

UNIVERSITY OF TENNESSEE

Upon the request of the Committee on Graduate Study the undersigned have examined a thesis entitled
An Economic, Social, and Educational Survey of Maury County, Tenn.
presented by D. M. Galloway
candidate for the degree of Master of Science in Education, and hereby certify that it is worthy of acceptance.

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Date May 19, 1930.

AN ECONOMIC SOCIAL AND EDUCATIONAL
SURVEY OF MAURY COUNTY 33
TENNESSEE

- - -

A THESIS

Submitted to the Graduate Committee
of the

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in

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for the Degree of

Master of Science in Education

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C O N T E N T S

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FOREWORD - THE SURVEY

In 1922 President . H. A. Morgan, of the University of Tennessee, "submitted a plan for the establishment of a Department of Rural Education in the University, whose function should be; 1, to study intensively rural school conditions in the state; 2, to train teachers for the rural schools; 3, to cooperate with the State school authorities in every possible way to make the work of the rural schools more nearly meet the needs of the rural communities." ¹

Professor B. O. Duggan was placed in charge of this department of the College of Education of the University of Tennessee. Under his direction, educational, economic and social surveys have been made of eight typical counties of Tennessee, and information has been obtained as a basis for the preparation of a program for the improvement of rural life conditions

¹ B. O. Duggan, Survey of Union County, p. 4.

The present report, dealing with Maury County, is a brief summary of a survey begun in 1926 and completed in 1928. The data relate to schools and communities as they were during the school year 1926-1927.

SCOPE OF THE SURVEY. - The survey deals in a general way with all of Maury County from its establishment to the present time. No phase of geographic, economic, social, religious, agricultural, industrial, commercial, political, literary or educational, history or conditions, which would in any way help one to understand conditions as they are to-day, or help in formulating plans for future betterment, would fail to be of interest to us in making this study. But in view of the great space, time and activity which this subject involves, it has been found necessary to limit our investigations and report to the more general facts of history, and the more obvious economic, social-religious, and educational data.

PROCEDURE. - In making the survey, four questionnaire forms were used, copies of which may be found at the close of this thesis. The first one deals with the school and the principal. The second form is for data relative to the teachers in the schools. The third form is for securing information about the

community, aside from the school. The fourth blank is for use in individual homes in a few selected communities.

The Community, with the School as the center, is made the unit of the survey. There were at the time of the survey forty-five rural schools for white children. Therefore the county was divided into forty-five communities, for the purposes of this survey. A special study was made of two of these communities, - Culleoka and Nicholson. In one negro settlement, at the Hoover and Mason mine, the negro homes were carefully studied.

The majority of the survey blanks dealing with the schools were filled out jointly by the principal of the school and the writer of this report. The teachers were usually able to fill out the forms for the teachers with little help or suggestion from any one. The community schedule was usually filled out by a committee suggested by the principal, or by some one familiar with the community for many years. The individual schedules were filled by helpers who visited the homes for interviews. The writer visited all the schools of the county, and thus became personally familiar with the schools.

Historical data have been gathered from many sources, including: Counties of Tennessee, by A.P. Foster; History of Tennessee, Goodspeed Publishing Company;

History and Directory of Maury County, D. P. Robins, Compiler, 1907; The Columbia Herald; The Maury Democrat; and other sources which will be referred to in the text.

Statistical data and information of many kinds have been secured from the County records of the Trustee, the County Court Clerk, and the County Superintendent of Public Instruction. Much information about the churches of the county was supplied by Rev. D. D. Little, Pastor of Frierson Memorial Church, Columbia, Tennessee. Many business and professional men have been consulted, and numerous individuals in Maury County have given invaluable assistance. The reports of the U. S. Bureau of the Census and Reports of the State Commissioner of Education have been used freely.

Maury County's last three County Superintendents of Schools, John P. Graham, Gordon H. Turner, and Robert Lee Thomas, have given invaluable assistance. To Mr. Turner, who was Superintendent at the time the survey was made, the writer of this report is indebted for most of the pictures and for the data from the survey which he conducted in standardizing the schools by standards set by the Tennessee Department of Education.

Acknowledgement is hereby made to the school principals, teachers and others who so cordially cooperated in making the survey a success.

CHAPTER I - MAURY COUNTY - A GENERAL VIEW

A. LOCATION. - Maury County is crossed by the 87th meridian, and lies between 35 and 36 degrees North latitude. Columbia, the County Seat, is on the main line of the L. & N. Railroad, about forty-six miles S., S. W. of Nashville. The greater part of the County lies in the Central Basin region of Middle Tennessee, which has been so aptly referred to as the "Dimple of the Universe".

B. TOPOGRAPHY. - The greater part of the surface of Maury County is rolling, tho some of it is level, and parts of it are decidedly hilly. The elevation ranges from about 500 feet in the basin to approximately 1000 feet above sea level on the Highland Rim.¹ The north-western and the south-western portions of the county are the highest, for it is there that the Highland Rim of Middle Tennessee fringes the western edge of the Basin lands of the county, in more or less flat barrons and in narrow steep ridges where erosion has been greater.

"Maury County is drained to the west thru Duck River and its tributaries with the exception of a small area southwest of Rockwood, and a similar flat northwest of Water Valley."¹

J.H.Agee and J.A.Kerr, Soil Survey of Maury County, p. 153

Leiper's Creek, Snow Creek, Knob Creek, Carter's Creek, Rutherford Creek, and Bear Creek flow into Duck River from the northern side of the county. Hampshire Creek, Bigby Creek, Little Bigby Creek, and Fountain Creek enter from the southern part of the county.

"Water power is developed in a small way on Fountain Creek, Duck River, Rutherford Creek, and Carter's Creek."¹

"In the eastern part of the county, particularly in the glade areas, drainage is for the most part underground, the water sinking thru crevasses in the rocks. Very few springs are found in this section of the county; in other parts of the county, however, springs, creeks and branches are numerous."¹

C. GEOLOGICAL FORMATION.- All of the rock formations of Maury County are of sedimentary origin, largely Silurian, - the greater part, Lower Silurian. Narrow outcrops of Lower Silurian and Devonian formations are found bordering the Silicious rocks of the Lower Carboniferous, of which the barrens and high ridges of the Highland Rim are composed.² The Lower Silurian rocks are limestones, and in Maury County carry a high phosphate content, there being extensive deposits of "brown rock"

¹ J.H.Agee and J.A.Kerr, Soil Survey of Maury County, p.154

² Tennessee Department of Agriculture and the Bureau of Immigration, Map of Tennessee, 1913.

phosphate within the county. Carboniferous rocks in the extreme western and southwestern corners of the county are rich in iron, thus bringing iron and phosphate close together, and making possible the production of ferro-phosphorus.¹ Not far from the tops of the steep ridges may be seen outcrops of a Devonian Black Shale. Above the shale the ridges are largely composed of silicious cherty material.

Many of the limestones are practically pure lime carbonate, and are therefore good for lime production, and for agricultural purposes. Some of the limestones are highly fossiliferous, showing corals, sponges, and a great variety of mollusks.

D. ORIGINAL FLORA AND FAUNA. - When white people first came to what is now Maury County they found the greater part of it covered with a heavy growth of virgin forest. The flat lands of the Highland Rim were covered with a growth which consisted largely of scrub oak. The ridges produced chestnut. The better portion of the Basin land had ash, walnut, poplar, and white oak; while elm, hickory, black oak, red oak, and cedar occupied the poorer basin land and the glady prottions of the eastern part of the county. Wherever there were open spaces along the streams and bottom lands there were dense cane-brakes.

¹ Columbia Kiwanis Club, The Story of a Goodly Land.

In such a setting as this, wild game, including deer, buffalo and bear, was abundant. In fact this territory was a part of a special hunting ground claimed by several Indian tribes, whose claims prohibited the settlement of any one tribe within its bounds at the time when the the white people began the settlement of Middle Tennessee.¹

E. HISTORY. - We shall now briefly trace the changes which have taken place in the process of converting this wilderness into a highly civilized county.

1. The Indians. - Many graves and Indian relics have been found in Maury County, showing conclusively that this hunting ground had been frequented by them for untold generations. Before the Revolutionary War De Montbreun and other French Fur traders had established trading posts near Nashville,² and had found the Cumberland country prolific of valuable furs. The Chickasaws lived in West Tennessee; the Cherokees and Chickamaugas occupied East Tennessee; and the Middle Basin was the hunting ground for both these and other northern and southern tribes living outside of what is now Tennessee. The Indian title to the country of which Maury County is a part was not extinguished till early in 1806.³

¹ G.R.McGee, A History of Tennessee, p. 21

² Octavia Zollicoffer Bond, Old Tales Retold, p.74 ff.

³ D.P.Robins, compiler, History and Directory of Maury County, 1907.

2. Early White Settlers. - It was by no means easy for the white settlers to reach Middle Tennessee, as will be realized when one remembers that John Donelson's family, on the Adventure, led a fleet of thirty or more boats down the Holston River into the Tennessee, which they followed to the Ohio, and then into the Cumberland, and up to Nashville, - a distance of about two thousand miles, taking ~~four~~ months and two days for the journey.¹ Following th Revolutionary War, however, grants of land in this section were granted to war heroes, General Nathaniel Green, and Colonel William Brown of North Carolina, among them.² This greatly stimulated settlement. In 1788, Colonel Brown, with his family, started down the Tennessee River in a Flatboat, which was captured by the renegade Chickamaugas near Nickajack. Young Joseph Brown, then about 15 years old, was held by the Indians till exchanged for Indian prisoners capture by John Sevier. But "In the course of time the Brown family took possession of their land in the Cumberland Country. The region in which their claim was located was afterwards called Maury County".³ "Early in 1806 Colonel

¹ McGee, History of Tennessee, p.86.

² Foster, Counties of Tennessee, Maury County.

³ O. Z. Bond, Old Tales Retold, p.134 ff.

Joseph Brown, an exhorter in the Presbyterian Church, located three miles south of Columbia, where he erected a permanent hewn-log house the following fall, one room of which was made particularly large to accommodate religious worship." ¹

"One of the earliest colonies, however, came from South Carolina, in 1807, led by John Dickey, and settled in Zion Church neighborhood. Besides Dickey, prominent settlers were; Moses Frierson, James Blakely, William Frierson, Eli Frierson, James Armstrong, Thomas Stevenson, Nathaniel Stephenson, James Frierson, P. Fulton, Alexander Dobbins, 'Old Davy' Matthews, Samuel Witherspoon, Moses Freeman, the Flemings and the Mayes." ²

"Not far from Mt. Zion was the Polk settlement. From the first settlers in 1807, William Dever and his sister, William Polk bought their 5,000 acre grant. He divided this estate among his four sons, Bishop Leonidas Polk, Lucius P. Polk, George N. Polk, and Rufus K. Polk. This became known as the 'Polk Neighborhood. Near it was the home of Gideon J. Pillow." ²

"Another prominent settlement was the Spring Hill community which was started about 1808-1810 by Abraham Hammond, Colonel Russell, Nathaniel Cheairs, James Black and others. James Black was the grandfather of Colonel Henry Watterson, and father-in-law of Judge Stanley Matthews of the United States Supreme Court." ²

The northern part of the county had a large number of settlers along Snow Creek and Leiper's Creek as early as 1806, among them being the Piggs and the Fitzgeralds. ³

1 D.P. Robins, compiler, History and Directory of Maury County, 1907, p.30

2 A. P. Foster, Counties of Tennessee, Maury County.

3 Goodspeed Publishing Company, History of Tennessee.

3. Civil Organization. - "Maury County was erected November 24, 1807, from a part of Williamson C County, and was named in honor of Major Abram P. Maury",¹ who was a prominent pioneer and was later distinguished in military service. "Originally pronounced 'Mawry', provincially it has become 'Murry', altho still spelled, as formerly, 'Maury'".²

"The first County Court was held December 21, 1807, at the house of Colonel Joseph Brown, about three miles south of Columbia".³ "The commissioners appointed by the legislature in 1808 to select a county seat - - selected Columbia, which was incorporated in 1817." In 1808, December 21, court was opened in a "log shanty", on the east side of the present square. "The first permanent courthouse was a brick structure erected in 1809-1810, under contract with J.M. Goodloe and O.P. Nicholson. The price was \$6,990, and no record for extras appears".⁴

4. Growth in Population. - The early settlers in Maury County were largely from East Tennessee, North Carolina, Virginia, and South Carolina, - hardy pioneer stock, of Anglo-Saxon descent. From the time that the part of the County south of Duck River was finally released from the

1 A. P. Foster, Counties of Tennessee, Maury County.

2 D. P. Robins, compiler, History and Directory of Maury County, 1907, p. 12

3 Robins, History and Directory of Maury County, p. 15

4 Robins, History and Directory of Maury County, p. 20

Indian claims, early in 1806, there must have been a very rapid influx of settlers, for the population of Maury in 1810, is recorded as 7,772. The following table gives the population for each succeeding census.

TABLE I. - Population for Tennessee, Maury¹
County, Columbia and Mt. Pleasant, from 1810 to 1920.

Date	Popula- tion of Tennessee	Popula- tion of Maury County	Popula- tion of Columbia.	Population of Mount Pleasant.
1810	261,727	7,772		
1820	422 823	15 620		
1830	681 904	18 200		
1840	820 210	17 090		
1850	1,002,717	16 759	1,747	
1860	1,109 801	32 498 ²		
1870	1 258 520	36 289	2 550	
1880	1 542 359	39 904	3 400	
1890	1 767 518	38 112	5 370	466
1900	2 020 616	42 703	6 052	2 997
1910	2 184 789	40 456	5 754	
1920	2 337 885	35 403	5 526	

¹ Data for the above table taken from the reports of the United States Bureau of the Census.

² For Maury County only the white population was counted prior to 1860.

5. Material Improvements. - Within the last 125 years, intelligent human labor, taking advantage of the untouched wealth of forests, soils and minerals, has build a great civilization, and accumulated the material wealth and improvements which are evidence of this civilization. The first houses were built of logs, and even to the present day there is a wealth of forest acres in Maury County, in spite of the ruthless destruction which began when the forest was considered an incumbrance, and a thing to be cleared away as quickly as human labor could accomplish the feat, so that the trees would not shade the crops of corn, and hide the lurking Indian.

Roads were cut thru the forests. By 1840 there was a pike from Columbia to Nashville. The next one extended from Columbia to Mt. Pleasant. Others from Columbia to Pulaski, and from Columbia to Hampshire were constructed. By the end of the century the county was covered with a network of Macadamized turnpikes, (14 radiating from Columbia) which have given way only recently to the improved highways of the twentieth century. ¹ One of the oldest highways in Maury County was the old Natchez Trace which crossed the western part of the county along the Highland Rim. Bridges have long spanned all the larger streams, there being at present seven across Duck River.

1. Robins, History and Directory of Maury County, p.14

The L. & N. Railroad was built thru the county in 1860, from Nashville to Decatur. The Mt. Pleasant branch was laid the same year but was partly torn up during the Civil War. The N., C. & St. L. Railroad also has a line from Columbia to Lewisburg. In 1911 a new line was run from Franklin to Mt. Pleasant. Maury County has 102 miles of railroad, ranking sixth in the state in this respect.¹

Mines, sawmills, factories, flour mills, mercantile establishments, schools, churches, water-works, electric developments - all of these things have been developed. In 1927 the total assessed valuation of Maury County was \$21,486,130.40. If this property were valued at its actual sale value, and to it were added the unassessed public buildings, schools and churches, it would give a total of approximately \$30,000,000.

6. Social Life of the Nineteenth Century. -

The early social life of Maury County was that of typical "frontiersmen" and pioneers. All work centered around the home and the farm, and it was in gatherings in the homes for cooperative industry that most of the social instincts found expression. Log-rollings, house-raising, corn-huskings, and quilting-parties were quite common.

One of the acts of the First County Court of
C.E. Allred, Economic and Social Study of Tennessee, p. 30

inn. He gave bond to furnish "good, wholesome, and

One of the acts of the first County Court of Maury was to license Joseph Brown to keep an "ordinary" inn. He gave bond to furnish "good, wholesome, and clean lodging and diet for travelers, stabling with hay, oats, corn, fodder, and pasture, as the season of the year may require, and not to suffer or permit gambling, nor on the Sabbath day to permit any person to tipple or drink more than necessary".¹

Time brought changes. With the clearing of the land and the growth of agricultural wealth, the number of slaves increased. By the time of the Civil War there had developed a Southern Aristocracy in Middle Tennessee. Old Colonial type mansions had taken the place of the log cabin on the Plantation. The wealthy land-owners were interested in horse-racing, and politics; and when the war came, their sons flocked to the Standard of the South. Maury County became a thoroughfare for armies. "The Federal army reached Columbia in March, 1862," but withdrew in August. For nearly a year the Confederates camped in the county. In July, 1863, the Federals again occupied Maury and held it till November 1864, when Hood's forces caused them to retire again. "On December 20, 1864, the Federals occupied Columbia for the third time, continuing till the close of the war. No large battle was fought in Maury County within the four years of conflict, but

1 A. P. Foster, Counties of Tennessee, Maury County.

numerous skirmishes took place."¹ In those bitter days of conflict the people of Old Maury had suffered much. Edward Ward Carmack, one of Maury's most distinguished citizens, in his maiden speech in the United States Senate, eloquently described his beloved home-land as follows: - "The South is a land that has known sorrows; it is a land that has broken the ashen crust and moistened it with tears; a land scarred and riven by the plowshare of war and billowed with the graves of her dead; but a land of legend, a land of song, a land of hallowed and heroic memories." Their suffering was not confined to the hardships and struggle for military supremacy. The slaves, upon whom they had learned to rely for their labor, were freed. The governmentⁱⁿ which they had become interested was taken from them. They were disfranchised, and the "carpet-bag" rule added to their difficulties. Their whole social order had been destroyed. Undaunted by all of these disasters the returning soldiers steadfastly set themselves to the work of reconstruction. With the true Anglo-Saxon genius they met the situation. They organized the Ku Klux Klan, for self defense; and having watched the things they gave their lives to broken, they stooped ~~to~~ "build 'em up with worn-out tools".²

1. Robins, History and Directory of Maury County, p.11-12

2. Rudyard Kipling, If.

The history of schools and churches following the Civil War, must be read with this as a background. The bitterness of church factions, and the undemocratic attitude of the old academies are rooted in the past. Only the twentieth century with its forces making for a greater tolerance has begun to break down many of the inherited prejudices.

7. Noted Maury-Countians. - "Few Counties have been so prolific in prominent, noted and great men".¹ Among them were: President James K. Polk, General Felix K. Zollicoffer, General Ewell Stanley Matthews, Matthew Fontaine Maury, Henry F. Cooper, A. P. Nicholson, William Fields, Bishop Leonidas Polk, Thomas Wrenne, James Holland, Dr. Samuel Mayes, James Armstrong (a member of Lee's Legion). David Matthews, (who had served under General Frances Marion) General Richard Winn, Dr. Marion Dorset (the discoverer of a method of immunizing hogs against hog cholera), Hon. Lemuel P. Padgett, and Edward Ward Carmack.

8. Religious Life. - The first churches organized in Maury County were Presbyterian. Reference has already been made to the "large room" in the house of Joseph Brown, built especially for religious services.

1 A.P. Foster, Counties of Tennessee, Maury County.

The first regularly established churches, however, were: Ebenezer, near Bigbyville, in 1806; Zion, west of Columbia in 1809; Bethesda, near Spring Hill, in 1810; and Columbia in 1810.¹

"John Hunter, a Primitive Baptist preacher, located near Mt. Pleasant, prior to 1810. A church was organized and a meeting house built".²

"A class of eight or ten members of the Methodist Episcopal Church was founded in Columbia about 1810."²

"St. Peter's Protestant Episcopal Church was organized (in Columbia) in 1833."²

The first Cumberland Presbyterian Church in Columbia was erected in 1847. ²

"Alexander Campbell - preached in Columbia about 1840, and organized the Christian Church."²

The great majority of the Negro churches in Maury County are Missionary Baptist, Primitive Baptist, and African Methodists. ²

Tables VIII and IX, in Chapter V, compiled from data supplied by Rev. Dr. D. D. Little, of Columbia, Tennessee, give approximately the present church membership in Maury.

¹ Rev. D. D. Little, History of the Presbytery of Columbia, 1928, p. 5 ff.

² D. P. Robins, compiler, History and Directory of Maury County, 1907, pp. 31 - 39.

9. Education in the Nineteenth Century. - We have already noted the early establishment of churches in Maury County. "The early meetinghouses were also used for school purposes".¹ In fact, the preachers were frequently teachers. This was the case at Zion, where the Scotch-Irish Presbyterians provided for religious worship and literary instruction for their children. Reverend Henderson had James K. Polk as a pupil there at one time".²

It must be remembered that there was no system of public schools, in pioneer days. Each family was responsible for the education of its own children, and such schools as existed were established by local enterprise and initiative. It is very evident that the Church was the mother of the school. It is easy to understand, therefore, that the character of early education was distinctly religious.

The Academy was in vogue in the nineteenth century, and Maury County had its share of them. Woodward Academy was established in Columbia, on November 23, 1809, and the trustees elected David Weir as first principal. The school flourished for a number of years. Jackson College was chartered in 1833, and organized as a manual training school, near Spring Hill;

¹ D. P. Robins, History and Directory of Maury County, 1907, p. 31

² A. P. Foster, Counties of Tennessee, Maury County.

was removed to Columbia, in 1837, and was burned in 1864 by Federal troops who had used it as a hospital. ¹

"The Columbia Institute for Girls was founded in 1825 by Leonidas Polk. The elegant building of "English Castle" design was completed in 1838."

"Rector F. G. Smith was principal from 1838 to 1852".

This school for girls has continued, with varying degrees of prosperity and efficiency, and numbers its alumni by the thousands. ¹

The ~~Athenaeum~~ was founded by Rev. Franklin Gillette Smith, in 1852, immediately upon his withdrawal from the Institute. This girls' school continued under the direction of the Smiths till 1900 when part of the plant was taken over by the city of Columbia for use as a part of the public school system. ²

The Columbia Male High School was also established, in 1873, by the Smith Brothers, who bought for this purpose, the property which is now known as the Andrews School. Under the school act of 1873 they maintained a department "at greater expense than the sum received, as Professor Smith was a champion for common education". This property was transferred to the Columbia Board of Education in 1881, and became a part of the public school system. ³

1 D. P. Robins, History and Directory of Maury County, 1907
p. 22

2 Robins, Hist. and Directory of Maury County, p.24

3 Robins, Hist. and Directory of Maury County, p.25

The latter part of the nineteenth century saw the development of good private schools in nearly all of the larger towns. In the early 90's, the Methodists had established Howard Institute at Mt. Pleasant, and a few years later the Presbyterians established Hay Long College. These two secondary schools cared for the needs of the community till both were turned over to the County in 1908 and a County High School was established. ¹

At Spring Hill, Union Seminary, Beechcroft Academy, Jackson College, and Spring Hill Male College served succeeding generations, till the last named became Branham and Hughes School in 1897. ² This institution has enjoyed a splendid patronage and is still operated as a Military Academy.

The history of the schools of Culleoka should be of interest not only because of the separate institutions which have flourished there, but because the history of this community is typical of the changes in education in Maury County within the last 100 years. According to an article appearing in the The Flashlight, the annual publication of the Culleoka High School, in 1927, - "In ³ 1833 there was chartered the Pleasant Grove Male Academy for white males, which opened its doors to the sons of the

1 Rev. Dr. D. D. Little, History of the Presbytery of Columbia, 1928, p. 42

2 D. P. Robins, History and Directory of Maury County, 1907, p. 128

3 The Culleoka Flashlight, 1927,

South, who came from several neighboring states. The enrollment ranged from 80 to 125". This school was discontinued during the Civil War.

In 1867 the Culleoka Institute was started in the basement of a new church, with Rev. A. W. Dinwiddie as pastor of the church and principal of the school.¹ In 1870, W. R. Webb, better known as "Old Sawney", and his brother, took charge of the school and remained there till 1886. This school was incorporated in 1884, as Culleoka Academy. After the Webbs left, a succession of principals followed. In 1896 Professor John P. Graham took charge. When the building was burned the following year, a new one was erected and the work continued there till 1901.¹ In the meantime the public school had come into existence, and was taught in various places, - under the church, in a small frame building, and over the Masonic Temple. In 1901 the private and public schools were consolidated and placed in charge of Professor John P. Graham, and Professor R. L. Harris. A frame building was erected on the same lot where "Old Sawney" had built, and the New school was called Moore Institute.¹ Professor Graham remained in charge till 1906 when he was elected County Superintendent of Schools, which office he successfully managed for eighteen years.

1 D. P. Robins, History and Directory of Maury County, 1907, p. 110

Again a rapid succession of principals followed, at Culleoka, - eleven in fifteen years. In 1921 a new brick building was constructed and a County High School was organized, with the writer of this report as principal till 1927. ¹

The outline of the school history of the Culleoka community is in many respects typical of the schools of the county. First there were small private schools established by the early settlers for the purpose of teaching their children how to read and write. These schools developed in some places into the private academies, which were so common prior to the Civil War. The war of the 60's destroyed practically everything but the traditions and the indomitable will of the people. During the period of reconstruction common schools began to reappear, and the academies again held sway till the close of the century.

In 1873 the State of Tennessee established a system of Public Schools, but these were not received kindly by the people, who considered them as "pauper schools". The public and the private elementary schools continued, side by side, but by the end of the nineteenth century the public elementary school had won its place in popular esteem and favor. Then followed an equally bitter conflict between the old academies and private schools and the newer public high schools.

In many communities in Maury County the stronger elementary schools carried on High School work, till prohibited by law from doing so. Then came the fight for more adequately supported High Schools of a better standardized type, - and the democratic High School has won the day, just as the public elementary school did a quarter of a century earlier.

Lest the impression be made that the few Academies especially mentioned were the only ones in Maury County, the following table is inserted.

TABLE II. SCHOOLS, TEACHERS, AND PUPILS
ENROLLED, IN MAURY COUNTY, IN 1850. 1

Kind of School	Number	Income	Number of Teachers	Number of Pupils
Colleges	1	-	5	140
Academies	28	\$52 010	56	1303
Common Schools	34	1 197	34	930
Totals	63	\$53 207	95	2373

- 1 Data for this table were taken from the Reports of the United States Bureau of the Census, for 1850.

