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The experimental program of the Booker T. Washington School Hamilton County, Tennessee

Tas David Upshaw Jr
Atlanta University

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THE EXPERIMENTAL PROGRAM OF THE
BOOKER T. WASHINGTON SCHOOL
HAMILTON COUNTY, TENNESSEE

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
TAS DAVID UPSHAW, JR.

DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA
JUNE 1942
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CHAPTER I

INTRODUCTION

Historical Background.—Early in 1934, the Tennessee State Department of Education began designating certain Negro schools, usually one in each county, as demonstration schools. The schools were located near the county site or in the center of the Negro population. The most able Negro teachers in the system were assigned to these schools. This was a part of the State's program for the improvement of instruction.

The Booker T. Washington School in Hamilton County, Tennessee, had the first ten grades with five teachers on its staff. Early in 1935 the school was destroyed by fire. The Board of Education agreed that a school should be built to replace the burned one, that would more nearly meet the increased needs of the county's Negro population. The Superintendent and members of the Board made a South-wide survey of the best school facilities and a model building was designed. A Federal appropriation was secured in the construction of the building.

In cooperation with the Tennessee State Department of Education, the program of the school was extended to include twelve grades and the school system was placed on the six-six plan. This caused the grades above the sixth grade to go to the high school. The necessary additional teachers for the high school were employed. The State Department of Education suggested the principal for the new plant and designated it as a demonstration school for the county and as a center of activities in the program for the improvement of instruction in lower East Tennessee.

The Purpose of the Study.—Now after six years of operation of the Booker T. Washington High School with its Elementary Department, it seems appropriate
that an appraisal should be made of the program of this demonstration school to determine the value of its contribution to the field of education and to point out any idea or ideas that might be of value for use in other school systems.

Other Studies Reviewed.—The Advisory Committee on Education, appointed by the President in 1936, to study vocational education programs under Federal aid and the relation of such training to general education, made a report in 1939 under the title of Special Problems of Negro Education. In this report the Committee listed seven special problems that affect the education of the Negro in the eighteen Southern states:

1. Enrollment and Attendance
2. Length of School Term
3. Grade Distribution
4. Pupil Transportation
5. Instructional Staff
6. School Plant and Equipment
7. Popularization of Secondary Education.

The fine work of this Committee, especially their formulation of these seven problems, gives us an excellent means of measuring the efficiency of any Negro school or school system.

In reviewing another study of the operation of a program of school improvement over a period of years, the author of the study mentioned four very good principles in stating the needs of the school system:

1. Teachers must be motivated to change their old

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1 Doxey A. Wilkerson, Special Problems of Negro Education, U. S. Office of Education, Staff Study Number 12, 1939.

methods of teaching for live and modern methods.

2. Teachers must develop methods by which subject matter and skill may be applied to home needs.

3. All testing in subject matter points to weaknesses in teacher's method in directing learning in the fundamentals.

4. The improvements of the program of a school can go no higher than the teacher who administers them.

These four principles will serve also as a means of measuring certain phases of an efficiently operated school.

A large number of studies¹ and investigations have been made in recent years of Negro schools with the idea of bringing to light the degrees of inequality of educational opportunities suffered by Negroes as compared with those of white people. The Negro child is the center of all our problems of Negro education and it is reasonable to assume that more study should be made on his background, his reaction to well-planned programs and a consideration of his racial handicaps as leads to the discovery of the real needs. One similar study has been made of the financial support of Negro education in a Southern state,² but a solution to this problem is difficult to discover. Another study has been made in the difference in opportunities for public education secondary education for Negroes in a Southern state. All of these studies have made their contribution but the writer feels that the applications can be made in a well developed program for a school or a school system.


Method of Procedure.—Upon the completion of six years of experimenting an attempt will be made in this study to appraise the program of the school through reporting its operation in five phases of its activities. The first phase of activity to be reported will treat a school system where the length of school term, pupil transportation, instructional staff, school plant and equipment for Negro schools are adequate and are administered without bias or discrimination in a dual system of education.

The second phase will report a system of in-service training program for teachers that gives them opportunities for continuous professional growth, regardless of the length of service or academic training. A number of our public schools for Negroes are taught by teachers who have met the minimum requirements only for the position held. Some who have not met these requirements attempt to do so by attendance at Summer Schools. It will be confirmed through observation that as these teachers successfully meet the minimum requirements, they feel that they have reached the zenith of their profession and see no need for further study to meet the constantly changing problems and needs of the youth under their direction. We must recognize that the in-service education program must be set up so as to bring about satisfactory adjustment as these changes take place. Too often the emphasis placed on teacher improvement has been a matter of setting up programs only. These programs have consisted of plans for teaching a particular subject of a specified course of study. Consequently we have thought in terms of following such outlined patterns of procedure as the essential objective. While planning is essential in any good learning situation, the teacher as an individual must not be overlooked. If the teacher is working up to his best with an appreciation of his own needs and is given opportunity to develop natural interest in the classroom, he becomes a dynamic and constructive influence in
the education of the pupil.¹

The third phase in making the appraisal will be a report of a high school with vocational training offerings based on the needs of the students in attendance. It might be well to consider gearing our education programs at the level of living of our people and not at an artificial level which can never be attained.² Of all Negro students who enter the ninth grade in this community, approximately twenty per cent graduate from high school. The eighty per cent are lost during the four years for various reasons. Of the number who are graduated, less than two of ten are financially able or show indications that they could benefit from higher education. Most of the schools, similarly situated that have been observed, are following blindly programs that have for their objective college entrance. In such programs we are administering to the approximately four per cent of our high school population at the expense of the eighty-six per cent whose needs of adjustment are equally important. Our objectives should be modified in high schools to include the process of acquainting the individual with various ways in which he may discover, and use his natural endowment. In addition to special training available from any source, so that he may live and make a living, to the best advantage to himself and to society.

The fourth phase will report a program of a school that is coordinated with other community agencies in administering to the needs of community welfare. The interpretation of the community to the school and the interpretation of the school to the community are of continuing importance. Today our schools must serve better than ever before the values we hold dear. One of the best measures of the success of a school's program can be determined

¹Superintendent W. C. Jackson, "In-Service Training," The School Executive (November, 1940)
²John W. Studebaker, Occupations (April, 1939)
by the effect the school has on the lives of the parents and patrons and on other interests in the community. The idea of conducting a Negro public school separate and apart from other community interests is not in keeping with the best educational policies.

The fifth phase of this study will report a program of a school that keeps the public informed as to its activities and interprets to the public the values of the school's program to the enrichment of life in the community. Most school people one hears discussing their problems in Negro schools have a tendency to amplify the lack of support from public funds as well as the lack of cooperation and support from the public. Seldom do we get the benefit of a suggested solution to these important problems. Evidence clearly refutes the blind assumption that public interest can be secured as well by accident as through well directed organized effort. The lack of public interest and support of Negro schools is generally due to the fact that the public has not been informed concerning the program of the school. The lack of support from public officials and school boards can be greatly reduced if not built into increased interest and support by a program of selling the school program and demonstrating its value in the community.
CHAPTER II

THE ORGANIZATION OF SCHOOLS FOR NEGROES IN HAMILTON COUNTY

The Organization of Schools.—The organization of Negro schools in Hamilton County formerly included more than a score of schools, mostly of the one-teacher type. At present the number of Negro schools has been reduced to eleven. This reduction has been caused by two factors of modern educational standards. The first factor is the rapid growth of the City of Chattanooga thereby taking into the city school system schools located in sections of the county within the extended limits of the city. The second factor in operation to reduce the number of schools is consolidation. The many isolated one-teacher schools were consolidated into two-teacher and three-teacher schools with transportation provided for children living at a distance.

The system now operates four one-teacher schools, three two-teacher schools, three three-teacher schools and the Booker T. Washington School serving as the central unit of the system. The elementary department of the Washington school has three teachers. There are thirty-five Negro teachers employed in the system, sixteen of these are at the Booker T. Washington School.

Supervision and Control.—The schools of the county are under the control of a Board of Education appointed by the County Court. The Superintendent is assisted by supervisors (white) in Elementary Department, Home Economics, Music and Nutrition and Health. The schools for Negroes are supervised by the Principal of the Washington School and the white supervisors extend all the benefits of their departments through him.

Tenure Laws.—Teachers of Hamilton County work under favorable conditions and with a degree of security. Several progressive local laws have been passed by the State Legislature affecting the Hamilton County Schools. One of these
is the tenure law which provides that after serving a two-year probationary period, a teacher upon election for the third year becomes permanent in the teaching position. The law (see appendix) stipulates that after being permanently elected, the teacher can be dismissed only upon proof of one or more of three offenses: inefficiency, neglect of duty, or immorality. Should the teacher face conviction on one or more of these charges by the Board, he has the privilege of appealing to the proper court for a hearing. The first case to be tested under the Tenure Law was that of a Negro teacher who appealed from the Board to a court and the ruling provided for her reinstatement and regular salary for time lost before and during the hearing.

