of Davidson County except one is considered rural, approximately 17 percent of the Negroes in Davidson County live in the rurals.

Table No. I also reveals that most of the Negroes in Davidson County live in district one, six, seven and eight, while district fourteen has only 57 Negroes.

#### Review of Previous Studies

While there are only a few studies made on Negro education in counties, there is one by John B. Cade of Prairie View College, Texas,

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<sup>6</sup>Sixteenth U. S. Census, 1940 p. 41-44

<sup>7</sup>Ibid, pp 84, 90

in 1933 which states that as a whole, "conditions in Waller County were above the level of the average county in the South. There are 21 buildings for Negroes. Fourteen are one-teacher schools, two have seven teachers, while the other five have teachers varying from one to seven. Only one school has an eight month term, while in the other sixteen schools, eight have terms of seven months, and eight maintain schools of six months in length."

Teachers in nineteen schools followed the "State Course of Study" without any attempt to adjust it to the needs of the community.<sup>8</sup>

A general study of rural schools for Negroes also made by Cade in March, 1935, states that more girls than boys were enrolled in the upper grades in 1932-33; nevertheless the total enrollment of boys in all grades exceeds the total enrollment of girls in all grades.

Nineteen schools still had sessions in church buildings. The hand of Julius Rosenwald was evident in forty-seven schools.<sup>9</sup>

Charlton made a study of the rural schools in Washington County, Arkansas. The data revealed that the schools have shorter terms, lower teacher's salaries, and proportionately fewer pupils transported than schools generally throughout the state.<sup>10</sup>

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<sup>8</sup>Hortense Smith Thompson, A Study of the Status of Negro Education in Liberty County, (Texas, 1935), p. 35.

<sup>9</sup>Thompson, op. cit., p. 47.

<sup>10</sup>J. L. Charlton, School Services in Rural Communities in Washington County, Bulletin 398--1940, p. 8.

Dawson states that the consolidation of schools is usually followed by an improvement in the training of the teacher employed. For example, in Logan County, Arkansas, two years after the county wide consolidation of schools, 80 percent of the teachers had two or more years of professional training of college grade as compared to only 28 percent before consolidation. Similar improvement was shown for Pulaski County, following a county wide program of consolidation.<sup>11</sup>

A study of a program of Prince George County, Maryland, made by the Faculty of the College of Education of the University of Maryland reports:

If public education is to serve the public, then it must look to building school plants which plan for added vocational and avocational facilities for adult as well as youth. And, in addition to considering where future children may live, it must take cognizance of the natural social grouping of men and women, in placing those buildings.<sup>12</sup>

This group of reviews has reference to the studies made relative to the educational set up of Tennessee in general with tendencies affecting both county and state, since Davidson County is the capitol county of Tennessee.

Gore, in tracing the problems incident to the evolution of the public school system in Tennessee, reported as to public opinion

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<sup>11</sup>H. A. Dawson, Satisfactory Local School Units, Doctor's thesis. George Peabody College for Teachers, 1934, p. 180.

<sup>12</sup>Arnold E. Joyal, A Program of Reconstruction for the Public Schools of Prince George County, Maryland, 1941, p. 75.

both for and against the development of Negro education.<sup>13</sup>

Schuler reports that Tennessee was the second state to establish a system of public schools for Negroes. In 1864, George Banks ordered schools opened for the colored race, but no response was made in Tennessee until 1867.<sup>14</sup>

Wilkerson, in a study of Special Problems of Negro Education, states that one of the greatest stimulations for the construction of wholesome school buildings in the South, particularly in rural areas, has come through the influence of the Julius Rosenwald Fund.<sup>15</sup>

Schuler reports:

There seems to have been no definite aim for Negro education during the period of reconstruction; however, as well as could be understood, the aim seems to have been to train teachers and preachers rather than to help the masses.<sup>16</sup>

Today, there seems to be a broader view of the aims of education. The purpose of education is to help youth to acquire the necessary attitudes, appreciations, understandings and special abilities for effective living in a democratic society.<sup>17</sup>

According to the report of the committee on rural education, Caliver states;

Approximately nine-tenths of the schools for Negroes in the Southern states are rural schools. It was also found that most of the rural schools for Negroes

<sup>13</sup>George W. Gore, Jr., In Service Improvement of Negro Public School Teachers in Tennessee, 1940, p. 4.

<sup>14</sup>Elizabeth Bruce Schuler, The History of Education in Tennessee during the Reconstruction Period, Peabody Teachers College, 1918, p. 8.

<sup>15</sup>Doxey A. Wilkerson, Special Problems of Negro Education, 1931, p 31.

<sup>16</sup>Schuler, op. cit., p. 4

<sup>17</sup>W. A. Clark, A Teachers' Guide to Curriculum Construction, 1939, p. 7.

were located long distances from the homes of the children they served; that very meager transportation facilities were provided; that the teachers were under paid and poorly trained; that the buildings were in a state of poor repair; that equipment was meager and out of date; and that the quality of education was below standard, judging by the curriculum, the teaching procedure, and the age-grade distribution of pupils. Although the need is greatest in rural areas, the facilities provided are meager, inadequate and ill adapted to the needs of the people served.<sup>18</sup>

Alves, Anderson and Fowlkes report that school attendance in large schools is usually far better than in small schools. In Tennessee, 69 percent of the pupils enrolled in one-teacher schools are in attendance as compared with 83 percent in schools with ten or more teachers.

The same persons also state that usually the per capita cost of consolidated schools is less than the per capita cost of small schools for the grades. For example, in Oklahoma, the cost per day in a one teacher school is 30 cents as compared to less than 20 cents in schools having 6 teachers or more. In Tennessee, it is reported that 48 percent of the pupils in one teacher schools are of normal age for their grade as compared with 60 percent in large schools.<sup>19</sup>

Gore reports that what is true with rural education generally is true in an even greater degree with respect to the Negro child in

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<sup>18</sup> Ambrose Caliver, Availability of Education to Negroes in Rural Communities, Bulletin 1935, No. 12, U. S. Office of Education, p. 10.

<sup>19</sup> H. F. Alves, A. W. Anderson and J. G. Fowlkes, A Study of Local School Unit Organization in Ten States, U. S. Office of Education Bulletin, 1938, No. 10.

rural America. The late President Roosevelt, in a letter to Dr. George J. Zook, then U. S. Commissioner of Education wrote, "As yet, all too small a percentage of Negro children in our country, especially in its rural section enjoy adequate or equitable facilities for the education which is America's goal for every child. We have neither schools enough properly to accommodate the children who should be in attendance, nor educational offerings of quality and variety adapted to their needs."<sup>20</sup>

Cooke reports, "Where the Negro population is scarce, the cost of providing adequate buildings and teachers is relatively much higher."<sup>21</sup> Fifty percent of the one teacher schools of Davidson County have an enrollment ranging from 14 to 20, while 50 percent range from 21 to 43 with grades 1 through 8.

Blanton stated that she had great difficulty in securing data for her study of children in Texas one teacher schools, because of irregular attendance due to distance. Homes of the country children were from one-half mile to seven miles from the school, with no provision for transportation at public expense.<sup>22</sup>

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<sup>20</sup>George W. Gore, Jr., Education of Negroes in Rural Areas of Tennessee, The Broadcaster, Bulletin No. 1, 1936, Official Journal of the Tennessee State Association of Teachers in Colored Schools, p. 14.

<sup>21</sup>D. H. Cooke, The Rural School Problem, Southern Workman, 1931, p. 60.

<sup>22</sup>Annie W. Blanton, The Child of the Texas One Teacher School, Bulletin 3613 University of Texas, 1936, p. 111.



rural America. The late President Roosevelt, in a letter to Dr. George J. Zook, then U. S. Commissioner of Education wrote, "As yet, all too small a percentage of Negro children in our country, especially in its rural section enjoy adequate or equitable facilities for the education which is America's goal for every child. We have neither schools enough properly to accommodate the children who should be in attendance, nor educational offerings of quality and variety adapted to their needs."<sup>20</sup>

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<sup>22</sup>Annie W. Blanton, The Child of the Texas One Teacher School, Bulletin 3613 University of Texas, 1936, p. 111.