CHAPTER II

ECONOMIC CONDITIONS IN MAURY COUNTY TENNESSEE

One of the factors involved in producing and maintaining a civilization is the economic foundation upon which it rests. Therefore, no social or educational survey is complete without due consideration of the economic conditions.

A. WEALTH. - It is a difficult thing to set an accurate ^{tion} value upon property, for both methods of evaluating and also values are variable. Three consecutive estimates, dealing with as stable a form of wealth as farm land and buildings, show the following wide range of variation: 1910, \$16,558,621; 1920, \$27,102,101; and 1925, \$19,304,051.¹ However, a few of the more commonly accepted valuations may be useful in giving a general idea of the economic condition of the County of Maury.

In 1927 the total assessed value of all property² in Maury County was \$21,486,130.40. This was distributed as follows:

Total value of land, - -	\$10,882,925.00
Total value of town lots,	4 255 900.00
Personal property, total,	2 711 575.00
Public utilities, total,	3 635 730.40

1 United States Census of Agriculture, 1925. p. 27

2 Note: These figures copied from Maury County Tax Book, 1927

This, of course, does not represent the actual sale value of the property, as assessments are usually lower than real values. For the total value there should also be added the untaxed school property, both public and private, the churches, the county property, the public roads and bridges, and the agricultural experiment station belonging to the University of Tennessee, and the unreported personal property.

The United States Census of Agriculture, 1925, gives the value of farm property as follows:

Land, exclusive of buildings, - - -	\$13,802,893
Buildings, alone - - - - -	5 501 158
Implements and machinery, - - -	827 233
Livestock on the farms, - - - -	1 896 089
Total value, all farm property, - -	\$22 027 373

In 1920, Maury County ranked third among the counties of the state in the total value of all farm property, and in 1925 it ranked fifth.¹

In 1923 Maury ranked ninth in total banking resources. In 1922 the total assessed value of all property in Maury County was \$29,502,706, with only the four counties having large cities ranking higher.²

2. Taxation, - State, County and Income. -

The total property tax rate in Maury County was \$1.75 in 1926; \$1.68, in 1927; and \$1.66 in 1928.³ (See p.23)

1 United States Census of Agriculture, 1925, p.19-31

The total property tax for 1927 amounted to \$294,209.34. Poll taxes; assessed, \$16,232; collected, \$6,058. Revenues from office of County Court Clerk, \$24,910.92. Revenues from county wheel tax, \$17,537.39. ³

In 1922 there were 699 personal income tax returns, 45 of which were for over \$5,000. ²

B. BANKS. - Maury County has nine banks, with combined resources aggregating \$5,543,000 in 1925. ²
Three of these banks are in Columbia, two in Mt. Pleasant, and one each at Spring Hill, Santa Fe, Culleoka, and Hampshire. The capital stock of the rural banks at Hampshire, Culleoka, and Santa Fe, is \$10,000 each, and at Spring Hill \$40,000(?). ⁴

According to the Community Survey reports, the distance of various communities from their banking center ranged from 0 to 12 miles with an average of slightly less than six miles. Twelve of the communities bank largely in Columbia; eight at Spring Hill; seven at Santa Fe; six at Mt. Pleasant; and three each at Culleoka and Hampshire. A relatively small amount of banking is done outside of the County, mostly at Lewisburg and Lynnville. The majority of the directors in the rural banks are farmers. The attitude of the banks of the county toward schools and the farmers is good. ⁴

2 C.E.Allred, Economic and Social Study of Tennessee, 1924

3 Tax Books of Maury County, 1926, 1927, 1928.

4 Data collected by questionnaire during survey.

C. **INDUSTRIES.** - Agriculture is the most important interest in Maury County. In fact, the agricultural interests are so great that an entire chapter will be given to their consideration. Therefore, only incidental reference is made to agriculture in the present chapter.

1. Raw Materials. - The most important raw materials supplied for local industries are phosphate, limestone, timber, wheat, cotton and cream. The phosphate rock of the county is the basis of the extensive mining and fertilizer manufacturing at Mount Pleasant, and is used also in the production of ferro-phosphorus produced in the blast furnace at Rockdale. Practically all of the wheat grown in Maury County is used by the extensive milling interests of the county. A large part of the cotton is likewise used by the Columbia Cotton Factory.

2. Labor and Capital. - In spite of the heavy loss in population between 1910 and 1920, (about 5,000), due largely to an emigration from the rural sections to the larger industrial centers where higher wages prevailed, there is still an abundance of unskilled labor in the county for both agricultural and industrial needs. There is comparatively little foreign capital in the county, and there has never been any friction between the laboring class and the employers of labor. Common labor can be secured for 15¢ to 20¢ per hour. ¹

1 Southern Cities Power Company, Industrial Report of Columbia, p. 4-8.

3. Power. - Upon the farms power is still supplied largely by mules and horses. There are, however, according to the 1925 report of the United Census of Agriculture, ninety tractors on the farms of Maury County. Steam and gasoline are used for threshing and cutting and grinding of feeds, and for other similar work on the farm. For passenger transportation the automobile has almost entirely displaced the horse-drawn vehicles. Trucks are largely used for hauling. Waterpower is used in a few localities for operating mills, and near Columbia, for generating electric power.

The Southern Cities Power Company has constructed lines and developed electric service in Maury County. Columbia and other sections needing power can secure electric current from this company at reasonable rates. There is an abundance of dependable current available, as this company is "hocked up" with the large electrical developments of Tennessee. ¹

4. Mining. - The richest phosphate mines in Tennessee are in Maury County. ² The mining of the brown rock has been extensively developed in the vicinity of Mount Pleasant. About thirty years ago the mining operations there became active. ³

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- 1 Southern Cities Power Company, Industrial Report
of Columbia, 1927, p.10f.
2 D.P.Robins, History and Directory of Maury County,
1907, pp. 90-95
3 D.P.Robins, History and Directory of Maury County,
1907, p,91.

26-A

HOOVER AND MASON NEGRO COMMUNITY

A home,
typical of those
furnished by the
phosphate company



Negroes at work
loading phosphate
on small cars at
the mines.



The mine pits
after the mining is
over. Nature is
trying to recover
the waste land.



In 1905 it was estimated that the year's mining would aggregate over 500,000 tons of phosphate. This rock at an average price of \$4.00 per ton, made a valuable contribution to the wealth of Maury County.¹ The great boom was over before 1910, but mining is still going on, and in 1925 over \$2,000,000 worth of phosphate was mined.²

5. Factories. - There are fifteen phosphate plants in Maury County, most of which operate dryers, and some crushers, in which the phosphate rock is ground into a fine powder, known as floats. At least one of the companies manufactures acid phosphate, by treating the floats with sulphuric acid. In this plant complete fertilizers are produced.³

Next in importance is the milling industry. There are twelve grain and feed mills in the county, the largest of which are: the Columbia Mill and Elevator Company, manufacturers of soft winter wheat flour, with a daily capacity of 500 barrels, and an elevator capacity of 200,000 barrels; and the City Mill and Grain Company.⁴

The Columbia Cotton Mill, employing about 150 workers, manufactures sheeting, towel goods, and seamless bags. The Volunteer Manufacturing Company, also employing over 100 workers, manufactures overalls and corduroys.³

1 Robins, History and Directory of Maury County, p.91.

2 Southern Cities Power Company, Industrial Report of Columbia, p.22., p5.

4 Columbia Kiwanis Club, Story of a Goodly Land.

"A blast furnace located at Rockdale, is the only blast furnace in the Union producing Ferro-Phosphorus, this plant owning the patent rights for the smelting of this important ingredient of steel manufacture." ¹

Other industries, are: two chair factories; three lumber yards; one machine shop; Dimple Ice Cream and Creamery Company; three marble works; a brick yard; two bottling works; two canning factories; ice and cold-storage plants; one bakery; one steam laundry; and a meat packing plant. ²

D. COMMERCIAL ACTIVITIES AND ENTERPRISES. -

The Marketing, transportation and distribution of products furnish employment and a livelihood to many people in Maury.

1. Markets and Shipping Facilities. - Maury

County has 102 miles of railroad, ³ with four large shipping points. The assessed valuation of the railroads in Maury in 1922 was \$3,158,000; ³ in 1927, after the deflation, \$2,706,670. ⁴ The main line of the Louisville and Nashville Railroad passes thru the county, giving direct connection with all the great markets, north and south. Fruit and vegetables may go either north or south to market. Mules go south. Cattle and hogs, shipped by train, usually go to Louisville. Freight rates are reasonable.

1 The Story of a Goodly Land, Kiwanis Club, 1924,
2 Southern Cities Power Company, Industrial Report, p.22
3 C. E. Allred, Economic and Social Study of Tenn., p.54
4 Maury County Tax Books, 1927.

Columbia is a local market of considerable importance, and being located on both the Louisville, and Nashville, and the Nashville, Chattanooga and St. Louis Railroads is accessible to the larger markets of the country.

2. Transportation. - In addition to the railroads, Maury County has: 28 miles of paved highways; 12 miles of hard surfaced highways; 150 miles of special macadam highways; and, 750 miles of connecting highways, passable thruout the entire year. ¹ The total road mileage is 1230 miles, or an average of 2.11 miles of road to the square mile. ² The national highways passing thru the county are the Jackson and the Bee Line Highways. Over these roads highly developed bus and freight truck lines are operated. In 1924 there were 2,288 passenger automobiles in Maury County. ³ Therefore it is easy to go to local markets to carry produce or to secure supplies. Even the more distant markets are accessible over railroads or public highways.

3. Communication, is equally well developed. The Postal and the Western Union Telegraph Companies have offices in Columbia, and the Bell Telephone Company furnishes both local and long-distance telephone service.

1 Kiwanis Club, Columbia, Tennessee, Bulletin, 1927.

2 C.E.Allred, Economic and Social Study of Tennessee, p.54

3 C.E.Allred, Economic and Social Study of Tennessee, p.53

There are eight telephone central offices in Maury County, each with the number of phones listed below. ¹

Columbia exchange,	-	-	-	1,579	phones
Hampshire "	-	-	-	79	"
Oulleoka "	-	-	-	98	"
Mt. Pleasant "	-	-	-	434	"
Santa Fe "	-	-	-	110	"
Southport "	-	-	-	33	"
Spring Hill "	-	-	-	175	"
Williamsport "	-	-	-	50	"

Total number of telephones, 2,558.

In 1896 the Citizens' Telephone Company was organized with its office at Cross Bridges. This independent company continued in operation till 1926, at which time the Southern Bell Telephone and Telegraph Company bought its holdings, including six central offices. During the reorganization and consolidation of the two systems the Bell Company operated both systems as separate units. On July 16, 1927 the two companies were merged, and for the first time in thirty years Maury County had the benefits of a single system of telephone service. ¹

4. Marketing of Agricultural Products. - An idea of the magnitude of the shipments of agricultural products from Maury County may be drawn from the following list of car-lot shipments made from the county in 1926. ²

¹ Information about telephones kindly furnished by Mr. R. K. Petway, Manager of the Southern Bell Telephone and Telegraph Company, Columbia, Tennessee.

3 car loads of cherries
36 car loads of tomatoes
40 car loads of cantaloupes
70 car loads of apples

30 car loads of beef cattle
65 car loads of sheep
75 car loads of milch cows and heifers
85 car loads of mules
100 car loads of hogs 2

498

In addition to the shipments listed above there are several other types of farm products that are handled by commercial firms in Maury County. The production of cream has become one of the important features of the county's agriculture. The Dimple Ice Cream and Creamery Company uses a great deal of cream for making butter and ice-cream. The Borden Milk Company has a branch station in Columbia, and receives thousands of gallons of milk daily to be chilled and shipped in large tank trucks to its condensing plant in Lewisburg. There are five large produce companies which buy poultry and eggs in large quantities. Some live poultry is shipped; but the larger plants in Maury County, equipped with cold storage facilities are engaged in fattening, dressing and shipping dressed poultry. The canning factories take a large part of the tomato crop of the county. A tobacco warehouse for the marketing of tobacco has recently been constructed.

2 The table above is copied from a bulletin of the Columbia Kiwanis Club, 1926.

31-A

COLUMBIA. TENNESSEE.



ON THE SQUARE

A typical "First Monday" crowd.



THE MULE MARKET

West Seventh Street and the Square have been used for many years as an open air mule market. It is claimed that Columbia is the largest mule market of its kind in the world.

The stockyards handle many head of livestock. Many traders formerly traveled thru the county buying livestock; but at present an increasingly large part of it is shipped direct to market. The farmers frequently send truck loads to Nashville. There is a growing tendency among the farmers to pool their interests and sell cooperatively.

5. Wholesale and Retail Stores. - Our community survey reports indicate a total of 87 general stores in the rural sections of the county, with six communities not reporting any. The average value of these stores ~~is~~ approximately \$3,000. There are six rural drug stores, with an average investment of about \$1,500. The general stores carry a great variety of goods, according to the special needs of the community. Many of them carry a very meagre stock, and buy as they need the goods, and have them delivered by truck.

The stores in Columbia and Mount Pleasant are more specialized. Columbia has the following: ¹
5 department stores; 7 drug stores; 6 dry goods stores; 4 furniture stores; 46 groceries; 5 hardware stores; 6 men's clothing stores; 8 meat markets; 5 restaurants; 7 shoe stores; and 4 jewelry stores. There are in addition to these retail stores, two wholesale groceries,

1 Kiwanis Club, Columbia, Bulletin, 1926.

three oil companies, and a number of grain and produce houses, and many filling stations and garages, handling many kinds of cars and trucks.

Columbia is the largest market center in the county, but many people do a part of their trading outside of Maury. Sixteen communities mention Nashville, nine mention Franklin, seven mention Lewisburg, and three mention Lynnville as places frequently visited for business purposes.

6. Educational: Press, Private Schools, Theater. -

Maury County is indeed fortunate in having a clean, high class press. The Columbia Herald was started in 1855¹ and reestablished in 1870. The Daily Herald was begun in 1899¹ and has been for many years an active factor in the social, economic, civic and educational life of Maury County. The courageous devotion of the Herald to the cause of law and order, and the untiring effort the Herald has made in behalf of the public schools, and worthy civic improvements, have made the Herald a great force in the molding of public opinion. The Maury Democrat was established in 1882¹ and has been operated for many years as a weekly paper of the highest type. Literary quotations and religious contributions have made it a valued visitor in many homes of the county.

1 Robins, History and Directory of Maury County, p.29

Three noted private schools have made splendid contributions to the education and culture of the state, - The Columbia Military Academy, The Columbia Institute, and the Branham and Hughes Military Academy at Spring Hill. All three of these schools cater to a high class patronage, and have brought thousands of students to Maury County.

The Princess Theater in Columbia frequently has plays of best quality, including occasional Shakespearean plays. The latest and best in the moving-picture creations can be seen in Columbia.

E. HOUSING CONDITIONS.¹ - Columbia has one hotel with sixty rooms. Houses may be found for rent in all sections of the city, at prices ranging from \$15 to \$50 per month, according to the type of house desired. Houses for negro laborers can be obtained for \$12 up to \$20 per month. In the rural sections the situation is not uniform. In some communities there are vacant houses, and in others it is difficult to find a house for rent. The farmers who rent their farms out to share-croppers, and those who hire labor by the year, supply the houses for the tenants and laborers.

D. RANK OF MAURY COUNTY. - The following table gives a comparison of Maury County with the highest and the lowest county in the state in a number of items bearing upon the economic condition.

1 Southern Cities Power Co., Industrial Report, 1927, p. 21

TABLE III. RANK OF MAURY COUNTY WITH RESPECT TO CERTAIN ECONOMIC CONDITIONS.¹

Characteristics	Amount in Highest County	Maury County		Amount in Lowest County.
		Rank	Amount	
Total population (1920)	223,216	8	35,403	2,624
White population (1920)	124 196	15	23 453	2 574
Population incorporated places	165 417	13	8 922	0
Increase in population 1910-20	31 777	95	- 5 053	- 5 053
Assessed Valuation	\$276 087 153	5	\$29 502 706	\$1 259 060
Public Utilities	\$46 567 000	11	\$3 816 000	0
Railroad mileage	231	6	102	0
No. Automobiles	26 431	10	2 288	10
Income tax returns	17 537	10	699	1
People to a doctor	448	12	681	5 227
Miles public road	1 500	9	1 230	60
County tax - 1922	\$2 568 000	9	\$248 000	\$13 000
People per dentist	1 281	21	3 033	0
No. Subscribers to leading magazines	10 094	9	1 224	5
Average value of rural schools	\$12 154	10	3 151	333

1 Data for the above table was taken from a bulletin by C. E. Allred, an Economic and Social Study of Tennessee, 1924

CHAPTER III

AGRICULTURAL CONDITIONS

Maury County is generally recognized as one of the best agricultural counties in the state. It is in the bluegrass section of the central basin of Middle Tennessee, and enjoys many advantages, among which may be mentioned, fertile soil, mild climate, abundant rainfall, adequate supply of farm labor, intelligent and progressive people, good roads, railroads and motor transportation, and accessible markets, - all of which make possible the successful and profitable production of a great variety of farm crops and livestock, which, in turn, produces a prosperous rural population.

A. Climate. - "The climate of Maury County, like that of the whole central basin in middle Tennessee, is mild. The winters are usually broken, extreme cold weather lasting only a few days. The summers are long, tho not oppressively hot. The mean temperature of the winter months is 40.4° F., with extremes of -13° and 79° F. The mean summer temperature is 77.1° F., the absolute extremes being 42° and 104° F." ¹

1 J.H.Agee and J.A.Kerr, Bureau of Soils, U.S.Department of Agriculture, Soil Survey of Maury County Tennessee, 1926, p. 155-156.

"The average date of the last killing frost in the spring is April 1, and that of the first in the fall, October 28.

Killing frost has occurred as late in the spring as April 24 and as early in the fall as October 8. The average length of the growing season is 209 days." ¹ (See next page)

"The average annual precipitation is 48.49 inches. The total precipitation for the driest year recorded is nearly 33 inches and that for the wettest year nearly 67 inches. The rainfall is well distributed thruout the year and favorable for agriculture, being lightest during August, September and October."

TABLE IV. MEAN MONTHLY TEMPERATURE AND AVERAGE MONTHLY RAINFALL 2 (See next page)

MONTH	TEMPERATURE	RAINFALL
January	39.2 ° F	5.09 inches
February	40.6	4.39
March	49.6	5.30
April	58.2	4.72
May	66.7	4.01
June	74.9	4.03
July	77.2	4.41
August	77.2	4.03
September	71.0	3.41
October	59.8	2.75
November	48.7	3.63
December	41.0	4.11
Annual	58.7	49.88

B. SOILS.³ - In Maury County "limestone constitutes by far the greater part of the underlying geological formations, - - yet none of the soils contain lime carbonate within the true soil section". This is accounted for by the fact that the soils were formed in a humid climate, with rainfall slightly less than fifty inches per year, and with the mean monthly temperature above freezing thruout the year. "These climatic conditions of moderately heavy rainfall and alternating freezing and thawing during the winter months have favored erosion and leaching".¹

"There are in Maury County 18 soil types, whose characteristics have been determined by the interrelation of rainfall and temperature, character of surface - flat or sloping, well drained or poorly drained - character of vegetation, and nature of soil making material. These 18 types have been grouped in 9 series, the grouping being based upon similarities in all features except texture, the various textures being common to all series". The general characteristics of eight of the more common of these series will be discussed in the following order: Maury, Baxter, Hagerstown, Lowell, Clarksville, Huntington, Elk, and Culleoka.

1 J.H.Agee, Soil Survey of Maury County, 1926, p. 155

2 Southern Cities Power Company, Industrial Report, p. 3

3 J. H. Agee and J. A. Kerr, Bureau of Soils, U.S.Department of Agriculture, Soil Survey of Maury County, 1926.

The soils of the Maury Series, Constituting approximately one fourth of the entire county, are found in large areas in the central, north-central and west-central portions of the county, and in smaller areas thruout the southern part of the county. This soil is a mellow brown silt loam, overlying a redish brown silty clay subsoil. The surface is gently rolling, and suitable for the use of modern labor-saving farm machinery. These soils are relatively high in phosphorus. "The Maury Silt Loam is one of the richest upland soils of the south." "It is the most important and best developed soil in Maury." "The Maury Silt Loam is everywhere a productive soil, altho some areas are being washed and gullied badly. The problem of preventing erosion when the surface is rolling is very serious; it is not a matter of conservation of soil fertility but of conserving the soil itself". The principal crops grown on this soil are corn, wheat and clover.

The Baxter Series, occupying the second largest area, comprises about 16.6 % of the county - mostly in north-west, west, and south-west portions of the county. This is the typical soil of the Highland Rim. The high ridges are mostly a gravelly loam, while the level or flat uplands are a silt loam. These soils are not as rich in phosphorus as the Maury Silt Loam, and are not very productive unless great care is taken to replenish the humus content. Lime is badly needed. It is in this section of the county that fertilizers are needed.

The Highland Rim Series, next in size of area,

The Hagerstown Series, next in size of area occupied, covers about 14 % of the county. There are four types in this series, - stony loam, gravelly loam, silt loam, and clay loam. These soils are brown with a redish brown subsoil. Outcrops of limestone are common. "The topography is undulating to gently rolling and the soils are well suited to cultivation". These soils are found at higher elevation than the Maury Silt Loam, but no as high as the Baxter. The largest areas of the Hagerstown silt loam are found near Spring Hill, Columbia, Mount Pleasant and Cross Bridges; The gravelly loam, on the foothills skirting the ridges in the south-central part of the county. The Hagerstown soils are fertile, producing good crops of corn, wheat, oats, rye and clover. They are usually on more hilly land than the Maury silt loam. The gravelly portions do not wash as badly as the silt soils of the series, on the lower hill sides, where erosion is one of the principal problems.

The Lowell Series, consisting of four types, - Lowell stony clay, (in small patches all over the county), Lowell gravelly loam (well developed east of Nicholson, and in the south-east corner of the county), Lowell silt loam (showing large areas in the Carter's Creek valley and smaller patches all over the county), and the Lowell clay loam (several areas along the eastern edge of Maury), -

occupies 11.5 % of the County. These soils are light brown in color, with heavy, non-friable clay subsoils. The country is generally flat or gently rolling, and the soils are not always well drained. The silt loam is the most extensive type of the series, and is a good agricultural soil. Most of it is used for corn, wheat and clover.

The Clarksville Gravelly Loam occupies 7.6 % of the county. It is found on the lower slopes in the Highland Rim country, and is rolling or steeply sloping. The surface is frequently covered with chert or flint gravel, shaly limestone and pieces of dark bituminous shale. Corn is the most important crop. The gravel makes it hard to cultivate, but acts as a mulch, preventing the loss of moisture, and corn will sometimes yield as much as fifty bushels per acre.

The Huntington Silt Loam is a brown mellow loam from six to twelve inches deep, occupying the first bottoms along the larger streams of the county, and receives occasional overflow. This soil constitutes 7.1 % of the county and is one of the most productive of the soils of this section. Corn and forage crops are grown, and produce well.

The Elk silt loam, found along the second bottoms of the larger streams, occupies about 5.5 % of the county. This soil is not subject to overflow, and is used for wheat, oats, corn and clover. The rolling phases are best kept in pasture, where there is a tendency to wash badly.

The Culleoka series, consisting of Culleoka loam and Culleoka very fine sandy loam, occupies less than 3 % of the county, but is considered an important soil especially adapted to the production of truck and fruit crops.

In addition to the agricultural lands listed under these ~~eight~~ series of soils, the Dickson silt loam occupies about .2 % of the county; mine pit and mins dump, about .7 % ; and non-agricultural rough stony land, 10.1 %. The stony land inclurs the steep rocky slopes and bluffs, and larger areas of flat land covered with limestone outcrops, characteristic of the roughest parts of the "glade" lands, frequently covered with cedar. Thus it will be seen that about 11 % of the county is non-agricultural, due to the rough surface.

Note - All information contained in the section on soils was taken from a Soil Survey of Maury County, made by the Bureau of Soils, U. S. Department of Agriculture, 1926, pages 153 to 175.

TABLE V. AREAS OF DIFFERENT SOIL TYPES IN MAURY COUNTY.¹

SERIES	TYPE OF SOIL	FERTILITY	ACRES	PER CENT
Maury	silt loam	very high	96,320	24.4
Baxter	gravelly loam	good	55 872	14.1
	silt loam	low	5 888	1.5
Hagerstown	stony loam	pasture	2 624	.7
	gravelly loam	good	17 024	4.3
	silt loam	good	29 888	7.6
	clay loam	low	6 336	1.6
Lowell	stony clat	low	13 184	3.3
	gravelly loam	fair	9 024	2.3
	silt loam	good	17 664	4.5
	clay loam	good	5 760	1.4
Clarksville	gravelly loam	good	29 888	7.6
Huntington	gravelly loam	good	1 152	.3
	silt loam	very good	28 160	7.1
Elk	silt loam	very good	19 520)	5.5
	silt loam (roll)	good	2 368)	
Culleoka	loam	good	4 928	1.2
	loam, fine sandy	very good	6 272	1.6
Dickson	silt loam	fair	640	.2
	Mine pit and mine dump		2 880	.7
	Rough stony land		40 128	10.1
	Total		395 520	100

1 Data for the above table taken from the report of the Soil Survey of Maury County, by J.H.Agee and J.A.Kerr

C. CROPS. - The long growing season, the great variety of soil types, the distribution of rainfall, and access to markets result in a great diversity of crops. The greater acreage is in field crops, including corn, small grain, hays, forage and pasture crops, and smaller areas of cotton and tobacco. There are several commercial orchards in the county, mostly apple and cherry. In certain communities there has developed a profitable trucking industry, - Irish potatoes, sweet potatoes, tomatoes, cabbage, beans, watermelons, cantaloupes, and strawberries being produced in commercial quantities. Gardens are common.