Retirement System and Salary Schedule.—Teachers of this system have also the benefits of a retirement agreement. Teachers who were in the system at the time of the enactment of the law contribute one per cent of their annual salary to the retirement fund. The Board of Education adds the necessary funds to make the agreement effective. A teacher who becomes incapacitated at any time in the opinion of the Board or whose request for retirement is accepted by the Board has the privilege of retiring. Upon completing twenty years of service at the age of fifty-five or more, the teacher can request retirement. Teachers reaching the age of sixty-five, can be forced into retirement by the Board. This retirement plan provides a salary of fifty per cent of the highest salary earned during service to the system. A death benefit of two hundred fifty dollars is also provided. One of the first teachers to be retired in the system was a Negro, the former Jeanes Supervisor who has given more than twenty years of service to the system.

Salary Schedule.—Another local law passed for the benefit of teachers was that of the salary schedule. Before the Nation-wide agitation for the equalization of Negro and white teachers' salary, Hamilton County Board of Education entered into an agreement with its white and Negro teachers whereby
adequate salary adjustments were to be made over a period in five steps of twenty per cent of the difference between what the teacher was then receiving and the proper salary under the new scale. (See appendix) At the time this schedule was adopted, Negro teachers were not receiving equal pay with that of white teachers. Nor was the pay to white teachers up to the new scale. The fact that the Negro teachers were farther from the accepted salary scale caused them to receive more in each step of twenty per cent of the difference. The third step will take effect with the opening of school next school year. When the fifth step takes effect, Negro teachers will be on equal salary with those of white teachers. Beginning teachers salary scale is also provided for in this schedule. Negro and white teachers begin on the same base salary. Consideration for each year of experience as well as for various stages of preparation are provided for in the scale.

Teacher Qualifications.—The qualifications of Negro teachers in the system range from one year of college to five years of college training; three women have done one year of college work; six women and three men have done two years of college work; four women and two men have done three years of college work; two women and one man have completed four years of college training in the elementary schools. Nine of the teachers in the high school hold bachelor degrees. Five of the high school teachers are working for advanced degrees. Two vocational teachers in the high school hold vocational certificates. The Board of Education adopted a regulation prohibiting the employment of a new teacher in the system who does not possess a degree from an accredited college and a State Certificate in the subject or grades to be taught. Teachers who were in the system when the regulation was adopted must continue their preparation during vacation periods until the new minimum qualification is reached. Those who have acquired the minimum qualification and wish to reach a higher classification with higher pay, might do and receive
credit for each six weeks of work until a master's degree is secured. Teachers who have met minimum qualifications and do not care to seek a higher classification must present at every third year credentials in evidence of having done at least six weeks study in an accredited college in order to be eligible for salary increases.

**Attendance Laws.**—The school laws of the State of Tennessee provide for compulsory attendance for all children between the ages of six and sixteen. The attendance laws are rigidly enforced in Hamilton County. The principals of all schools are required to report to the Department of Education each Friday a list of those pupils who were absent for that week or the major part of the week. The address and name of each parent are listed in the report. These reports are given to attendance clerks who work as social workers and not as officers. These clerks have a weekly schedule for all the communities assigned to them. If the absence is due to the lack of clothing or shoes, the attendance clerk issues an order on the county store room and makes personal deliveries to the needy family. A stock of clothing is also maintained at the Booker T. Washington School for needy pupils and also for needy parents and preschool children. The principal issues articles of clothing at the request of teachers. If the absence is not due to the lack of clothing, the clerk visits the family and talks with the parents to determine the cause. The only acceptable excuses are illness of the child or death in the immediate family. Excuses such as staying at home to help mother, or working in the field with crops, or working for someone outside of the family, are usually dealt with rather severely. In cases of the first offense, the clerk advises the parent. Should such practices continue the clerk cites the parent to the Juvenile Court. Should the parent give assurance of continued school attendance, the judge usually dismisses the case. If the parent appears again in the court on the same charge he or she is fined six dollars and fifty cents
in each case. Each child is considered a case. In some extreme cases the judge has ruled the parents unfit or unable to have the control of the child or children involved and the child or children are assigned to the Bonny Oaks School where they are given good care and attend a regular school provided at this institution.

Transportation.—The County school laws provide that where a child who lives two or more miles from the nearest school or from the nearest point on an established bus route, the route must be extended to afford him transportation to school. This law also is operative for both Negro and white pupils. There are five regulation safety buses operated in the system for Negro children. Four of these buses operate to the high school. These buses cover distances one-way on their routes from fourteen miles to thirty-six miles. As a result of consolidation of small schools where possible, there are some communities that send first grade children as far as twenty-eight miles. All buses are heated and must meet all standards as to safety. They are operated by qualified adult union operators. All bus operators, Negro and white, are members of the bus operators union and are paid on the pupil-load-mileage basis, with consideration for the type of road over which they operate. The operators own their buses, the cost of which ranges from thirteen hundred dollars to sixteen hundred dollars. The Negro operators' contracts call for salaries ranging from one hundred and five dollars to one hundred and seventy-five dollars per month for nine months.

Length of School Term.—The school laws of the State of Tennessee require that all elementary schools must run for a minimum of eight months. The high schools must run for nine months. Hamilton County operates all of its schools both elementary and high for nine months or for one hundred and eighty days.

Library Facilities and Free Textbooks.—All students from the first grade through the sixth are furnished with free textbooks and workbooks. Under the
six-six plan of organization, the seventh through the twelfth grades are furnished textbooks on a rental basis. The fee for rental usually amounts to about one-third of the wholesale cost of the books. When the books are collected at the end of the year, those beyond repair are discarded and others fumigated and repaired and made ready for use the following school year.

In October, 1929, the Julius Rosenwald Fund granted the Chattanooga-Hamilton County Library $80,000 over a period of five years, for the development of library service to white and Negro residents of Hamilton County. A large truck was purchased for the circulation to the schools and communities where branches were not established and four regular branches were established in Negro Schools. The Library system circulates about 500,000 volumes in rural districts. The Booker T. Washington School has one of the large branches.
CHAPTER III

SETTING UP A PROGRAM FOR A DEMONSTRATION SCHOOL

The public school has three responsibilities: conservation, transmission and improvement. In common with other human agencies it has a tendency to emphasize the conservation value, thus producing what is frequently called the "academic set". Until recently no emphasis has been placed upon the execution or operation to the neglect of the comprehensive planning and appraising. This accounts, in part, for the academic nature of our schools. Our ever changing democratic culture demands that its public schools be ideal in outlook and dynamic in practice. Care must be taken to recognize the inevitability of change.¹

Type of School Buildings.—As has been stated previously, the Negro schools of Hamilton County are eleven in number, four of which are one-teacher schools. The writer is not using the term one-room school because none of the schools is of the one-room type. Four of the schools are two-teacher schools and three are three-teacher schools including the elementary department of the Booker T. Washington School. All of the Negro schools in Hamilton County are conducted in buildings built for school purposes. There are no schools conducted in churches or lodge halls. All schools are provided with work rooms for arts and crafts and a room usually for the preparation and serving of lunch. Four of the schools have special library rooms with library shelves and equipment. One of the one-teacher schools is credited as being the best school building for a one-teacher school in the South. It is located on top of Lookout Mountain and is constructed of native brownstone and has furnace

¹Editorial, Nation's Schools (March, 1941).
heat. It has modern washrooms, a lunchroom, a classroom and a reading and workroom. The classroom and reading room can be converted into an assembly room for community programs. The teacher of this school is very competent and serves on some of the programs as a demonstration teacher. Due to the difficulty in transportation, the mountain school has eight grades. When demonstrations are desired on a one-teacher school of eight grades, the teacher and all of the pupils are moved to the Washington School where a room is provided to compare with a one-room school.

_Institutional Schools._—Two of the Negro schools are conducted in institutions. One of these schools is the Bonny Oaks School, referred to previously in connection with the attendance department. Children who for various reasons are committed to this school by the Juvenile Court are housed and cared for. There are separate dormitories for boys and girls. Children committed to this institution range in age from seven to sixteen. Two teachers are assigned to teach the six grades. The school has two modernly equipped classrooms and all supplies are furnished to the pupils free.

The other Negro school conducted in an institution is the Pine Breese School. This institution is a hospital for tuberculosis patients and is located on a high elevation in the county and has special facilities for Negro patients. Due to the large number of children committed to this institution by the Health Department of Chattanooga and Hamilton County, many are of school age and provisions were made for their instruction to avoid their losing valuable time from school during their long periods of treatment. One teacher is assigned to this school which has one large classroom and a well selected set of equipment.

_Testing._—Negro children of Hamilton County schools are given intelligence tests at least once during their elementary school period. An achievement test is given to these children each spring. The scores of these tests are
recorded on the permanent record cards of all children. In preparing the annual report to the Superintendent, these scores must appear with the name of each child as promoted, failed or withdrawn.

