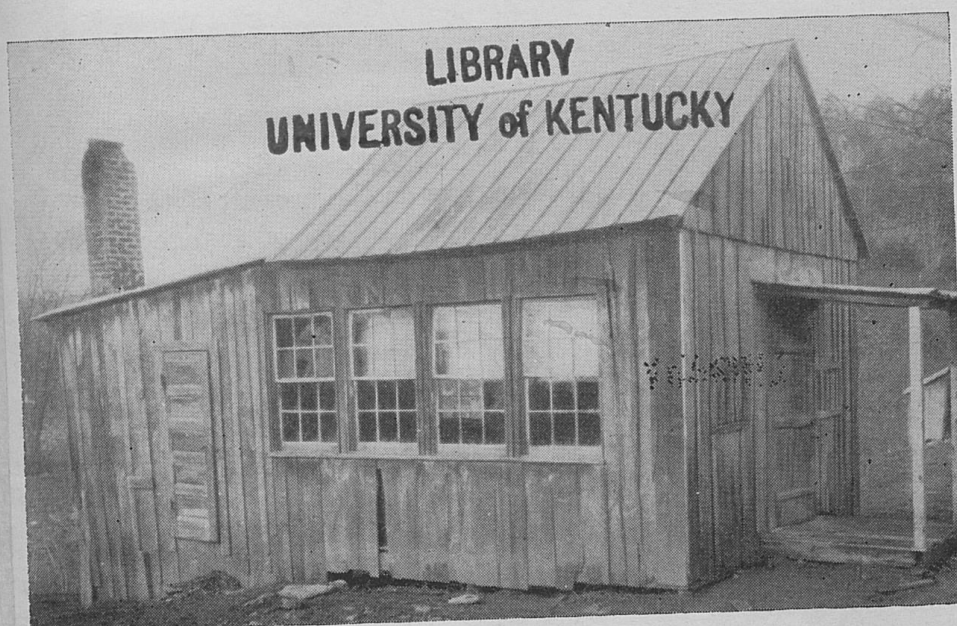


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● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**SCHOOL CONSOLIDATION
IN KENTUCKY**



A POOR SCHOOL PLANT



Published by
DEPARTMENT OF EDUCATION
H. W. PETERS
Superintendent of Public Instruction



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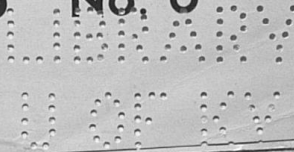
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FOREWORD

This bulletin contains information on the present status of education in Kentucky, together with a brief survey of changes that have been brought about by school consolidation in our Commonwealth. Evidences to justify school consolidation are presented.

This bulletin was prepared by Freddie Riddle of the Department of Education. I commend a study of its contents to those interested in progressive education in Kentucky.

H. W. PETERS,
Superintendent Public Instruction.

OUR COVER

On the front cover page of this bulletin is pictured a school that is now operative in the blue grass section of Kentucky. On the back cover page is pictured another school in Kentucky that is operative this year. These two pictures are used to show one of Kentucky's poorest and one of Kentucky's best educational plants. This bulletin will show that we are gradually coming from the former to the latter type school building, and will show the benefit that may accrue to children attending school in the latter type of school building with a school program that can be carried on in such a school plant.

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ACKNOWLEDGMENTS

Acknowledgements of gratitude are due the one hundred twenty county school superintendents in Kentucky who furnished the statistical data and many of the photographs contained in this report.

The writer is grateful to the Model Training School of Eastern Kentucky State Teachers College, Richmond, Kentucky, for picture display No. 7, to the Vocational Division of the State Department of Education, Frankfort, Kentucky, for the photographs contained in picture display No. 8, and to Mr. Maurice F. Seay, Director, Bureau of School Service, University of Kentucky, Lexington, Kentucky, for his advice and suggestions during the preparation of this report.

FREDDIE RIDDLE.