1. Field Crops. - Corn is decidedly the most important crop in Maury County. In 1924 there were 70,153 acres planted, 65,190 acres of which were harvested for grain, producing 1,360,895 bushels, - an average of about 21 bushels. The corn was "hogged off" on 3,817 acres. It was cut for fodder on 859 acres. And 487 acres cut for silage produced 3,132 tons, - an average of 6.4 tons. ¹

Wheat on 12,897 acres produced 149,919 bushels of grain, - an average of almost 12 bushels as compared with a state average of only 10 bushels per acre.

Oats, threshed for grain produced 82,504 bushels, on 3,979 acres. Oats cut and fed unthreshed, from 2,306 acres, together with 2,260 acres of sorghums used for fodder, materially increased the amount of forage for use on the farms. ¹

1 United States Census of Agriculture, for Tennessee, 1925.

The total acreage of hay crops for 1924 was 22,971 acres; and the total yield was 21,501 tons. Clover led, with 8,685 acres; clover and timothy came next, with 3,723 acres; annual legumes, with 3,500 acres; Other tame grasses, with 3,365 acres. ¹

Other crops produced for market were as follows: A cotton acreage of 1,448 produced 752 bales. White or "Irish" potatoes on 749 acres gave a yield of 45,327 bushels. There are more than 60,000 apple trees in the county, and 39,224 of them are of bearing age, producing 58,190 bushels. ¹ The most popular varieties are the Stamen Winesap, Early Harvest and Delicious. Seventy car loads of apples were shipped from the county in 1926. ² There are usually about fifty car loads of cantaloupes for shipment. The acreage of the more important truck crops for 1924 was as follows: Tomatoes, 319 acres; Cantaloupes, 212 acres; Watermelons, 128 acres; Cabbage, 14 acres. ¹

The total value of farm crops produced in Maury County in 1924, according to the Census Report, including grain, forage, hay, fruits, vegetables and miscellaneous, amounted to \$2,610,767. ¹

1 United States Census of Agriculture for Tennessee, 1925.

2 Kiwanis Club, Columbia, Tennessee, Leaflet, 1926.

In our survey, rust and smut were mentioned often as affecting the small grains. Corn was also mentioned as suffering from smut occasionally in some localities. The millers' association estimated that the stinking smut of wheat cost the farmers of Maury County \$50,000 in 1926. The County Agent, the Farm Bureau and the millers worked together in an effort to get seed wheat treated to prevent smut. Clover blight and clover mildew were reported as doing damage in several communities. In the section where truck crops are grown, tomato blight and melon rusts were reported. Fruit crops are almost universally subject to several diseases. Peaches are affected by brown rot; apples by scab and bitter rot; and pears by blight.

Among the insect pests affecting the crops are: Hessian fly, attacking wheat and barley sown too early; bud worms, mentioned six times as being hard on young corn; grasshoppers were reported as destructive to young clovers and grasses; occasional outbreaks of "army worms" were mentioned in five communities; tobacco worms, mentioned ten times, always attack tobacco unless it is protected; bollweevil, mentioned by four communities which grow cotton. Truck crops suffer from potato beetles, bean beetles, (mentioned twelve times), cantaloup beetles and aphids, cutworms, leaf worms, cabbage worms, and tomato worms. Fruit crops are usually ruined unless they are protected from insects. Borers and caterpillars are common; San Jose

Scale is found in some communities; but the codling moth is the most frequently mentioned and the most widespread pest of the apple; and the curculio, affecting the peaches, comes second. Poison sprays are essential in the raising of these fruits. Because of these pests, the average home orchard is a failure, and many farmers have quit setting home orchards because of the trouble and expense involved in protecting the fruit from insects and plant diseases.

D. LIVESTOCK. - The value of Maury's livestock is second only to the value of its crops. The value of all livestock on the farms, January 1, 1925, is placed at \$1,896,089. The value of dairy products, wool, chickens and eggs produced in 1924 amounted to \$723,735.¹

"Herds of both beef and dairy cattle are kept on most farms. An exceptionally large proportion of the cattle appear to be purebred. The beef cattle are largely Shorthorns, but there are some Angus and Hereford herds. The dairy cattle are almost all purebred Jersey."² Many of the Jersey cattle in Maury are of native Tennessee breeding, carrying the famous Landseer strain, noted for high production of butterfat. The census report shows 2569 dairy heifers and 1006 beef heifers on the farms Jan. 1 1925; also, 8,376 dairy cows, and 2,273 beef cows.¹

1 United States Census of Agriculture, Tennessee, 1925

2 J.H.Agee, Soil Survey of Maury County, 1926, p. 158-159

Twenty-nine of the communities reported that beef cattle production had been materially reduced on account of low prices. This would seem to be correct, for the 1919 census shows the value of beef cattle to be \$672,570, and of dairy cattle, only \$565,975, while the 1925 report gives the total value of all cattle both beef and dairy as \$501,689.¹

We are almost certain there has been some overlapping in the data reported in our community surveys, due to the lack of a definite boundary line between some of the communities, arising from the fact that there is a difference in the school community as outlined by elementary enrollment and by High School enrollment. But having made allowance for double reporting, we feel safe in estimating that there are twenty-five or more purebred beef bulls in the county, and about seventy-five purebred Jerseys. The scrub bull is getting scarcer in Maury, but there were eighty three bulls that were not classed as purebred. In addition to the Jersey bulls listed, there are a number of Jersey bull calves, not being used for service in the county, but ready for sale for breeding purposes. This is especially true in such communities as Spring Hill, where there is a well established Jersey cattle breeding industry.

1 United States Census reports for 1920 and 1925.

Horses and mules rank next to cattle in value. In 1925, the census report shows, there were 5,565 mature horses (2 years and over), and 5,944 mules of similar age.¹ The mules are used principally for farm work. The horses are used as saddle horses, work stock, and for breeding purposes. Maury County was at one time noted for its fine saddle horses, and is still producing good race horses.

Our tabulation of the community survey shows 30 jacks and 49 stallions still on the farms, with five communities not reporting on this item. Twenty-two communities report a marked reduction in the production of mules and horses. The ninety tractors in the county can not be responsible for the great difference. The automobile, and trucks have had much to do with this change. And in Maury County it is not only the local motor vehicle, but tractors in other parts of the country for which Maury formerly produced great numbers of mules.

Columbia has for many years been one of the largest mule markets in the South; but anyone who remembers the appearance of the "square" on the First Monday in September fifteen or twenty years ago, need take but one glance at the mule market of recent years to realize that something has happened. This is literally a case in which "the old gray mare isn't what she used to be." Altho Maury has long been famous for its saddle horses and race horses, these interests have suffered also, tho perhaps less than the mule and the work horse.

Hogs are kept on practically all the farms of the county. There are several prominent breeders of Duroc-Jerseys, and some who raise Berkshires and Poland-Chinas. The general farmer raises hogs both to meat and for market. The average weight of market hogs, as reported by the communities, is between 175 and 200 pounds, and the age varies from six to twelve months. The average weight of hogs killed on the farms is 275 pounds, and the age varies from eight to fourteen months.

The census report for 1925 shows the total number of hogs on the farms January 1, to be 29,848; Of these, 18,566 were pigs under six months of age; 3,688 were breeding sows; 7,694 were other hogs, including hogs being grown for market and for slaughter. ¹

Poultry raising is another very important interest on the farms of the county. The total value of chickens on the farms on January 1, 1925 was \$197,586. The value of eggs produced in 1924 was \$221,707, approximately a quarter of a million dollars. Out of a total of 3,899 farms in 1925, 3,430 reported chickens on the farms. The average number of chickens on these farms was 73. ¹

1 U. S. Bureau of Census. Census of Agriculture, 1925, p.39

TABLE VI. LIVESTOCK IN MAURY COUNTY, IN 1925. ¹

Kind of Animal	Young	Mature	Total	Value	Farms
Horses	596	5 475	6 061	\$291 130	3 195
Mules	736	5 944	6 680	493 072	3 195
Dairy cows	2 569	8 376	10 945		2 662
Beef cows	1 006	2 273	3 279		988
Other cattle	4 635	2 573	7 208		
Total cattle	8 210	13 222	21 432	501 689	
Sheep	2 209	17 895	20 104	151 267	506
Goats			1 958	3 720	177
Hogs	18 566	11 382	29 948	239 372	2 422
Chickens			250 109	197 586	3 430
Other stock				18 253	
Total				1 896 089	

Data for the above table were compiled from the
¹
report of the Bureau of the Census, for 1925.

¹ Bureau of the Census, United States Census of Agriculture, 1925, Tennessee Statistics by Counties, p. 39

E. FARM MANAGEMENT. - In Maury County, general farming is primarily the type of farm practise. Grain is grown for feed and for sale. Horses and mules are kept for working the farm, and for raising mule colts for sale. Forage crops and pasture are used for the work stock and for the cattle. A few cows are milked for family use, and the surplus cream is sold. The skimmed milk is fed to a few pigs and chickens which supply practically all the meat for the farmers and a supply for sale. Nearly all farms have gardens for family use. (Only 5 % of the individual families reporting do not have any garden.) Fruits and vegetables are preserved for winter use.

Almost every farm has some special side-line interest, - dairying, poultry raising, sheep or goat raising, breeding purebred hogs of Jersey cattle, or saddle horses, or race horses, bee-keeping, tomato growing, cantaloupe or watermelon production, potato raising, or orcharding. There are, however, a few farms that could be classed as special farms, where the emphasis on the specialty is well developed. Grain farming, raising livestock, dairy farming, poultry raising, orcharding, and truck growing are the more important.

"Crops are rotated quite regularly on most farms in this county. The rotation in general use on Maury and

Hagerstown soils consists of corn one or two years, followed by wheat one year and clover one year. Rye or barley may displace wheat, and cowpeas or soy beans, clover. In the vicinity of Mount Pleasant, especially on the gently undulating land, corn may be grown one year and wheat two years, the first wheat crop being followed by cowpeas, When ensilage is desired, as is the case on many farms in the vicinity of Spring Hill, corn is grown the first year; wheat, with which is seeded red clover, the second year; clover the third year; and wheat followed by ensilage corn, and the latter by rye or red clover seeded in late fall, the fourth year." ¹

There is very little fertilizer used on the general field crops of Maury County. Twenty three of the forty-six communities report that none is ever used. Four communities report regular use of fertilizer, on the thin lands of the Highland Rim or of the glade sections. In the other communities fertilizer has been tried, but is not considered necessary or profitable. Some of the truck growers, and those raising potatoes are making good use of fertilizers. As a general practise, barnyard manure is used. This, with the nitrogen derived from the growing of clovers and other legumes, and with the humus secured by turning

1 J.H.Agee and J.A.Kerr, Soil Survey of Maury County, Tennessee, published by U.S.Department of Agriculture, p.160

under green-manure crops and weed crops, is the greatest item in maintaining soil fertility. Lime has been found necessary wherever alfalfa is grown, and is highly beneficial for the clovers. It is usually applied in the form of crushed limestone rock. Rock of good quality can be secured almost anywhere in the Basin region.

Cultivation is accomplished by means of modern farm machinery. There are ninety tractors in the county, but horses and mules are relied upon for the bulk of the farm work. The greater part of the labor is supplied by the farmer and his family. About one third of the farms use hired labor, mostly negro, at from 75 cents to \$4.00 per day, according to the kind of work and the season of the year.

The general condition of farm upkeep is only fair. Fourteen communities report good; nine, poor; and 21, fair. The condition varies with the location of the farm and the financial status of the operator. In the better sections around Spring Hill, Columbia, Mount Pleasant and Cross Bridges, there is evidence of great care on the part of the farmer. In other sections greater effort is required to prevent erosion, and the farms can not be kept in show condition. The county is unusually well fenced, and greater care is evident in the matter of maintaining soil fertility than was manifest a few years ago. But there is evidence all over the county that some farms are being abused in the effort to secure greater immediate profits.

Marketing is greatly facilitated by the large number of good roads, and by the railroads which pass thru the county. Grain is bought by local mills or grain dealers, shipped to market, or fed to livestock. Milk and cream are sold to the Borden Company or thru local cream stations to local or foreign creameries. Prices for butterfat and for whole milk are good. Poultry and eggs are bought by local merchants and produce companies. A few years ago the local stock trader had almost a monopoly of the livestock market, but conditions have changed. Many farmers are shipping their hogs or cattle direct to market; and several cooperative sales have been made in the county, especially of lambs and wool. Fifteen communities report considerable sales thru local buyers; twenty-seven report that the bulk of the stock is shipped by truck, direct to market. Sometimes the local buyer is still involved, but more and more is it becoming a practise for the owner to sell direct to the market. Seven communities report that sales have been made thru the Farm Bureau or the lamb pool.

Practically all the communities report that the banks of the county are friendly toward the farmer, and helpful in financing all legitimate farm activities. Of the farms operated by owners, 27 % report mortgages, aggregating 42.3 % of their value. ¹

1 U.S.Census Bureau, Census of Agriculture, 1925.

F. AGRICULTURAL EDUCATION AND ORGANIZATION. -

Agricultural Extension work, under the Smith-Lever act of Congress, was begun in Maury County by the University of Tennessee, in February 1916, when O. L. Farris became County Agent, and has continued with only a few months interruption till July 1927, when the County Court failed to continue the work, due to opposition of local grain and produce dealers who objected to the activity of the County Agricultural Agent in promoting cooperative buying and selling among the farmers. There was a Home Demonstration^{Agent} in the county the greater part of the time from 1917 to 1920, at which time the work was discontinued till August 1924, when it was reestablished, and continues to do splendid work both with the women and the girls of the rural communities. ¹

The Maury County Farm Bureau Association was organized March 20, 1929 with 28 members, and has grown to a membership of 350, with constantly growing interest and efficiency in solving agricultural problems in the county. The Farm Bureau has been especially active in promoting cooperative purchase of seeds and supplies, and in ~~marketing~~ lambs, wool and other farm products. The general purpose of the Bureau, as stated by the manager,² is "to work for best interest of farmers in preparing for good crops, proper cultivation, selecting best seeds and at prices more reasonable than local dealers were selling,

1 Records on file in office of Division of Agricultural Extension, University of Tennessee.

and to look to the cooperative marketing of livestock".²

Boys and girls of the county have taken an active interest in the clubs organized by the Farm and Home Demonstration Agents. One of the early club efforts resulted in a state championship yield of corn, John Van McKibbin, of Culleoka, producing 167 bushels of corn on one acre of land. In addition to the successful corn clubs, there have been many tomato clubs, poultry clubs, and calf clubs in all parts of the county, and much splendid work has been done. In 1913 the writer of this report organized

In 1913, the writer of this report organized an agricultural department in the Central High School in Columbia, giving a three year course in the study of soils, agricultural plants, and farm animals. Much interest was manifest, especially in the work done by the class in milk-testing, with the Babcock tester. Several of the rural high schools have offered courses in non-vocational agriculture. The agriculture in the elementary schools has been practically negligible.

Vocational Training in Agriculture was started¹

² A. L. Haston, Manager of the Farm Bureau, supplied the data concerning the Bureau, in a personal letter to writer.

¹ N. E. Fitzgerald, Professor of Agricultural Education, University of Tennessee, gave data concerning Vocational Agriculture, in interview with the writer of this report.

in Central High School in Columbia, Tennessee, in 1918, and was continued there till 1922, when it was discontinued. The Enterprise High School established a department of Vocational Agriculture in 1924. The work here seems to have been more successful than in the Central High School, likely because of the greater difficulty of reaching the field work in the larger urban school, and the greater appeal of the work to real farmer boys.

The Middle Tennessee Experiment Station is rapidly becoming an important factor in Agricultural education in Maury County. In 1917 the State Legislature authorized the establishment of the Station. The tract selected includes 652 acres, lying just west of Columbia between the Hampshire and Mount Pleasant Pikes. The citizens and county of Maury contributed approximately \$100,000 toward the establishment of the Station. "The topography and location of the farm selected are excellent for experimental effort, and are very typical of a large area of the Great Basin of Middle Tennessee." ¹ The experimental work of the station has included; breeding of sheep; feeding of sheep, beef cattle, and dairy cattle; "baby-beef" feeding and grazing; lamb feeding; pasture; orchard; and recently many plot experiments are under way. ² Many people visit the farm annually.

1 Thirtieth Annual Report of the Agricultural Experiment

Station of the University of Tennessee, 1917. p. 5

2 Same as (1), for 1920, 1921, 1922, 1923, 1924, 1927.

G. RANK OF MAURY COUNTY IN STATE. -

TABLE VII. RANK OF MAURY COUNTY WITH RESPECT TO CERTAIN AGRICULTURAL CHARACTERISTICS. ¹

Characteristics	Amount in Highest County	Maury County		Amount in Lowest County
		Rank	Amount	
Land area, sq.mi.	801	19	582	106
Population per sq.mi.	328.4	18	60.8	9
White pop. in 1920	124 196	15	23 453	2 574
Per cent negro pop.	.04	87	33.8	74.7
Number of negroes	4	87	11 950	98 962
Value farm property	\$44 103 000	3	\$32 539 000	\$5 561 000
Net Agric.Income	\$7 817 000	17	\$4 416 000	\$215 000
Per cent tenant farms	11.5	52	36.3	87.2
Number tenant farms	44	67	1354	6 387
Wealth per sq.mi.	\$388 597	10	\$50 692	\$388 597
County tax rate	\$0.64	16	\$0.84	\$2.20
* Farm land and Bldgs.	\$25 808 270	5	\$19 304 051.	\$631 685
* Value livestock 1925	\$2 157 903	5	\$1 896 089	\$139 258
* Value all 1924 crops	\$5 713 359	31	\$2 610 767	\$164 336

1 Data for this table taken from C.E.Allred's Social and Economic Study of Tennessee, 1924.

* Data for these three items taken from United States Census of Agriculture, 1925.

CHAPTER IV.

THE HOMES

The data upon which this chapter is based were secured by visiting the homes of two communities in the county, which were thought to be fairly representative of the county as a whole. One is typically rural and the other contains a rural village. The validity of the findings has been checked by the census reports, in a few items which are common to both, and is found to be satisfactory. For instance, our survey shows the average number in a family to be 4.7 and the census shows 4.6. In items showing wealth and production our survey runs uniformly higher than the census figures, but that is to be expected as our questionnaire secured data from very few negroes, and the actual farm population is about 25 % negro. We feel that our sampling gives a fairly accurate impression of the conditions in the white homes of the greater part of Maury.

A. The Family. - The average number of the family at home is 4.7. The number of children between six and twenty-one years of age is 2, and the average number in school is 1.6. Four children from the two communities were reported in school in another community, in High School and in the University of Tennessee.

The average age of the head of the family was found to be 49 years. About 90 % of the family heads were farmers, the mail-carriers, teachers, preachers, butcher, trader and several merchants were included.

B. The House and Its Surroundings. - The number of rooms in the house ranged from 2 to 11 with an average number of 5.4 rooms. One of the two-room houses had six members in the family. And one of the ten-room houses had only two people. The eleven-room house had eight.

1. Ownership - Sixty-five per cent own their homes, and thirty-five per cent rent the places upon which they live. The farmers who own their land have an average of 94 acres. (The average farm according to the census of 1925 was 82.7 acres.) The average number rented by the farmers of these communities was 97 acres. The average length of time the farmer has lived on his farm is 12.4 years, and the average number of moves made by the farmers in the last ten years is only two.

2. Appearance - There was noticed a great difference in the appearance of the homes visited. A few were mere log cabins with no fences to protect the yard. Dogs and livestock vied with the little children for possession of the front door steps. In others, beautifully kept lawns and flower-gardens surrounded well painted and attractive country homes.

Fifty-six per cent of the homes were painted; and forty-eight per cent had attractive lawns.

3. Conveniences. - Only two lighting systems were reported, one gas and one electric. The great majority of the homes use kerosene lamps, tho many of them use lamps which have mantles and give a much better light than the ordinary "coal-oil lamp". A few use gasoline pressure lamps.

About five per cent of the homes have gravity water systems. Sixty per cent, use water from springs; and forty per cent have wells. There was only one cistern found. As a rule, the wells are fairly well kept, tho a few were undoubtedly open to contamination. The water in both communities is strongly limestone, except in the very highest part of one community where a few freestone springs are found.

Sixty-four per cent of the homes have outdoor toilets, and the others have none at all. Many of them are exposed to flies and a few are open to chickens. Very few could be classed as sanitary. The average distance from the house is 118 feet. Three of these toilets are connected with the house by gravel walks, but most of them have only dirt walks.

The majority of the people are rather sensitive to the fly menace, sixty-nine per cent of the homes being well screened.

•

C. Transportation and Communication. - There is a network of good roads all over the county, but many of the less used connecting roads and the roads leading from the main highways into little coves or isolated sections are sometimes very rough or muddy. In spite of this there are many automobiles in the county. Seventy per cent of the farms are located on improved roads. ¹

Fifty-two per cent of the farmers in these two communities had automobiles. Ninety-three per cent of the farmers are served by Rural Free Delivery, only those who live in the village and get their mail at the Post Office not using the Rural mail delivery.

About one fourth of the homes have telephones. The service is reported fair by the majority of the users. This is to be expected as most of the phones are on party lines.

There are eight telephone central offices in Maury County with a total of 2558 phones. ² There is a telephone in the county for every thirteen people or an average of one for every three homes in the county. Only two communities in the county report no telephones.

1 U.S.Census Bureau, Census of Agriculture, Tennessee, 1925

2 See page 30.

D D. Education. - The school grade attained by the heads of families in these two communities is the seventh; for negroes, the third. The average home has one or two children in the community school. Among the auxiliary educational advantages should be mentioned the daily papers and the magazines and books found in the homes. Maury County is fortunate in having a daily paper and two weeklies in Columbia. Fifty-eight percent of the homes visited take a county paper. Forty-eight ~~95~~ ~~85~~ take a daily paper. The splendid Rural Free Delivery service has made it possible for the rural people to keep up with the news. An average of three agricultural bulletins per home, and many farm papers keep the people well informed on various phases of agricultural practise. Forty-eight different magazines were listed in these two communities. The Southern Agriculturist was most popular, being found in twenty per cent of the homes. The Country Gentleman was next among the farmers. Comfort, McCall's, Farm Life, Hearth and Home, and Pathfinder were others of the more popular. The Saturday Evening Post, The Youth's Companion, American, and The Literary Digest were mentioned occasionally. A number of religious papers were mixed with the farmer's and the women's papers. Much that is worthless, but little that is vicious was found in the rural homes. The average number of books in the homes was only 23, and this included school text books.

E. AGRICULTURAL. The previous chapter gives a more elaborate discussion of the agricultural conditions in Maury County. The present section will give a more intimate picture of the agricultural condition of the white farmers. The averages are likely a little high for the county at large, but the variation from this analysis is only one of degree and not of quality, and is not far from the actual averages for the white farmers.

In answer to the question, "What are the special needs of this farm?", a wag replied, "Everything". And from the many things listed by others it would appear that the farmers feel keenly the need of many things. The following are typical: A house; Gates; Fences; Grass; Water system; Better soil; Terracing; Money; Paint; Alfalfa; Lime; One is pretty thoroughly convinced that more capital would be a great advantage to most farms. At the same time one has a feeling that more intelligent management is an equally great need.

1. Crops on the Farms. - The average acreage of crops grown in these communities is as follows: Corn, 26 acres; Wheat, 4.2; Oats, 6.3; Rye, 2.4; Cotton, 2.4; Clover, 4; Soy Beans, 2; Peas, 1.3; Other hay, 2.3; Pasture, 24.5. One field of tobacco, one field of crimson clover, and five acres of strawberries were found on these farms. An average of 1.4 acres of various truck crops, including tomatoes, cabbage, and cantaloupes was reported. The average

number of fruit trees per farm is as follows: Peach trees, 12; Apple trees, 24; Cherry trees, 1. An average sale of nine bushels of apples per farm was made. For each farm there is an average of 1.4 stands of bees; and an average of six pounds of honey per farm was sold.

2. Livestock on the Farms. - The average number of animals on the farms of these two communities is as follows: Horses, 2.4; Mules, 2.3; Milch cows, 3.4; Other cattle, 2.5; Purebred cattle, 1. Number of hogs raised on farm in last twelve months, 11.2. Number killed for home use, 3. Number of purebred hogs, 2; Sheep, 3; Number of chickens, 115; Turkeys, 5; Purebred poultry, 24. The white and barred Plymouth Rocks and the white Leghorns seem the most popular breeds of poultry.

F. INDEPENDENCE OF FARMS IN FOOD SUPPLY.

A large part of the feeds and food used on the farms of the county is produced on the farms where it is used. It would, however, be too much to say that the farmers are entirely independent, for many of the farms buy both feed and foods, and nearly all buy part of their food supply.

1. Foods Raised on the Farms. - Ninety per cent of the farm families have a continuous milk supply; eight per cent have a partial supply; and two per cent have none. About three hogs averaging 250 pounds are killed for the "average" family. This is reported as enough for meat for 77 % of the families. In addition to this, there are killed

for meat

for meat, an average of 44 chickens per family. The average consumption of potatoes is eleven bushels per family, and 75 % of the families report that they raise enough for their own supply. Eighty-three per cent of the families have enough fresh and canned fruit. Sixty-five per cent, have enough vegetables, fresh and canned. Twenty-one per cent report year around gardens; seventy-two per cent, partial gardens; and six per cent, none.

2. Feeds and Foods Purchased. - Practically all families buy part of their food. A few have their wheat ground, and many have their corn ground. The majority, however, buy flour, sugar, coffee and other prepared foods. A few buy potatoes, and part of their meat and lard.

The farmers raise a good part of their feeds, but many of them buy other feed to supplement what they raise. Forty-four per cent of the farmers report that they buy some feed. Corn, hay, and special prepared feeds are all mentioned. The greater number buy special poultry or dairy feeds. Bran and cotton seed meal are often bought for the cattle, and special chick feeds are purchased for young chickens and laying hens.

3. ECONOMIC STATUS OF THE FAMILY. -

G. ECONOMIC STATUS OF THE FAMILY. -

The majority of the farmers report that they are barely making a living. Only sixteen per cent report that they are making a surplus. This surplus is almost always being invested in land or livestock. Seventy per cent of the farmers have bank accounts. Nine per cent of the wives have separate accounts. Seven per cent of the farmers and two per cent of the wives have savings accounts. Twenty per cent of the wives have separate incomes, - the majority coming from poultry.