### Organization of the Study

In the introductory chapter, six major points were emphasized: the purpose of the investigation, the method of procedure, the Historical and Geographical background of Davidson County, and the Review of previous studies.

Chapter II is devoted to a study of Pupil enrollment and attendance during the period 1934 to 1944.

Chapter III will have reference to the teaching personnel in the Negro elementary schools of Davidson County for a ten year period. Chapter IV discusses buildings, grounds and special services in the Davidson County school system; and Chapter V relates a general summary and recommendations for future progress of the elementary schools for Negroes in Davidson County.

## CHAPTER II

## PUPIL ENROLLMENT AND ATTENDANCE

This chapter presents facts regarding the pupil enrollment of the Negro schools in Davidson County during 1934-1944. One of the essential factors affecting school enrollment and attendance is the community population.

The distribution of pupils by grades reveals that the largest enrollment was in the first grade. A yearly average of 307.7 pupils entered the first grade for the ten-year period, yet, a yearly average of 92.0 enrolled in the eighth grade of the elementary schools according to Table V. The scholastic population stated in Table II in Davidson County during the ten-year period was 1,649.6, with an average of 1,095.6 in school, which was 66 percent of the scholastic population.

A marked decrease in the rural scholastic population of the county is noticed in Table II, between the years 1942-44. This was due primarily to the school census being taken on a two-year basis for the years 1936-1938 and a three-year basis for the years 1939-1941.

Of the 37 schools existing in Davidson County between the years 1934-39, according to the data in Table III, the number of one teacher schools remained constant for the five year period. From 1939-1944, there was a slight decrease in the number of one-teacher schools and an increase in the two-teacher schools. This decrease

was probably due in the first instance to low average daily attendance. When the average daily attendance falls below 10, the school is terminated and pupils are transported to another school. This was one of the first attempts toward consolidation of schools in the county. A second probable cause of increase in the number of two teacher schools and a decrease in the number of one teacher schools, is the fact that many families living in the community are either tenants or sharecroppers. They move from community to community which gave rise to a transitory school population. A third cause may be that in some communities families left the rural area during the World War II to enter into war industries. A fourth cause may be that older boys were drafted or volunteered for army service. With an average of 35.6 schools and a net enrollment of 1330.6, according to Table IV, each school should have an average enrollment of approximately 37 pupils.

One of the main causes for the large enrollment of pupils in the first grade as revealed in Table V was primarily due to the custom of Davidson County prior to 1942 to retain pupils in the first grade for two consecutive years. One year was devoted mainly to pre-primer and primer material and the second year to first-grade material. The enrollment in the first grade during the latter part of this period is constantly decreasing. For the past three years, a pupil entering school as a beginner is required to cover the four stages of reading: readiness period, pre-primer period, primer period, and first grade material in the first year of school.

Table II

## NEGRO SCHOOL POPULATION FOR THE PERIOD 1934 - 1944

Year	Boys	Girls	Total
1934-1935	951	920	1871
1935-1936	740	705	1445
1936-1937	925	1074	1999
1937-1938	925	1074	1999
1938-1939	788	790	1578
1939-1940	788	790	1578
1940-1941	788	790	1578
1941-1942	680	788	1468
1942-1943	713	804	1517
1943-1944	<u>655</u>	<u>808</u>	<u>1460</u>
Total	7,953	8,543	16,496
Average	795.3	854.3	1649.6

Table III

NUMBER OF NEGRO RURAL ELEMENTARY SCHOOLS  
IN DAVIDSON COUNTY

Year	One Teacher	Two Teacher	Three Or More	Total
1934-1935	28	8	1	37
1935-1936	28	8	1	37
1936-1937	28	8	1	37
1937-1938	29	7	1	37
1938-1939	28	8	1	37
1939-1940	28	8	1	37
1940-1941	24	9	1	34
1941-1942	24	9	1	34
1942-1943	24	9	1	34
1943-1944	22	9	1	32
	263	83	10	356
Total	263	83	10	356
Average	26.3	8.3	1.0	35.6

Table IV

PUPIL ENROLLMENT BY YEARS  
FOR THE PERIOD 1934-1944

Year	Boys	Girls	Total
1934-1935	764	749	1513
1935-1936	740	705	1445
1936-1937	679	669	1348
1937-1938	673	659	1332
1938-1939	651	668	1319
1939-1940	611	635	1246
1940-1941	609	642	1251
1941-1942	611	658	1269
1942-1943	644	677	1321
1943-1944	<u>597</u>	<u>665</u>	<u>1262</u>
Total	6,579	6,729	13,306
Average Enrollment	657.9	672.9	1330.6

Table v

## PUPIL ENROLLMENT BY GRADES FOR THE PERIOD 1934-1944

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1934-1935	310	197	221	186	211	161	142	85
1935-1936	325	159	194	203	170	154	136	104
1936-1937	298	160	177	189	176	125	125	98
1937-1938	297	172	186	156	174	143	110	94
1938-1939	323	168	163	181	136	150	104	94
1939-1940	309	152	156	154	156	116	110	93
1940-1941	312	166	161	144	147	135	109	77
1941-1942	307	155	184	166	127	132	112	86
1942-1943	320	171	168	166	167	121	110	98
1943-1944	276	177	174	158	147	143	96	91
<b>Total</b>	<b>3,077</b>	<b>1,676</b>	<b>1,677</b>	<b>1,784</b>	<b>1,703</b>	<b>1,608</b>	<b>1,380</b>	<b>920</b>
<b>Average</b>	<b>307.7</b>	<b>167.6</b>	<b>167.7</b>	<b>178.4</b>	<b>170.3</b>	<b>160.8</b>	<b>138.0</b>	<b>92.0</b>



Table VI shows that an annual average daily attendance for boys was 576.3 and an annual daily average for girls was 602.9. Between 1934 and 1944 there was a constant decrease in the average daily attendance of boys and girls. Although the net enrollment for 1934 was 1,513 for boys and girls as stated in Table IV, the average daily attendance was 1,269. The attendance has continued to decrease on a similar ratio basis over the period of ten years.

According to Table IV, the net enrollment for this period, 1934-1944, was 1330.6. The average daily attendance was 1179.2 as revealed in Table VI. There was irregular attendance of about 15.14 which is 11 plus percent of the net enrollment. These facts reveal that the irregularity of attendance was comparatively low, and that the boys and girls of Davidson County do attend school. However, Caliver states, "It is probable that inaccessibility of schools is one of the most important factors causing the non-attendance of the more than 1,000,000 Negro children in the United States who are not in school."<sup>1</sup>

Through the cooperation of the Administrative staff, the County Attendance Supervisor and teachers, the attendance for 1943-1944 is exceptionally good. Eighty-eight and nine tenths percent of the pupils actually enrolled attended school.

The rank of attendance by schools for nine months during 1943-45

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<sup>1</sup>Ambrose Caliver, Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers, (U. S. Government Printing Office, 1933), Bulletin 5, p. 11.

Table VI

AVERAGE DAILY ATTENDANCE IN  
NEGRO ELEMENTARY SCHOOLS

Year	Boys	Girls	Total
1934-1935	625	644	1269
1935-1936	630	620	1259
1936-1937	599	599	1198
1937-1938	597	594	1191
1938-1939	575	602	1177
1939-1940	554	595	1149
1940-1941	337	594	1131
1941-1942	555	605	1160
1942-1943	563	587	1150
1943-1944	528	589	1117
Total	<u>5,763</u>	<u>6,029</u>	<u>11,792</u>
Average	576.3	602.9	1179.2

in Table VI reveals the school that ranked last had a percent of attendance of 75.02 for 1943-44, and that the same ranked last in 1944-45, with a decrease of 11.40 percent. This school is removed at least 1.5 miles from the nearest home and as far as 2.5 to 3.5 from the most of the pupils with no transportation facilities or any other adequate advantages that would encourage better attendance.

A consolidation of such an isolated school with transportation should do much to improve attendance; provide better teaching facilities; encourage better teaching personnel; and make a more healthful, and comfortable situation for boys and girls of this community.

Table VII reveals that there was an increase in attendance for the elementary schools for Negroes in Davidson County for 9 months between 1943-1945.

