

**A STUDY OF THE
WINSTON-SALEM
SCHOOLS**

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A Study of the Winston-Salem Schools by L. A. Williams & J. H. Johnston

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L. A. WILLIAMS & J. H. JOHNSTON

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L. A. WILLIAMS
J. H. JOHNSTON

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1918

PREFACE

The work of the Home-County Study Clubs at the University of North Carolina has attracted the attention of thoughtful people all over the country. It would be difficult to estimate the good that has been done by these intimate studies of home-county conditions by students who counted it a privilege to do their part in helping their county find itself.

Forsyth County and Winston-Salem desired a survey even more intimate. We wanted the University to send us men to go over the field and tell us "where we lead, where we lag and the way out." The request was presented to President Graham. He gladly fell in with our plan and made it possible for Winston-Salem and Forsyth County to have the most complete survey yet made in the State.

The survey was made by Prof. E. C. Branson, Dr. Charles Lee Raper and Dr. L. A. Williams. It will be published in two parts. The first part will contain two sections. The first section is The Social and Economic Survey of the County by Prof. Branson, and the second section is the Industrial Survey of the City by Dr. Raper. The second part is presented in this volume and contains the Educational Study of the Schools of Winston-Salem by Dr. Williams.

Dr. Williams came to Winston-Salem in February, 1917, and made a personal inspection of the school system. Every opportunity was afforded him that the facts might be known. No attempt was made to dictate in any way what should be put in or what should be left out. All available records were placed at his disposal. The study was made with the hearty approval of the School Board and the co-operation of the Superintendent, principals and teachers.

The delay in printing the results of the study has been brought about by a combination of circumstances which we could not control. While the public has not seen the findings, they have been known to the school officials and we have already acted on many of them. Many more are under consideration. The city has already greatly benefitted by the work of Dr. Williams and Dr. J. Henry Johnston, who ably assisted Dr. Williams in many ways.

It is the intention of the school officers to continue this study and have Dr. Williams make an examination of the teaching results of the schools.

We desire to express our hearty thanks to the State University and to Dr. Williams in particular for what has already been done for our schools.

R. H. LATHAM.

Winston-Salem, N. C., July 18, 1918.

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ERRATA

Page 14, last paragraph—Insert *keeping* after *record*, in "any amount of record," etc.

Page 15, last paragraph—Insert *is* after *this*, in sentence "In many ways this," etc.

Page 18, first paragraph—The sentence, "Report for five months only," refers to 1916-17.

Page 31, second paragraph, second sentence should read: "The site at the East End is on the very outer edge of its district as a map of the district shows."

Page 31, third paragraph, insert between Oak Street and Columbia Heights the word *and*.

Page 71, paragraph before Reorganization—Insert *is* after *This*.

Page 76, third paragraph, in the sentence, "In the end insufficient maintenance funds for schools," etc., omit second "*funds for schools*."

Page 83, first paragraph, in the sentence "Are the children" etc, omit second "*with children*."

NOTE—There are a number of errors of spelling which were not noticed until after the printing had been done. The school print shop assumes responsibility for all such mistakes. Dr. Williams is responsible only for the content of the Survey.

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I. HISTORICAL

Perhaps it will not be entirely out of place in this study to review hastily the development of public schools in Winston-Salem. Any such a review must necessarily be brief and in particular when, as in this case, it can serve only as a background for the much more compelling and interesting present situation.

As early as January 29, 1875, certain public-minded citizens of the town of Winston began to discuss the educational interests of the town. They organized themselves into a working committee and proposed to see what could be done about establishing a public school system for the education of all classes in Winston. Prominent among these citizens was Rev. Calvin H. Wiley, whom all North Carolinians delight to honor and who had so ably served as the first state Superintendent of Public Instruction.

The necessary machinery was set in motion and a bill introduced into the Legislature amending the Town Charter so as to permit the citizens of Winston to tax themselves for public schools. This bill failed to pass, but in 1879 the Town Charter was amended and contained seven sections relating to the organization of Graded Schools in Winston.