CHAPTER V.

THE COMMUNITIES.

Outside of Columbia and Mount Pleasant, there are forty-five white schools in Maury County. For the purposes of this survey the territory served by each of these schools is considered a community. In the majority of the communities the school is an important and integrating factor, and is usually near the more densely settled part of the territory, except in a few instances where consolidations have located the school between two older centers of population.

1. Of the forty-five white communities as defined above, one, - Spring Hill - is an incorporated town; four are villages; and forty are rural, altho they may contain small centers of population and trade. All of these communities are within twenty miles of Columbia, the county seat, - the average distance being 12.4 miles.

2. Six of the communities might be classed as level or gently rolling; 18 as rolling or slightly hilly; and 21 as hilly. Almost all sections of the county have a variety of topographic features. Only one reports no stream in the community. All the others have from ~~four~~ one to four or five streams.

In fourteen communities it is thought that waterpower could be developed; and in five communities waterpower is being used in a small way, usually to operate mills. Several small grist mills formerly operated by waterpower have been abandoned since gasoline engines have become popular. Duck River, which flows entirely across the county from east to west, furnishes several communities an opportunity for fishing, boating and swimming.

3. Accessibility. - Almost every community in the county can be reached over a good road. The smaller roads, however, may not make it possible to reach all parts of the community with ease. The railroad passes thru ten of the communities. The average distance of the school community from the railroad is only five miles, and there are only four communities more than ten miles from the railroad. Communities that report a good deal of trade with other centers in the County are at an average distance of only 6.4 miles from these points. On the whole, it seems that most of the communities are rather fortunate in the degree of their accessibility. There are perhaps three exceptions to this general condition, two of which are on the Highland Rim, and one in a deep bend of Duck River.

B. SOCIAL CONDITIONS. - Out of a total farm population of 17,257, there are 13,256 white and 4,001 negroes.¹ Only one community reports any foreigners, - a few Russians. The bulk of the native white stock is Anglo-Saxon. Many of the negroes show the presence of white ancestry, but the majority are dark, or black.

The general moral tone seems to be good. In answer to a question about the moral condition, thirty-one communities are reported as being "good"; four as "fairly good"; nine as "average"; and one as "bad". Harmful agencies mentioned include the following: "boot-legging", 7; "wild cats", 5; gambling, slot machines, "tattling", gossip, corporation control of farm lands.

Thirty of the communities are reported as being cooperative, and reasonably free from factions. Decided factions were reported in eight of the communities. The causes of the factions were variously stated. They seem to cluster around three main interests: religious, political, and personal. Following are a few of the answers given as to the causes of factions: "Ignorance and narrow-mindedness", "Denominational prejudice and misunderstanding", "political", "family differences", "personal interests", "want school job", "boy's conduct", "rivalry between sections", "business deal", "trivial gossip", "lack of common interest".

As forms of recreation the following were reported: "Suppers", mentioned nineteen times; picnics, fourteen times; Community Meetings, 11; hunting, 10; fishing, 10; athletics, 10; swimming, 6; dancing, 5; lectures, 2; boating, 2; tennis, 1; and golf, 1.

The churches provide recreation in a few communities, mostly in connection with Christian Endeavor Societies, Epworth Leagues, and Ladies' Aids. The forms of entertainment provided are usually, - religious programs, musical programs, singing, banquets, suppers, picnics, and dinners-on-the ground.

Other organization providing for recreation in a few of the communities are, Demonstration Clubs, Boy Scouts, Campfire, Girls, and Boys' and Girls' Agricultural Clubs. There are fourteen Parent-Teacher Organizations in the county, and some of them give occasional entertainments. Frequently they sponsor or organize school entertainments and charge a small fee to raise funds for the school. The lodges and secret orders, including the Modern Woodmen, the Masons, the Junior Order of United American Mechanics, the Eastern Star, and the Knights of Pythias, furnish recreation for their members, and sometimes for the public. All of the lodges are reported friendly to the schools. The Junior have given flags and Bibles to a number of schools in the county.

C. RELIGIOUS CONDITIONS. - The summary of our survey reports shows a total of eighty-four rural white churches, including two reported as "inactive" and two listed as "abandoned". Eight of these churches report preaching services regularly every Sunday; one has services three times a month; sixteen, once a month; and the others occasionally or at irregular intervals. The average attendance at church services is reported in the survey questionnaire is thirty-six. Six of the rural churches are brick; and the remainder are frame. The church houses in ~~the~~ in twenty-eight communities are reported as being a good condition; twelve, as fair; and in five communities, poor. The church grounds in twenty-two communities are in good condition; in nine, only fair; and in fourteen they are in poor condition. The church cemeteries in eighteen communities are reported as being in good condition; in ten, in fair condition; and in nine communities as in poor condition.

In answer to the question, "Are the needs of the community met in religious leadership?", eight communities answer yes; seventeen, no; and there is a division of opinion in the others - with very grave doubts expressed in most instances. Very few of the ministers have made any special study of rural conditions, and most of them are not in position to advise in economic affairs.

There appears to be a passive cooperation or at least a truce among the churches, altho it is evident from conversation with many citizens that there is an antagonism between certain denominations. What is often referred to as cooperation is frequently a matter of necessity. In many communities where there are two or more churches, they have preaching services on alternate Sundays. But one feel that it is the very weakness of the two organizations which makes it difficult for each to support a pastor for full time, rather than any active spirit of cooperation that prompts the arrangement. It is significant that in only one community is there a union Sunday School.

The Negro Church is everywhere poverty stricken, but shows a devotion scarcely to be expected. It is sometimes hard to tell whether it is a religious or a social organization. In eight or ten Negro communities the same building serves for shurch and school, and sometimes for more than one church. Two pictures on a following page are typical of the negro churches of the better class.

The data for Table VIII and Table IX, on pages 75 and 76, were supplied by the Reverend Doctor D.D. Little, Pastor of the Frierson Memorial Church of Columbia, Tennessee, who has recently written an interesting History of the Presbytery of Columbia, and is thoroughly familiar with the churches of the county.

TABLE VIII. KINDS OF CHURCHES AND APPROXIMATE MEMBERSHIP
OF RURAL AND URBAN CHURCHES OF MAURY COUNTY, 1929.

Church Denominations	Urban *		Rural		Total	
	No.	Members	No.	Members	No.	Members
White Churches.						
Presbyterian:						
Southern	3	690	4	310	7	1000
U. S. A.	2	210	1	120	2	330
Cumberland	2	130	13	670	15	800
Associate Reformed			1	50	1	50
Total	6	1030	19	1150	25	2180
Methodist:	3	1590	25	2930	28	4520
Baptist:						
Missionary	3	550	10	830	13	1380
Free Will	1	150			1	150
Total	4	700	10	830	14	1530
Episcopalian:	2	190	1	25	3	215
Church of Christ:						
Campbellist	3	1150	33	2020	36	3170
Progressive	1	100			1	100
Total	4	1250	33	2020	37	3270
Roman Catholics:	1	100			1	100
Goliness and Nazarine	-	-	?	?	?	?
Grand Totals	20	4860	88	6955	108	11 815

* Churches in Columbia and Mt. Pleasant,

TABLE IX. NUMBER, KIND, AND APPROXIMATE MEMBERSHIP
OF RURAL AND URBAN NEGRO CHURCHES, MAURY COUNTY, 1929

Church Denominations	Urban *		Rural		Total	
	No.	Members	No.	Members	No.	Members
Methodists:						
African	3	420	9	580	12	1,000
Episcopal	2	30			2	30
Baptists:						
Primitive	3	218	10	229	13	447
Missionary	3	214	21	716	24	930
Presbyterian:	1	35	1	57	2	92
Episcopal:	1	50			1	50
Sanctified	2	220	1	25	3	245
Grand Totals	14	1187	42	1607	57	2794

* Churches in Columbia and Mount Pleasant.

76-A

NEGRO CHURCHES IN MAURY COUNTY



A TYPICAL NEGRO CHURCH



TWO "DAUGHTERS OF ZION".

The Perry Hill Negro Church in Background.

D. HEALTH CONDITIONS. - The prevailing vitality is reported high in 15 communities; medium, in 24; and low to medium in six. One-hundred-sixty-one deaths were reported by the "committees" and two-hundred-thirty-two births. This, likely, does not include many negroes in either group. The committees report forty-two feeble-minded and thirty-one cripples. There is no county nurse and no health unit in the county. There is, however, a splendid hospital for white people in Columbia, and also a hospital for negroes.

1. Doctors. - Thirty of the communities have no doctors. Twelve have one doctor each; and three have two doctors each. In addition to these, Columbia and Mount Pleasant have several doctors, surgeons, and specialists. The average distance of those communities not having a doctor from the nearest doctor is 4.7 miles. No community is more than ten miles away from a doctor. There is telephone service in all communities except two and they are in a mile and a half of telephones. The doctors are members of the County Medical Society, and are above the average of the country doctor.

2. Dentists. - There is only one dentist in the strictly rural part of Maury County, but there are several in Columbia, and Mount Pleasant. The average distance of rural communities from a dentist is nine miles; and the maximum is 17 miles. There is no regular dental clinic in the county, and no dental inspection of schools.

E. COMMUNITY CONTENTMENT. - A general idea of the degree of community contentment can be secured by studying three separate parts of the reports of the "community committees", - a statement of the needs of the community, the statement about the young people who leave the community, and their own direct statement of their judgment as to whether the people are satisfied.

In answer to the question "What are the special needs of this community?", four types of needs are given, - material, economic, educational, and spiritual, - about in the order given. "Conveniences" led the list, with lights, water, electricity, and labor saving devices mentioned frequently. Economic needs were thought of from three different points of view, - capital, soil fertility, and income. "Education", "Community Leadership", "Good literature", and "interest in community" were mentioned several times. Sanitation, good roads, fencing, general repairs, better cooking, discipline, understanding and cooperation, and "Honest upright living" were occasional verdicts.

An analysis of the information given about the young people leaving the communities shows that that seventy-five per cent of them went into industrial and commercial activities. About twenty-five per cent of

those mentioned as leaving were reported to have gone to college or other institutions of higher education. Fully half of the entire list attended High School.

In answer to the question, "Are the people satisfied with their school and social conditions?", twenty-two communities reported "yes"; fifteen, "no"; and were uncertain or indefinite. In a few communities the people have no vision of better things, and are therefore satisfied, even tho conditions are not satisfactory. In others the conditions are good and constantly improving, and they are satisfied with the progress that is being made, but are looking forward to still better things. In other communities there is a marked dissatisfaction with conditions and a vigorous fight is being made for changes. In others there is a restless discontent, but no definitely organized effort to bring about improvements. Considering the county as a whole, there is a spirit of unrest and dissatisfaction with the present order of things; but there is also a progressive, confident effort to improve conditions.

CHAPTER VI

SCHOOLS

During the school year of 1926-1927, there were in operation in Maury County, a grand total of 81 schools. Three of these, Columbia Military Academy, Columbia Institute, and Branham and Hughes Military Academy, are private institutions, and are not a part of the Public School System with which we are concerned in this report. Of the remaining 81 schools, open free of cost to all qualified residents of Maury County, 49 were for white children and 32 were for negroes. In all of these schools instruction in the regular state course of study was given. Seven of the white and one of the negro schools maintained both elementary and High School departments.

The Central High School, located at Columbia, is operated by the City of Columbia, but by an agreement with the County Board they receive a specified sum of money from the County High School fund, and admit any of all county pupils free of charge. By this arrangement the pupils of the county have for a long time had access to one of the best High Schools in the State. Six Departments are maintained; Latin, Science-Modern Language, Commercial, Agricultural, Manual Arts, and Home Economics.

Columbia's Central High School has for ten years ranked as one of the few A-1 High Schools in Tennessee. The High School at Mount Pleasant, is operated entirely by the County Board of Education. It is a standard four-year high school and ranks as an A grade school. The other five white High Schools are operated by the County Board, and are serving the rural communities as follows: Culleoka, as a four-year, A Grade school; Hampshire, four-year, B grade; Mynders, as a three-year High School; Santa Be and Spring Hill as two-year High Schools. The negro High School at Columbia is entirely under the control of the Columbia City Board of Education.

The Columbia City Schools, including the Central High School, Andrews Elementary, and College Hill colored, are not included in some of the tabulations, because they operate as a separate unit, not under immediate supervision of the County Board of Education. The McDowell Elementary school, located in Columbia, and the Hay Long school of Mount Pleasant, are included in most of the tabulations of County Schools, but because of their more distinctly urban character were not considered as bases for community surveys.

TABLE X. CLASSIFICATION AND NUMBER OF PUBLIC SCHOOLS IN MAURY COUNTY, 1926-1927.

Kind of School	Elementary	High Schools	Total
WHITE			
County Schools	47	6	53
Rural	45	5	50
Urban	2	1	3
City Schools	2	1	3
Total	49	7	56
Counted Twice			6
Net			50
NEGRO			
County Schools	30		30
Rural	29		29
Urban	1		1
City Schools	1	1	2
Total	31	1	32
Counted Twice			1
Net			31
WHITE AND NEGRO			81

A. THE SCHOOL PLANT. The total value of school property belonging to Maury County in 1927 was estimated at \$619,967. Of this amount, \$347,070 was for white schools, and only \$46,597 for negro schools. If from the total we subtract \$100,000 for the two white and one negro school which we have listed as urban, the value of strictly rural school property would still be considerably more than a half million dollars.¹

1. Buildings. - Until recently it was common practise for schools to be established with little concern as to the title to the property. Many sites were given "for school purposes" with the provision that if the school should be discontinued the title would revert to the estate of the donor. Within recent years, however, it has been the policy of the board to demand a clear title before a building would be erected or extensively repaired. As a result, the county has a complete title to 44 of the 47¹ white schools, and to 21 of the 31 negro schools.

Some of the school buildings have been in use for many years. Others are new and modern in every detail. About 45 per cent of the white schools and 61 per cent of the negro schools are housed in buildings that are 16 years old. The graph on the following page will give more definite information concerning the age of the buildings.

1 County Superintendent G.H. Turner, Annual Report, 1927.

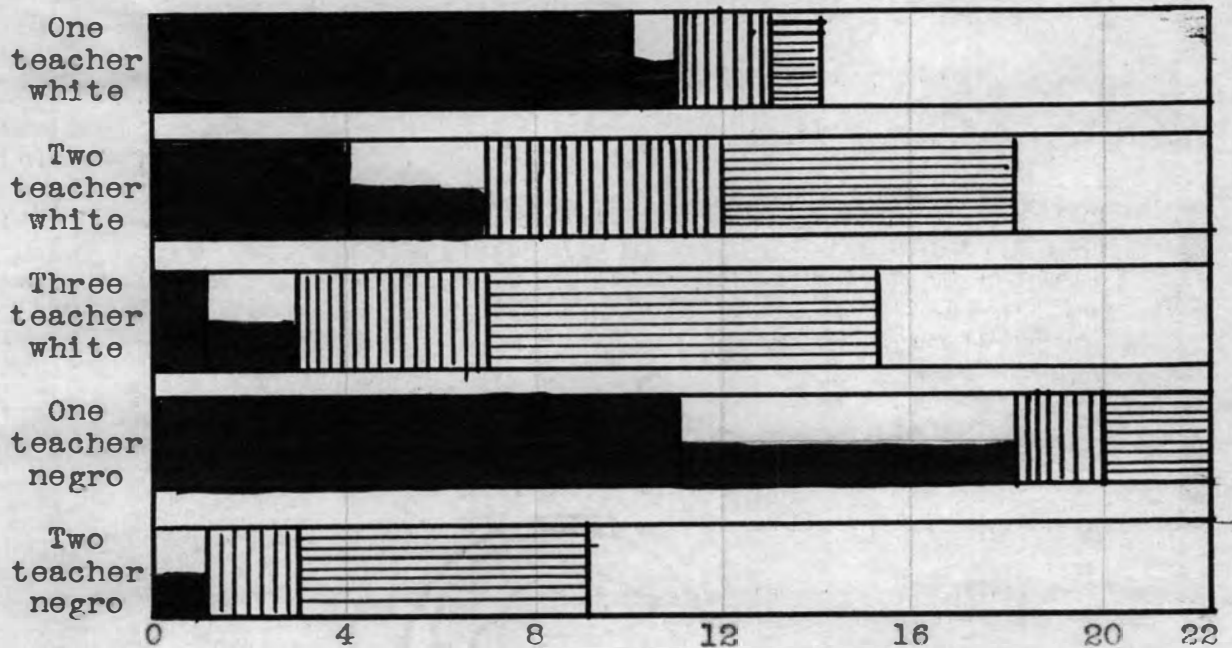


FIGURE I - DATE OF ERECTION OF MAURY SCHOOLS.

Numbers from left to right indicate the number of schools. Solid black, wide bars, represent buildings erected prior to 1900. Solid black, narrow bars, represent buildings constructed between 1900 and 1910. Vertical shadings represent buildings constructed between 1910 and 1920. Horizontal shadings represent buildings constructed between January 1, 1920 and June 30, 1927.

It is interesting to note that most of the one teacher schools are old, and that the larger schools are of more recent construction. Only seven of the 36 one teacher schools in the county have been constructed in the last 17 years; while 31 of the 42 schools having two or more teachers have been built within the same period of time

The material used in the construction of schools has changed within recent years. The last of the log houses disappeared in 191 . The frame buildings which followed the old log buildings are now giving away to a more permanent construction. Eleven of the fifteen white schools built since January 1, 1920, are of brick.

The older frame buildings are mostly of the conventional rectangular type, with a flue near the middle of the room. The windows were placed in three or four of the walls, and were nearly always placed too low, the average distance from floor and ceiling being the same - two feet, eight inches.

In the newer buildings much more attention has been given to the welfare of the pupils, the permanence of the construction, and to the beauty of the architecture. The windows are on the average three feet two inches from the floor, and twelve inches from the ceiling. Entrances into halls instead of directly into classrooms are common. Cloakrooms and toilets are found in the newer buildings. Where a central heating system is not provided, the heater is being placed in a corner of the room instead of in the center. The windows are usually placed on the left side only. Figure II on the next page gives details of the number of brick and frame buildings in the county.

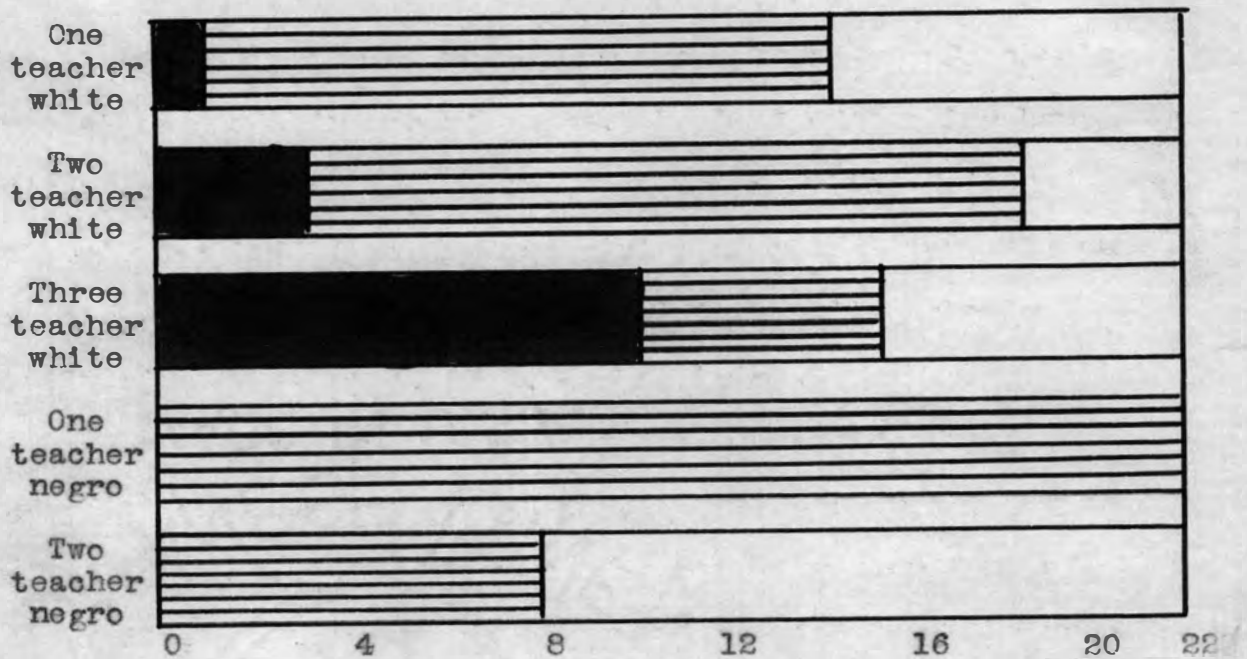


FIGURE II - KIND OF BUILDINGS, MAURY COUNTY SCHOOLS, 1927.

Numbers at the bottom of the graph indicate the number of schools. Solid black indicates buildings which are constructed of brick. Horizontal shading indicates buildings of frame construction.

Only one of the white one-teacher schools is of brick. Ten of the fifteen white schools having three or more teachers are of brick. None of the negro schools having one or two teachers are of brick. The negro six-teacher school in Mount Pleasant is of brick.

As might be expected from what was said of the location of flues and windows, neither the heating, nor the ventilation, nor the lighting is yet on a thoroughly scientific basis. All of the negro schools have ordinary stoves, some burning wood and some using coal. Of the white schools, 35 have ordinary stoves: three have jacketed stoves; four have hot-air furnaces; and five are heated by steam. Of the five buildings that are heated by steam, three have rural high schools in connection with the elementary school, one is the county elementary school at Mount Pleasant, and the other is the large county elementary school located inside the city of Columbia, but serving the entire rural portion of the ninth civil district of the county.

Three of the schools having jacketed stoves have air intakes so arranged that the ventilation and the heating systems are combined. The hot air furnaces create a circulation of air. There is no special arrangement made for ventilation in any of the other schools. The opening of windows and doors admits sufficient air when the wind is blowing, but many of the rooms visited were insufferably "stuffy" and hot. In the newer and better schools the windows are so arranged that they may be lowered from the top, but in many of the one room schools this is impossible.

The lighting in some of the schools was found to be good. The ratio of glass area to floor area ranged from 1 : 4 to 1 : 20. The three-teacher white school average is 1 : 6. The average for the two-teacher white schools is 1 : 6.3; for the one-teacher white schools, 1 : 6.4. It is in the negro schools of the one-teacher type that we found the poorest lighting. The average ratio there is 1 : 12. It is in these same schools that the windows are farthest from the ceiling, so that what little light enters the room is too low to be very useful. Several of these buildings were so close to trees that much light was shut out..A few of the schools were suffering from too much direct sunlight in the rooms. Window shades were used in some of the schools, but many of them were of the old opaque dark green color. Few were sufficiently dropped from the top of the window to allow lowering of the window at the same time the shade is in use.

The water supply for the schools was found to be inadequate, and insanitary in many of the schools. In fifty of the schools an effort is being made to keep the water in a sanitary condition. Covered containers are in use in many of the schools, with faucets in the lower portion of the container. But when we realize that only 35 of the

seventy-eight schools have water on the grounds; that boys carry the water in open buckets for distances ranging from a few yards to a quarter of a mile; that impatient children slip the top from the container and dip their own cups, sometimes made of paper taken from their tablets, into the water; that others take the faucet in their mouths; that many of the teachers are careless in their supervision of the water containers; and that all of the teachers who do not have sanitary bubbling fountains with an abundance of water without depending on children to bring it, are handicapped in their efforts to secure sanitary water for their children; when we consider these facts, we can not believe that the water problem is being solved in a satisfactory manner. Thirteen of the white schools were using a common drinking cup or dipper; and in a number of the schools where individual cups were supposed to be in use so few children had their own cups and so many borrowed cups that the whole pretense of sanitation was useless. Three of the strictly rural schools had running water piped into the buildings; while ten others kept their water in open pails, in the school room or on the porch, - frequently on the floor. In the negro schools the situation is as bad as in the one-teacher white schools. Only seven of the thirty-one schools have water on the grounds.

Toilet facilities are far from satisfactory. For the 47 white schools, there are 47 girls' toilets; but only 34 toilets for boys. Of the 84 toilets provided,¹ only 33 (16 boys' and 17 girls') are reported sanitary, and it is by a very liberal interpretation of the term² that several of these qualify.

In the negro schools the condition is much worse. There are only 37 toilets for 31 schools, and only eight of them are reported as sanitary. Eight of the negro schools have toilets for neither boys nor girls, and many of the ones that are provided are a positive disgrace to a civilized country. They are not only not private, but are insanitary, poorly kept, and often covered with obscene drawings and language. In the last mentioned item, markings on the walls, the negro toilets are no worse than the white.

1 Superintendent, G. H. Turner, Report, 1927.

2 Personal observation of the author of this report.

The following tabulation of data regarding the toilets of the Maury County Schools, shows again the superiority of the larger schools.

TABLE XII. SCHOOL TOILETS, MAURY COUNTY, 1927. ¹

SCHOOLS	TOILETS					
	Provided		Sanitary		Insanitary	
	Boys	Girls	Boys	Girls	Boys	Girls
One-teacher white	6	14	2	3	4	11
Two-teacher white	13	18	4	4	9	14
Three-teacher white	15	15	10	10	5	5
One-teacher negro	6	15	1	1	5	14
Two-teacher negro	8	8	3	3	5	5
TOTAL	48	70	20	21	28	49

On the following pages are pictures which show toilets which are typical of those found in the different kinds of schools in Maury County. ²

1 Superintendent G.H.Turner, Annual Report, 1927.

2 Pictures taken by Superintendent G.H.Turner.

91-A

MAURY COUNTY SCHOOLS. TOILET FACILITIES.



NEW SANITARY TOILET. UNION GROVE.



NEW SANITARY TOILET. BEECHLAND.

91-B

MAURY COUNTY SCHOOLS. TOILET FACILITIES.



ETTATON



CONCORD



POTTSVILLE

The above are typical girls' toilets in white schools.

91-C

MAURY COUNTY SCHOOLS. TOILET FACILITIES.