Unit Method of Instruction.—The Hamilton County school system used the unit method of instruction in the elementary schools. The plans for the units are worked out by a committee of teachers and are mimeographed for distribution. Each teacher makes notes on the units as they are developed with the children and constant revision is made for the better working of the unit in the future. An endeavor to help teachers attain a maximum efficiency, a teacher-centered program of in-service education is provided. Such a program gives close attention to each individual's needs, capacities and interests.

Teachers' Objectives.—Over a period of six years, there has been definite progress in the professional growth of teachers, in the rounded development in children and in the effects the work of the schools are having on the homes. The process has been slow, but rapid enough to encourage teachers who are made to feel their importance in making programs for the schools. Some of the objectives set up by the teachers are:

1. To plan the work within the system so that the county children may have the benefit of a modern, progressive curriculum at all times.

2. To provide a remedial program that would not only bring our grades up to standard, but one that would meet the needs of the individual child.

3. To develop greater skill in teaching and in the use of units of work in every grade.

4. To develop greater pride in our school home.

5. To foster the health and best physical development of the child at all times.

6. To provide opportunity for the child to become acquainted with the world in which he lives.
7. To foster artistic awareness and appreciation of art and music encountered every day.

8. To take care of the growing needs for skill; in reading that the need for reading may be realized; in learning numbers in order to understand and use number relations with which one comes in contact each day; in learning language arts in order that one might gain accuracy in self expression; in social relationships in order that the child might have social security necessary to the development of an integrated personality.

Demonstration Teachers.--The three elementary grade teachers at the Washington School were responsible for demonstrations of units at the regular teachers' conference. Occasionally teachers of other schools were scheduled for demonstrations. In all demonstrations of units of work, the teacher works with her own children in order to make the demonstration of real value.

Teachers' Conferences.--On the days set aside in the school calendar for teachers' conferences, all schools close for the day except the Washington School which is host to the conference. Teachers of the system gather a few minutes before the time for opening of school. Chairs are provided in the rear of each classroom where demonstrations are to be held for use of observing teachers. Teachers are assigned rooms for observation where grades such as their own are located. When school opens, the teachers are asked to avoid distracting children's attention from the activities. They are asked to make notes on the observation and refrain from conversation or attempting to assist the teacher or children in the work on the units. Freedom from interference in the work on a unit is important for teacher and children. Visiting officials or supervisors of the white schools are assigned a room for observation so that all will not be in one room. The Superintendent, Chairman of the School Board and Supervisors of the County Department of Education show their interest in the programs by attending every conference and
volunteering their leadership in discussions.

The demonstration teachers follow their regular schedule of school from the opening through a regular half day. At every other conference the demonstration teachers vary their teaching schedule from the first half day to the second half day. Each observing teacher possesses a mimeographed copy of the plans for the unit and follow the teachers' procedures. When the period for instruction is over, usually at noon, the children are dismissed for the day and a demonstration in some phase of foods or home improvement is conducted in the Home Economics Department for all of the teachers. The teachers are then served lunch. In the afternoon, teachers assemble in the rooms where they observed in the morning period for a discussion of the demonstrations. After the discussions an agreement is reached and a report prepared for the general session to be held later. A chairman and a secretary are selected in each section. Teachers are encouraged to make criticisms, suggestions or additions to the units as were taught. After an hour of discussion, each point favorable or adverse is listed and the report formulated.

At the general session reports of the sections are read and discussed further. This gives teachers of one-teacher schools and two-teacher schools opportunity to benefit from discussions held in rooms where they could not observe. At the close of the discussion in the general session, a summary is made by the Jeanes Supervisor, Superintendent or white supervisors. General announcements of interest to all schools are made and the meeting is adjourned usually about the time of regular school dismissal.

Vocational Offerings.--The demonstration idea in the high school is to influence teaching in the high schools of the Eastern section of the state. Due to state regulations on high school subjects and class organization, the unit method of instruction is not fully developed. The program for the high school is developed to meet the requirements of the State Department of
Education. The offerings include a full academic subjects schedule; three years of mathematics; four years of English; two years of history; Health, Geography, Civics, and French are offered as electives. French must be requested by a minimum of ten students. The importance of guidance and direction in the educational, vocational, social and spiritual aspects of life is receiving a larger proportion of emphasis in this school. With it is growing the realization that guidance cannot be isolated from the instructional process nor can it be accomplished by arm-chair file-case specialists who have been divorced from instruction. We feel that effective guidance grows out of confidence between the student and the teacher. The home-room teacher in conference with vocational teachers are our best source of guidance for our students.

Vocational offerings in our program are based on the needs of the community and availability of employment for our students at their stage of development when they leave the school. In addition to Home Economics for girls, the offerings include Home Service, which involves all the arts and sciences that go into expert home making and management; Cafeteria and Tea Room operation and management; Commercial Cooking; Child Care and Home Nursing. The school cafeteria, foods laboratory, clothing laboratory and a modern four-room cottage serve as facilities for these courses.

Boys may elect vocational training in Vocational Agriculture, General Building Trades, Hotel, Restaurant and Cafeteria operation and management. The school Cafeteria, Farm Shop General Shop, school farm with tractor, mules, poultry equipment, swine lot, hot beds, etc., serve as facilities for courses for boys in vocational training.
CHAPTER 17
FITTING VOCATIONAL COURSES TO COMMUNITY NEEDS

In terms of Negro youth, the writer feels that present difficulties press more heavily on the rural than urban residents. Recent figures on the employment of high school graduates in the United States\(^1\) show that the schools are doing very little to equip their students for occupational life. The stock response to these charges is the lack of adequate facilities. What facilities must the small high school possess in order to contribute to vocational efficiency of its graduates? Wise planning will enable small high schools to organize an effective program of guidance, vocational information and some vocational training for jobs that are available with facilities at hand.

Guidance.--Guidance is an important factor in any vocational program. The extent to which the school will succeed in its efforts at guidance depends upon the extent to which the classroom teachers become competent to individualize and functionalize education. The students of this school have the benefits of counsel, information and interest as the attempt to guide them is based on the cooperation of home room teacher, parents, vocational teachers and the principal.

The Kind of Work Done by Adults.--The vocational program of this school is being developed to meet the needs of the community and the individuals it serves. A large number of the men of the community work in shops, mills and foundries of Chattanooga. For the most part the work is of non-technical nature. Another portion of the men have for many years been employed as

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\(^1\)An Editorial by Rufus Terral, Chattanooga Times, June 11, 1939.
domestic workers in homes, hotels, resorts, clubs, and restaurants. In the case of the industrial workers, few if any are ever up-graded to a status of skilled worker or technical worker because of the difficulty of training workers on the job and because of poor technical basic knowledge or background on the part of the Negro worker. The young Negroes who are employed each year in these industries have the same handicaps as the older workers. We have attempted to meet this pressing problem of lack of technical knowledge and basic skills by offering courses through which youths can gain necessary general technical knowledge to enable them to advance in these industrial jobs that are available.

The field of domestic workers has been affected during recent years by a gradual change in many jobs formerly held by Negroes to white workers. This study has shown that there is little or no racial feeling in the matter. In all fields of endeavor, the participants must improve in methods to keep pace with modern developments. This has not been the case of most Negro workers. Many are attempting to do work by the same method used many years ago. The attitude of Negro workers in general toward their work and their employers has changed. Much of the desire to do work up to a high standard and to please guest or employer has been lost in the newly assumed attitude which is causing resentment on the part of the employer. The health standards and those of sanitation have been neglected on the part of many Negro workers. Other factors being even, it would be natural for employers to seek the services of white workers who possessed the desired attributes under such circumstances.

Our first conviction is that the field of domestic service has been the means of living for a large portion of our Negro population and it still holds future possibilities for a large number of our people. We are attempting to develop in young Negroes entering domestic fields such skills, abilities
and attributes to meet modern demands for such service. We have the opinion of a number of employers to confirm these views.

Courses Instituted.—We have instituted courses for boys and girls designed to teach modern methods of doing such work which include the properties of cleaning agents; the use, maintenance and repair of modern appliances; the proper selection and preparation of food; the preparation and serving of special diets; care of young children; care of convalescents; table service up to celebrated standards; safety in the home, safe operation, maintenance and care of motor vehicles; and above all, the proper attitude of service. We stress such important attributes as: "The will to please", "Always a pleasant face", Honesty, Punctuality, Dependability, body cleanliness, disease free bodies and a high standard of sanitation. We feel that many of the jobs now lost to Negroes can be regained through the proper training of the future workers.

Vocational Teachers.—Two teachers are employed under the George Deen Fund to conduct courses in domestic service fields. The woman teacher has charge of the Home Making Department and is provided with facilities to give experience in all phases of expert home making. This teacher has several years' experience as a servant in some of the finest homes in this community. The man teacher served for many years as chief cook in some of the large resorts, restaurants and institutions in this state. The school cafeteria is used as a laboratory for his courses. Students in this department receive training and experience in selection, preparation and serving of food on an institutional basis. They prepare all of the food that is served at the school. Many of the students work at curb service establishments during evenings and practically all of the class secure summer work. Those who are graduated receive permanent placement. The courses for girls would fit them for good home managers should they find it unnecessary to seek employment.
Fewer and fewer Negro workers are seen daily in the building trades field in this community. A few years ago there was little competition in the stone mason's trade and there was a good representation in the brick masons, carpenters and painters' trades. A very few youths were trained to replace these building mechanics and today there are few opportunities for Negroes entering the trades. New methods, high standards of workmanship, the lack of technical knowledge and the influence of organized labor have made it difficult for new workers to secure work.