During the past two years, a rotating attendance plaque was presented by the County Board of Education to the school having the highest average daily attendance for each school month. At the close of the school term, another plaque is presented to the school having the highest average attendance for the year. This plaque becomes the property of the winning school.

A study of the number of days in which the elementary schools for Negro pupils in Davidson County operated is revealed in Table VIII. An annual average of 173.7 days for the ten-year period was realized throughout the county as the school term. In 1944-45 the school term in Davidson County was 179 days for pupils and 200 days for teachers.

"In 1935-1936 the average term of all schools, rural and urban, ranged from the national high, 187.9 days in North Dakota which has the largest proportion of rural population in the U. S. A. (83.4 percent) to a low of 132.5 days in Mississippi, next highest in rural population (83.1 percent). The average school term in the U. S. A. is 180 days."<sup>2</sup>

According to Caliver, "It is common knowledge that the school terms for colored children are short as compared with the accepted standard. The average number of days schools are kept open for Negroes in 17 Southern states is 135, which is approximately  $1\frac{1}{2}$  months less than the accepted standard in those states."<sup>3</sup>

According to Table IX, the total annual average enrollment of the pupils in the elementary schools of Davidson County for 1936-1944 was 1095.6 for eight years. The net enrollment was 13,306 as shown in Table IV with an average enrollment of 1330.6 for the ten year period. This shows that 25.7 percent of the pupils enrolled during the eight years either dropped out of schools or failed to be promoted. (From 1934-1936, there is no data available regarding these facts.)

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<sup>2</sup>Katherine M. Cook, Biennial Survey of Education in U. S. A., 1934-1936, Vol. 1, Ch. 5, p. 70.

<sup>3</sup>Ambrose Caliver, Availability of Education to Negroes in Rural Communities, U. S. Dept. of Education, Bulletin No. 12, 1935, p. 34.

It is encouraging to note also that in Table X, a great decrease is shown in the number of pupils failing for the second and third time in the same grade. This shows cooperation on the part of the Board of Education, parent, teachers and pupils in decreasing failures. A study sponsored by the Department of Superintendents states:

"Recent tendencies to eliminate pupil failure entirely in the elementary school, to individualize instruction, and to regard each grade as merely a level of experience from which the child should get as much as possible and go on to the next level the following year have all assisted in the reduction of the costs arising from repeaters."<sup>4</sup>

During the past years, pupils in Davidson County schools were not allowed to remain in one grade over a two year period. They pass to the next group. Here he is to do work according to his needs, interests and ability--not from a grade point of view, but from the individual.

In Table I, an average of 92 pupils enrolled in the eighth grade each year. Of this number, Table X reveals that 79.2 completed

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<sup>4</sup>Twelfth Year Book, Critical Problems in School Administration, (Washington: Department of Superintendency, 1944), p. 204.

Table VII

THE RANK OF EACH SCHOOL IN DAVIDSON COUNTY  
IN PERCENT OF ATTENDANCE FOR TWO YEARS (1943-44)

School	1943-1944		1944-1945	
	Rank	Percent	Rank	Percent
Antioch	24	90.51	24	90.99
Bellevue	27	87.92	23	92.37
Bordeaux	8	98.03	12	97.90
Brentwood	10	97.87	14	97.52
Brierville	4	98.87	3	98.87
Brown	15	97.40	27	89.13
Bryant Town	21	93.81	2	99.15
Cedar Grove	29	86.29	28	88.70
Cruzen	2	99.11	7	98.42
Dry Creek	9	90.25	22	95.67
Evan Hill	16	97.35	15	97.31
Federal	19	96.18	16	96.96
Flat Rock	12	97.57	13	97.75
Goodlettsville	11	97.67	11	97.90
Hadley	18	96.94	10	98.29
Haynes	28	99.01	30	85.78
Mt. Pisgah	7	98.24	9	98.29
Mt. Zeno	13	97.45	4	98.77
Neelys Bend	3	99.01	29	87.80
Newsom	32	75.09	31	63.62
Olive Branch	30	86.02	20	95.14
Otter Creek	26	90.25	21	94.09
Pasquo	22	93.76	8	98.36
Providence	17	97.15	18	96.62
Ridgetop	20	94.53	6	98.42
Rock City	6	98.26	19	96.10
Scotts Hollow	5	98.50	5	98.76
Scruggs Chapel	31	80.05	26	90.17
Stateland	14	97.40	17	96.76
Union	23	92.67	25	90.72
Mt. Nebo	25	90.31	00	00.00
Rock Hill	1	99.55	1	99.60

Table VIII

LENGTH OF SCHOOL TERM IN DAYS IN DAVIDSON  
COUNTY NEGRO ELEMENTARY SCHOOLS

1934-1935	173
1935-1936	174
1936-1937	171
1937-1938	173
1938-1939	173
1939-1940	175
1940-1941	175
1941-1942	175
1942-1943	172
1943-1944	<u>176</u>
Total	1,737
Average	173.7

the eighth grade. This reveals that an average of 12.8 did not complete the eighth grade. This Table also shows an average of 18.3 more girls completed the eighth grade than boys.



Table IX

RECORD OF PROMOTION AND RETARDATION IN THE  
DAVIDSON COUNTY NEGRO RURAL ELEMENTARY  
SCHOOLS

Year	Total Enrollment	Number Dropped	Number Promoted	(No. failing in grade)		
				One Year	Two Years	Three or More Years
1934-1935*						
1935-1936*						
1936-1937	1436	197	1025	177	24	13
1937-1938	1414	176	1011	178	33	16
1938-1939	1405	195	954	198	41	17
1939-1940	1324	137	968	186	24	9
1940-1941	1312	127	986	166	29	4
1941-1942	1350	127	1039	156	24	4
1942-1943	1393	185	1027	151	27	3
1943-1944	<u>1522</u>	<u>142</u>	<u>1031</u>	<u>135</u>	<u>14</u>	<u>2</u>
Total	10,952	1,286	8,041	1,345	216	68
Average	1095.2	128.6	804.1	134.5	21.6	6.8

\*No record available for 1934-1936

Table X

THE NUMBER OF PUPILS COMPLETING THE EIGHTH GRADE  
IN DAVIDSON COUNTY NEGRO ELEMENTARY SCHOOLS  
BETWEEN 1934-1944

Year	Boys	Girls	Total
1934-1935	19	46	65
1935-1936	25	58	83
1936-1937	33	51	84
1937-1938	35	48	83
1938-1939	31	53	84
1939-1940	36	50	86
1940-1941	22	46	68
1941-1942	37	39	76
1942-1943	35	47	82
1943-1944	<u>32</u>	<u>50</u>	<u>82</u>
Total	305	488	793
Average	30.5	48.8	79.3

## CHAPTER III

## THE TEACHING PERSONNEL

The efficiency of any school system largely depends on the quality of instruction administered. Instruction is a direct result of teaching efficiency. In order to interpret the quality of instruction in the Davidson County Negro schools, it is necessary to analyze the teaching personnel. This chapter proposes to answer the following questions: (1) What are the characteristics of Negro teachers in Davidson County schools? (2) What are the requirements for teachers in the Negro schools of Davidson County? (3) How do the Negro teachers in Davidson County compare with other teacher groups? (4) What suggestions can be made for the improvement and in-service education of Negro teachers in Davidson County in the light of these findings?

According to Table XI the largest number of Negro teachers employed in the one, two and three or more teacher schools of Davidson County was fifty-one during 1938-1939. During the past ten years, the total number of teachers employed varied from forty-five to fifty-one with an average of 48.6 per year. Only 5 percent of this group were men. For the most part, every teacher carried a full teaching schedule. In the two teacher schools, the person serving as principal has an additional responsibility of depositing all official reports in the office of the superintendent and general manager of the school. In one

case, a principal of the elementary and high school does not do any direct teaching as such of pupils.