GIRLS' TOILET. ROCKY GLADE COLORED. (6th)



GIRLS' TOILET. ROCKY GLADE, COLORED, (9th District)

The above are typical of the negro schools. The boys usually have none. Sometimes there are none for boys or girls.

TABLE XII. VALUATION OF SCHOOL PROPERTY - 1927.¹
MAURY COUNTY SCHOOL BUILDINGS, GROUNDS, AND EQUIPMENT.

SCHOOLS		VALUATION		
Types	Number	Buildings & Heating Plant	Grounds	Equipment
One-teacher white	14	\$16 000	\$1 300	\$2 750
Two-teacher white	18	50 100	3 265	6 735
3-or-more teacher	15	216 500	17 550	32 870
Total White	47	282 600	22 115	42 355
Urban white, included with 3-teacher	2	65 000	7 000	8 560
One-teacher negro	22	7 125	805	1 352
Two-teacher negro	8	18 900	925	3 540
Urban - negro	1	12 000	1 000	860
Total - negro -Co.	31	38 025	2 820	5 752
Total - County	78	493 125	58 935	67 907
City - White (2)	2	116 000	21 000	15 000
City - Negro	1	56 5000	13 000	4 800
Total - City	3	172 500	34 000	19 800
Grand Total	81	665 625	92 935	87 707

1 Superintendent G.H. Turner, Annual Report, 1927.

2 State Commissioner, Biennial Report (for all data in this table dealing with city schools.

2. School Grounds. - The grounds on which the schools are located have a total area of 164 acres, - 131 of which are for white schools. The one-teacher white schools have an average of 1.5 acres; the two-teacher schools, 2.3 acres; the three-or-more-teacher schools, 4.5 acres. All of the negro schools have an average of slightly more than one acre - 1.09 acres. Sixteen of the 31 negro schools are located on land which is rocky or decidedly unsuitable for school purposes; and eighteen of the 47 white schools may be classed as unsatisfactory. The older and smaller schools are usually the ones that have the poorest location. Rocky glades and hill tops were favorite locations in the days of the old "district board". It has been the policy of the County Board for fifteen years to require suitable locations, and for several years they have steadfastly refused to put money into a building until a satisfactory location could be secured.¹

Eighteen of the white schools and nine of the negro school grounds are fenced. It does not follow, however, that all of the fenced grounds are satisfactory, or that none of the unfenced grounds are good.

1 Minutes of the Maury County School Board. 1911 to 1927.

(See action of Board in regard to Water Valley, Woodrow, Hampshire, Mynders, and Fountain Heights.)

Maury County has a "no fence" law, which makes it unlawful for stock to run at large. Many of the best schools in the county are not fenced.

The following pages show pictures taken on the school-grounds and give a fair idea of the playground equipment of a few of the best schools in the county. The total value of playground equipment is estimated at \$1391 of which \$1204 is for the white schools. The fifteen larger white schools have \$1050 of the total. In addition to the basket-ball equipment, which is the most popular in all the larger schools, volley ball, tennis, swings, three slides, one croquette set, improvised see-saws, constitute the greater part of the school recreational equipment, altho a great many pupils bring their baseballs and bats to school, and use them when marbles and tops are not in season.

In addition to the above, Culleoka, Mount Pleasant, and Columbia maintain foot-ball teams. Hampshire has a gymnasium, built by local initiative.

Many games are played by the children. In a few of the schools there was some evidence of directed play; but in the majority, the children were allowed to play their own games without interference, so long as trouble did not develop.

MAURY COUNTY SCHOOLS. PLAY AND RECREATION



PLAYGROUND EQUIPMENT - is provided by local funds and initiative in a few of the better schools. The School Board has not as yet made provision for such expenditures.



Basket Ball is popular in all the schools where larger pupils are in attendance. Both boys' and girls' teams are organized, and interscholastic games are played. There is an annual tournament held at Central High School, in Columbia. Tennis is in vogue in a few communities.

94-B

MAURY COUNTY SCHOOLS. PHYSICAL TRAINING.



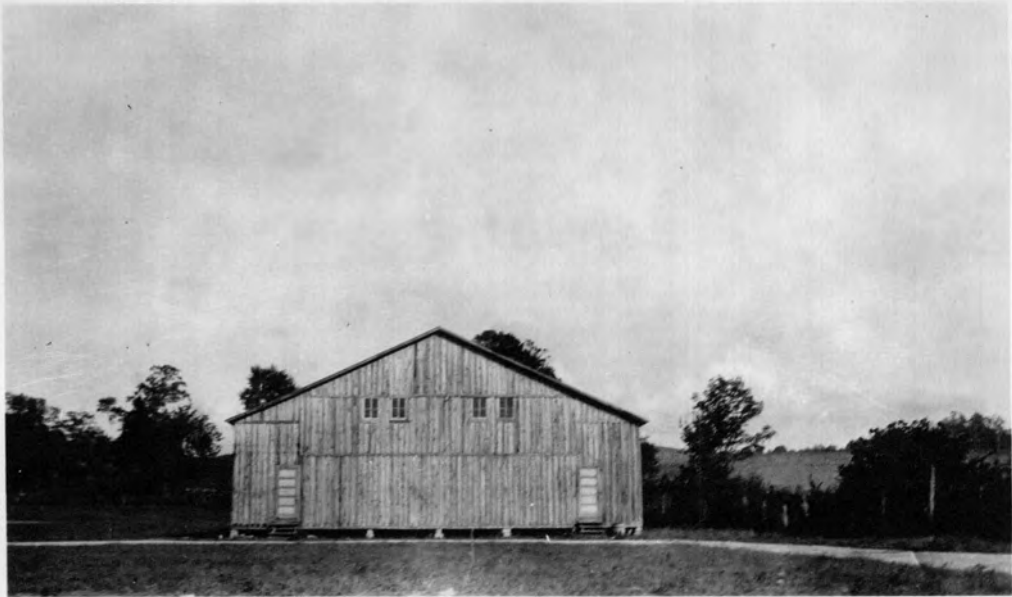
THE DAILY DOZEN. NICHOLSON BOYS AND GIRLS.



FRESH AIR AND SUNSHINE. THETA NEGRO BOYS AND GIRLS.

94-C

MAURY COUNTY SCHOOLS. ATHLETICS.



HAMPSHIRE GYMNASIUM

The Hampshire community became so much interested in basket-ball that they raised about \$3,000 for the construction of a gymnasium, the front end view of which appears above. The school became the recreational center of the community. Strong teams were developed, which have always carried off the championship honors in the county tournaments.

3. Equipment. - The value of the equipment in the county schools amounts to \$67,907¹, or just a little less than 11 % of the total value of all school property. This does not include the value of heating plants which is included in the value of the buildings. It does include: all kinds of school furniture, - such as desks, teachers' desks, chairs, tables, pianos; instructional materials, - such as maps, globes, charts, books; lighting plants; janitors' equipment; laboratory equipment; equipment for home economics and agriculture; stage fixtures; pictures; and other miscellaneous items.

Thirty-nine of the white schools and fifteen of the negro schools have school libraries; the former have 7,590 volumes, and the latter, 529 volumes. The total estimated value of these books is \$5,590.

Twelve of the larger schools have electric lights, about half of them being too far from electric lines, use Delco plants for generating their own current; Two of them also use these plants for pumping water into their buildings.

Eight or more of these schools have stage curtains which they purchased with money secured by selling advertising space on the curtain.

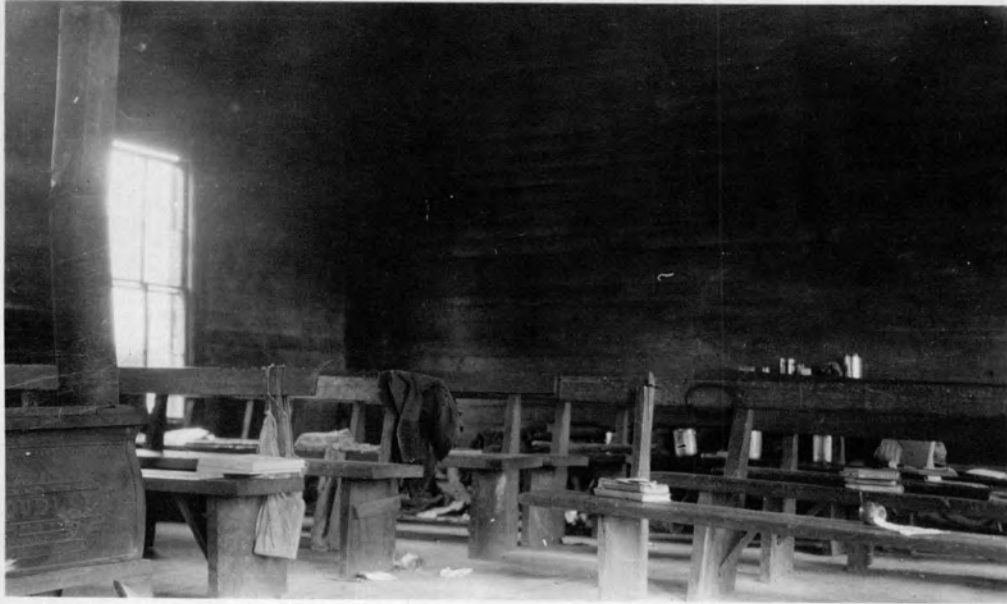
1, Superintendent G. H. Turner, Annual report, 1927.

There are in the schools, 2,986 single desks, and 1,017 double desks. The total seating capacity of these desks is 5,020. This is about 800 greater than the average daily attendance, and about 800 fewer than the enrollment. This does not, however, tell the entire story of the seating problem, for it is impossible to foretell the exact number that will be needed in any school. A few schools have more desks than they need, but many more do not have enough. The next year may bring a shift in the population, so that the burden will fall somewhere else. At the time of the survey the negro one-teacher schools had only enough of the patent desks to seat 279 pupils, and for the year they had an average daily attendance of 669. Benches such as those shown in the picture on the next page were in common use in a number of the negro schools. In one negro school the only seats were plank laid on top of blocks of wood. there were no backs of any kind to any of the seats in this school.

Even among the white schools there were many unsatisfactory seats. On the next page is a picture of the Cuba School which was consolidated with two others to form Fountain Heights. The benches and stoves seen in these pictures are characteristic of many others.

96-A

MAURY COUNTY SCHOOLS



SAMARITAN. One-teacher negro school. Interior, showing type of benches in use in many of the negro schools.



CUBA. One-teacher white school. Interior, showing home-made desks and benches. The stove is characteristic.

These buildings are also used for church services.

96-13

MAURY COUNTY SCHOOLS. NICHOLSON COMMUNITY.



THE LAST OF ITS KIND.

Nicholson holds the distinction of having preserved the last of the once common split log benches with pegs inserted in auger holes for legs. The sturdy pioneers who made for themselves all the furniture for home and school and church have left a descendant population who are equally willing to do for their children the best that their economic condition permits. Professor C. U. Barker, who lives in this community has done a splendid piece of community organization work, and the good results are showing in improvements in roads and school.

96-C

MAURY COUNTY SCHOOLS. NICHOLSON COMMUNITY.



Above are a few of the home-made benches
seats and desks, once so common thruout the county.

B. THE TEACHING STAFF. - For the school year beginning September 1926 and ending in June 1927 there were employed for the elementary schools 170 teachers, and for the County High Schools 20 teachers. During the same period, the City of Columbia employed 23 elementary teachers, and 19 high school teachers. This grand total of 232 teachers for the entire public school system of Maury County includes eight teachers listed under both elementary and high school, so that the actual number of separate teachers employed was 224, - or 225, including the County Superintendent. ¹

TABLE XIIA NUMBER OF TEACHERS EMPLOYED IN MAURY CO.

SCHOOLS	COUNTY		CITY		TOTAL
	MEN	WOMEN	MEN	WOMEN	
WHITE					
One-teacher	6	9			15
Two-teacher	11	28			39
Three or more te.	19	53	1	13	86
High Schools	10	10	8	11	39
NEGRO					
One-teacher	2	20			22
Two or more te.	3	19	3	6	31

1 Superintendent, Gordon H. Turner, Annual Report, 1927

1. Educational Preparation and Certification. -

TABLE XIII. TRAINING OF TEACHERS EMPLOYED FOR THE MAURY COUNTY ELEMENTARY SCHOOLS FOR THE YEAR 1926-1927. ¹

TRAINING COMPLETED	WHITE		NEGRO		TOTAL
	MEN	WOMEN	MEN	WOMEN	
College Graduate	2	1		1	4
Three Year College	1	5			6
Two Year College	6	15		7	28
One Year College	4	21	1	6	32
High School Graduate	11	47	2	16	76
Three Year High School	4	3	2	7	16
Two Years High School	2	3		2	7
One Year High School	1				1
TOTAL	31	95	5	39	170

The above table sets forth in concise form the main facts in connection with the preparation of the teachers. There were none who had not had some High School training, and only one with less than two years of High School work. There were 70 who had had college training, and 76 more who had completed High School. Only 24, or about 14 %, had less than High School graduation. High School graduate is the median for the total and for each group.

¹ Superintendent G. H. Turner, Annual Report, 1927.

TABLE XIV. CERTIFICATION OF TEACHERS EMPLOYED FOR THE MAURY COUNTY ELEMENTARY SCHOOLS FOR THE YEAR 1926-1927.¹

CERTIFICATE HELD	WHITE		NEGRO		TOTAL
	MEN	WOMEN	MEN	WOMEN	
Permanent Professional	6	11			17
Four-Year Professional	4	20	1	2	27
Limited Tr. Professional	6	25		4	35
Permanent Examination	10	17	1	11	39
Four-Year Examination	4	2		2	8
Five-Year Examination		4	2	3	9
Two-Year Examination	1	16		10	27
Permit			1	7	8
TOTAL	31	95	5	39	170

Only eight permits were needed and they were for negroes; The limited training professional and the two-year examination certificates bring the total of what might be considered the less desirable, up to seventy. The total of the permanent professional, four-year professional, and the permanent, four-year and five-year examination certificates total 100. The certificates of 135 are satisfactory, and only 35 may be considered as not being up to standard.

1 Superintendent G. H. Turner, Annual Report, 1927.

2. Teaching Experience. - There is a wide range in the number of years experience reported, - from one year to forty years. If length of service is any index of "professionalism" the negroes seem to have the advantage in this matter. The average length of service for negroes is thirteen years; the average for different groups of whites ranges from ten years for men in one-teacher schools, to 4.5 for men in the three-or-more-teacher class, with six years as the average for the two-teacher class. The white women averages are as follows: in one-teacher schools, 8 years; two-teacher, five years; and three-or-more-teacher, 4.7 years.

This may seem a rather high professional life for public school teachers, but it must be remembered that the number of schools has been reduced, and that fewer and fewer beginning teachers are taken into the system each year. The one-teacher schools have the teachers with the longer experience. The data secured in the survey does not justify a conclusion as to the cause; but several very probable causes suggest themselves, - lack of promotion to a better school because of limited training, desire to be ones own master rather than to be an assistant, unusual disciplinary ability necessary to succeed in one-teacher school, and residence conveniently located with reference to school, - perhaps these are partial causes.

3. Living Conditions in the School Community, as Viewed by the Teacher. - Forty-five of the white teachers live in the community in which they teach. Thirty-three of these teach in the larger schools; nine in the two-teacher schools; and only three in the one-teacher schools. Twenty of the negro teachers live in the communities where they teach. Nine are from the one-teacher schools; seven from the two-teacher schools; and four from the six-teacher school at Mount Pleasant. Thirty-six per cent of the white teachers live in the communities in which they teach; and forty-five per cent of the negro teachers. A few teachers live outside of the communities and drive to school each day, - about ten per cent of both white and negro teachers. The remaining teachers board in the communities where they teach. About 80 % of the white principals, and 85 % of the white assistant teachers find boarding and lodging conditions satisfactory. The causes given for unsatisfactory conditions vary. "Homes not arranged or furnished for keeping boarders", "No one in community will take boarders", rooms "not comfortable", are among those mentioned. In a few of the communities the houses are so small and the social standard so different from what the teacher has been accustomed to that the teacher does not find it agreeable.

Negro teachers secured board at prices ranging from \$8.00 to \$17.50 per month in the rural sections. White teachers paid from \$15.00 to \$30.00 per month for board in the rural sections, and about \$35.00 in the towns.

About seventy per cent of the teachers planned to visit the homes of the community. A number of them, however, qualified this statement by "most of them" or a "good part of them". Some of the teachers have been in the community so long that they make it a practise to visit only those homes which seem to need special attention.

In one community the home for the principal is furnished by the school. This accommodation is not given as a part of his salary, but rather as an inducement to a good principal to come into a community which is more isolated than most of the communities are. It has been a practise to secure a man whose wife could be the assistant teacher. Agitation for a teachers' home has been started in several communities within the last few years, but without tangible results up to the present time.

4. School Management. - The organization of classes in the different types of schools necessarily varies. The one-teacher school has more classes for the teacher to take care of each day than the larger schools. But even in the same type of school there is a wide range in the number of classes per teacher each day. The one-teacher range is from 24 to 50 classes. The average is twenty-four for white schools, and thirty for negro schools, with a range from six classes to fifty classes for all schools. The number of grades, and the skill of the teacher in making combinations in classes are factors to be considered. Only High School Principals who are also serving as principal of the elementary school, or High School teachers doing part time work in the grades, report that they are doing high school work. Science, Mathematics, and Latin are among the subjects taught by such teachers.

Supervision of classroom instruction is not attempted in the white schools, and could amount to little more than inspection of the general conditions, as it is not possible for the Superintendent to average more than two visits to each school each year, and there are no supervisors for the white schools. It is uncertain just how many visits the Negro supervisor makes to each school, as the questionnaire was filled out partly in the fall and partly in the spring. The number of visits reported

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HOOVER AND MASON NEGRO COMMUNITY



THE SCHOOL



A CHAIR

Made by the boys in school



HANDWORK OF THE SCHOOL GIRLS

ranged from one to eight per school, and it seems safe to assume that the negro supervisor makes an average of at least four calls in each school year. Results of her splendid work can be seen in the schools.

One Negro school, in a community that is very compact, reports that all the children go home for dinner. Three white schools report the operation of cafeterias. In all the schools except the one first mentioned, the children bring lunches to school. Boxes and paper are the most popular containers among the white children, with baskets coming third. In the negro schools, boxes, buckets and paper were mentioned equally often.

The method of caring for the lunches at school is not satisfactory. Six schools have open shelves either in the school room or in the cloak room for caring for them. Half of the white schools allow the children to keep their own lunches in their desks. Two schools were found where most of the lunches were on the floor along the side of the wall. Tables are provided in two schools. The benches where the children sit are used in nine of the negro schools. There was not found an outstandingly satisfactory arrangement in the county.

Thirteen of the white and eleven of the negro principals report that they lead in community activities of one kind or another. Of the various organizations mentioned, the Parent Teacher Association leads, - being mentioned eleven times. Others listed are as follows: Community Club (mentioned five times), Parents Club, Ladies' Club, Church Work, Sunday School, Singing, Quilting Club, Garden Club, Tomato Club, and Penny Club, Corn Club, Girls' Club, and Boys Agricultural Club.

2

C. PUPILS. The 1927 scholastic census for Maury County, exclusive of Columbia, gives the following number of persons between the ages of six and eighteen years:

White, - boys, 2158; girls, 2027; total, 4185;

Negro, - boys, 1081; girls, 1059; total, 2140;

Grand Total, - boys, 3239; girls, 3086; total, 6325.

Fifty-nine per cent of the white farm population lives on owned farms; fifty-six per cent of the negro farm population lives on owned farms.¹

1 United States Census of Agriculture for Tennessee, 1925.

2. Files of Tennessee State Commissioner of Education.

Our survey indicates that only forty-nine per cent of the children enrolled in the white schools, and only forty-two per cent of the children in the Negro schools, come from the families of the land owners. This is surprising, when we consider that the population on owned farms is 10,182, as compared with a population of only 6928 on tenant farms.¹ This seems to indicate larger families among the tenants of both white and negro populations, so that the ratio of mature population to child population is much greater among the owners.

1. Enrollment. - The table on the next page gives in detail the enrollment in the white and in the negro schools, and by size of school, - one-teacher, two-teacher, and three-or-more-teacher schools. (In tables three-teacher school should be understood to include all schools with three or more teachers.)

1 United States Census of Agriculture, Tennessee, 1925.

TABLE XV. ENROLLMENT OF COUNTY SCHOOLS, OF MAURY COUNTY FOR 1926-1927, BY GRADES AND KIND OF SCHOOL. 1

GRADES	KIND OF SCHOOL						TOTAL
	ONE TEACHER		TWO TEACHER		THREE TEACHER		
	WHITE	NEGRO	WHITE	NEGRO	WHITE	NEGRO	
FIRST	137	364	297	188	368	103	1457
SECOND	77	124	158	81	289	26	755
THIRD	82	106	168	78	297	34	765
FOURTH	94	119	163	85	310	33	804
FIFTH	58	102	140	78	275	25	678
SIXTH	50	58	124	56	233	22	543
SEVENTH	38	53	85	48	208	8	440
EIGHTH	40	33	79	22	195	12	381
TOTAL	576	959	1214	636	2175	263	5823

In addition to the 5,823 pupils enrolled in the county schools, there were 1,045 white and 662 negro pupils in the Columbia elementary schools, making a grand total of 7,530 in county and city public schools.

In the High Schools in the county there were 725 white and 82 negro pupils, making a total of 805 High School pupils in Maury County public schools.

1 Superintendent G. H. Turner, Annual Report, 1927.

2. Attendance. - Attendance is more significant in comparison with enrollment. Therefore comparative data is presented in the following table. ¹

TABLE XVI. ATTENDANCE AND ENROLLMENT IN THE ELEMENTARY SCHOOLS OF DIFFERENT KINDS IN MAURY COUNTY, 1927.

TYPE OF SCHOOL	WHITE	COLORED	TOTAL
ONE-TEACHER			
Enrollment	576	959	1535
Attendance	337	669	1006
TWO-TEACHER			
Enrollment	1214	636	1850
Attendance	799	495	1294
THREE-TEACHER *			
Enrollment	2175	263	2438
Attendance	1689	255	1944
TOTAL			
Enrollment	3965	1858	5823
Attendance	2825	1419	4244

* Includes all schools with three or more teachers.

The percentage of pupils enrolled who are in attendance seems rather low. For the white pupils the per cent is only 71; for the negroes, 76; for the total, 73.

During the six months at the middle of the school year there was a contest in attendance between the schools, in which eighteen schools had an attendance of 90 per cent or more. The winner was credited with an average of 98 per cent. ²

1 Superintendent G.H. Turner, Annual Report, 1927.

2 Maury County School News, April 8, 1927.

3. Personal Hygiene. - There were found thirty-one white pupils in the schools whose general physical condition was such as to cause the teachers much concern. There is no official medical inspection in the schools, and little is being done for the health of the children in an organized way. Three or four of the schools, however, report clinics arranged by local initiative. In one of these schools the clinic has become an annual affair. Doctors and specialists in the county have been exceedingly kind to give their services free. The County Health Officer has been assisted by the local doctors in vaccinating the children, and in at least three of the schools free administration of Typhoid inoculation has been practised.

4. Mental Condition and Progress of Pupils. -

The school census mentions only 20 feeble-minded children in the rural part of Maury County. Our survey, however, finds at least twenty-seven in the white schools alone. And a careful perusal of the Age-Grade tables which follow, will lead one to believe there are many more whose mentality is not up to normal.

TABLE XVII. AGE-GRADE DISTRIBUTION. PUPILS IN ONE-TEACHER WHITE SCHOOLS OF MAURY COUNTY. 1926-1927. ¹

AGE Yrs.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 1-8
5	16								16
6	36	3							39
7	38	11	3						52
8	24	13	10	3					50
9	13	16	23	14	2				68
10	5	9	11	16	8				49
11	3	8	10	14	15	8	2		60
12		6	10	20	13	5	6		60
13	1	7	11	11	8	14	15	1	68
14	1	3	4	10	6	11	12	11	58
15				4	4	11	2	11	32
16					1	1	1	12	15
17		1		1	1			5	8
18									
19									
20				1					1
Tp- tal.	137	77	82	94	58	50	38	40	576
Over Age	47	50	46	61	33	37	15	28	317

TABLE XVIII. AGE-GRADE DISTRIBUTION. TWO-TEACHER WHITE SCHOOLS. MAURY COUNTY. 1926-1927. 1

AGE Yrs.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5	22								22
6	82	4							86
7	80	29	5	1					115
8	58	44	31	5	2				140
9	17	28	43	24	4	2			118
10	18	22	34	35	29	7			145
11	3	9	29	33	30	18	1		123
12	8	12	10	31	34	25	11	5	136
13	4	6	8	10	19	27	22	10	106
14	4	2	4	13	8	26	22	21	100
15	1	1	2	5	8	10	13	19	59
16		1	2	5	5	7	12	13	45
17				1	1	2	2	9	15
18							1	2	3
19							1		1
20									
Total	397	158	168	163	140	124	85	79	1214
Over Age	113	81	89	98	75	72	51	43	622

1 Superintendent G.H.Turner, Annual Report, 1927.

TABLE XIX. AGE-GRADE DISTRIBUTION. WHITE SCHOOLS WITH THREE OR MORE TEACHERS. MAURY COUNTY. 1926-1927. 1

AGE Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5	13								13
6	138	15							153
7	105	96	13	1					215
8	51	87	93	15					246
9	23	44	88	79	20	1			255
10	19	20	48	88	70	18		1	264
11	11	9	28	53	57	65	12	4	239
12	5	5	8	26	50	69	44	12	219
13	1	11	12	27	34	35	69	41	230
14	1	1	3	12	18	21	43	49	148
15	1	1	3	5	16	13	27	48	114
16			1	3	8	10	9	30	61
17				1	2	1	3	7	14
18							1	2	3
19								1	1
20									
TOTAL	368	289	295	310	275	233	208	195	2195
Over Age	112	91	103	127	128	80	83	88	812

1 Superintendent G. H. Turner, Annual Report, 1927.

TABLE XX. AGE-GRADE DISTRIBUTION. ALL NEGRO SCHOOLS. ¹

AGE Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5	25								25
6	147	1							148
7	152	14	2						168
8	118	43	16	6					183
9	74	40	28	13	3				158
10	62	37	44	38	21	2	1		205
11	32	35	34	32	43	10	2		188
12	21	25	33	46	37	25	13	3	203
13	12	17	18	41	33	17	17	4	159
14	7	12	29	23	27	41	23	16	178
15	3	4	12	20	19	22	19	13	112
16	1	3	2	6	18	12	22	17	81
17	1			10	4	7	8	5	35
18				2			2	6	10
19							2	3	5
20									
Total	655	231	218	237	205	136	109	67	1858
Over Age	331	173	172	180	138	99	76	44	1213

¹ Superintendent G. H. Turner, Annual Report, 1927.