**Vocational Offerings.**--In addition to courses instituted for the training of domestic servants, the school has organized general building trades classes for high school youths who show an aptitude for this type of work. The courses are very practical. Most of the class periods must be spent in actual construction. In the past three years these classes have constructed three homes in the community, including a five room modern cottage to be used by the principal. Students did the wiring for power and lights, installed complete bath facilities, installed heating plant and did all the finishing and decoration. They have helped repair and paint churches in the communities, aided in the construction of new homes for patrons, built service equipment for cafeteria and have made many improvements on the school campus. The students of this department are schooled in the philosophy of organized labor. The instructor holds a card of the local carpenters union and arrangements have been made with the union to take graduates of this department as apprentices for work in the various building trades.

Another course open to boys is the combination of table service, chauffeuring, home mechanics and landscape gardening. It is hoped that this course will prepare youths enrolled to meet the needs of many family and small business institutions where there are needs for general men servants or maintenance men.
There are not many large Negro farms in this county. Most of the farms are from five to forty acres on which a small number of Negro farmers grow cotton and the larger number do truck farming and small dairy farming. With a constantly increasing population in this section, due to the recent industrial developments such as the vast T.V.A. program and the recently established project of the Volunteer Ordnance Works, the opportunities for poultry raising, small fruit and berry cultivation, swine production and intensified truck farming are very great. Much of the land has been permitted to go uncultivated for long periods as the owners feel that they can earn more working in the industries in the city. It can be seen that little encouragement has been given Negro youth to explore the possibilities of agricultural endeavor in this section. Courses are now offered in the high school which we hope will develop students in the knowledge and practices of producing paying crops on small acreage in this county where there is a ready and near market for such products.

The school has a twenty-five acre farm that is used for demonstrations in various group and live stock projects. The Chattanooga Chamber of Commerce has enrolled the agricultural students of this school in its pig chain. Through this program a student is given a pure bred pig selected from registered stock which he raises and breeds to registered stock. From the first litter of pigs the boy gives two other boys a pig each and the sow and other pigs belong to him as a start in the production of pure bred swine. This is the third year of this project and there are fourteen farm youths growing pure bred swine. The next year sixteen more boys will be added to this project. Some of the students who sold a part of their litter at six weeks old received as high as ten dollars each for them.

Agricultural students have organized a cooperative plan for the purchase of baby chickens and feed to develop them. These are brooded in the school's
brooders until they are old enough and strong enough to be cared for at home. Pullets that show markings of unusual promise are retained for layers and all others are sold on the market when twelve weeks old. One student fourteen years old realized thirty dollars from his project of one hundred chickens last year.

The New Farmers of America has a local chapter at this school. The organization has a large exhibit of the best products for the farm on the Interstate Fair held at Chattanooga each fall. The class has developed a project in spring flowers which are cut in season and distributed to the rooms of the school and to offices of the Department of Education. A portion of the flowers are sold and the funds are used to develop other projects. The class has landscaped the school grounds and the grounds about the principal’s cottage with more than three hundred flowering shrubs secured and developed by their efforts. Many of the students have landscaped their own homes and those of other people in their communities. Each year the school gives plants that are grown at the school to students who wish to use them to improve their home surroundings as a part of the Better Homes Campaign.

The important objective of our vocational courses is to develop in the students the knowledge, skills and ability to enter some occupation suitable to their age and educational level that they might earn a living and continue to grow in their abilities. The writer feels that there are other important factors in their training such as the desire and ability to improve their own homes and the surroundings.

Placement and Follow-Up Program.---Vocational teachers visit the homes of their students to check the effects of their instruction in the home. They are also responsible for the placement and follow-up program for the students in the various available jobs. (See appendix) Through these contacts with the employers, the teachers are able to keep in step with the developments and
and changes in various occupations and to revise their procedures to meet these changes. At the close of school each year the students registered in the various vocational courses and not in the graduating class are given summer work as a means of adding to their experience during their period of training.
CHAPTER V

SPECIAL SUMMER DEMONSTRATIONS FOR RURAL TEACHERS OF THE STATE

Financial Support.—The General Education Board became interested in the work that was being attempted at the Booker T. Washington School and its work with the teachers of Hamilton County Schools. In the summer of 1936, the Board sponsored a special summer school of six weeks for rural teachers. The program for this experiment was drafted by the principal and approved by the Tennessee State Agent for Negro Schools and representatives of the General Education Board. Thirty rural Negro teachers were selected from fifteen counties of Tennessee to attend this special session. Funds were granted to cover the cost of the experiment including expenses for room and board for the observing teachers.

Selection of Observing Teachers.—The superintendents of the rural counties of Tennessee were permitted to select teachers from their systems who had demonstrated an interest in improving instruction and who were willing to be a part of this experiment.

Teachers and Students for Demonstrations.—More than seventy-five children of the elementary grades were enrolled. A special effort was made to secure children from typical rural homes together with a few from the better homes of Chattanooga. Parents were glad to pay for transportation of those who lived too far to walk. Four skilled teachers were engaged to teach and the observing teachers were divided among the four rooms for observation. The groups were rotated to permit each teacher to observe in all rooms during the six weeks. The school for the children ran for a half day and the afternoons were used for three one-hour classes for the observing teachers.

Courses Offered.—In addition to the periods of observation, the teachers
were enrolled in three courses. The course in Methods and Procedures was taught by the County Elementary Supervisor (white); the course in Special Problems of Rural Education was taught by the writer; a seminar was held under the direction of the writer, and representatives of the various welfare agencies were invited to appear before the teachers to present their fields of activities as they contributed to the community and to public education. A question period which closed each session proved very helpful to the participants.

Work with the Community.—After classes the time was spent in community work. A special collection of books and reference material was placed in the library for the use of observing teachers during the evening study periods. Each student-teacher was given as a project the study of six Negro families of the community. The student-teachers were quartered in various communities which made possible excellent contact with the families. Blanks were furnished to record such desired information as: number in family, relationship, place of birth, age, education, earnings, occupation, causes of death in the family, ownership of land and amount, crops grown, type of house, livestock, distances to various institutions of the community, radio, musical instruments, literature, publications, type of toilet, water supply, home surroundings and personal family problems. The blanks were not filled out until the student-teacher had returned to his or her room. At the class period the findings were discussed without reference to names. After confidence was established between student-teachers and the families, suggestions were made as to improvements needed and as these suggestions were followed or promised a record was made on the survey blank. For participation in this six-weeks school, observing teachers were granted six hours of college credit by the State Board of Education.
Weekly Educational Tours.—Each Saturday during the session a trip was scheduled to some point of historical or educational interest in or near Chattanooga. On Sundays the members of the school visited various rural churches and participated in the services; they reported their experiences to the class on Monday. On the fifth Sunday of the session, a program of a model rural church service was formulated by the school and conducted in the auditorium. A typical rural minister was secured to deliver the sermon and all rural ministers of the county with their congregations were invited. The entire program was completed within an hour. The demonstration proved very beneficial to both ministers and the teachers. The points of historical and educational interest visited by the group on Saturdays were:

1. Chickamauga Dam, then under construction
2. Chattanooga Airport, all teachers took a flight
3. Lookout Mountain
4. Chickamauga Battle Field
5. Missionary Ridge

The observing teachers selected may be taken as a fair sample of Negro rural teachers in Tennessee. The longest teaching experience of the group was twenty years; the shortest was two years; the average teaching experience was seven and one half years. One of the number had completed high school only; six attended college one year; nineteen had attended college two years and three had attended for three years. Twenty-five had attended the State Teachers Training Institution. Fifteen worked under Jeanes Supervisors. Eleven taught where attendance laws were not effective. Eleven taught in schools where transportation was provided. Eighteen taught in one-room schools.

Problems Treated.—The teachers submitted as their ten greatest problems in the order of their frequency the following:

1. Irregular attendance
2. Little or no supplies furnished
3. Over-aged children
4. Poor school buildings
5. Poor toilets, no toilets
6. Poor sanitation in school community
7. School conducted in church or lodge hall.
8. The raising of funds to aid the school
9. Impure water, poor drinking facilities
10. The lack of Negro leadership in cooperating with the school program.