### Preparation of Teachers

The elementary teachers of Davidson County are directly responsible for carrying out the instructional program suggested by the Board of Education. It is important that teachers are well qualified for the position which they hold. Of the teachers in the elementary set up, an average of 13.4 teachers employed for a ten year period held degrees; 9.5 had three years of college training. According to Table XII, a constant decrease is noted in teachers with one year of college training, and those with no college work during 1938-1939. Teachers with two and three years of college training tend to show an increase toward professional improvement. In recent years, it has been a policy of the County Board of Education that all beginning teachers in the schools of Davidson County should have a College degree. Of the 48.6 teachers employed during the ten year period; 42 percent of the 45 teachers employed in 1943-1944, were college graduates as compared to 9 percent of the 47 teachers employed in 1934-1935.

Table XI

NUMBER OF TEACHERS EMPLOYED IN  
DAVIDSON COUNTY NEGRO ELEMENTARY SCHOOLS FOR  
1934-1944

Year	Men	Women	Total Teachers
1934-1935	2	45	47
1935-1936	2	46	48
1936-1937	1	48	49
1937-1938	3	47	50
1938-1939	3	48	51
1939-1940	3	46	49
1940-1941	5	43	48
1941-1942	4	44	48
1942-1943	4	46	50
1943-1944	<u>2</u>	<u>46</u>	<u>48</u>
Total	29	457	486
Average Number	2.9	45.7	48.6

Table XII

## EDUCATIONAL ATTAINMENT OF NEGRO TEACHERS IN DAVIDSON COUNTY

Year	College Graduate			3 years College			2 years College			1 year College			No College Training			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	T
1934-1935	2	2	4	0	5	5	0	14	14	0	19	19	0	5	5	47
1935-1936	2	2	4	0	6	6	0	13	13	0	20	20	0	5	5	48
1936-1937	1	5	6	1	3	4	0	17	17	0	18	18	0	4	4	49
1937-1938	3	5	8	1	9	10	0	10	10	0	15	15	0	7	7	50
1938-1939	3	8	11	1	9	10	0	19	19	0	9	9	0	2	2	51
1939-1940	3	14	17	1	10	11	0	12	12	0	8	8	0	1	1	49
1940-1941	5	15	20	1	10	11	0	12	12	0	4	4	0	1	1	48
1941-1942	4	17	21	1	11	12	0	11	11	0	3	3	0	1	1	48
1942-1943	4	18	22	1	13	14	0	9	9	0	4	4	0	1	1	50
1943-1944	2	17	19	0	12	12	0	12	12	0	2	2	0	1	1	46
Total	29	105	134	7	88	95	0	125	129	0	102	102	0	28	28	486
Average																
Number	2.9	10.5	13.4	.7	8.8	9.5	0	12.5	12.9	0	10.2	10.2	0	2.8	2.8	48.6

### New School Program

The State Commissioner of Education advocated a program for the improvement of instruction in 1935. Many bulletins have been published and used by teachers in various counties. They include: "The Teacher's Handbook," "Looking Ahead with Tennessee Schools," "Tennessee Programs of the Improvement of Instruction," "Special Days," "Living and Learning in the Rural Elementary School," "Manual for Scoring Rural Schools in Tennessee," and others, as a means of aiding with the instructional program in elementary schools. The schools of Davidson County are making use of these bulletins, although they are not participating in the Eight Point State Educational Program.

It was during this period that the Eight Point State Educational Program raised the educational standards throughout the rural areas of the state. This Eight Point State Educational Program has been modified to involve the following:

1. The adoption of an actually sound retirement system for teachers with a sufficient initial state appropriation to inaugurate the system.
2. The continuation of the 1943-45 basic and emergency appropriations for public elementary and high schools.
3. In addition thereto, an appropriation by the state of a fund sufficient to provide an increase of \$10.00 per month for eight months in salaries of elementary and high school teachers, supervisors and principals in the public schools of Tennessee.
4. Adequate funds for other important educational services such as libraries, transportation, supervision, etc.

5. The adoption of such new laws and the amending of previous legislation to insure the proper functioning of the public school system.

6. Adequate support for the regular functions, the war services and post-war adjustment programs of institutions of higher learning.

7. The passage of such enabling acts as will make it possible for the state and local government to participate in any post-war plans or funds as may become available.<sup>1</sup>

#### Teachers with Degrees

The distribution of 20 teachers shown in Table XIII have college majors in the following subjects: Six home economics majors, one in English, five in history and social studies, two in physical science, and six in elementary education, who have prepared themselves to teach in the elementary school, which represents 30 percent of the teachers with degrees for this period. However, in 1944-45, there is an increase to 44 percent of the entire personnel with degrees. It is a question whether a teacher can teach successfully in elementary schools who has prepared himself for the secondary field of education.<sup>2</sup>

#### Certificates

A description of the types of certificates issued to elementary teachers may be observed in Table XIV. According to this table various

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<sup>1</sup>Legislative Program, Tennessee Educational Association, 1944-45 State Department of Education, Nashville, Tennessee -- Mimeographed sheet.

<sup>2</sup>Records from Office of the Superintendent, Davidson County, Nashville, Tennessee.



types of certificates were used by Negro teachers in Davidson County between the years 1934-1944. Permanent professional certificates were issued to the applicant who had completed 90 quarter hours with 18 quarter hours in education. Four-year elementary certificates were given to applications who had completed 45 quarter hours with 9 quarter hours in education. Limited professional certificates to teach in elementary schools for one year were granted to graduates of high schools who had completed at least 12 quarter hours with 3 quarter hours in education. Permits were issued for one year in cases of emergency. However, before 1925, certificates were classified as first grade and second grade. First grade permanent certificates were issued upon the successful passing of a state teacher's examination, and those qualified for second grade certificates were granted two year certificates. However, there has been no elementary examination given for four year certificates since 1942.<sup>3</sup>

During the ten year period approximately 65 percent of the 486 Negro elementary teachers employed between 1934-1944 in Davidson County held permanent professional certificates; 14 percent held four year professional certificates; 8 percent of the group held limited professional certificates; 15 percent held permanent examination certificates; 3 percent held two year examination certificates while only 4 percent of the teachers were issued permits.

In 1934-1935 less than one half of the teachers held permanent

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<sup>3</sup>State Department of Certification, Nashville, Tennessee

Table XIII

DISTRIBUTION BY MAJOR FIELDS OF NEGRO TEACHERS  
WITH DEGREES IN THE DAVIDSON COUNTY SCHOOLS  
FOR THE PERIOD 1934-1944

Major Fields	Number of Teachers
Home Economics	6
English	1
History and Social Science	5
Physical Science	2
Elementary Education	<u>6</u>
Total	20

professional certificates, whereas in 1943-44 over three-fourths of the teachers held permanent professional certificates. Of the total number, one-half of the teacher's certificates were based on college degrees. There tends to be a definite decrease in all other types of certificates.

#### Teacher's Salaries

During the years 1934-1943, Table XIV shows there were 486 Negro elementary teachers in the public schools of the county. According to Table XV, the average salary paid the men was \$627.71 per year, while women received \$640.71 per year, a difference of \$13.00 more than the men.

The range of salary paid teachers during this period was from \$48.03 to \$83.13 per month. Prior to 1943-44, teachers without degrees were the highest paid group. There has been a constant increase in the salary of teachers with the greatest increase from 1942-1944.

The present salary has increased in many cases from one-fourth to one-half above the salary in 1934-35. Teachers of Davidson County at present are paid for 10 months. The salaries of teachers in counties on the Eight Point Educational Program are paid according to certification and experience. A teacher with a degree receives a salary of not less than \$130.00 including the state emergency salary supplement. In Hamilton County, one of the non-equalization counties in Tennessee, the salary schedule includes three classifications:

Table XIV

## CERTIFICATION OF NEGRO TEACHERS IN DAVIDSON COUNTY

Year	Permanent Profes- sional	4 Year Profes- sional	Limited Profes- sional	Permanent Examina- tion	4 Year Examina- tion	2 Year Examina- tion	Permit	Total
1934-1935	17	11	0	14	1	4	0	47
1935-1936	19	10	0	13	2	4	0	48
1936-1937	21	11	1	12	2	2	0	49
1937-1938	28	10	1	8	1	2	0	50
1938-1939	32	10	1	6	1	1	0	51
1939-1940	35	6	1	5	1	1	0	49
1940-1941	37	4	0	5	2	0	0	48
1941-1942	40	2	0	4	1	1	0	48
1942-1943	42	2	0	4	1	1	0	50
1943-1944	<u>40</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>46</u>
Total	311	68	4	75	12	17	2	486
Average	31.1	6.8	.4	7.5	1.2	1.7	.2	48.6

"Class I -- composed of teachers holding Master's degrees, or above.