1

D. CURRICULUM. - The Tennessee State Course of Study requires that Reading, Spelling, Writing, Language, Numbers or Arithmetic, Health, Music, Drawing and Physical Education be taught in all of the eight grades of the elementary school. Forestry must be taught in the fifth; History of the United States and of Tennessee, and the Constitution, in the sixth, seventh and eighth. Agriculture and Home Economics are optional in the seventh and eighth grades. If one recitation period is given to each subject in the grades required, a school having eight full grades would be compelled to give 88 class periods a day. If all the combinations that are allowed or suggested in the course of study are made, there would still be from 39 to 42 classes per day if reading is scheduled for two recitations per day thru the fourth grade.

There was evidence of the evil effect of an overerowed curriculum in all of the one-teacher schools. Many of the class periods are so short that the children scarcely seem to know what is being done. And there is absolutely no time for personal attention to a child needing assistance, without robbing other classes of their time. Reference to the Age-Grade tables shows the

1 R.L.Harned, State Commissioner of Education, A Brief Outline of Work for the Elementary Schools.

percentage of retardation to be as follows: for one-teacher white schools, 55 %; for two-teacher white schools, 51 %; for white schools having three or more teachers, only 37 %. A part of the retardation in the larger white schools can be credited to the one-teacher school, for many of their pupils have previously attended the smaller schools. For the Negroes, two thirds of whose schools are of the one-teacher type, the retardation is even greater, - 64.7 %.

E. SCHOOL ADMINISTRATION.

The school affairs of Maury County are under the control of the County Board of Education and the County Superintendent of Public Instruction. The Superintendent and the seven members of the Board are elected by the County Court, the Superintendent for a term of two years, and each Board member for a term of seven years, - thus insuring a stable governing board.

An attendance officer is employed for the entire county. A Supervisor is employed for the Negro schools. The Board of Education employs principals and teachers, and determines the policies and regulations which shall govern the schools; and the Superintendent acts as the Executive Secretary of the Board. The County Board of Education acts as a unit on all matters of importance, thus giving

a much stronger and more uniform administration of school affairs than was possible under the old "District Board".

It has long been the policy of the Board to maintain an eight-month term of school, wherever the necessary average daily attendance could be maintained.

Home teachers have been given preference whenever teachers of real ability could be secured in the community. The Board has, however, brought pressure upon teachers to make an effort to improve themselves in service. During the summer of 1926, there were 49 Maury County teachers in attendance at summer schools. In 1927 the Maury County Board "passed a resolution stating its intention of giving preference hereafter to teachers who attend an approved Spring and Summer School at least six weeks every other year until they have finished at least two years standard college work".¹ "The County Board of Education at a recent session adopted, with some minor exceptions, the State salary schedule. This means that hereafter teachers will be paid salaries commensurate with their training, experience, and type of certificate. - - The teachers holding high grade certificates are given some preference in setting salaries. Experience will count, up to five years, as will all additional training all the way thru college".¹

¹ Maury County School News, April 8, 1927.

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MAURY COUNTY. SCHOOL OFFICERS.



A. J. HARDISON

A member of the Maury County School Board.



ROBERT L. GOODLOE.

The attendance officer knows the rough roads of the county as well as the good.

"Under certain conditions an increase will be given for attendance at approved summer schools. - - Certain bonuses are allowed for principals and in the case of one-teacher schools".¹

In the spring of 1911 the author of this report appeared before the County Board and asked that a new building be constructed for the Water Valley School. The Board promised to help if the community would raise about two thirds of the needed funds. The community raised \$2,000 and secured a desirable location. The building which is now in use was constructed during the summer. This incident is mentioned because it established a precedent which has been followed ever since, - "The school Board helps those communities which are willing to do what they can to help themselves". This policy has been followed in Maury County with marked success. Four of the splendid rural high schools and a number of other schools have been constructed on about the same basis - the County furnishing from thirty to sixty per cent of the necessary funds. This policy protected the Board from the danger of "casting pearls before swine", but it also subjected it to another difficulty. Sometimes communities equally needful but less able to raise funds suffered because of

1 Maury County School News, April 8, 1927.

the ambitions of their more fortunate neighbors.

Recently, with the development of the state and county building funds, the County Board has assumed a well planned building program. The following quotation from one of the Columbia papers, reporting the action of the County Board, gives an idea of its scope. ¹ "The Board now has approximately \$6,000 of county money available for building purposes, and the six cent special levy will create about \$11,000 additional. In addition, \$11,000 will be available from the State; \$3,000 from the Rosenwald fund; and \$4,000 from the consolidation fund, - sufficient to carry out the program of improvement at the smaller schools. The building program includes a two-room brick veneer at Athendale; two-room frame for the Johnson-Luckett consolidation; four-room brick veneer for Theta; four-room addition to Mount Pleasant colored; one-room frame for Canaan colored school; one-room frame for Park Station colored; two-room frame for Flint Valley-Lott's Chapel consolidation, colored; one-room frame each for Perry Hill, Rocky Glade, and West Brook, ¹ colored. Probably two or three others will be included."

1 The Maury Democrat, Columbia Tennessee, July 28, 1927.

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THE PERRY HILL NEGRO SCHOOL

A dilapidated
building on a
rocky hill top.



A "close up" view
near the entrance
to a dark and dis-
mal school room.

The teacher,
the pupils
and the
"long benches"



The following is a summary of the objectives of the administration as stated in June 1926. ¹

1. Organization of good Community Clubs in as many places as possible.
2. Provide libraries for those schools that have none.
3. Issue mimeograph school paper, "Maury County School News."
4. Repair of buildings urgently in need of same.

(Remodeling or repairing and painting of fifteen schools was accomplished in 1926-1927.)

5. An up to date system of records and reports for the office of the County Superintendent and each Principal.
6. The standardization of High Schools.
7. Raise standard of Elementary Schools.

Up to June 1927, nineteen consolidations had been effected, - three within the past twelve months. Usually from two to four small schools have been brought together to form each of these consolidations. Several of the best schools in the county have resulted in this manner.

With consolidation has come transportation of pupils. Three wagons and nine trucks carried an average of 301 pupils per day for the school year 1926-1927. ²

1 Superintendent G. H. Turner, Report to County Court, 1926.

2 Superintendent G. H. Turner, Annual Report, 1927

119-A

MAURY COUNTY. ABANDONED SCHOOLS.



GLENDALÉ. - At one time Glendale was one of the largest elementary schools in the county. A kind of semi-public academy persisted into the 20th century.



GLENDALÉ

The author of this report secured his elementary education in this building; rode the Knights of Pythias "goat" in the upper story; and acted as principal-teacher of the school in 1912-13.

119-B

MAURY COUNTY. ABANDONED SCHOOLS.



AKINA ACADEMY

Located on the old "Natches Trace", on the Highland Rim, in the western part of the county, boasts an honorable past, when the old "Academy" was the educational beacon light of the community. It is now used as a place of worship by several religious sects.



ELMWOOD

Another monument to lack of vision. A comparatively new building, located on a good highway, but at the top of the ridge, with good schools in the valleys on either side. Better transportation and the shifting of population to the centers, have left the school unit too small for operation.

119-C

MAURY COUNTY. ABANDONED NEGRO SCHOOLS.

SALEM

As the county recognizes its responsibility to the negro, the school is taken from the church,



BLUE SPRINGS

I have seen fifty-six young negroes crowded into this sweat-box, in September, after the announcement of a plan to enforce the compulsory attendance law.



CAMP BRANCH

Let us hope that the crimes perpetrated against childhood in the name of education may disappear and be forgotten as quickly as this relic crumbles in decay.



119-D

MAURY COUNTY SCHOOLS. TRANSPORTATION.

Most of the boys
and girls walk to
school. Some ride
ponies or the
horses when they
are not at work
on the farms.



The County uses
wagons to haul
some of the pupils.

Sharp's Corner, to
Pottsville.

Motor Bus
Used to trans-
port High School
pupils to
Hampshire.



119-E

MAURY COUNTY SCHOOLS. TRANSPORTATION.



TO BEECHLAND

FROM LASEA.



TO RALLY HILL

FROM LEE'S CORNER.

MAURY COUNTY SCHOOLS. TRANSPORTATION.



THE CULLEOKA SCHOOL BUS

Which hauls Elementary and High School pupils to Culleoka from Ferndale.



THE CENTRAL HIGH SCHOOL BUS

Which serves the eastern portion of the county, where there are no rural high schools, by transporting pupils to the Central High School, at Columbia.

F. SCHOOL FINANCES.

TABLE XXI. RECEIPTS AND EXPENDITURES OF SCHOOL FUNDS¹
FOR MAURY COUNTY SCHOOLS, JUNE 30, 1926 to JUNE 30, 1927.

SOURCE OF INCOME	ELEMENTARY	HIGH SCHOOLS	TOTAL
Balance (6/30/26)	\$7 895.30	\$2 343.53	\$10 238.83
State	44 258.40	3 028.54	47 286.94
County Tax	113 835.37	42 933.77	156 771.14
All Other Sources	24 039.52	1 802.61	25 842.13
TOTAL INCOME	\$190 028.59	\$50 110.45	\$240 139.04
EXPENDITURES FOR			
General Control	\$4 046.75	810.37	4 857.12
Instructional Serv.	93 249.52	35 240.43	128 489.95
Operating Plant	5 501.60	1 771.82	7 273.42
Maintenance Plant	4 997.03	1 450.75	6 447.78
Auxiliary Agencies.	4 197.98	3 150.00	7 347.98
Fixed Charges	2 498.43	1 496.39	3 994.82
Capital Outlay	9 478.54	528.16	10 006.70
TOTAL FOR COUNTY SCHOOLS	123 969.85	44 447.92	168 417.77
Trusee's Commis.	3 120.63	907.03	4 027.66
Paid City (State)	9 587.45		9 587.45
Paid City (County)	27 121.89		27 121.89
Balance	23 609.03	3 898.72	27 507.75
TOTAL	\$190 028.59	\$50 110.45	\$240 139.04

¹ County Superintendent, G.H. Turner, Financial Report, 1927

With a total assessed valuation of \$21,486,130.40 Maury County levies 50 ¢ on the \$100 for elementary schools, and 20 ¢ for High Schools. ¹

The average per capita cost of pupils in average daily attendance in the county elementary schools, exclusive of capital outlay and trustee's commission, was \$26.98 for the school year 1926-1927. ²

The following table will give an idea of the average salaries received by teachers in the county.

TABLE XXII. AVERAGE MONTHLY SALARIES OF TEACHERS ³

TYPE & LOCATION OF SCHOOL	WHITE		NEGRO	
	MEN	WOMEN	MEN	WOMEN
County Elementary Schools	\$89.34	74.90	\$69.00	\$42.62
City Elementary Schools	180.00	75.00	45.00	45.00
County High Schools	147.30	93.69	100.00	---
City High Schools	170.00	111.43	92.50	55.00

1 Maury County Tax Book, 1927.

2 Superintendent, G. H. Turner, Annual Report, 1927.

3 Superintendent, G. H. Turner, Report to County Court, 1926

G. SCHOOL SPIRIT IN MAURY COUNTY. One of the most important things in connection with the school life of a community is the thing we call "School Spirit". It is an intangible thing, which can not be measured and set down in figures; but it has much to do with producing the material things which can be tabulated. When a community, a school faculty, and a student body possess enthusiasm and loyalty to their local community and school, the material things, so necessary for the functioning of a school system, are always forthcoming. Such a spirit exists in parts of Maury County and would develop in the rest of the county with a little encouragement and leadership.

1. Community Interest and Cooperation, - have been easy to arouse and secure in almost all parts of the county. In 1910 the author of this report observed a small community with a one-teacher school become aroused. The county was paying only \$35.00 per month for a teacher. The patrons agreed to raise an equal amount to put with it to employ a better teacher than could be secured for the \$35. Interest grew in the school till there were sixty-five pupils attending. The community then raised funds to employ an assistant teacher. Before the year was passed they also contributed \$2,000 toward the erection of a new

building. This is merely one of a long list of similar incidents. The people are responsive to any intelligent effort to improve their schools.

2. The traditions of the "district board" system have lingered, but the product evolved is scarcely to be recognized as the descendent of so baneful a system. Too often the "district commissioners" failed to have a vision of their obligation to the children. But long years after the legal status of the "district board" had passed away, there were numerous "Local School Boards in Maury County, claiming no authority, seeking no honor, but willing to serve the communities who had chosen them in "Community Meetings" as their representatives, to cooperate with the County Board and assist in many ways in the development of their schools. It was thru such local organization that such communities as Culleoka, Hampshire, Mynders, Santa Fe, and others were able to accomplish great things for their schools.

3. Another factor which has wielded a potent influence in school affairs in Maury County is the Parent Teacher's Association. In some instances they were organized as regular Parent-Teacher Associations. In others they were preceded by local "women's clubs" and Civic Leagues, which later became Parent-Teacher organizations and affiliated with the State Association. These organizations have

accomplished much. They have aroused interest and have cooperated in the program of school improvement. They have supplied equipment, raised money for supplies and even to pay teachers salaries. They are responsible for all three of the cafeterias in operation in the County schools. There are ten or more of these associations in the county regularly organized.

4. Examples of Local Initiative and Enterprise.

It would be impossible in a report of the scope of this paper to give even a brief account of the good work that all of these communities have accomplished; but a few of the outstanding communities will be briefly treated.

(a) Nicholson, - is located in the eastern part of the county, surrounded by cedar glades. The bad roads and consequent isolation had left the little community and its school undisturbed for many years. Their forefathers had made desks and benches from split logs, and they were still using them. But C. U. Barker, the magistrate and the principal of the school, had a vision of better things for his community and for his school. The following is his own account of the change. "Two teachers are at present teaching 69 pupils in eight grades. We have a parent-Teachers Association, a Local Board, a Literary Society, Boys and Girls' Agricultural Clubs and a

Community Club. These auxiliaries have been the means of arousing a community interest which has brought about many needed improvements. During the last three years we have made the following improvements: built a cloak room; a toilet; a shed for horses; added 20 feet to our auditorium; erected a flag pole; put up basketball goals. We have kept the floors well oiled, painted the house inside and out, bought two coolers, bought playground equipment, and furnished our fuel for two winters. Our library was old and out of date, so we recruited it with 60 new volumes. We are very proud of our new teachers' desks and chairs. Our class rooms have been recently equipped with American Seating Company's all steel single desks. Our auditorium is equipped with folding chairs. These improvements have been made at a very small cost to the county." And he modestly adds, "These improvements were made possible by the splendid cooperation of the county superintendent and patrons".¹

In addition to the above it was under his leadership that his people built and repaired two or three miles of road adjacent to the school. This is a good illustration of what a small rural community can do when it becomes aroused.

¹ Maury County School News, April, 1927.

125-A

MAURY COUNTY SCHOOLS. NICHOLSON COMMUNITY.



NICHOLSON SCHOOL -RECENTLY REMODELED BY THE COMMUNITY.
ABOVE & COMMUNITY CLUB GROUP.
BELOW - SCHOOL BOYS AND GIRLS.

(b) Zion, - is located west of Columbia in one of the best agricultural sections of the state. It was here that early settlers established immense landed estates. The people are prosperous, and many of them are among the more influential citizens of the county. The farms are large, and the families are small. The children of the community were so scarce that only a one-room school could be maintained. To quote from R. E. Kennedy, the principal, writing for the Maury County School News, of April 1927:

"Among the one-teacher schools that refuse to give up the struggle, the name of Zion stands out prominently. Its location - only a half hour's drive from Columbia, Mt. Pleasant or Cross Bridges - has at times imperiled its very existence. There seems to be a tradition among the people of this community that their school, their church, and their neighborhood ought to be better than the average. The pioneer settlers who founded Zion Church were of that sturdy Scotch-Irish Presbyterian stock which had so large a part in the building of the nation. Their land holdings are largely still in possession of their descendants. - - The first school at Zion was of logs, and was built in 1807. The present building, an up-to-date brick structure, was erected in 1925. Credit for the erection and equipment should be given to the Community Club." "Thru its efforts the rating has been increased during the present term from 737 to 835 points".

126-A

MAURY COUNTY SCHOOLS. ZION COMMUNITY.



The old building
which served the
Zion community as
a school house,
till recently.

ZION
Presbyterian Church
and
Church Yard.



Interior of the
new school house.
(See exterior
views of Zion
School elsewhere
in this volume)

(c) Culieoka, - is an outstanding example of what can be accomplished by local initiative and organization. Their Local School Board for many years had worked in an intelligent and effective way for the improvement of their school. For a number of years they had been unwilling to stop with eight months of school, and had raised the funds for continuing the school for nine months. In 1921 the Civic League and the Local School Board raised \$10,000 in the Community for the erection of a new building. The County Board contributed \$15,000 and a splendid brick building was constructed.

But the school funds from the County were not sufficient to operate the type of school they wanted. So for six years this Local Board assumed the responsibility of raising from \$1,800 to \$2,200 annually by public subscription for supplementing the school fund so that teachers could be secured to meet the increasing needs. In addition to this the Parent-Teachers raised annually about \$400 for equipment for the school. In the six years from 1921 to 1927, when the County Board finally assumed the responsibility of maintaining the four-year high school, this small rural community contributed voluntarily the magnificent total of \$25,000.

(d) Hampshire, - is another community which has worked in much the same way as Culleoka, and while it did not supplement teachers' salaries to quite the same extent, has assisted in building its splendid High School building at about the same cost to the community as in the Culleoka project. In addition to this, feeling the need of better facilities for the athletic activities of the school, and desiring to make the school the social and recreational center of the community constructed at a cost of about \$3,000, a splendid gymnasium, which has done much to stimulate interest in basketball in the community.

(e) There are a number of other communities in the county which have done splendid work in improving their schools. Graham, Woodrow, Theta, Spring Hill, Santa Fe, Enterprise, Fountain Heights and Mynders being the larger.

(5) Other agencies which have played their part in developing the schools of Maury County were the School Improvement Association, the School Meet, and the Basket Ball Tournament.

The Maury County School Improvement Association, an organization of the teachers of the county, by monthly reports of improvements made in the schools for the past month, fostered and stimulated improvement. In 1912, while state educational leaders were conducting an educational

campaign in Tennessee, a county campaign was organized under the auspices of this association. An entire week was spent in school rallies in the rural sections of the county.

J. M. Dean, District Agricultural Agent, Professor Charles A. Keffer, Director of the Division of Extension, and Doctor Harry H. Clark of the University of Tennessee Department of Education, spent the week lecturing to enthusiastic crowds assembled in the cause of education. The interest aroused by these meetings was a potent factor in creating a sentiment for more adequate support for the public schools.

Under the auspices and management of the Columbia High School there was held annually at Columbia, the Maury County School Meet, which exerted a powerful influence in raising the standards of instruction in the rural schools, and in popularizing the High School in Maury County. Representatives of the schools of the county met at the High School to compete for honors in scholastic and athletic events. For several years the attendance was about a thousand. The best minds and the best teaching of the county competed for honors, and incidentally became acquainted with the Central High School and received encouragement to their ambition to secure an education.

Recently the School Meet has been discontinued, but out of it has grown the Basket Ball Tournament, which is held annually at the Columbia High School. Both of these agencies have done much to arouse community consciousness, and to stimulate school spirit.

H. STATE STANDARDIZATION SURVEY. 1

In 1926-1927 Superintendent Gordon H. Turner made a close study of the schools of the county, rating each on a score-card sheet, as a means of determining their rating and securing the cooperation of the teachers and communities in an effort to raise the rating. Each school's rating is given in tabular form on the following pages.

The score card provided for rating on the following main headings: Grounds, Out-houses, School Buildings, Equipment, Teachers, Pupils, Community, and Miscellaneous. The perfect school would score 1000 points. To be considered a standard school it was necessary for a school to score at least 650 points. After the preliminary survey was made many of the schools made improvements which raised their rating. Thirty schools made an average gain of 35 points. The ratings given in the following tables are final scores.

1 Data for the tables from files of County Superintendent.

TABLE XXIII. STATE STANDARDIZATION SURVEY SCORE,
FOR ONE-TEACHER WHITE SCHOOLS OF MAURY COUNTY. 1927.

SCHOOL	CHARACTERISTICS SCORED								Total
	Gr.	Out.	Sch.	Equ.	Te.	Pu.	Com.	Mis.	
Perfect School	55	60	260	245	190	80	75	35	1000
Zion	49	56	250	177	129	70	64	35	830
Neapolis	48	45	200	144	130	79	66	5	717
Porters	50	20	215	116	139	63	51	8	662
Union Valley	30	23	166	164	125	68	49	10	635
Greenwood	44	10	152	126	139	72	61	5	609
Kedron	48	15	174	100	146	65	55	9	603
Sunnyside	46	18	151	123	110	76	59	0	592
Lanton	50	30	140	106	111	71	65	0	573
Concord	42	00	166	99	115	65	50	5	542
Dry Creek	47	25	153	68	119	74	55	0	541
Leftwich	40	15	161	81	124	64	49	5	539
Philadelphia	31	15	170	83	113	57	50	0	519
Lucketts	40	20	74	63	139	71	53	0	460
Johnson	33	15	67	66	135	63	61	0	440
Average	43	22	160	108	127	68	56	5	590

TABLE XXIV. STATE STANDARDIZATION SURVEY SCORE,
FOR TWO-TEACHER SCHOOLS OF MAURY COUNTY, 1927

SCHOOL	CHARACTERISTICS SCORED								Total
	Gro.	Out.	Sch.	Equ.	Te.	Pu.	Com.	Mis.	
Perfect School	55	60	260	245	190	80	75	35	1000
Beech Grove	51	40	250	189	137	77	68	35	847
Bryant Station	52	45	226	172	140	77	72	35	819
Graham	53	50	225	178	139	74	64	27	810
Union Grove	50	45	230	174	154	68	66	20	807
Sullivan	53	30	212	176	125	75	58	35	764
Nicholson	50	30	221	164	110	67	72	10	724
New Hope	40	20	225	128	138	74	62	20	707
Campbells Sta.	50	35	206	131	138	67	55	0	682
Ettaton	47	35	215	118	119	75	50	8	667
Roach	34	10	171	165	141	75	67	0	663
Water Valley	44	8	221	118	127	72	56	10	656
Rally Hill	45	30	219	100	129	66	48	15	652
Stiversville	45	40	167	112	123	67	55	5	619
Athendale	45	29	143	116	146	66	57	15	617
Bethel	46	15	209	101	125	63	38	5	602
Theta	51	20	107	153	131	68	61	5	596
Sandy Hook	44	40	162	73	119	76	54	0	568
Mt. Joy	46	50	177	69	115	45	52	5	559
Average	47	32	199	135	131	70	59	14	687

TABLE XXV. STATE STANDARDIZATION SURVEY SCORE, FOR MAURY COUNTY WHITE SCHOOLS HAVING THREE OR MORE TEACHERS.

SCHOOLS	CHARACTERISTICS SCORED								Total
	Gro.	Out.	Sch.	Equ.	Te.	Pu.	Com.	Mis.	
PERFECT SCHOOL	55	60	260	245	190	80	75	35	1000
THREE-TEACHER									
Fountain Height	52	50	245	204	148	74	75	35	883
Enterprise	55	50	223	170	141	74	71	35	819
Isom	51	40	209	177	145	76	72	35	805
Beechland	46	49	219	200	142	69	52	23	800
Santa Fe	52	40	225	168	142	65	65	25	782
Woodrow	52	30	209	176	133	77	72	35	784
Cross Bridges	50	45	219	160	132	64	65	35	770
Taylorsville	47	50	189	144	137	77	64	15	723
Pottsville	52	30	179	152	125	79	62	12	691
AVERAGE	51	34	213	171	138	72	66	18	783
FOUR OR MORE TEACHERS									
McDowell	55	60	247	226	149	77	75	35	924
Mynders	55	60	247	218	144	75	75	35	909
Hampshire	55	60	237	216	146	76	75	35	900
Hay Long	53	60	235	218	145	79	75	35	900
Culleoka	53	47	237	204	135	78	71	35	860
Spring Hill	53	50	196	168	144	78	72	35	796
AVERAGE	54	56	233	208	144	77	74	35	882

TABLE XXVI. STATE STANDARDIZATION SURVEY SCORE, FOR ONE-TEACHER NEGRO SCHOOLS OF MAURY COUNTY, 1927.

SCHOOLS	CHARACTERISTICS SCORED								Total
	Gr.	Out.	Sch.	Equ.	Te.	Pu.	Com.	Misc.	
Perfect School	55	60	260	245	190	80	75	35	1000
Poplar Creek	48	15	134	109	114	75	68	20	583
Dry Fork	44	30	157	82	121	70	54	0	568
Arrow Mines	33	0	184	91	107	75	67	0	557
Chapel Hill	43	25	118	91	115	65	69	8	534
Glendale	25	15	144	86	125	66	64	0	525
Lott's Chapel	42	10	104	90	132	48	65	0	491
Carter's Creek	47	25	82	62	119	73	65	0	473
Campbell's Sta.	39	25	79	59	125	60	65	0	452
Hill's Chapel	32	30	65	70	130	56	42	10	443
Flint Valley	35	25	79	63	129	51	54	0	436
Pleasant Union	41	0	103	51	115	59	59	0	428
Canaan	29	25	49	74	96	74	58	0	405
Smith's Chapel	43	0	86	40	122	55	57	0	403
Santa Fe	38	0	38	51	125	75	68	0	395
Rocky Glade (9)	41	10	62	47	108	64	58	0	390
Westbrook	25	5	58	33	126	64	64	0	375
Gant	29	0	89	32	92	61	52	0	355
Samaritan	36	0	43	47	96	55	57	0	334
Rocky Glade (6)	34	0	45	48	92	50	53	0	322
Perry Hill	27	0	35	39	106	45	51	0	303
Hampshire	16	0	26	36	91	76	55	0	300
Park Station	14	0	36	42	107	47	37	0	293

TABLE XXVII. STATE STANDARDIZATION SURVEY SCORE,
FOR TWO-TEACHER NEGRO SCHOOLS OF MAURY COUNTY, 1927.