Other Community Agencies Studied.—Agencies and resources found in most communities available to teachers without cost, were demonstrated by their representatives who took part on the program during the seminar. These representatives were:

- County Superintendent of Schools
- County Supervisor of Elementary Education
- County Jeanes Supervisor
- County Agricultural Agent
- County Attendance Clerk
- County Health Director and nurse
- County Sheriff's representative
- County Home Demonstration Agent
- A community physician
- A community dentist
- A community minister
- Boy Scouts Commissioner
- American Red Cross, local secretary
- Tennessee Valley Authority representative
- Representative of daily newspaper
One evening was devoted to a reception by the faculty at which the observing teachers were presented to the communities and citizens of Chattanooga. Each Friday night a program was presented in the school's auditorium in which the observing teachers participated. These programs included: Stunt Night, Recital by School Choir, One Act Plays and a Box Supper.

Inspection by Visitors from Other Summer Schools.—During the six weeks' session, the school was visited by teachers from the Summer Schools of two colleges. The Dean and a delegation of the Summer School of the A. and I. State College at Nashville devoted a day to observing the special school. The Director and a large number from the Fisk University Summer School also spent a day observing the work of the school. State and County officials were present to welcome the delegations and took part in the program; both observing and visiting groups expressed interest and satisfaction in the success of the experiment.
CHAPTER VI

COMMUNITY WORK

There are fifteen communities in Hamilton County in which Negroes live in considerable numbers. In all of the programs an attempt is made to consider the whole county as one community. Through visitations, special bulletins and programs, an attempt is made to reach every Negro home and to consider its problems. Community life is not as strong an educational influence as it once was, hence the school must regard the entire community as its area of service.

Farm Improvement Program.--One of the first considerations in the community programs is that of food. The growing of ample vegetable supplies and the canning and preserving of these vegetables, fruits and meats for year-round supply for the family does much to insure the proper nourishment for children and adults and the correction of poor dietary habits which might be the cause of many ills. Families are encouraged to develop year-round gardens, plenty of fruit and berries, hogs, poultry and to own at least one good milk cow. The Governor of Tennessee has inaugurated the "Live at Home" program by which each family that produces seventy-five per cent of the food used in the home receives a framed certificate signed by the Governor. Nine Negro farmers of this county have received these awards during the past year. School children are encouraged to plant gardens each vacation season. The produce, both fresh and canned, is exhibited early in the school year and the best of these exhibits are sent to the Inter-State Fair to compete for awards. By a special appropriation from the County Court seed and plants are secured for families not able to purchase them. Special garden packs containing a variety of seed, valued at about one dollar can be secured for twenty-five
cents from a seed dealer who is cooperating with our garden and crop program.

Program for the Canning of Food.—The county government also furnishes cans and canning equipment in each school community and a member of the P.T.A. is put in charge. Every ten cans of produce are divided as follows: two to the school, one to the person in charge and seven to the producer. Through this program several thousands of cans of food are available for school lunches each year.

Health and Sanitation Program.—In cooperating with the Hamilton County Health Department, the school not only secures regular health service for all children, but during each vacation period a school clinic is also conducted for pre-school children and their mothers. Negro Health Week is observed in all of the schools and in all of the communities. The Negro physicians and dentists of each community lecture during the week in all of the schools, churches and public meetings. Vocational students conduct a campaign for sanitary toilets and screens for every home and offer their services for making the same. Last year during the observance the Health Department administered tuberculosis tests to the faculty and entire student body. Those showing positive reaction were X-rayed without cost. Those whose plates showed advanced development were committed to the special hospital for treatment. All other plates were sent to the individuals' family physicians.

Program for Better Homes.—Each year during the Better Homes Week, a home is selected in each community for demonstration purposes. Teachers and students cooperate with the family and make the needed improvements such as planting flowers, painting, whitewashing, decorating, making curtains, repairing and refinishing furniture. One day of the week is used for the visiting and inspection of these homes by the entire community. Owing to the presence of a large industrial development recently made in this section, many Negro farm families had to relocate their homes. Many new homes had to
be built and as a result one whole new community has been developed within  
a year. The vocational students and teachers have worked out plans for the  
patrons and have assisted in the construction of these new homes in every  
possible way.

P. T. A. Activities.—Most of the activities of the communities are pro-
moted through the P. T. A. The meetings of this organization move from  
community to community. In the fall they hold quilting bees to which large  
numbers of quilts are sent by white and Negro residents to be quilted for which  
the fee is usually two dollars. At these meetings each member contributes  
to the noon meal; the fund realized from the quilting is placed in the or-
organization's treasury.

The Inter-State Fair.—The Inter-State Fair at Chattanooga held each  
fall, includes counties of three states and all Hamilton County Negro schools  
and communities take part in this event. The exhibits of the Negroes are  
housed in a large tent or building located in the center of the fair grounds  
and are under the direction of a committee of Negroes. The awards for these  
exhibits are the same as those for white people. Farm products, canning,  
needle art work, home crafts, manual arts, school shop projects and flowers  
make up the large display in the building for Negroes. The schools have a  
special day, the children are transported to the Fair in school buses and  
are given special rates. No special day is set aside for adult Negroes who  
participate in all departments each day of the Fair.

Information to Families.—Patrons and members of the communities are given  
information on their problems of farm and home. Farm bulletins on all sub-
jects are available for the asking. Teachers give their personal attention  
and service to any problem presented them. The community has access at all  
times to the school's demonstration farm, stock for breeding, farm shop, home  
making laboratories, library, auditorium, cafeteria and gymnasium.
Farm and Home Day.—Each year, usually in the month of May, County Farm and Home Day is held in connection with Field Day for the schools. The children of all schools come to the Booker T. Washington School with their families for a day of enjoyment and instruction. Programs for the adults deal with farm improvement, crops, live stock, poultry, home making and beautification. The children participate in Field Day exercises.

The most recent efforts have been directed to the development of Victory Gardens and preparation of the communities for civilian defense and safety. Funds realized from the sale of scrap metal have been used for the purchase of an air raid warning signal and for first-aid supplies for stations located in the school. This project was conducted by the high school boys. The girls of the high school are knitting sweaters for the Red Cross and collecting cancelled postage stamps for Britain to be used to extract much needed dye. Members of the faculty have assumed leadership in being trained in the various services of civilian defense and are conducting training courses for other members of the community.
CHAPTER VII

THE PLANT EXPANDED AND VOCATIONAL COURSES EXTENDED

Public Interest.—One of the early policies of the school that has been continued throughout the years is that of giving diligent attention to the interpretation of the school's program to the public. Every event of any consequence such as county and regional contests, professional meetings, observance of special days or weeks, prominent visitors, musical or dramatic programs, exhibits, honor rolls, graduation exercises and activities of the P. T. A. and communities are written up and issued to all daily and weekly newspapers of this area. The local press always gives prominent space to the school's news. The county officials and the general public express great interest in being informed about the activities of the school.

Increased Enrollment and Need for Expansion.—The enrollment of the school had increased to such an extent that many of the classes were overcrowded, and the conducting of both elementary and high school in the same building presented problems. The foods laboratory could not accommodate the increased student body at lunch periods. The room provided for shop courses became inadequate. There was a great need of agricultural instruction and demonstrations for the youth of the county. These were some of the conditions listed in the report to the Superintendent and members of the Board at the close of school in 1937. The recommendations made proposed that a large shop and gymnasium be built by using some materials salvaged from the dismantling of a school that was in the T. V. A. area together with necessary new materials. A regular building trades teacher was to be employed and the building constructed by paid student labor. The estimate for the cost of the addition amounted to about $12,000. On several occasions the writer was called in to
defend the proposal. The final decision was to the effect that the budget could not provide that amount without a special appropriation from the County Court.

Several patrons suggested that part of the necessary funds might be raised by a campaign among the patrons. This idea was not looked upon with favor as it is the duty of the County Government to provide facilities to meet the school needs of all of its citizens. The writer was assured by the School Board that the matter would be recommended to the County Court during the coming year.

At the close of the fiscal year in June, the Finance Committee of the County Court met to consider all requests for funds needed in the following year. It is a policy that department heads meet with the Committee to defend their requests for funds. The writer could not do this as he was in attendance at summer school in Atlanta and it is impossible to determine what day of the hearings any certain request would be considered. The Superintendent of Schools gave the writer assurance that he would personally act when the proposal came up.

The Chattanooga Morning Times published the results of the hearing, and stated that without discussion the Committee had recommended to the Court an appropriation of $2,000 for the purchase of additional land for a demonstration farm, and $45,000 for the construction of a fully equipped shop, regulation gymnasium with built-in seats for two hundred and fifty persons, locker rooms with facilities for showers and dressing booths, and an elementary school building the lower floor of which is to be used for the cafeteria.

**Needed Additional Facilities Built.**—The plans were submitted and approved for the immediate construction of the above listed additions. Federal regulations provide that new material must be used in the construction and the
new facilities were accepted and ready for use at the opening of school in 1939. News articles and pictures appeared in the local press when the buildings were completed. One article stated that when the matter came up for consideration before the Court, no other requests had been granted until the matter of this school came up and it passed without discussion. The writer attributes the good fortune to the fact that every member of the Court was fully informed as to the program of the school and the problems attending its efforts in developing the program.