"Class II -- composed of teachers holding Bachelor's degrees.

"Class III -- composed of teachers having two years college or more, but not having received a Bachelor's degree."

"The schedule Table extends over a period of 12 years. In Class I salaries range from \$1200 to \$2300 per year. Class II salaries range from \$1000 to \$2100 per year. Class III ranges from \$800 to \$1350 per year." With this type of salary schedule, teachers should be inspired to continue their professional training which should improve the curriculum for the boys and girls of that county.<sup>4</sup>

#### Teaching Requirements

Education may be regarded as formal and informal. Informal education is gaining knowledge and skills of doing things that are helpful to yourself and others without credit hours as received in college. Formal education may be thought of in the same manner with certain requirements and standards to accomplish in an institution of higher learning.

The State Department of Education has the authority for setting up these standards for issuing certificates to teach in the counties of the state. Although a teacher is certified to teach in the elementary

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<sup>4</sup>Hamilton County Teachers' Salary Schedule on Attendance Regulations  
Mimeographed Sheet, September 4, 1936. Office of Superintendent, Chattanooga, Tennessee.

schools of the state there are requirements requested by the Davidson County Board of Education. For example, all teachers employed in the county must have a physical examination and leave on file a birth certificate.

The teachers employed by the county have benefit of certain provisions, as sick leave, absence from school on account of death, and a pension upon retirement.

#### Teaching Experience

According to Table XVI, the data shows that the greatest number of teachers serving in the county schools was 17 who had been employed within the range of 1 to 5 years which is a little over 33 percent of the total personnel. This group of teachers have college degrees. The next highest number of teachers serving in the county was 11 within the year range of 18-23. This is about 22 percent of the teaching group in the county.

#### In-Service Education for Davidson County Teachers

In light of the findings as to the teaching personnel of Davidson County, in-service training has been advocated. Teachers are encouraged to return to school and continue their training. Special area study groups are advocated by the County Superintendent of schools directed

Table XV<sup>5</sup>

AVERAGE MONTHLY SALARY OF TEACHERS  
IN DAVIDSON COUNTY NEGRO RURAL SCHOOLS  
1934-1944

Year	Male	Female
1934-1935	\$48.03	\$61.50
1935-1936	53.75	52.97
1936-1937	60.00	53.46
1937-1938	57.50	57.67
1938-1939	60.36	56.44
1939-1940	65.00	62.27
1940-1941	62.99	66.50
1941-1942	66.71	70.63
1942-1943	70.24	80.67
1943-1944	<u>83.13</u>	<u>78.60</u>
Total	\$627.71	\$640.71
Average	\$62.771	\$64.071

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<sup>5</sup>Annual Reports of County Superintendents Office from 1934-1944

Table XVI

EXPERIENCE OF NEGRO TEACHERS IN DAVIDSON  
COUNTY RURAL ELEMENTARY SCHOOLS

Years					Number
0 - 5	.	.	.	.	17
6 - 11	.	.	.	.	7
12 - 17	.	.	.	.	7
18 - 23	.	.	.	.	11
24 - 29	.	.	.	.	2
30 - 35	.	.	.	.	6
40 - 45	.	.	.	.	<u>1</u>
Total					51



by the Supervisor of schools. These groups are composed of teachers within neighboring districts. The meetings are held in the most central and accessible schools of that district. Individual teaching or community problems are studied. Consultants are secured from Fisk, Peabody and Tennessee State College. For example, in one area group meeting, Remedial Reading was discussed. The teachers of this group made a study of various causes--procedures and remedies for pupils' failures in reading. The material was compiled and each teacher was given a copy of the material to try out within his own school situation when necessary.

Another approach to in-service training of teachers is a pre-school conference held for two days at the county high school where teachers are given instruction as to record keeping, demonstrations on modern trends in classroom procedures. Recreational activities were taught to the teachers as an aid for the school and community. This part of the program was demonstrated through the aid of the County Home Demonstration Agent, County Farm Agent and the State and Federal Supervisor of recreation for 4H Clubs and Community leaders.

Another approach to the in-service training of Teachers is observation trips to schools in and out of the county. Teachers are encouraged to attend all local educational meetings; to have memberships with and attend the local, sectional and State Teachers' Association. Teachers are encouraged to travel during their summer vacation and to make contact with other educators.

## CHAPTER IV

## BUILDINGS, GROUNDS AND SPECIAL SERVICES

Elementary schools for Negroes in Davidson County are, with few exceptions housed in buildings that are from 14 to 23 years old. Eight are approximately 5 to 8 years old, two of the buildings are 39 and 40 years old respectively.<sup>1</sup> Therefore, many of these buildings are lacking in planned spaces necessary for a school plant, as cloak rooms, lunch rooms, recreational rooms for the rainy day activities, and indoor toilets. Unfortunately, these buildings have not been repaired and kept up.

It is impossible for most of the schools of Davidson County to live up to the modern concept of the school as a community center and a laboratory because of the lack of such vital equipment as sufficient maps, charts, globes, visual and auditory aids, stage facilities, proper lighting and spacious playgrounds which are well furnished with recreational apparatus. One would feel that the following statement made by Wofford is justified:

The average school building in the rural area is inadequate for either the traditional or modern school. On entering one of these buildings the modern teacher is faced with the necessity of harmonizing his philosophy of education with the actual condition he finds.

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<sup>1</sup>Records in the Office of the Superintendent, Davidson County, Tennessee

The school should be a home-like environment to the child, it should be a laboratory and a community center. The school room with its facilities is an active educational agent which affects the teaching as well as the learning process.<sup>2</sup>

Many of the afore-mentioned deficiencies of the schools in Davidson County could have been remedied during the planning period or the erection of the building. If the buildings are to be used as a community center, consideration should be given to the school site, location, landscaping, heating and transportation routes.

According to Table XV Julius Rosenwald has aided seventeen of the Davidson County schools. Eleven of these schools are one-teacher, five are two-teacher and one three or more teachers schools. This number is over fifty percent of the schools of the county.

Eleven of the one-teacher buildings were erected according to the Rosenwald one-room community plan "No. 1-A, which provides for a classroom 21' x 30', two cloak rooms 5' x 7½', a community room 18' x 22' with a movable partition."<sup>3</sup> Four of the eleven schools followed these specifications. The remaining one-teacher schools were built similar, but no provisions were made for the community room or space for the cloak rooms.

Seven other one-teacher rooms built without aid from the Rosenwald funds used a similar plan with no provisions for community room and cloak rooms. Two buildings that are not owned by the County are in a

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<sup>2</sup>Kate Wofford, Modern Education in Small Rural Schools, 1938, p. 331.

<sup>3</sup>Julius Rosenwald, Community School Plans, 1931, p 26.

very dilapidated condition. One is a community church, the other is a building used for a lodge. They are the straight "shot gun" type buildings with a double front door.

Five of the two teacher schools were built according to the Rosenwald plan No. 20, which provides for two classrooms 22' x 30', two cloak rooms 5' x 13', a vest 5' x 5'9" on either side of the community room which is 12' x 20'. In each situation this room is used for the school lunch room. The other two room buildings were not planned as mentioned. In four of these schools, there is no provision made for cloak rooms, lunch or community rooms.

Of the thirty-one schools visited, throughout the County, thirty of them are frame buildings, while only one is brick and this is a one teacher school. Ninety percent of these buildings are in need of repairs. Prior to the past two years, only 20 percent of the schools had bulletin boards, approximately 10 percent were using long benches without desks, most of the schools used a long recitation bench. Seven schools are without drinking water on the school ground. One of these schools used water from an unprotected, open spring.