The section provided that separate schools be established for the two races; that the money raised by taxation be used only to pay the salaries of teachers; that the town could not incur any interest bearing debt for the support of the schools; that tuition charges to the children entitled to attend should not exceed fifty cents per year; that children outside of the district might attend by paying tuition charges; that buildings and equipment must be provided by voluntary subscription; that the school tax should not exceed twenty cents on the hundred dollars of assessed property, and that 25% of the amount derived from fines and forfeitures be paid to the Graded School Fund; that the citizens in the town must be allowed to vote whether or not they wished the schools established; that the same question of schools or no schools could be submitted annually to the voters.

The managing board was to be a body of five citizens, three chosen by the people and two by the Town Commissioners from their own number. This board was to be known as the Winston Commissioners of Graded Schools and was to "establish, as soon as possible, and keep open a system of Graded Schools for the Town." It was empowered, "to provide

suitable buildings, furniture and apparatus for the same by voluntary effort; to select teachers and to dismiss them for cause; to fix their salaries; to aid them in the establishment of grades and the enforcement of discipline; to abate nuisances at school; to admit pupils from without the corporation on payment of tuition fees; to visit the schools regularly for inspection, and to do all other acts pertaining to the office for the good and success of said schools." They were to serve without salary but might employ a secretary and pay \$30.00 therefor.

The legal limitations by which the sites and buildings had to be provided by voluntary subscriptions made necessary a further modification of the charter in 1881 whereby these necessities could be provided from the tax money. Under this provision the schools were finally organized in May, 1884, but did not open until September of that same year.

At once the process of organizing a public school system began. The West End Building was erected, teachers were examined and appointed, a course of study was drawn up and adopted. With J. L. Tomlinson as the first Superintendent was associated Charles D. McIver as Assistant Superintendent and J. Y. Joyner as teacher of the seventh grade. Thus did Winston from the very beginning establish a policy of selecting only the best teachers obtainable.

The school commissioners had been given far-reaching powers in controlling the schools and all matters concerning changes in the course of study, textbooks and methods to be used in teaching, as well as in the choice of school sites, erection of buildings and raising of school funds, had to be considered by them.

Nor were the colored children and school patrons neglected. At the same time the organization of the white schools was going on plans, policies and programs relating to the provision of public school advantages for the negroes were developing and being put into execution as rapidly as possible.

Each year saw rapid increase in the school population and to meet this increasing demand sites and buildings at the North and East ends of town were secured and before 1910 the High School building was erected. Not only did these new buildings become necessary but additions had to be made to the original buildings at West End as well to meet the pressing and immediate needs of the rapidly growing town.

In this respect too, growth was not confined to providing for only the white population. The Depot Street school for colored children had been built in 1887 and its capacity increased in 1894. In 1910 the Woodland Avenue frame struct-

ure was first occupied, and the Oak Street building came into use by September 1913.

A more concrete idea of this condition of rapid growth and consequent necessity for more school room space may be gained from the following statements. In the scholastic year 1903-04 there were 1735 children enrolled in the Winston schools; in 1912-13 the enrollment was 3486. In 1903-04 the town employed 33 teachers; in 1912-13 it employed 100. As a result of these conditions the total value of school buildings, grounds and equipment for the year 1903-04 was \$78,300 and \$210,00 in 1912-13. In 1910-11 the School Commissioners spent \$16,000 for new buildings, in 1911-12 they spent \$52,000, and in 1912-13 a third expenditure of \$10,000 was made for this same purpose.

Beginning with the year 1913-14 a consolidation of the Winston and the Salem school system was effected through the inclusion of Salem within the corporate limits. The form of organization remained the same as before while the problems incident to housing and teaching were made much more complex. The Salem system was easily and successfully absorbed within the larger system and at present one would not realize but what the two had always been one.

From the very beginning the Winston-Salem public school system has increased in size, influence, and efficiency. Normal problems have had to be met and solved, but there has always pervaded the thought of the School Commissioners a most commendable poise and single-minded uprightness which has served to prevent any open ruptures between school officials and patrons such as have occurred in less well-governed communities.

The city is justly proud to have enrolled in its teaching corps such men as Tomlinson, McIver, Joyner, Bickett, and the Blairs. The system stands today a fitting and living memorial to the life work of Dr. Calvin H. Wiley who gave it the full measure of his long experience and careful study. The spirit of these its founders and of others its guardians still actuates the present administration.