**Full-Time Vocational Teachers Employed.**—The Board of Education approved the request for the employment of additional vocational teachers. The courses offered in the vocational departments up to this stage were taught by part-time teachers who divided their time between academic courses and vocational courses. These teachers were relieved of vocational subjects and four full-time vocational teachers were employed. The proposed courses to be offered in the vocational department had not been offered as such in other schools of the State and therefore did not have the approval of the State Board of Education in order to receive high school credit. At the request of the writer, a study was made by the State Department of Education of the school's facilities and ability to offer the proposed vocational courses. After the study was concluded, a request was made of the writer to draft the requirements and regulations to govern the granting of credit for these courses and this was adopted by the State Board of Education and students enrolled in vocational courses in the high schools of the State for three clock hours per day for five days per week receive two units of credit for the course.

**Public Acceptance of the School's Program.**—The elementary classes were moved into their new quarters and the high school classes used the vacated rooms. A separate clothing and foods laboratory was equipped. The communities are invited to use the facilities when needed. Various organizations
give their annual affairs in the gymnasium. Banquets are given in the cafeteria. Civic and dramatic programs are given by the various communities in the school auditorium. The opening of these facilities to the public has increased the public and community interest in the school. Large crowds attend all exercises. The graduation exercises and commencement sermon have to be held in the gymnasium where three hundred seats are added in order to accommodate those who attend.
CHAPTER VIII

PROFESSIONAL MEETINGS PROMOTED

Lower East Tennessee Regional Meeting.—As has been previously stated, the Booker T. Washington School has been designated as a demonstration school for Hamilton County and as a center of activity for the program of improvement of instruction for the nine surrounding counties comprising lower East Tennessee. This area’s organization is known as the Regional Negro Teachers Meeting of Lower East Tennessee. A session of this organization is held one day each year. This organization does not elect officers or collect dues or fees and the meeting is sponsored by the Negro Division of the State Department of Education. The Booker T. Washington School serves as host for the regional meeting. The program for each year’s meeting is drawn up by the principal who serves as director, in cooperation with representatives of each of the participating county school systems. This program is submitted to the State Department of Education for approval.

On the day of the regional meeting, all schools of the nine county systems close with the exception of the host school. This permits teachers to arrive for the meeting before school assembles and register and go to the assigned room for observation of the work. The demonstrations follow the plan of the Hamilton County meetings for a full half day. In the afternoon there are sectional discussions and the meeting closes with a general assembly. At this general assembly, representatives of the State Department of Education, superintendents of the participating counties and other public officials are in attendance and take part in the panel discussions. Negro teachers in both high and elementary schools serve as leaders for discussion groups. These meetings have had such an effect on the schools of this region, that the
Commissioner of Education for the City of Chattanooga requested the State Department of Education to include the Chattanooga System in this program. This added more than two hundred teachers to the session.

The East Tennessee Association of Negro Teachers.—The East Tennessee Association of Teachers in Negro schools meets each odd year in Chattanooga. This organization comprises the whole eastern section of the State. Hamilton County School System joins with that of the City of Chattanooga in entertaining the organization and the faculty of the Washington school participates in the program.

New Type of Study Conferences Instituted.—The program for in-service training of the teachers of Hamilton County has been modified in the past two years. The Hamilton County Association of Teachers (white) invited the Negro teachers of the system to join them in promoting two study conferences a year. The new program has reduced the need for separate Negro conferences and all teachers now participate in these study groups. The meetings are held in a large white church of the city or in the county high school for white children. A representative of the Negro teachers works on the committee that develops the programs.

The first study conference was under the direction of Dr. William Heard Kilpatrick. The subject was "Democracy in Education". (See appendix) The conferences run for two days and the outline of the programs are distributed far in advance to permit teachers to study the listed references. A professional library is maintained in the County Department of Education through contributions of teachers. All teachers may borrow books they are not able to purchase individually.

Discussion leaders for the conference are leaders in schools and colleges of this area. A Negro discussion leader is invited to conduct discussions in the Negro section of each conference. During the delivery of each lecture
by the director or main speaker, the discussion leaders are seated on the speaker's platform. Questions not entirely satisfactorily settled in the discussion groups are submitted in writing for further discussion at the general sessions. Discussion leaders serve as a panel for the discussion of these extended questions.

The second conference of last year was under the direction of Dr. Hugh B. Wood of the University of Oregon. The subject was "Improving Pupil Evaluation and Reporting". The first conference of this year recalled Dr. Kilpatrick by popular request of the teachers to extend the study on the subject of his previous conference. The last study conference of this school year was under the direction of Dr. Ralph W. Tyler of the University of Chicago. The theme for this conference was "Guidance." Dr. Herman Daves, formerly of Knoxville College and now heading a division of the T.V.A. was the Negro discussion leader.
CHAPTER IX

OBSERVATIONS MADE BY OTHER COUNTIES AND STATES

Reports Made in South-Wide Meetings.--The Booker T. Washington School was one of the first schools constructed with Federal aid in the South. The interest in the school was not only local but was manifested in many states. This was due to reports in State educational literature and to pictures and news articles carried by local and national press agencies. The program and some of the results obtained have been reported in conferences of State Agents by the Tennessee Representatives. Those interested in problems of Negro education were extended an invitation to visit the school.

After a few months of experiencing unannounced visitors to the classes and departments, teachers and children became accustomed to frequent visitors; they carried on their work without interruption when visitors were ushered into their rooms. Many visitors came when the school was not in session. However, the location of the principal's residence on the campus and the nearby residences of other teachers makes it possible for visitors to see the plant any day or hour. Many of the Chattanooga and Hamilton County white and colored residents drive out on Sundays to view the plant. Someone connected with the school is always available to courteously guide them on these inspection tours.

Special Visitors to the School.--The list of individuals and groups registered as visitors is too voluminous to copy in this paper, but an attempt will be made to list some of the individuals and groups whose visits have some relation to the field of education. Among these guests were:

The Tennessee Commissioner of Education. He had lunch with county officials in the Practice Cottage after inspection.
Mr. Jackson Davis, General Education Board
Dr. Nolan Irby, formerly State Agent of Arkansas
Dr. George W. Spicer, Associate Professor of Political Science, University of Virginia
Dr. Paul H. Sheats, United States Office of Education
Dr. H. D. Hopkins, Heidelberg College, Tiffin, Ohio
Dolard Grant, Graduate of Edinburgh University
Dr. John H. Muyskens, Associate Professor of Phonetics, Kennedy School of Missions, Hartford, Connecticut
Dr. Paul Palmer, Professor of Education, and delegation, University of Chattanooga
A delegation from Geneva, Switzerland, studying schools in America (1938)
A group of European Fellows with representatives from Holland
Jeanes Supervisors, principals and teachers of West Tennessee came for a two days' study of the system
Jeanes Supervisor and teachers of Marion County, Tennessee came for a one day's study of the school
State Agent of Negro Schools of Florida and four county superintendents spent a day studying the school
Supervising principal of Hardeman County, Tennessee spent a week for observation at the Booker T. Washington School
The Director and a delegation of the Rural Institute of Atlanta University Summer School spent a day of inspection
President of Tennessee A. and I. State College
Principal of Atlanta University High School spent a day of inspection of the Booker T. Washington High School
President of Knoxville College with a delegation of teachers and
students spent a few hours at the school

A delegation of principals and teachers of the Nashville City Schools spent a day inspecting the plant

President of Morristown College spent a day inspecting the work of the school

A group of food specialists from the University of Chicago and Yale studying nutrition in the Southern states spent a day observing classes in foods

President of Swift Memorial College and a delegation of teachers spent several hours observing at the Booker T. Washington School.

Officials of the County Take Pride in the School.—The Superintendent of the system and the Chairman of the School Board as well as many of the county officials take advantage of every opportunity to show visiting educators and officials the school in operation.
CHAPTER X

FUTURE PLANNING

There is a need for planning for the future in all public institutions that are run with any reasonable degree of efficiency. Fortunately for the Hamilton County School System, the Superintendent assisted by recommendations of the school principals, believes in long range planning for the schools. The plans for the Negro schools will be treated in two phases: (1) plans for physical facilities needed and (2) those for expanding and improving the program of activities of the schools.

Physical Needs.—The need for physical facilities is based on actual and anticipated population increases. There has been considerable increase in the population of the county, but the real problem is found in the anticipated increase due to the T. V. A. program and the vast munitions plant now under construction in the immediate school community. Other factors operating to increase the enrollment in the schools are the trend of the city dwellers to move out in the county and the practice of some of the parents of Chattanooga to send their high school children to the Booker T. Washington High School where there are offerings of desired vocational courses.

Future Expansion Planned.—The plans for further expansion at the Booker T. Washington School include several additional classrooms, enlarged library facilities, nursery rooms, new washrooms and toilets and also facilities for additional vocational courses. The estimates submitted to the School Board by the Superintendent call for expenditures totaling $75,000. Four of the elementary schools are scheduled to have one room each added at a total cost of $6,000; this scheduled program of expansion comes three years after the last expansion program at the Booker T. Washington School costing more than
$48,000. This current schedule of expansion was made with the anticipation of receiving Federal aid. The first proposed program was granted in February of this year by the Federal Government. When the acceptance was presented to the County Government and estimates reviewed, it was decided that due to the increased cost on construction during the war period, the Federal aid was refused and the program postponed until after the close of the war.