During the past year, one school was provided with city water and lights. Primary tables and chairs were furnished for two primary rooms while approximately 60 percent of the schools were supplied with library tables and chairs. Fourteen schools were supplied with a teacher's desk and a chair. Three-fourths of the schools have bulletin boards. A portable room was added to one school, relieving a crowded

Table XVII<sup>4</sup>

## ROSENWALD SCHOOLS IN DAVIDSON COUNTY

School	When Erected	Size*	Cost	Type
Brentwood	1928-29	2	\$3,920	Frame
Brierville	1926-27	1	2,078	Frame
Bryant Town	1926-27	2	3,600	Frame
Dry Creek	1923-24	1	2,100	Frame
Evan Hill	1924-25	1	1,800	Frame
Flat Rock	1923-24	2	3,450	Frame
Haynes (Cleveland)	1930-31	3	4,600	Frame
** Mt. Nebo	1924-25	1	2,500	Frame
Mt. Pisgah	1925-26	1	2,500	Frame
Mt. Zeno	1923-24	2	4,300	Frame
Neely's Bend	1923-24	1	1,650	Frame
Olive Branch	1922-23	2	2,588	Frame
Otter Creek	1927-28	1	1,700	Frame
Pasquo	1926-27	1	1,550	Frame
Ridge Top	1923-24	1	1,650	Frame
Scott Hollow	1925-26	1	2,450	Frame
Stateland	1921-22	1	1,945	Frame

\*Size 1 has reference to the Rosenwald Community plan 1A. Size 2 has reference to the two teacher school Rosenwald plan No. 20.

\*\*School not existing at present

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<sup>4</sup>Report from the State Department of Education, Negro Division

condition in the largest two teacher school with an enrollment of ninety-three pupils, making this school a three teacher unit.

As previously stated, the schools of Davidson County are in need of repair and reorganization to meet the needs of a flexible educational program. Therefore, larger school plants through consolidation would offer a broader instructional set up, give more time for pupil instruction or class instruction. Instead of one teacher being responsible for eight different grades in the one teacher school or four grades in the two teacher school, one or two grades would be more desirable and would present a better learning situation for the boys and girls of the county.

School consolidation does much toward a more durable and efficient educational instructional program. According to Dawson, "most of the studies of pupil achievement as related to size of school have shown higher in rank for the larger schools."<sup>5</sup>

Consolidation with transportation when operated on a systematized schedule will prevent tardiness, absentees and pupils playing along the way when going to or from school. Many times when pupils leave home, they play hockey, visit the movies or stop to pick blackberries.

Consolidation should provide better opportunities for play and recreation, physical education, and more medical attention. A pupil should be ready for work when he gets to school rather than sitting in

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<sup>5</sup>H. A. Dawson, Satisfactory Local School Units, Field Study No. 7, George Peabody College, 1934, p. 180.

school a half day trying to dry his clothes on a rainy day or exhausted from walking two or three miles to school.

When pupils are transported to school there is a tendency to increase attendance and prevent tardiness. Reavis gives this observation in his study from the standpoint of the distance pupils come to school as it affects attendance:

...Children who live farther from school attend fewer days regardless of their ages for their grades, the quality of work they do, the kind of teachers they have, the kind of buildings, grounds and equipment or the educational interest of the communities in which they live. In the absence of transportation, distance is the strongest factor influencing the attendance of country children.

A small school near the home of the people it serves means less expenditure per teacher and less desirable buildings, grounds, equipment; larger districts permit higher salaried teachers with the same effort and better buildings, grounds and equipment; but the apostle of school consolidation have not clearly recognized the distance factor in school attendance, and have not squarely faced the issue. Consolidation alone will not solve the problem. It is not enough to enlarge the districts; something must be done to overcome the barrier of distance. It is not sound policy to argue that we may have "consolidation without transportation" which for example is the title of a bulletin of the University of Texas, saying, "When only two or three schools are consolidated and when none of the children are placed thereby a great distance from the school, free transportation need not be provided." The traditional prejudice of county people in favor of a school near their home should be respected useless, no provision is made for getting their children to school. Consolidation without transportation should be prohibited.<sup>6</sup>

Consolidation of the schools in Davidson County would provide a way for children wanting to go to high school. For example, in one

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<sup>6</sup>George H. Reavis, Factors Controlling Attendance in Rural Schools, Teachers College Contribution to Education, No. 108, 1920, p. 12.

of the communities in this county, five pupils are not in school due to transportation. Although there are three busses to transport students to high school, they do not cover all districts in the county where there are eighth grade graduates. Therefore, if parents are not able to provide transportation for these pupils they probably will stop school where they are. The question is, have these pupils the education that will prepare them for comfortable living?

### Location of Schools

The schools of Davidson County are located in area groups sparsely settled within a distance of approximately three to six miles of each other. Twenty-five percent of these schools are located in communities where there are scarcely no Negroes. Pupils walk from 2.5 to 4.5 miles to school. At least 40 percent of the one-teacher schools have an enrollment less than twenty, while the enrollment ranges from 35 to 93 in the two-teacher school.

### School Grounds

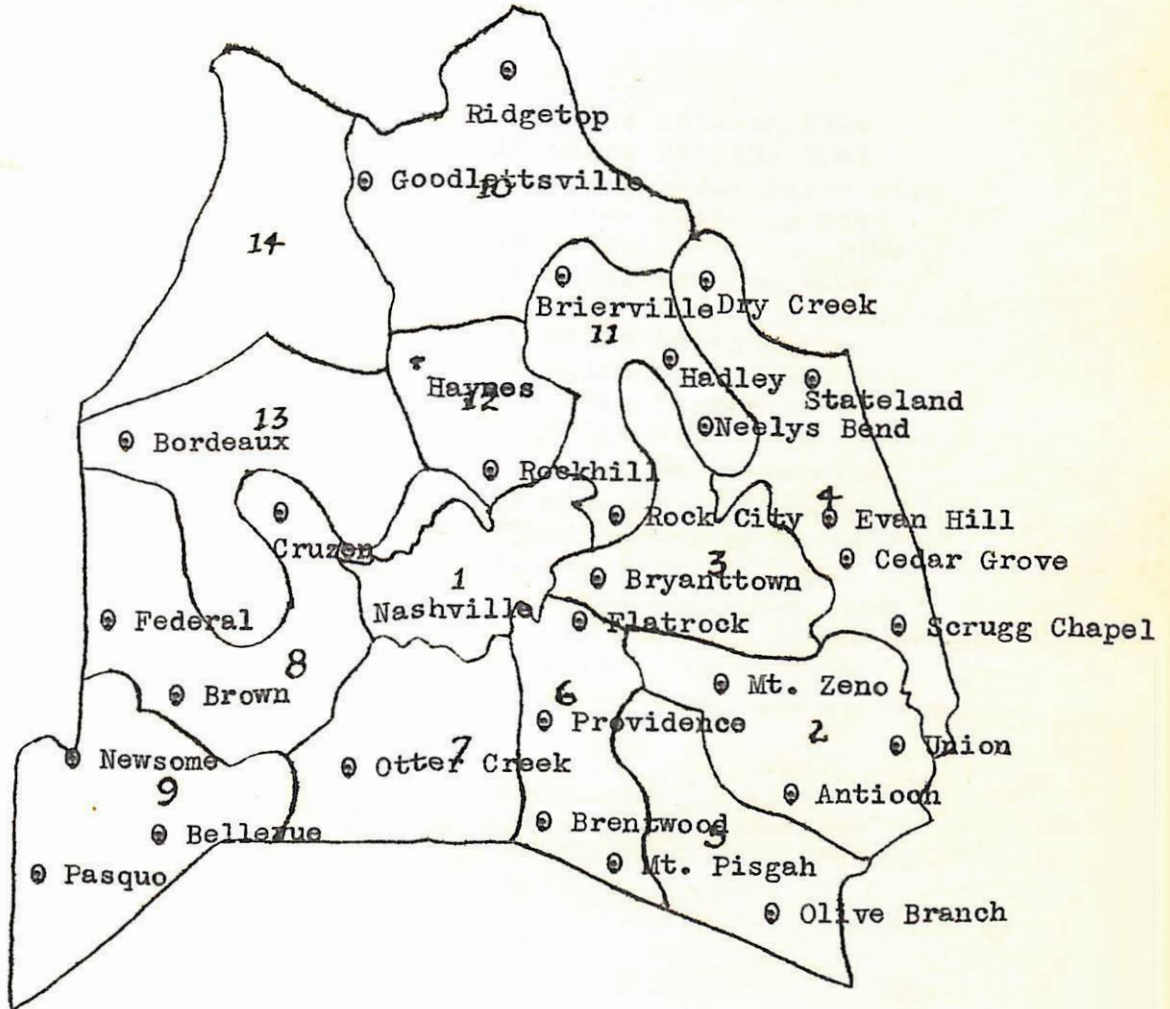
An attractive school environment does much to cultivate an appreciation of the things one would enjoy and a beautiful building may be more beautiful if the grounds are landscaped by means of trees, shrubbery, flowers, grass, etc. Many schools devote Arbor Day to the beautification of the school grounds. When the school and grounds are inviting this will influence the morale of the children.