SCHOOLS	CHARACTERISTICS SCORED.								Total.
	Gr.	Out.	Sch.	Equ.	Tea.	Pu.	Com.	Mis.	
Perfect School	55	60	260	245	190	80	75	35	1000
Mount Pleasant	53	50	223	159	117	76	72	35	785
Theta	48	40	215	170	121	76	72	30	772
Hoover & Mason	45	50	209	163	134	73	69	25	768
Culleoka	49	35	229	128	138	67	67	15	729
Sandy Hook	49	50	209	122	126	73	68	8	705
Spring Hill	46	45	215	104	126	75	68	8	689
Center Star	49	35	225	91	122	68	68	15	673
Godwin	24	15	157	79	118	71	55	5	524
AVERAGE	45	40	210	127	125	72	67	18	706

TABLE XXVIII. SUMMARY OF AVERAGE SCORES FOR WHITE AND NEGRO SCHOOLS, BY GROUPS, ACCORDING TO NUMBER OF TEACHERS IN THE SCHOOL, STATE STANDARDIZATION SURVEY, MAURY COUNTY SCHOOLS, 1927.

SCHOOLS	CHARACTERISTICS SCORED								Total
	.Gr.	Out.	Sch.	Equ.	Tea.	Pu.	Com.	Mis.	
PERFECT SCHOOL	55	60	260	245	190	80	75	35	1000
STANDARD SCHOOL	(36)	(39)	(169)	(159)	(124)	(52)	(49)	(23)	650
WHITE:									
One-Teacher	43	22	160	108	127	68	56	5	590
Two-Teacher	47	32	199	135	131	70	59	14	687
Three-Teacher	51	34	213	171	138	72	66	18	783
Four-or More-Te	54	56	233	208	144	77	74	35	882
NEGRO:									
One-Teacher	35	11	83	61	113	62	58	2	425
Two-Teacher	45	40	210	127	125	72	67	18	706

CHAPTER VII. CONCLUSIONS AND RECOMMENDATIONS.

I. CONCLUSIONS. - From a careful study of the conditions reported in the receding chapters, the following conclusions are deduced: -

A. Economic Conditions -

1. Maury County is well endowed by Nature, with fertile soils, mineral deposits, a mild climate, abundant rainfall, bluegrass pastures, and forested areas.

2. Two thirds of the population is of a progressive and intelligent Anglo-Saxon stock. The Negro population is capable labor for farms and mines.

3. The wealth of the county is above the average.

4. Financial organization is adequate for present needs and capable of expansion to meet the future.

5. Conditions are favorable for the development of rural industries; for there is an abundance of raw material (phosphate, limestone, field crops, livestock, timber, etc.); power and labor are both available; and marketing facilities are adequate.

B. Agricultural Conditions and Practise -

1. Agriculture is the basic industry of the county.

2. The soils of the "Basin" and hill slopes are

above the average in fertility, and unusually high in phosphate. The ridge tops and flats of the Highland Rim are poor, being deficient in phosphorus and lime. All of the soils of the county are deficient in lime, and many of them have lost much of their humus and nitrogen.

3. Most of the rolling and hilly areas are subject to erosion, the prevention of which is one of the greatest problems of the farmer.

4. An almost unlimited variety of crops can be grown.

5. The county is well adapted to the production of live stock, there being an abundance of grain and natural pasture.

6. Due, perhaps, to the early importation of splendid Jersey cattle (including the Landseer strain) the native dairy cattle of the county are above the average in the production of butter-fat.

7. Horse and mule production which were formerly very important industries, seem to be on the decline.

8. The production of beef cattle, sheep and hogs, fluctuates with the demand, as reflected in the market price.

9. There are several splendidly kept commercial orchards in the county, but the home orchard is menaced by the scourge of plant diseases and insect pests.

10. Long continued grain production has reduced the fertility of many farms.

11. Crop rotations are in general use in some sections of the county, but many fields are left bare thru the winter months, exposed to leaching and erosion.

12. Modern methods of cultivation of crops are in use in all parts of the county, but many farmers hold to the antiquated methods of their fathers.

13. Modern methods of prevention of hog cholera are in general use thruout the county. A bovine tuberculosis eradication campaign is in progress.

14. Farmers in the county buy both foods and feeds.

15. Too much valuable fertility is lost thru improper handling of manures.

16. Dairying and poultry raising are two of the most extensive and profitable industries in the county.

17. Agricultural education has made progress in the county, but has been handicapped by a vacillating sentiment among the magistrates. There is a Home Demonstration Agent in the County, but no County Agricultural Agent at the present time, altho the county has had several good ones.

C. Social Conditions of Home and Community -

1. The telephone, the automobile, the good roads, and the radio have done much to break down traditional isolation of the rural community. But these things have not fully met the needs, for two reasons: they are too "impersonal" and have not developed close social contacts in which the rural people can express themselves; and the constant grind of work and attention to the live stock have been necessary in many homes to supply the necessities, and there is little left with which to purchase these conveniences.

2. The church is the only organization for social uplift in many of the communities, and religious leadership is entirely inadequate in most parts of the county.

3. Many of the churches are weak, and unattractive to the young people, and therefore fail to make an impression on the life of the community.

4. Social organization is prevalent in the more progressive communities. Parent-Teachers, Community Clubs, Boys and Girls' Clubs, Boy Scouts, Campfire Girls, and various church and missionary organizations are common in these communities, where a social consciousness has been aroused. But many communities have none of these.

5. Home conveniences are sadly lacking in many homes even where they could be secured. Lights and water systems are easily within reach of many, and labor-saving devices of many kinds could be afforded in homes that are still carrying water from the spring and using kerosene lamps.

6. Medical service for the sick is adequate. There are two hospitals in Columbia, and the doctors of the county are in reach of all sections.

7. There is little organized effort for the prevention of disease, other than the enforcement of quarantine, and the activities of the health officer.

8. Ignorance and superstition permit exploitation by patent medicine vendors and quacks of various kinds.

9. Sanitation and personal hygiene are neglected.

10. There are many good cooks in Maury County, but there are also many tables loaded with foods poorly prepared, or not comprising a well balanced meal.

D. Educational Progress and Conditions -

1. Maury County's school system is among the best in the State in many respects, but has many defects and deficiencies which should be remedied.

2. Excellencies: several modern and well equipped school plants; an eight months term for all schools; several consolidations; a teaching staff above the average; a County Board devoted to the task of school improvement; model records in the office of the County Superintendent; community school spirit and cooperation; a progressive and aggressive program of school administration; efficient school leadership; the interest and support of the local press; an A-1 High School available to pupils of the entire county; a system of rural high schools within reach of all of the larger communities.

3. Lack of a definite county program resulted in progress by local initiative, which, in turn, resulted in unwise location of some of the schools that were built, and neglect of the most needy, - especially the one-teacher schools and the Negro schools.

4. Too few of the teachers are active community leaders.

5. Living conditions are not satisfactory for teachers in some of the communities.

6. Per cent of enrollment in attendance too low in some of the schools.

7. Retardation is too high in all types of school, and especially so in the one-teacher schools.

8. Too few of the pupils who enter school complete the elementary school course.

9. There are too many inefficient schools of the one-teacher type.

10. The curriculum does not contain enough of the practical sciences of agriculture and home economics for the elementary grades.

11. The standardization rating of the elementary schools called attention to the relative condition of the various schools and stimulated effort to improve them.

12. Sanitation in the rural schools is not given sufficient attention.

13. The Negro schools as a class are very poorly housed and equipped.

14. Every man wants a school convenient to his home, and most communities think they should have a high school. These desires are laudable, but not practical.

15. Under the present burden of clerical and administrative duties, the County Superintendent is primarily an executive officer; Therefore little time is left for him to supervise instruction.

II. RECOMMENDATIONS. - On the basis of the foregoing conclusions, the following recommendations are made.

A. Economic and Agricultural.

1. A variety of rural industries should be developed in Maury County, so that many of the raw materials and farm products could be put into the form of finished products before they leave the county. In this way employment will be supplied for the surplus labor and the county will receive a greater income for the manufactured article than for the raw material. Canning factories for tomatoes, and other vegetables, dryers for fruits, and cider and vinegar making plants would help to take care of the surplus fruits and vegetables. Quarrying and crushing limestone rock for concrete and agricultural purposes as well as making of burned lime could be developed on a large scale, for there is an abundance of high grade limestone rock. The making of brooms could be developed with an abundance of material for handles and good quality of broom straw available. Production of capons and turkeys and other special types of animals and pets would add to the revenues.

2. Soil conservation and improvement are fundamental to a permanent agriculture. Therefore, attention should be given to: (a) ditching and terracing to prevent washing; (b) more permanent pastures and winter cover-crops, to prevent erosion and leaching; (c) more frequent addition of manures and turning under of green

cover crops, to prevent erosion and leaching; (c) more frequent addition of manures and more turning under of green manures to add humus to the soil; (d) use of legume crops to add nitrogen to the soil; (e) addition of lime to the soil so as to get better results from the legumes.

3. At least three kinds of live stock besides the necessary work stock should be kept on every farm, the choice being made from dairy cattle, hogs, beef cattle, sheep, and poultry.

4. A widely diversified field and truck cropping system should be followed, more nearly adapted to the different soil types of the county.

5. Longer crop rotations, providing for more pasture and forage for cattle, and more green manure for soils that are frequently cultivated, should be adopted.

6. Grain crops should be limited in acreage and increased in yield per acre, by providing abundant plant-food and humus in the soil, and by giving special attention to the mechanical and water-holding condition of the soils used for such crops.

7. Many steep, rough and stony areas now in cultivation should be set to forest trees, including black walnut, black locust, beech, ash, hickory, oak and poplar.

8. Communities should arrange for cooperative protection of their home orchards, each community having at least one power spraying outfit, and the orchard care being delegated to one man in each community.

9. Many areas now in cultivation should be devoted to permanent pasture, well cared for and clipped twice a year to keep down weeds and wild growth. Bluegrass properly clipped and top-dressed with manure can be kept in a highly productive condition for an indefinite period of time.

10. More farms should keep sheep.

11. The dairy interest should be developed by:

(a) complete elimination of the scrub bull; (b) careful selection of the herd bull and the community bull; (c) keeping the best heifers instead of shipping them; (d) elimination of bovine tuberclosis; (e) more careful balancing of the dairy ration; (f) cooperative cow-testing and the elimination of the "boarders", or cows not producing enough to pay for their keep and make a profit.

12. Agricultural education should be provided for by: employing regularly, a County Agricultural Agent and a Home Demonstration Agent; requiring agriculture and home economics in all rural high schools; encouraging agricultural club work among boys and girls in

the elementary school; and by requiring all rural teachers to take courses in agriculture and nature study.

13. More constant use should be made of the Agricultural Experiment Station at Columbia.

B. Social and Religious.

1. A Community Club or similar organization should be developed in every school community.

2. A Parent-Teacher Association or its equivalent should be organized in every school community.

3. At least one Boys' Club and one Girls' Club should be provided in every school. Agricultural Clubs or Boy Scouts and Campfire Girls are recommended. All of these should be developed in the larger schools.

4. Churches should place less emphasis on creeds and doctrines, and take more interest in the social, moral and spiritual life of young people.

5. Weak church organizations, competing for membership and support, should consolidate or form some workable cooperative union so that a real program of community uplift may be planned and adequately supported.

6. In communities where there is no leadership, the teacher should take charge of the situation and organize that type of social activity most needed or most likely to succeed. The County Board should keep this in mind

when employing teachers.

7. A list of the best magazines and publications for each special interest of the rural people should be prepared and distributed as a guide to those who would like to read, but are uncertain what to buy.

8. A list of approved home remedies should be prepared, with a general statement of the use of each, for the guidance of those who would otherwise be misled and persuaded to buy worthless patent medicines.

9. A county health unit should be established under the regulations of the State Board of Health.

C. Educational:

1. The County Board of Education should work out a definite county program, based on sound principles of school administration, and embracing definite policies as respects: (a) the standards of its rural high schools; (b) the number of high schools it is possible to maintain at the required standard; (c) the consolidations that are advisable; (d) the number of one-teacher schools it is necessary to retain; (e) the standards to be maintained in these schools; (f) the transportations it is necessary to make; (g) the location, size and type of new buildings; (h) the distribution of the repair program over a period of years; (i) the qualifications

of new teachers taken into the system; (j) the assignment of teachers to positions for which they are trained; (k) the requirements of improvement in service of teachers already in the system; (l) an equitable salary scale: and other pertinent propositions.

2. The number of Rural High Schools should be limited to the number that are absolutely required and can be maintained at a high level of organization and efficiency. Thirty pupils should be the minimum for two-year high schools; and fifty the minimum for four-year high schools.

3. Great care should be exercised to prevent the High School from obscuring the needs of the elementary department of the school.

4. High standards of efficiency should be set for the elementary schools.

5. Another rating survey, using the revised forms prepared and published by the State Department of Education should be made, to determine the progress that has been made since the last rating, and to discover the weaknesses that need attention.

6. Sufficient consolidations should be made, with transportation where it is necessary, to insure a large enough unit for efficient operation.

7. There are too many one-teacher schools, but where it is necessary to retain them, they should be limited to five grades, so that the teacher may have a chance to give the primary pupils a fair start. The combined enrollment of the sixth, seventh and eighth grades in the one-teacher schools is not as great as the enrollment in the first grade, but these grades take a great deal of the time that should be used for the primary department.

8. Every school that is maintained should be provided with sanitary toilets, and should be required to keep them in good condition.

9. Sanitary drinking water should be provided for all schools.

10. Supervision of playgrounds, and all school play and recreation should be provided, and the physical education program of the State should be faithfully carried out in all schools.

11. School clinics should be arranged locally till such time as the county can provide medical inspection of all school children.

12. Among the schools having interscholastic games and contests, sportsmanship rather than victory should be the aim.

13. The School Meet should be reorganized to

stimulate scholarship and school spirit in the schools.

14. The democratic principle of equal opportunity should be extended to the Negro schools and to the smaller white schools. The one-teacher schools should be improved or eliminated.

15. The curriculum should be adapted to rural needs: (a) Nature Study and Elementary Science should be taught¹ in all elementary schools in the county; (b) Agriculture and Home Economics should be taught in all rural high schools, and in the seventh and eighth grades of the elementary schools; (c) Vocational Agriculture should be continued and extended to as many schools as possible; (d) Agricultural club work should be encouraged in the schools; (e) All rural High Schools should be equipped for and required to give courses in general science, biology, agriculture and home economics; (f) Four-year High Schools should be required to give chemistry and physics.

16. All rural elementary teachers should be required to prepare themselves for teaching Nature Study and Elementary Science.

1 Note, - A program and course of study has just been worked out by the Rural Education Department of the University of Tennessee.

17. The County should employ a Rural School Supervisor for the white schools. It should be his duty to work with the teachers in planning and executing their work, and especially to help them to make the schools function more efficiently. Thru him the science program could be organized, and the teachers could be improved in service.

D. General Program and Organization. - In order that all of the organized forces for the improvement of conditions in the county may cooperate to the fullest extent in carrying out the foregoing recommendations; and in order that further study of conditions may be made; and in order that more detailed plans may be made, and a division of labor effected in the promotion of a general program of economic, social and educational improvement, - the following recommendations are made:

1. The County Board of Education should invite the leaders in various organization in the county to meet with them for the purpose of discussing general county welfare.

2. Those invited to attend should include the County Superintendent of Schools, who should act as Chairman; the County Judge; the President of the

Chamber of Commerce; the County and District Chairmen of the Parent-Teachers Associations; President of the Federation of Women's Clubs; Presidents of Kiwanis and other similar organizations in the county; Director of the Farm Bureau; Director of the Experiment Station; the Agricultural Agents; the President of the County Medical Association, and the County Health Officer; the Editors of the County Papers; representatives of the Kings Daughters Hospital; a representative of the Pastors' Association; the school supervisors; the Superintendent of the City Schools; representatives of the private schools; presidents of the Community Clubs, the Parent-Teachers' Associations; presidents of the Banks; the president of the County Teachers' Association. to this list should be added other public spirited citizens who are in position to contribute ideas and enthusiastic support to a welfare program.

3. These invitations should be personal and definite, so that every one may feel it an obligation to attend the Organization Meeting.

4. This representative assembly should organize a Welfare Committee, whose duty it shall be to decide upon a definite program of county welfare, and be responsible for directing the program.

5. Sub-Committees should be organized for the following phases of the work: (a) Economic and Agricultural; (b) Social and Religious; (c) Educational.

6. Thru the Representative Welfare Assembly, The Welfare Executive Committee, and the three Sub-Committees, the cooperation of every welfare organization in the county should be secured, so that there will be complete harmony and coordination of effort in promoting the Welfare Program.

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APPENDIX

I. Photographs:

1. One-Teacher White Schools.
2. Two-Teacher White Schools.
3. More-Than-Two-Teacher White Schools.
4. One-Teacher Negro Schools.
5. Two-Teacher Negro Schools.

II. Maps:

1. Maury County - Roads and Schools.
2. Maury County - Soils Map.

III. Survey Questionnaire Forms.

1. The School.
2. The Teacher.
3. The Community.
4. The Individual.

I. PICTURES OF SCHOOL BUILDINGS.

MAURY COUNTY, TENNESSEE.

1927.

The following pages contain pictures of practically all of the Maury County School buildings. Under each is the name of the school, the value of the school plant as reported by the County Superintendent, and the score which was assigned to the school by the Superintendent in the Standardization Survey of the County Schools.

These pictures are arranged by groups and according to the rating of the schools. The one-teacher white schools come first, followed by the two-teacher white schools, the three-teacher white schools, and the four-or-more-teacher white schools. Then come the negro schools in two groups, the one-teacher schools and the two-or-more-teacher schools. In each group the schools are arranged according to the rank of the school in its own group, the highest scores coming first and the lowest last.

MAURY COUNTY WHITE ONE TEACHER SCHOOLS



ZION - FRONT VIEW

Value, \$6043.

Survey score, 830.



ZION - REAR VIEW

Value, \$6043.

Survey score, 830

ONE-TEACHER WHITE SCHOOLS



NEAPOLIS

Value, \$970.

Survey score, 717.



PORTERS

Value, \$3,530.

Survey score, 662.

ONE-TEACHER WHITE SCHOOLS



UNION VALLEY

Value, \$1,025.

Survey Score, 635.



GREENWOOD

Value, \$677.

Survey score, 609.

ONE-TEACHER WHITE SCHOOLS



KEDRON

Value, \$_____. Survey score, 603.



SUNNYSIDE

Value, \$492. Survey score, 592.

ONE-TEACHER WHITE SCHOOLS



LANTON

Value, \$770.50. Survey score, 573.



CONCORD

Value, \$1,316. Survey score, 542.

ONE-TEACHER WHITE SCHOOLS



DRY CREEK

Value, \$515.

Survey score, 541.



LEFTWICH

Value, \$1,457.

Survey score, 539.

ONE-TEACHER WHITE SCHOOLS



PHILADELPHIA
Value, \$1,995. Survey score, 519.

This building replaced the last
of the old log school houses.



LUCKETTS
Value, \$ _____. Survey score, 460.

ONE-TEACHER WHITE SCHOOLS



JOHNSONS

Value, \$200.

Survey score, 440.



JOHNSONS

TWO-TEACHER WHITE SCHOOLS



BEECH GROVE

Value, \$6,562.76. Survey score, 847.



BEECH GROVE

The highest scorer in the two teacher class.

TWO-TEACHER WHITE SCHOOLS



BRYANT STATION

Value, \$5,887. Survey score, 819.



BRYANT STATION

A neat little building, with flag flying.

TWO-TEACHER WHITE SCHOOLS



GRAHAM

Value, \$9,600. Survey score, 810.



GRAHAM

One of the first of the modern type buildings to be erected in a remote section of the county. Named for John P. Graham, who was Superintendent of Schools for eighteen years.

TWO-TEACHER

WHITE SCHOOLS



UNION GROVE

Value, \$2,985.

Survey score, 807.



SULLIVAN

Value, \$4,018.75.

Survey score, 764.

TWO-TEACHER WHITE SCHOOLS



NICHOLSON

Value, \$3,235. Survey score, 724.



NEW HOPE

Value, \$3,144. Survey score, 707.

TWO-TEACHER WHITE SCHOOLS



CAMPBELLS STATION

Value, \$2,992. Survey score, 682.



ETTATON

Value, \$3,000. Survey score, 667.

TWO-TEACHER WHITE SCHOOLS



ROACH

Value, \$756. Survey score, 663.



WATER VALLEY

Value, \$3,991. Survey score, 656.

TWO-TEACHER WHITE SCHOOLS



RALLY HILL

Value, \$5,038.

Survey score, 652.



STIVERSVILLE

Value, \$1,536.

Survey score, 619.

TWO-TEACHER WHITE SCHOOLS



ATHENDALE

Value, \$1,653. Survey score, 717.



BETHEL

Value, \$2,981.50. Survey score, 602.

TWO-TEACHER WHITE SCHOOLS



SANDY HOOK

Value, \$3.057. Survey score, 568.



SANDY HOOK

A low-set building, located on a sand-bar, sometimes flooded by high water.

TWO-TEACHER WHITE SCHOOLS



THETA

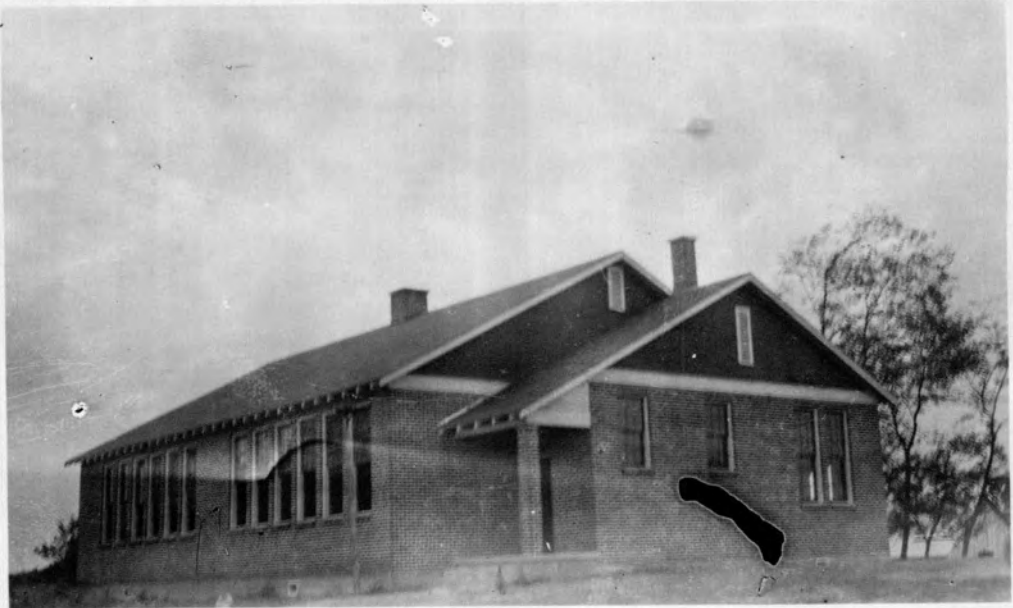
Value, \$1,600. Survey score, 596.



MOUNT JOY

Value, \$1,520. Survey score, 559.

THREE-TEACHER WHITE SCHOOLS



FOUNTAIN HEIGHTS

Value, \$ _____. Survey score, 883.



ENTERPRISE

Value, \$9,795. Survey score, 819.

THREE-TEACHER WHITE SCHOOLS



ISOM

Value, \$4,202.50. Survey score, 805.



BEECHLAND

Value, \$ _____. Survey score, 800.

THREE-TEACHER WHITE SCHOOLS



SANTA FE

Value, \$14,410. Survey score, 782.



WOODROW

Value, \$6,123. Survey score, 784.

THREE-TEACHER WHITE SCHOOLS



CROSS BRIDGES

Value, \$13,782.50. Survey score, 770.



TAYLORSVILLE.

Value, \$2,828. Survey score, 723.

THREE-TEACHER WHITE SCHOOLS



POTTSVILLE

Value, \$3,915.

Survey score, 691.



POTTSVILLE

Notice the large limestone rocks
and the cedar stumps on the school ground.

WHITE SCHOOLS WITH FOUR OR MORE TEACHERS



McDOWELL

Value, \$31,560. Survey score, 924.

County school, within Columbia city limits.

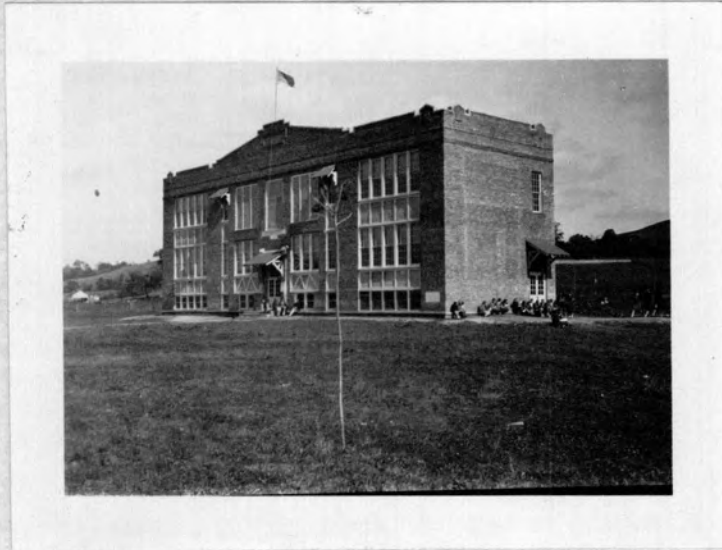


MYNDERS

Value, \$_____. Survey score, 909.