The first consideration in the future planning of the school program is that of the vocational departments. New courses are planned to offer training for radio technicians, beauty operators, typists, barbers, retail selling and automobile service.

The Need for Nursery School Program.—For a number of years we have been conducting a nursery school on a small scale. This project has proved of much value in training high school girls in the fundamentals of caring for small children while at the same time it has given community mothers opportunities for community activities denied them because of caring for their small children during school hours. We plan to develop a larger program for the nursery project and to employ a full-time person. Such a program is justified because our experience with children entering the first grade from the nursery school shows its advantages. These children are healthier, have acquired good habits and their progress is more rapid in the school work than those without such pre-school training.

Additional Programs for Adults.—Although the school is maintained primarily for children, we must share with other community agencies in the responsibility for raising the intellectual and vocational efficiency of our adult population. This school plans to increase its program for adults by organizing and encouraging reading through extended library facilities, by instructing land owners and tenants in methods of home improvement as a protection to land values and to the desirability of sections where Negroes live,
by instructing home makers in thrift, by encouraging budgeting, by teaching home crafts that will improve the home and serve as a source of increased income. The school plans to organize cooperative groups in marketing of farm products such as poultry, eggs, fresh vegetables, canned vegetables, fresh fruit and berries, preserved fruit, cut flowers, live stock, cured meats and field crops. All of the above products are produced to some extent now, but the method of marketing is poor and the producers are receiving low prices for their wares. Many of these are seeking employment in other types of work as farm laborers or industrial workers in order to increase their earnings.
CHAPTER XI

SUMMARY AND CONCLUSIONS

The Hamilton County School System is one of the few systems in the South where Negro children are not seriously handicapped by the discrimination made in administering public education. The schools are held in regular school buildings and the pupil-teacher ratio does not exceed thirty-five to one. The length of the school term for both elementary and high school is 180 days or nine months. The attendance laws are enforced for both races. Transportation is furnished all children who live more than two miles from the nearest school. Textbooks are furnished the elementary children and rental textbooks are available to high school students. There are four library centers located in Negro schools and books are circulated to all other schools in the system.

The Negro teachers in the Hamilton County School System work under very favorable conditions compared with that of other southern counties. Teachers have the benefits of tenure, retirement laws and death benefits under the employment agreement for all teachers. There is but one salary scale which is based on preparation including a Master's degree and experience for all teachers in the system.

The in-service training program of the county has shown that all teachers need the benefits of a continuous training of some form that they might keep abreast of the problems of their profession as they change from day to day and from year to year. Considering the results of the experiments conducted in the system, demonstration teaching is one of the best methods leading teachers to professional improvement.

It is not too late to correct our great mistake in administering secondary education in our Negro public schools. During the rapid development of Negro
high schools in recent years, those who had to do with the planning of the program failed to include provisions for vocational training on a par with that of academic training. This error is revealing itself today as never before. There is no high school so small but that with the proper study of local conditions and opportunities for Negro youth, some type of vocational training program could be instituted based on the community needs.

The work of any school does not reach full fruition unless it is coordinated with community needs. Though schools are created primarily for youth, the great problem of raising the intellectual and vocational efficiency of our adult population can be solved best by the public school as a community agent. Schools should point the way to better living for the people of the community.

One of the important factors in the program of a school is the health of its students and that of the community in general. The cost of providing proper balanced meals at the school is more than offset by the improvement in the health and eating habits of its pupils. Periodical checks on the physical condition of school children, pre-school children and mothers will be a wise program for all schools.

Our six years of experiencing has proved that Southern communities can be interested in improving their schools for Negroes as well as for white; that teachers in Negro schools are interested in professional improvement if the proper means are provided for such improvement; that public interest and that of school officials and patrons can be increased by selling the program of the school by constantly informing them of the program of the school.

We have made some important gains, but we have not reached a Utopia in public education. All of our attempts for the improvement of the schools and the community have not had a willing reception. There are occasions that would discourage those of little fortitude. For instance, some of our teachers
have developed an attitude of complaining about everything offered for their
benefit. Such may be found in any school system. "The meetings at the school
are too far, why not meet at the courthouse?" "Our work is too heavy; we are
taking over too much of what should be taught in the home." "I cannot see
the need of so many teachers' conferences, I know enough now to teach any
child." These are but a few of the remarks one hears from teachers when an
attempt is made to formulate programs for their improvement. In working with
the community one meets such conditions as parents who must be forced by law
to send their children to school that they might receive the benefits of
public education; farmers who get up in public meetings and denounce the
school's program of new methods of farming because they have worn out more
farms than the agriculture teacher has seen; patrons who feel that the school
is going too far in suggesting sanitary toilets, screens and other home im-
provements; mothers who refuse to permit their daughters to arrange furnish-
ings in their homes in keeping with ideas they have learned at school; fami-
lies who have become so relief-conscious that they think Uncle Sam will look
out for their needs; patrons who never visit the school unless their child
is in trouble. But one forgets all the discouragement in meeting such con-
ditions when he looks into the faces of hundred of youth eager for information
and direction and who have confidence that the teacher will point out a way
for them.

Our six-year experiment has inspired us to press forward with a larger
program for the improvement of community life, increased opportunities for
Negro youth, for professional growth in teachers and better public relations
for our school. We have visions of a larger physical plant and more facili-
ties for vocational training for both youth and adults. We plan a broader
program for pre-school children. We hope to convert the "Doubting Thomases"
among our patrons into cooperative producing farmers with homes and surround-
ings that would be a credit to any community.

It is hoped that in reporting the various phases of this six-year experiment that some little idea or suggestion may be of value to other struggling schools in our Southland.
BIBLIOGRAPHY

Bulletins and Reports


A Suggested Program for the Training of Principals for Small High Schools. Compiled by State Agents of Negro Schools in Southern States, General Education Board, 1940.


Article

Lindsey, T. T. "Do the White and Colored Races Differ in Mechanical Ability?" Peabody Journal of Education (November, 1929).

Unpublished Material


APPENDIX
Appendix A

HAMilton County Teachers’ Salary Schedule and Attendant Regulations

The schedule includes three classifications, namely:

Class No. I Being composed of teachers holding Master's degrees, or above.

Class No. II Being composed of teachers holding Bachelor's degrees.

Class No. III Being 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 twelve years and is as follows:

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<th>Class III</th>
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</table>

Those teachers who have exhibited no interest in their professional improvement may be warned and, if warning is not heeded, salaries of those teachers may start decreasing in scale during the year following the warning.

The annual increment will not be guaranteed each year unless the rules laid down by the County Department of Education are observed and the type of classroom service rendered by the teachers is satisfactory.

In initiating schedule and after schedule is in full force all beginning teachers shall be held at minimum for training class until probation period is over.

Any teacher who has not attended summer school at least six weeks or completed extension work of equal credit within any three-year period, shall at the end of this three-year period be denied his or her annual increment. Such denial will be continued each year until this requirement has been satisfied.

Appendix B

Teachers Retirement Act

These conditions were taken from Private Chapter 689 of Tennessee House Bill Number 1248, by Hamilton County Delegation.

1. At the enactment of this law, it shall be optional with each employee of the Department of Education to elect whether or not he or she shall participate in the retirement provisions.

2. The participating employees must pay one per cent of their annual salary to the retirement fund.

3. The Department of Education must set aside three per cent of its annual budget to the retirement fund. The County Court must guarantee that the retirement fund will always amount to ten thousand ($10,000) dollars.

4. An employee to be eligible for full benefits of the retirement provisions, must serve a minimum of twenty years and be not less than fifty-five years of age. With these conditions satisfied he or she may request or demand retirement. The amount paid upon retirement shall be a sum monthly of fifty per cent of the highest monthly salary averaged for three consecutive years wherein the highest salary was paid.

Upon serving twenty-five years the employee may request or demand retirement regardless of age.

Upon serving a minimum of fifteen years and becoming disabled the employee may request retirement and upon approval of the Board, receive monthly thirty-seven and one half per cent of the highest average salary.

Upon serving a minimum of ten years and becoming disabled the employee may request retirement and upon approval of the Board, receive monthly twenty-five per cent of the highest average salary.

The Superintendent of Education at any time an employee has become unfit for service, on account of disability, or age, after a total of twenty years of service, may, subject to the approval of the Board of Education, order the retirement of such employee on full pension.

At the death of any employee or pensioner of the Department of Education there shall be paid his or her beneficiary, or beneficiaries, the sum of Two hundred and Fifty ($250.00) Dollars.
Appendix C

QUESTIONS FOR STUDY FOR KILPATRICK CONFERENCE
DEMOCRACY IN EDUCATION

I  The Meaning of Democracy

1. What does democracy mean? What besides a kind of government? Which is more fundamental, democracy as government or these other aspects of democracy?