Many rural schools in the state have unsightly buildings and grounds. We cannot hope to inspire civic pride in the hundreds of



Figure III

Scattered distribution of Negro rural elementary schools in Davidson County



- ⊙ Location of schools by districts
- \* County High School

Table XVIII

LOCATION OF DAVIDSON COUNTY SCHOOLS FROM THE  
COUNTY COURTHOUSE

SCHOOLS	DISTANCE
<b>One-Teacher Schools</b>	
Antioch	9 miles Antioch Pike
Bellevue	12 miles Harding Road
Bordeaux	4 miles Hydes Ferry Pike
Brierville	6 miles Gallatin Pike
Browns	8.4 miles Charlotte Pike
Cedar Grove	6 miles Lebanon Pike
Dry Creek	11 miles Gallatin Road
Evans Hill	10 miles Lebanon Pike
Federal	5 miles Centennial Blvd
Goodlettsville	15 miles Dickerson Road
Mt. Pisgah	6 miles Nolensville Road
Neely's Bend	7 miles Gallatin Pike
Newsome	15 miles Memphis-Bristol Hwy.
Otter Creek	7½ miles Granny White Road
Pasquo	15 miles Harding Road
Ridgetop	15 miles Dickerson Road
Rock Hill	1.3 miles Whites Creek Pike
Scotts Hollow	13 miles Lebanon Pike
Union	9 Miles Murfreesboro Pike
<b>Two-Teacher Schools</b>	
Brentwood	8 miles Franklin Pike
Bryant Town	4 miles Murfreesboro Road
Cruzen	McKinney Street
Flat Rock	4 miles Nolensville Road
Hadley	Old Hickory, Tenn.
Mt. Zeno	3 miles Murfreesboro Pike
Olive Branch	7 miles Nolensville Road
Providence	7 miles Nolensville Road
Rock City	4 miles Gallatin Road
Stateland	11 miles Lebanon Pike
<b>Three-or-More Teacher Schools</b>	
Haynes	3 miles Whites Creek Pike*

\*Annual Report of Superintendent, Superintendent's Office

children who enter our schools and expect them to carry some of this pride back into the homes under these conditions. These schools do not provide for recreational facilities or health protection for our pupils. The first and most needed step toward beautification is a general clean-up or pick-up week. For several weeks after school opens, and in some cases for the entire year, the lawn is left unmowed; the limbs and sticks from trees are left along the edge of the playground; the trash pile is widely scattered with unburned paper and cans; lumber from repair work is scattered or stacked against the side of an out-house; unsightly waste paper receptacles are left at the front entrance and the steps which are sadly in need of repair are wet and slippery from an overflow of waste water from the unpainted water cooler. The dark, colorless, uninviting halls with a few brooms, wraps and water brackets are the hosts that greet you as you enter.<sup>7</sup>

The school grounds of Negro schools in Davidson County are poorly kept except in two cases. Two-thirds of the schools have a very limited space, ranging from one-tenth to one acre. However, two schools with two acres and above have well kept lawns with shrubbery and trees, flowers and walks. The environment at these schools and the grounds have a tendency to make one feel cheerful. According to Lowth, theyard should be adequate size; never less than one acre and much better, two or three acres.

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<sup>7</sup>Handbook for Teachers, Department of Education (Tenn.), 1934 pp. 20-21

In some locations, the school buildings are in very stony places on the side of hills, children cannot even play successfully and it is doubtful that plants will grow in such places. If so, there would be no recreation space for the pupils.

### Library Services

There is an urgent need for books as a source of inspiration, pleasure, information and research. In the elementary schools of Davidson County, Table XX shows the number of schools requesting library services from the state department of education over a period of ten years in the Negro schools of the county. An average of only two boxes of approximately 40 to 50 books were borrowed from the State Department of Libraries per year served 31 schools, and during four years of the ten years, no books were borrowed. However, several Negro schools in Davidson County bought Rosenwald Libraries of about 50 books per library during the last ten years.

Five schools out of the number listed in Table XIX are terminated and no record is available as to the location of the books. It may be noted that several other schools are mentioned more than once indicating that supplementary books were added to the Rosenwald Library. These books were purchased through a Rosenwald plan of the State Department of Education. The county and community furnished two-thirds of the cost. For example, with a \$15.00 Library, the community gave

\$5.00. The county also gave \$5.00. In many instances, the community gave two-thirds and the Rosenwald Fund one-third. In reality, only 18 of the 37 schools over a period of ten years had any type of library service. The number of library books and the library services was not in keeping with the modern educational trends. The State advocates at least two library books per child in any school set up.<sup>8</sup>

Today, a Davidson County Circulating library is in progress. The County Board of Education contributed \$250.00 and the Davidson County schools and communities contributed \$225.00 toward the purchase of approximately 436 books to circulate in 31 schools of the county with 1460 pupils. In addition to this project, \$391.94 was donated by the schools and community to add books to this collection.

Eight schools of the county have state approved reference books given by the board of Education (World Book Encyclopedias). One school was given a set of World Book Encyclopedias from a local manufacturer. Several schools have encyclopedias dated as far back as 1900--eight have no encyclopedias.

Through the cooperation and volunteer aid of the city librarian and teachers, the library books are catalogued and circulated into the various schools throughout the county. At intervals, pupils are given an opportunity to visit the library and select books for use at their particular school.

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<sup>8</sup>Standardization Approval Sheet for Tennessee Schools, State Department of Education.

Since there is no definite place provided for the county circulating library at present, it is temporarily located at the Negro City Public library in Nashville.

The California Survey of County Library Service to schools indicated that:

1. County Libraries are rendering a commendable amount of service to rural schools.

2. County Library service provides an average of twelve books per pupil, plus the availability of a large quantity of books in permanent collections kept in individual schools, and the use of other library material such as periodicals, records, etc. It is evident that this is more library material than could be purchased for an equal expenditure of money by an individual district school library.

3. The furnishing of general reading books to schools has become common practice and represents an added service given by county libraries at increased cost. This service has been given to meet the demands of a modern school program.

4. Complete cooperation between libraries and school officials is necessary if the most efficient service is to be assured.<sup>9</sup>

Due to recent changes in educational practices and theories, a school is more dependent on libraries, therefore, it is desired that Davidson County's circulating library will approach the California County Library set up as its pattern.

#### School Lunch Services

During the Federal Work Progress Administration in 1935, the schools of Davidson County received food commodities from the Government to aid with hot lunch programs. At this time, persons were

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<sup>9</sup>H. A. Riebe, J. M. Nelson, et al., The Classroom, 1938, p. 268.

Table XIX

ROSENWALD LIBRARIES<sup>10</sup>  
FOR NEGRO SCHOOLS OF DAVIDSON COUNTY

Year	Name of School	
1936-1937	*Rough Rock Ridge Top	*Weever Union
1937-1938	Cedar Grove Providence Brierville	Bryant Town Bordeaux Flat Rock
1938-1939	Scotts Hollow *Mt. Nebo Rock City Brown	Cruzen *Hope Well Bellevue Pasquo
1939-1940	Brierville Providence Mt. Zeno	Dry Creek Neely's Bend
1940-1941	*Donelson Hadley Brown	Stateland Bryant Town
1941-1942	Brentwood Antioch	Brown Union

\*School not existing at present

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<sup>10</sup> Report of Rosenwald Libraries in Davidson County Schools,  
State Department of Education.