This is a combined elementary and High School.

WHITE SCHOOLS WITH FOUR OR MORE TEACHERS



HAMPSHIRE

Value, \$33,185. Survey score, 900.



HAY LONG

Value, (((. Survey score, 900.

This is the Mt. Pleasant City School.

WHITE SCHOOLS WITH FOUR OR MORE TEACHERS



CULLEOKA

Value, \$29,040.

Survey score, 860.



CULLEOKA

Combined Elementary and High School.

A beautiful setting in a splendid community.

WHITE SCHOOLS WITH FOUR OR MORE TEACHERS



SPRING HILL

Value, \$19,610.

Survey score, 796.



SPRING HILL

Combined Elementary and Two-Year High School.

Notice improvised fire escape.

MOUNT PLEASANT CITY SCHOOLS



ONE-TEACHER NEGRO SCHOOLS



POPLAR CREEK

Value, \$1,198. Survey score, 583.



DRY FORK

Value, \$446.50. Survey score, 568.

ONE-TEACHER NEGRO SCHOOLS



ARROW MINES

Value, \$1,702. Survey score, 557.



CHAPEL HILL

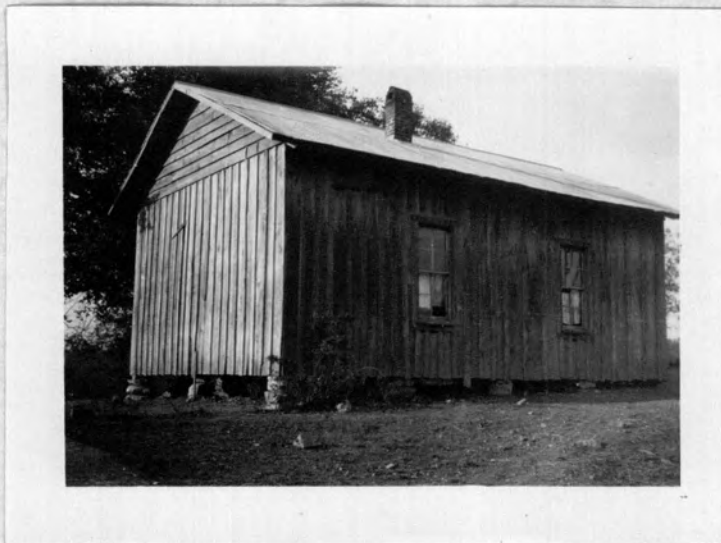
Value, \$775. Survey score, 534.

ONE-TEACHER NEGRO SCHOOLS



GLENDAL

Value, \$963. Survey score, 525.



LOTTS CHAPEL

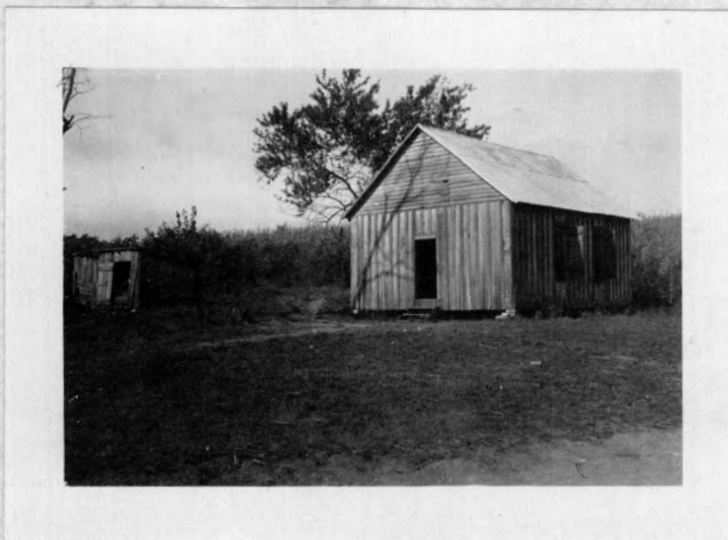
Value, \$365. Survey score, 491.

ONE-TEACHER NEGRO SCHOOLS



CARTER'S CREEK

Value, \$ _____. Survey score, 473.



CAMPBELL'S STATION

Value, \$449. Survey score, 452.

ONE-TEACHER NEGRO SCHOOLS



HILL'S CHAPEL

Value, \$370.

Survey score, 443.



FLINT VALLEY

Value, \$350.

Survey score, 436.

ONE-TEACHER NEGRO SCHOOLS



PLEASANT UNION

Value, \$482.

Survey score, 428.



CANAAN

Value, \$192.

Survey score, 405.

ONE-TEACHER NEGRO SCHOOLS



SMITH'S CHAPEL

Value, \$230.

Survey score, 403.

SANTA FE

Value, \$_____.

Survey score, 395.

ONE-TEACHER NEGRO SCHOOLS



ROCKY GLADE (District 9)

Value, \$91.51. Survey score, 390.



WEST BROOK

Value, \$200. Survey score, 375.

ONE-TEACHER NEGRO SCHOOLS



GANT

Value, \$173. Survey score, 355.



SAMARITAN

Value, \$_____. Survey score, 334.

ONE-TEACHER NEGRO SCHOOLS



ROCKY GLADE (District 6)

Value, \$165.

Survey score, 322.

PERRY HILL

Value, \$_____

Survey score, 303.

ONE-TEACHER NEGRO SCHOOLS



HAMPSHIRE

Value, \$305.

Survey score, 300.



PARK STATION

Value, \$290.

Survey score, 293.

TWO-TEACHER NEGRO SCHOOLS



THETA

Value, \$3,030. Survey score, 772.



HOOVER AND MASON

Value, \$ _____. Survey score, 768.

TWO-TEACHER NEGRO SCHOOLS



CULLEOKA

Value, \$3,743. Survey score, 729.



SANDY HOOK

Value, \$3,057. Survey score, 705.

SPRING HILL (Picture omitted)

Value, \$_____ . Survey score, 689.

TWO-TEACHER NEGRO SCHOOLS



CENTER STAR

Value, \$3,252. Survey score, 673.



GODWIN
GODWIN

Value, \$1,068. Survey score, 524.

NEGRO SCHOOLS - MORE THAN TWO TEACHERS.



MOUNT PLEASANT NEGRO SCHOOL. EXTERIOR.



MOUNT PLEASANT NEGRO SCHOOL. INTERIOR.

UNIVERSITY OF TENNESSEE

Knoxville, Tennessee

EDUCATIONAL SURVEY OF COUNTY, TENN.,192...

Filled Out By.....

Principal

A. Schools.

1. Name of school.....
2. Elementary, high, or both.....
3. Number of grades in Elementary School?.....; High School?.....
4. Number of teachers in Elementary School: Men.....; women.....; Total.....
5. Number of teachers in High School:.....Men.....; women.....; Total.....
6. Number of rooms in building?.....

B. Principal.

1. Name in full.....
2. Address.....
3. Place of birth.....
4. Married or single?.....
5. Are you related to members of County Court, School Board, or County Superintendent?.....; What relation?.....

C. Education.

1. Elementary education, number of years?.....
Fill in carefully. Elementary education refers to first seven or eight grades. High school, secondary, or academy refers to the four years following the elementary grades. Higher, normal, or college refers to the four years following the completion of the above.

2. If you have attended high school, academy, or other secondary school, or have taken the academic course in a normal school, fill the following:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
-----------------	-----------	------------------------------	----------------------

3. If you have taken a normal course in a normal school, fill the following:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
-----------------	-----------	------------------------------	----------------------

4. If you have attended a college or university, fill form below:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
-----------------	-----------	------------------------------	----------------------

5. If you have attended summer schools, fill form below:

Name of Summer School.

Location.

Number Weeks Attended.

6. If you hold any degrees, what are they and from what institution obtained?

7. What special preparation have you had for teaching in rural schools (special courses in rural school problems, rural school management, methods, etc.)?

8. Grade of Tennessee certificate held?

D. Experience.

1. How long have you been teaching? (answer in months)

2. In elementary schools?; In secondary schools?

3. Total, school months

4. In how many schools have you taught?

5. Longest number of years in any school?

6. How long in present position?

7. Do you intend to remain in the profession permanently?

8. Why?

E. Living Conditions.

1. Do you board and lodge in your school community?

2. Do you spend Saturday and Sunday in community?

3. Are rooming and boarding conditions satisfactory?; If not, why?

4. Is home furnished by the community or County?

5. Do you plan to visit all the homes of your community during this school year?

6. What do you pay for board? (monthly)

7. What is the length of school term in school months?

8. What is your monthly salary?; Total salary for year?

9. How many persons are dependent upon you in whole or part?

10. How much, if any, can you save of this salary?

F. School Management.

1. How many recitations do you conduct daily?

2. What high school subjects do you teach?

3. Is provision made for hot lunches?.....
4. Are lunches brought to school?.....; Where and how kept?.....
5. Explain.....
6. Do you lead any organized community work?.....; If so, specify.....
7. How many visits have you received from your County Superintendent or supervisor during the present school year?.....

C. School Building and Grounds.

1. Material used in building?.....
2. Number of rooms?.....
3. Is there a closed foundation?.....
4. What material is it?.....
5. Area of school grounds?.....
6. Are grounds fenced?.....
7. Kind of fence?.....
8. Give playground apparatus.....
9. State size of playground.....
10. Is ground used for garden or agricultural experiments?.....
11. If so, state how much.....
12. Are toilets provided?.....
13. What kind? (inside or outside).....; Dry.....; Chemical.....; Flush.....; Their condition: Boys.....; Girls.....
14. Are toilets for boys and girls properly separated?.....
15. Source of water supply: (a) On school grounds.....; (b) Well.....; (c) Spring.....; (d) Cistern.....; (e) If not on school grounds, what is source?.....
- (f) Is water considered pure?.....; (g) How kept, *i.e.*, in pails,....., (h) closed receptacles.....; (i) Drinking fountain.....; (j) Individual cups.....; (k) Common cups.....

16. Condition of repair of buildings (state "good", "fair", "poor")?
17. When painted?
18. Square feet of floor space
19. Square feet of window space
20. Proportion of window space to floor space (measure carefully)
21. How are windows placed? (a) Left side only; (b) Left and rear; (c) Left and right; (d) Rear only; (e) Three sides; (f) Four sides; (g) Distance of windows from floor; (h) Distance from ceiling
22. Number of square feet of floor space per child
23. How are rooms heated? (a) Ordinary stove; (b) Jacketed stove; (c) Furnace or steam heat; (d) Fireplace
24. How is room ventilated? (a) Windows only; (b) Other arrangements
25. How much blackboard? (square feet)
26. What sort of desks are used? (a) Stationary; (b) Adjustable; Single or double
27. Describe general equipment (a) Number of sets of supplementary readers; (b) Number maps; (c) Number globes; (d) Dictionary; (e) Reference books; (f) Charts; (g) Number of other books
28. Any other equipment? If none is furnished, please so state
29. Are there shades on the windows?; (a) Adjustable?
30. Are the rooms supplied with good pictures?
31. Are the walls clean?
32. Sweeping and dusting: (a) Dry sweeping; (b) Dust gathering materials used; (c) Dry dusting; (d) Duster soaked in oil; (e) Floors swept daily; (f) Daily dusted; (g) How often are floors scrubbed?
33. Is janitor service furnished?
34. The teacher acting as janitor?
35. Are there separate cloak rooms for boys and girls?
36. Workroom for industrial work?; Other separate room?

H. Personal Hygiene and Mental Conditions.

1. Have the children been examined by a physician?; By dentist?; By nurse?
2. How many children have been vaccinated?
3. How many children have had their eyes tested?

8. Any cases of mental deficiency?.....; Moral deficiency?.....

I. School Attendance.

10. Age-grade of pupils: (use form below)

[illegible]

UNIVERSITY OF TENNESSEE
Knoxville, Tennessee

EDUCATIONAL SURVEY OF COUNTY, TENNESSEE

Filled Out By.....

TEACHER'S REPORT

A. School.

1. Name of school.....
2. Elementary, high, or bothNo. of grades in

B. Teacher.

1. Name in full.....
2. Address.....
3. Place of birth.....
4. Married or single.....
5. Are you related to members of County Court, School Board, or County Superintendent?.....
What relation?.....

C. Education.

1. Elementary education, number of years.....
Fill in carefully. Elementary education refers to first seven or eight grades. High school, secondary, or academy refers to the four years following the elementary grades. Higher, normal, or college refers to the four years following the completion of the above.

2. If you have attended high school, academy, or other secondary school, or have taken the academic course in a normal school, fill the following:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
.....			
.....			

3. If you have taken a normal course in a normal school, fill the following:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
.....			
.....			

4. If you have attended a college or university, fill form below:

Name of School.	Location.	Number of Years Attended.	Did You Graduate?
.....			
.....			

5. If you have attended summer schools, fill form below:

Name of Summer School.	Location.	Number Weeks Attended.
.....		
.....		

6. If you hold any degrees, what are they and from what institutions obtained?.....

- 7. What special preparation have you had for teaching in rural schools (special courses in rural school problems, rural school management, methods, etc.).....
- 8. Grade of Tennessee certificate held.....

D. Experience.

- 1. How long have you been teaching? (answer in months).....
- 2. In elementary schools..... In secondary schools..... Total.....
- 3. In how many schools have you taught?.....
- 4. Longest number of years in any school?.....
- 5. How long in present position?.....
- 6. Do you intend to remain in the profession permanently?.....
Why?.....

E. Living Conditions.

- 1. Do you board and lodge in your school community?.....
- 2. Do you spend Saturday and Sunday in community?.....
- 3. Are rooming and boarding conditions satisfactory?.....
If not, why?.....
- 4. Is home furnished by the community or County?.....
- 5. Do you plan to visit all the homes of your community during this school year?.....
- 6. What do you pay for board? (monthly).....
- 7. What is the length of school term in school months?.....
- 8. What is your monthly salary?.....; Total salary for year?.....
- 9. How many persons are dependent upon you in whole or part?.....
- 10. How much, if any, can you save of this salary?.....

F. School Management.

- 1. How many recitations do you conduct daily?.....
- 2. What grade or high school subjects do you now teach?.....
- 3. Do you lead any organized community work?.....; If so, specify.....
- 4. How many visits have you received from your County Superintendent or supervisor during the present year?.....

EDUCATIONAL SURVEYS

Community Schedule

[illegible]

Is it used?.....; For what purposes?.....

Social.

What nationalities are represented in the community?.....

What kinds of recreation are offered in the community for pay?.....

What kinds of recreation are offered in the community free from commercial features: such as picnics, suppers, community meetings, athletics, swimming, boating, fishing, hunting, lectures, dancing, etc.?.....

What recreations are provided by the churches?.....

Recreations by other agencies than the school and church?.....

What harmful agencies are there in the community?.....

Are the general community conditions moral in tone?.....

Are there any clubs for boys?.....; For girls?.....; Is there a Community Fair?.....;

How many years been held?.....; Present condition of cemeteries?.....

Religious Conditions.

Names of churches.....

Number active?.....; Inactive?.....; Abandoned?.....; Give denominations and approximate membership of each.....

Name and denomination of resident ministers.....

Which is increasing faster, population or church membership?.....

What is attitude of minister toward education?.....

Do they take an active part in school affairs?.....; How?.....

Does each church have a Sunday School or is there a Union Sunday School?.....

How often does each church have preaching services?.....

Give name of minister serving church in community and salary paid him by community church.....

Do the churches take an active part in public school affairs?.....; How?.....

Is there a spirit of cooperation among the churches of the community?.....; How shown?.....

Are the needs of the community met in religious leadership?

Average attendance at church besides revivals?

Do the ministers teach and advise as to economic, social, and religious living?

What study have they made of rural, economic, and social problems?

Do churches have individual or union revival meetings?

How often?

Kind and condition of church houses?

Condition of grounds?

Public Organization and Co-operation.

Do the people work together or are there factions?; Describe these factions.....

What are their causes?

Name any recreational or social organizations.....

How active are they?

Is there a Parent-Teacher Association or any other school-improvement organization?

How are these helpful to the school?

Names of Lodges.....

Their attitude toward schools?

What have they done for schools?

Is there a community library or reading room, or any organization for borrowing books, pamphlets, etc., from the

State Library, the University of Tennessee, or other sources? Give details.....

Health Conditions.

Prevailing vitality: high, low, or medium?

Number of persons in community over 80 years of age?

Number of deaths past twelve months

Number of births past twelve months.....

Number of feeble-minded (state whether adults, boys, or girls).....

What is being done for them?.....

Number of cripples (state whether adults, boys, or girls).....

What is being done for them?.....

Are there any hospital or nursing facilities?.....

Is the County Nurse or City Health Officer active in the community?.....

Professions--Doctors.

Number in community.....

Name.	Age.	College Attended.	Time of Graduation.	Time Here.
.....				
.....				
.....				
.....				
.....				

If there is no doctor in community, how far to, and where is nearest?.....

.....; Is there telephone connection?.....

Are doctors members of County Medical Society?.....

Members of any other medical organization?.....

What is the relation of the doctors to the school?.....

Does the County Medical Society take an active part in school affairs?.....; How?.....

Is there an Osteopath or Chiropractor in the community?.....

Give name, age, college attended, time of graduation, and length of time in practice in community.....

Is there a school clinic?.....; Do the doctors give their services or does the School Board pay?.....

Dentists.

Number in community.....

Name.	Age.	College Attended.	Time of Graduation.	Time Here.
.....				
.....				
.....				

If no dentist in community, how far to, and where is nearest?.....

Do any dentists visit the community for work at regular or irregular intervals?

What are the prevailing diseases of teeth and gums?.....

Do dentists take an active part in Medical meetings?.....

Does County Health Officer consider Dentist in work of sanitation and prevention of disease?

Is there a dental clinic?.....; Are dental services free or paid for by the School Board?

Lawyers.

Number in community.....

Are they members of County Court or County Board of Education?.....

What part do they take in promoting school interests?

Are there any county buildings, charitable institutions, or county poor farm in the community?

Community Contentment.

Are the people satisfied with their school and social conditions?.....

Give three or four citizens' interpretations of these conditions:.....

Agricultural.

General condition of farm upkeep

Are fertilizers used in community? Kinds and amounts

Has lime been used?.....

What influence has low price of cattle had on production during last three years?

Influence of tractors on horse and mule production?.....

Number and breed of pure-bred bulls in community?.....

Number other bulls in community?.....

Number and breed of pure-bred boars in community?.....
Number of jacks in community?.....
Number of stallions?.....
Average age and weight of marketing hogs?.....
Average age and weight of killing hogs for home use?.....
Are there any live-stock associations in community?.....
How is live-stock marketed?.....
.....

Pests.

Plant and animal diseases prevailing: list them as affecting—

(a) Farm crops.....
.....
.....

(b) Truck crops.....
.....

(c) Fruit crops.....

(d) Animals.....

Does the community know of state and national laws regarding quarantine of plants and animals and preventing entrance of disease from outside the United States?.....; From farm to farm within United States?.....; Within state?.....

What effort has been made or is now being made to control plant and animal diseases in the community?
.....
.....

Is any effort being made to estimate the loss from plant and animal diseases?.....

List insect pests, grouping them as affecting farm crops:

(a) Farm crops.....
.....

(b) Truck crops.....
.....

(c) Fruit crops.....
.....

(d) Animals.....
.....

Is there any estimate of losses due to insect ravages?.....

Is anything being taught in or out of school about insect and plant disease control?.....
.....

Dairying.

Number of plants for disposal of milk?.....; Co-operative plants?.....; Stock company plants?.....

Number of creameries or cheese factories?.....; Co-operative.....?; Stock company?.....

Investment, volume of business and income of each?.....

Agricultural, Financial, and Business Organizations for Farm Improvement.

Is there co-operative buying of foods?.....; Fertilizers?.....; Implements?.....;

Other farm supplies?.....

Are there co-operative sales agencies for selling crops?.....

For selling live stock?.....

Are there any co-operative organizations for financing the farmers of the community such as National Farm Loan Associations?.....

Local banks?.....

How many banks in community?.....

If no banks in community, where is nearest and how far?.....

Capital Stock of bank?.....; Amount of deposits?.....; Number of depositors?.....

Amount of loans to farmers last year?.....; Rate of interest?.....

What per cent of capital stock is owned by farmers?.....

How many of bank's directors are farmers?.....

What is attitude of bank toward school?.....

What is attitude of bank toward farm enterprises?.....

Does the bank co-operate with the community for the improvement of schools, social, and business enterprises?.....

How many have savings account in bank?.....; Total amount?.....

Business.

Number of general stores in community?.....

(a) Total capital invested?.....

Number of drug stores?.....; (a) Capital invested?.....

List all other stores and give amount invested in each.....

Industrial.

Give list of all factories, mills, etc., employing labor.....

Amount Invested.	Number Employees.	Monthly Payroll.	Condition of Workers.
.....			
.....			
.....			
.....			

THE UNIVERSITY OF TENNESSEE
Knoxville

EDUCATIONAL SURVEYS

Individual Schedule

.....County, Date.....

Name of head of family.....Age.....

Post Office address.....Community.....

Total number of family now at home.....; Number of rooms in house.....; Number of children
between 6 and 21 years of age.....; Number now in school.....; Number of children at-
tending school in another community.....; Name of such school.....;

High school? Yes..... No.....; School grade attained by head of family.....; Occupation of head
of family.....

Owns home.....; Rents home.....; Hired-man.....; Number acres owned.....;

Number acres rented.....; How long on this farm.....; Number of moves in last
ten years.....; Does home have telephone, party line....., Individual line.....; Quality

of telephone service.....; Where does water supply come from.....;

Does home have lighting system.....; Kind.....

Does home have water system.....; Kind.....

What kind of toilet facilities.....; How far from house.....

What kind of walk to toilet.....; Is home painted?.....; Is it well screened
.....; Is lawn attractive.....

Have an automobile.....; Take county newspaper.....; Daily paper.....; R.F.D.
Service.....; Give names of all other papers and magazines coming into the home.....

How many Agricultural Bulletins received this past year.....; Number of books in home (except school
books).....; Of what church are you a member.....; How long since the
minister called?.....

Agricultural.

Acres of Corn.....; Wheat.....; Oats.....; Rye.....; Barley.....;

Cotton.....; Tobacco.....; Strawberries.....; Truck.....; Clover.....;

Crimson Clover.....; Soy beans.....; Peas.....; Other hay.....;

Pasture.....; Number of fruit trees—Peach....., Bushels sold.....;

Apple....., Bushels sold.....; Cherry....., Bushels sold.....; Stands of

bees....., Pounds of honey sold.....; List any other crops marketed from farm.....

What are the special needs of this farm?.....

Do you buy feed?.....; Kinds.....; Amount.....

What food do you have to buy and amounts?.....

Number of Horses, all ages.....; Mules.....; Milk cows.....; Other cattle and calves.....; Number and breed of pure-bred cattle.....

Number of hogs raised last twelve months.....; Number killed for home use.....; Net pounds.....; Number and breed of pure-bred hogs.....

Number of sheep.....; Number of chickens.....; Turkeys.....; Other fowls.....;

Number and breed of pure-bred flocks.....

Does family have a continuous supply of milk and butter?.....; Partial.....; None.....;

Are there any pure-bred sires on the farm?.....

Number of chickens killed for home use.....; Hogs enough for meat supply.....; Raise potatoes enough for supply.....; Bushels eaten in year.....; Enough fruit, fresh and canned, for needs?.....; Enough vegetables, fresh and canned, for needs?.....; Does family have a year around garden?.....; Partial.....; None.....; Do you use fertilizer? Kinds and amounts and crops.....

Has lime been used?.....; With what results?.....

What kinds of Patent Medicines are used in the home?.....; How much spent each year for them?.....

What are the two principal sources of family income?.....

Does head of family have a bank account?.....; Wife have bank account?.....; Head of family have savings account?.....; Wife have savings account?.....; Does wife have separate income?.....; How made.....

Do children have bank accounts?.....

How is this money earned?.....

Is family making more than is necessary for farm and family upkeep?.....

How is surplus money being invested?.....



- LEGEND —
- WHITE HIGH SCHOOLS
 - WHITE ONE TEACHER SCHOOLS
 - WHITE TWO TEACHER SCHOOLS
 - WHITE THREE TEACHER SCHOOLS
 - ABANDONED SCHOOLS
 - NEGRO ONE TEACHER SCHOOLS
 - NEGRO TWO TEACHER SCHOOLS
 - STREAMS
 - RAILROADS
 - STATE HIGHWAYS
 - SECONDARY ROADS
 - DISTRICT ROADS
 - COUNTRY ROADS NOT SHOWN

MAP SHOWING
LOCATION OF SCHOOLS IN
MAURY COUNTY, TENN.
SCALE: 1 IN. = 1 MILE. SEPT. 1, 1926



LEGEND

Baxter gravelly loam	Hagerstown stony loam
Baxter silt loam	Hagerstown gravelly loam
Clarksville gravelly loam	Hagerstown silt loam
Cuthoka very fine sandy loam	Hagerstown clay loam
Cuthoka loam	Lowell stony clay
Dickson silt loam	Lowell gravelly loam
Elk silt loam	Lowell silt loam
Rolling phase	Lowell clay loam
Huntington gravelly loam	Maury silt loam
Huntington silt loam	Rough stony land
Mine Pit and Mine Dump	

CONVENTIONAL SIGNS

CULTURE (Printed in black)	
City or Village, Roads, Railroads, Waterways, Electric Breakwaters, Levees, Lighthouses, Forts.	
Boundary roads and trails	Steam and Electric
Boundary survey	R.R. coverage, Tunnel
Fuel Dam	School or Church
Mine or Quarry	Shut Reclamation
Mine dump	Rock quarry and Trapping station
Slough and Grassy areas	Soil boundaries
Boundary lines	Boundary lines
Boundary lines	U.S. boundary and section lines
RELIEF (Printed in brown or black)	
Contours	Pyramidal Hills
Depression contours	Mountain Peaks
Sand Wash and Sand dunes	Shore and Low water line, Seashore
DRAINAGE (Printed in blue)	
Streams	Lakes, Reservoirs, Intermittent lakes
Intermittent streams	Spring, Cattle and Fish-traps, Flumes
Swamp, Salt marshes	Submerged marsh, Tidal flats