2. Why should we believe in democracy? What has ethics to say? And religion? And history? And your own experience?

3. What specific behaviors does a consistent democracy demand (a) of us grown-ups; (b) of youth? What different behaviors does Hitlerism demand (a) in Germany, (b) in the conquered countries?

4. What specific aims does democracy demand that the schools set up?

II  The Process of Educating for Democracy

1. How shall we best conceive the learning process? How is learning related to living? After learning has taken place how soon is it usually put to work? Is it reasonable to expect all school learning to be put to use in life?

2. What specific principles of learning shall guide the work of teaching? How would you state them precisely?

3. How can we teach democracy? What specific steps and measures shall we use.

III  Special Problems in Teaching Democracy

1. How can we succeed in teaching democracy as well as the totalitarians do in teaching their outlook? What about indoctrination for them and for us?

2. What democracy shall we expect between teachers and school administrators?

3. What does discipline mean and what shall we do about it?

4. What shall we do about these four things: (a) helping youth acquire the race experience; (b) helping youth learn how to make choices; (c) making educative use of child interests; (d) saving teacher control and guidance?

Reading References for Kilpatrick Conferences

George S. Counts, The Education of Free Men in American Democracy, Educational Policies Commission, Chapters II, III, IV, V, VII, VIII.

Educational Policies Commission, Learning the Ways of Democracy, Chapters I, II, III, IV, V.

L. Thomas Hopkins, Interaction: The Democratic Process, Heath, Chapters III, VI, VII, IX.

DR. HUGH B. WOOD'S GROUP STUDY CONFERENCE OUTLINE

Theme: Improving Pupil Evaluation and Reporting

I Advancement Through Study Group Conferences

II Our Point of View

III Improving Our Evaluation Techniques

IV Have Our Schools Gone Fancy?

V Recording and Reporting Data

VI A Summary and Evaluation of the Conference

VII A Forward Look.

Study Materials:

Evaluation of Pupil Growth and Development. Syllabus on file in the Curriculum Library.

How the Educative Process is Carried On. (Kilpatrick in Remaking the Curriculum, pp. 48-52.)


Our Fancy Tests. (Mrs. Jackson in The Country Gentleman, December, 1940, p. 8).

Measuring Attitudes. (Phelps, Attitudes Toward Home and Family Life, Mimeographed test).


Recall of Facts. (Rinsland, Constructing Tests, p. 32.)
DR. RALPH W. TYLER'S GROUP STUDY CONFERENCE

Theme: Guidance

I  What is Guidance?

II  An Understanding of Child Development is Basic to a Guidance Program

III  Effective Guidance Demands the Utilization of All Resources in the Development of Children

IV  The Development of a Guidance Program.

Study Material:

Occupation Magazine. (All issues are in Professional Library.)

Editorial, Nation's Schools, December, 1940.

Other good material on Guidance might be secured at the desk of the Professional Library.
DR. WILLIAM H. KILPATRICK'S GROUP STUDY CONFERENCE

Theme: Finding and Meeting the Needs of Children and Youth

I  Education and the Task Ahead
II Why a New Education?
III Meeting the Needs of the Whole Child
IV Next Step Ahead

Study Material:


How the Educative Process is Carried On. Kilpatrick in Remaking the Curriculum.
Appendix D

**Scores of Stanford Achievement Test 1941**

Hamilton County Colored Schools

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**Test Results**

The Norms for the test were made from the model age group which represents a superior selection of pupils in relation to the total grade populations. These model age groups do not include any retarded pupils or accelerated pupils. Since the proportion of retarded pupils is larger than that of the accelerated group, it can be readily seen that the average performance of any of these model age groups may be expected to be superior. Ours being an unselected group we need not be disappointed with a lower scoring than was expected.

The county medians are given not in the model but the traditional type norms.

To interpret the scores, a table will be found on the following page.
GRADE AND AGE EQUIVALENTS CORRESPONDING TO EQUATED SCORES  
(Based on Total Standardization Population)

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Appendix E

TABULATION OF HIGH SCHOOL GRADUATES FOR THE SIX YEAR PERIOD
BOOKER T. WASHINGTON HIGH SCHOOL
Results of Placement Program

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<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>Number of girls graduating</td>
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<tr>
<td>Number of boys graduating</td>
<td>32</td>
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<tr>
<td><strong>Total</strong></td>
<td>69</td>
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<tr>
<td>Graduates now employed</td>
<td>41</td>
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<tr>
<td>Graduates not employed*</td>
<td>2</td>
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<tr>
<td>Graduates in Armed Services</td>
<td>3</td>
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<tr>
<td>Graduates now attending college**</td>
<td>11</td>
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<tr>
<td>Girl graduates married and not working</td>
<td>12</td>
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<tr>
<td><strong>Total</strong></td>
<td>69</td>
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<tr>
<td>Graduates completing college (now teaching)</td>
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<tr>
<td>Girl graduates who received training in domestic service, placed and now working</td>
<td>13</td>
</tr>
<tr>
<td>Boy graduates who received training dietetics and domestic service, placed and now working</td>
<td>6</td>
</tr>
<tr>
<td>Boy graduates who received training in skilled trades now working at their trades</td>
<td>7</td>
</tr>
<tr>
<td>Boy graduates who received training in skilled trades now working as apprentices, helpers and building laborers</td>
<td>6</td>
</tr>
<tr>
<td>Graduates placed in jobs for which they did not receive special training:</td>
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<tr>
<td>T. V. A. Clerks</td>
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<tr>
<td>Beauty Operator</td>
<td>1</td>
</tr>
<tr>
<td>Ten Cent Store sales lady</td>
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</tr>
<tr>
<td>Office Worker</td>
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</tr>
<tr>
<td>Insurance Salesman</td>
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<tr>
<td>Student Nurse</td>
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<tr>
<td><strong>Total</strong></td>
<td>7</td>
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</table>

*One graduate in tuberculosis hospital, one dead.*

**Seven students in college are on N Y A Residence Project.**
BOOKER 'GRADS' SHOW ABILITY TO MAKE CAREERS

Rankin Says Officials Proud of Records of Students

The advantages of education for Negroes are forcefully demonstrated in the cold figures in a report on present activities of the 69 students who have graduated from Booker T. Washington High School, which was made public Thursday by Superintendent of Education Arthur L. Rankin.

The report, prepared by T. D. Upshaw Jr., principal, traces the careers of the 27 girls and 32 boys who have graduated in the six years since Booker T. Washington became a full high school.

Of the 69, the report shows, 41 are now regularly employed; 12 girl graduates are married and not working; 11 graduates are now attending college; three are in the armed services, and only two are unemployed.

"I am very proud of the record they are making out there," Supt. Rankin said. "The results, not only as shown by the report, but also as I have observed them in the student body generally, fully justify the efforts we have made in setting up a program of this kind."

Mr. Rankin said Booker Washington students are placed each summer in jobs which contribute to the special types of training, in which they are interested, and which also enable them to earn money.

"Every summer since the school has been established every available student in these special courses has been placed in a job for special training," the superintendent said.

Training for a wide variety of occupations, from farming to domestic work, is offered students at the school.

Occupations of the 41 graduates now employed, it was shown in the Upshaw report, are:

- Graduates who completed college and are now teaching, two: girl graduates who received training in domestic service, placed and now working, 13; boy graduates who received training in domestic service, placed and now working, six; boy graduates who received training in skilled trades now working at their trades, seven; boy graduates who received training in skilled trades now working as apprentices, helpers and building laborers, six; TVA clerks, two; beauty operator, 10-cent store clerk, office worker, insurance salesman and student nurse, one each.
Appendix F

PICTURES OF VARIOUS ACTIVITIES AND VIEWS OF THE SCHOOL

High School Building with Practice Cottage at the Right

Elementary School Building with Cafeteria on Lower Floor
Principal's Cottage constructed by Building Trades Students

School Buses and Operators
Domestic Service Students in Bedroom of Practice Cottage

Commercial Dietetics Students Preparing Lunch in Cafeteria
Dental Clinic Held for Elementary Pupils

Dental Clinic Held for High School Students
Agricultural Students Working on Tractor

Building Trades Student Working in Shop
Building Trades Students Constructing a Small Cottage

Building Trades Students Assisting a Patron in Constructing a Home
A Corner of the Clothing Laboratory

Students in Science Laboratory
A Primary Class during a Demonstration

Recreational Activities on Athletic Field with Auditorium and Library Room in the Background
Special Summer School
Students on Tour of
Lookout Mountain

School Band
LOCATION OF NEGRO SCHOOLS IN HAMILTON COUNTY, TENNESSEE
AND NEGRO COMMUNITIES SERVED BY SCHOOL BUSES

[Map showing locations of schools and communities in Hamilton County, Tennessee]
Key to Map of Hamilton County, Tennessee

△  --One-Teacher Schools
△  --Two-Teacher Schools
▲  --Three-Teacher Schools
⊗  --Negro Communities without Schools
→  --Bus Routes and Directions