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Table XX

THE STATE OF TENNESSEE TRAVELING LIBRARY AID TO  
NEGRO SCHOOLS IN DAVIDSON COUNTY

Borrowed Library Books

1934-1935	0
1935-1936	0
1936-1937	1
1937-1938	4
1938-1939	4
1939-1940	3
1940-1941	1
1941-1942	0
1942-1943	0
1943-1944	<u>7</u>
Total	20
Average	<u>2</u>

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<sup>11</sup> Report of the State Library Service, State Department of Education.



employed to prepare and serve school lunches with compensation from the government for their services. These employees were known as War Progress Administration Workers in Davidson County.

Only those schools having space for cooking had the advantage of this set up. After the termination of this project, the schools were without lunches and help, but to compensate for this project, Davidson County Board of Education and the County Highway Department jointly started a county garden on equal share of land, expense and production. This garden project has given great service to the lunch rooms of the county. If a school wanted to participate in the garden, shares were purchased by units at a rate of \$25.00 per unit. This gave the school a share of canned foodstuffs. Through the Supervisor of the County garden project and transportation department, these products were distributed to the schools.

Volunteers in the school lunch program will be helping to build strong bodies and when a group of people work together for the health of the children, they work to build a strong nation, for no nation is stronger than the people in it.<sup>12</sup>

In Davidson County, seventeen schools are participating with the War Food Administration School Lunch Program, sponsored by the State and County Department of Education. Fourteen of these schools have paid housekeepers, one has ten volunteer workers to prepare lunch on alternate days, the three or more teacher schools operate their school lunch program together with the Home Economics Department. On

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<sup>12</sup>Handbook for Workers in School Lunch Program, U. S. Department of Education, Washington, D. C.

visiting these schools, 77 percent of them have no refrigeration, 50 percent have no storage space for food or kitchen utensils. Only three of these schools have running water on the inside with a sink. Seventeen of the 31 schools have space which is used for a kitchen, although this space is rather small, yet an attempt is made daily to serve a well-balanced nutritious meal. Some of the remaining schools use the vest as a kitchen or lunch room while six schools have no facilities for any type of a lunch program.

#### Health Services

Through the cooperation of the State and Davidson County Department of Health, physical examinations are made periodically of each pupil. With the aid of the teacher, parents and other responsible groups, corrections are made as indicated by the examination, which is made by the County physician and nurses. Of this number of 10 nurses, none listed are Negro. The Department of Health wages a constant fight against disease and helps children to maintain the nutritional status necessary to health and growth. It provides experiences designed to develop physical fitness. The climax of the Health program each school year is celebrated as Health Day and blue ribbons are given to each pupil who has satisfied certain requirements relative to immunization, vaccination and the attainment of a satisfactory hygienic condition, which includes the correction

of remediable physical defects and the practice of healthful habits of living.

In 1934, there were 393 pupils to receive Blue Ribbons out of an enrollment of 1513 children, as compared with 640 Blue Ribbon pupils in 1943-1944 when the enrollment was 1262. This shows that a little more than 50 percent of the school population were in the Blue Ribbon group.<sup>13</sup>

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<sup>13</sup>Annual Report, Davidson County Department of Health, 1941, p. 32.

## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

Chapter V presents a general picture of the educational setup for the Negro elementary schools of Davidson County. The major points have reference to the population, enrollment, teachers, housing facilities and recreational space.

Findings

There is a Negro population in Davidson County of 56,526. Of this number, 47,318 are urban; 9,208 are rural. The rural population is 17 per cent of the total Negro population.

Tennessee has a rural Negro population of 147,734; hence, only 6 per cent of the rural Negro population of the state live in the 14 districts of Davidson County. The majority of the Negro population live in Districts One, Six, Seven and Eight.

The Negro scholastic population of Davidson County is constantly decreasing.

An average of 308 pupils for the ten year period, 1934-1944 entered the first grade, 92 of this number reached the eighth grade, and 79 actually completed the elementary school.

During the ten year period, a grand total of 16,496 Negro children composed the scholastic population. Sixty-six percent of this group were enrolled in school. The average pupil enrollment

during the period 1934 to 1944 was 1331 with an average daily attendance of 1179 -- approximately 12 percent of the pupils were irregular in attendance.

The standard school term in the United States is 180 days; Davidson County schools operated on an average of 173.7 days for the ten year period. However, in 1944-45, there was an increase of 5.3 days over the ten year period making a total of 179 days.

The Tennessee State Traveling Library is located in Davidson County. Only an average of 2 boxes containing 40 to 50 books were used annually in the Negro elementary schools of the County for the past ten years.

The County Circulating Library for the Negro elementary schools was started in Davidson County with 433 books for 1943-1944. At present, there are 1,076 books in the library. Seven hundred twenty-nine of them were circulated throughout the County schools in six weeks.

Ten schools of Davidson County have modern editions of encyclopedias as recommended by the State Department of Education. Some of the schools have unapproved encyclopedias dating as far back as 1900.

Seventeen of the thirty-one Negro elementary schools in Davidson County with meager equipment serve a nutritious hot lunch daily. Nine schools serve a hot dish at least twice per week; six

schools have no facilities for preparing or serving a nutritious meal.

Through the service of the County Health Department during the past ten years, an annual average of 427 pupils were Blue ribbon children.

There are thirty frame school buildings and one brick school building for the rural Negro boys and girls of Davidson County; 64  $\frac{2}{3}$  percent of them are one room schools, 32 percent, two teacher, and 3 and  $\frac{1}{3}$  percent three or more teacher schools.

Sixty-one percent of the 486 Negro elementary teachers employed in the Davidson County schools during the ten year period held permanent certificates. Eighty percent of the teachers in Davidson County are women. The teaching personnel of Davidson County has varied from 45 to 51 teachers with an average of 48.6 teachers per year. Of this number, 3 were men.

Of the teachers mentioned in this study in 1934-1935 there were four teachers with college degrees, five teachers with three years of college training, fourteen teachers had two years of college training, nine teachers with one year of college training and five with no college training. For a ten year period, 1934-1944, an average of 49 teachers were employed in the rural elementary schools of Davidson County. An average of 13 held degrees, 10 had three years of college training, 13 had two years of college training and 10 had one year while 3 had no college training.

At present, there are twenty Negro teachers with Bachelor degrees teaching in the County system with majors in five different fields. Six of them are majors in elementary education.

The average salary received for the period of this study ranged from \$48.03 to \$83.13 for Negro men; \$61.50 to \$78.60 for Negro women. Davidson County is one of the 8 non-participating counties in the State Equalization School Program, which advocates eight months school term, equalization of salary for teachers, library facilities, transportation and consolidation, appropriation for teacher education and a retirement system.

Davidson County has a pension plan, sick leave and absentee provision.

There are thirty-one schools in the County located in areas within a distance of approximately three to six miles of each other with very meager school transportation facilities. Twenty-five percent of the Negro elementary schools in Davidson County are located in communities with scarcely no Negro population.

One-third of the Negro rural elementary schools in Davidson County have less than one acre of playground space.

## RECOMMENDATIONS

In light of this study, the following recommendations are offered:

1. That teachers should be encouraged to continue their education, by attending school, travel, visitations, conferences, study groups, attending educational lectures, and educational meetings.
2. That all teachers in Davidson County be paid according to their qualifications, experience and participation.
3. That in the future, teachers employed in the rural county Negro schools should have a major in elementary education.
4. That the 31 Negro schools of the county be consolidated into at least five or six larger school units with electric lights, indoor toilets, library space, cafeteria and an adequate playground to accommodate approximately 1242 students.
5. That approximately 8 busses be purchased to transport pupils to and from school.
6. That a "housekeeper" be employed in all schools serving hot lunches, so that the teacher may give full time to classroom instruction.
7. That the County Board of Education appropriate annually for a five year period at least \$400.00 to the County Circulating Library for the purpose of purchasing books, magazines and periodicals.



8. That all county schools should have at their disposal at least one modern encyclopedia as recommended by the State Department of Education.

9. That an in-service training program for teachers continue to stimulate teacher progress and growth.

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