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Chapter I
INTRODUCTION

A. Reasons for the Study

Page
348 Only a few months more than one hundred years ago, 1838, Ken-
352 tucky's public school system was established.¹ Few Kentuckians then
356 conceived of a state-wide *public school* system. Many of the citizens
360 were conservative and inclined to look upon a scheme of public educa-
364 tion with doubt and disfavor; they were accustomed to the traditional
372 plan of private education. The early sponsors of public education in
400 Kentucky were confronted with the problem of building sentiment for
04 such a public service. Their task was one of *establishing schools*.
Their chief goal was one of providing a school service, meager as it
was, within reasonable reach of every child.

Although skepticism and conservatism retarded the early growth
of public schools in Kentucky, it is now evident that a system of public
elementary and secondary education meets the approval of Kentucky's
citizenry.

The early citizens of Kentucky did well at the task of establishing
schools. The number of public schools continually grew for almost
one hundred years. More than seven thousand five hundred schools
were established during this period. Many hundred separate admin-
istrative units were organized.

In recent years, educators have striven to check this growth in the
number of schools and school districts in Kentucky. It seems that the
present task is one of improving schools rather than establishing
schools; one of broadening educational services to meet present-day
demands; one of equalizing educational opportunities in order that all
pupils may be equipped for more abundant living.

In February, 1936, the State Department of Education of Ken-
tucky received a grant of approximately \$65,000 from the federal gov-
ernment to be used in making a co-operative study of school adminis-
trative units and attendance areas in Kentucky and in proposing a
long-range educational service for all of Kentucky's children. There
has been a concentrated effort during the past three years on the part
of the Department of Education to reduce materially the number of
small schools and, by centralization, to maintain larger and more effi-
cient schools.

Since 1936, the number of high schools has been reduced by
approximately 75, and the number of one-teacher elementary schools

¹ Barksdale Hamlett, *History of Education in Kentucky*. Bulletin of Kentucky
Department of Education, July, 1914.

has been reduced by approximately 1,000. This report gives evidence in justification of these changes.

B. Scope of Study

This study is made to portray the present educational status, together with the changes which have been made, and to enumerate, in part at least, the reasons for these changes and the effect of such changes upon the ability of the school to render its true service.

The study is concerned with the situation in *county school districts only*.²

The following questions will be considered:

1. What is Kentucky's present status in regard to:
 - a. One-teacher elementary schools,
 - b. Large elementary schools,
 - c. High schools with three or fewer teachers,
 - d. High schools with six or more teachers?
2. How has the educational status changed during the past four years?
3. What are the essentials for consolidation?
4. Using the seven cardinal principles of secondary education as criteria, what progress has been made toward a better educational system?

In this study data relative to the four types of schools mentioned under question number 1 are presented and classified as to types of schools in order to show:

1. The number of such schools
2. The number of pupils served by such schools, and
3. Information as to the construction of school buildings, such as:
 - a. Type
 - b. Condition
 - c. Location
4. Source of water supply
5. Kind of light
6. Library facilities
7. Equipment, such as:
 - a. Blackboards
 - b. Stoves
 - c. Maps, globes
 - d. Laboratories

²Kentucky has two types of school districts—county school districts and independent school districts. There are 120 county school districts and 142 independent school districts. A county school district embraces all the area within the boundaries of the county, exclusive of the area embraced by independent school districts found in the county. Independent school district boundaries usually coincide with boundaries of the city in which they are found.

8. Sanitary conditions
9. Physical education programs
10. The attitudes of pupils and patrons toward consolidation
11. The effects of consolidation upon:
 - a. Attendance
 - b. Holding power
 - c. Teacher turnover
 - d. Safety education, and
 - e. Scholastic attainments.

A portion of this report will be devoted to presentation and discussions of statistics which indicate the educational trends in Kentucky as they relate to consolidation. The number of one-teacher elementary schools, the number of elementary schools of four or more teachers, the number of high schools with three or fewer teachers, and the number of high schools with six or more teachers at present will be contrasted with the number of each such type of school in existence four years ago—1935.

The situation in regard to Kentucky's school transportation will be presented briefly, showing the type and number of busses used, the number of pupils transported, and the cost of transportation.

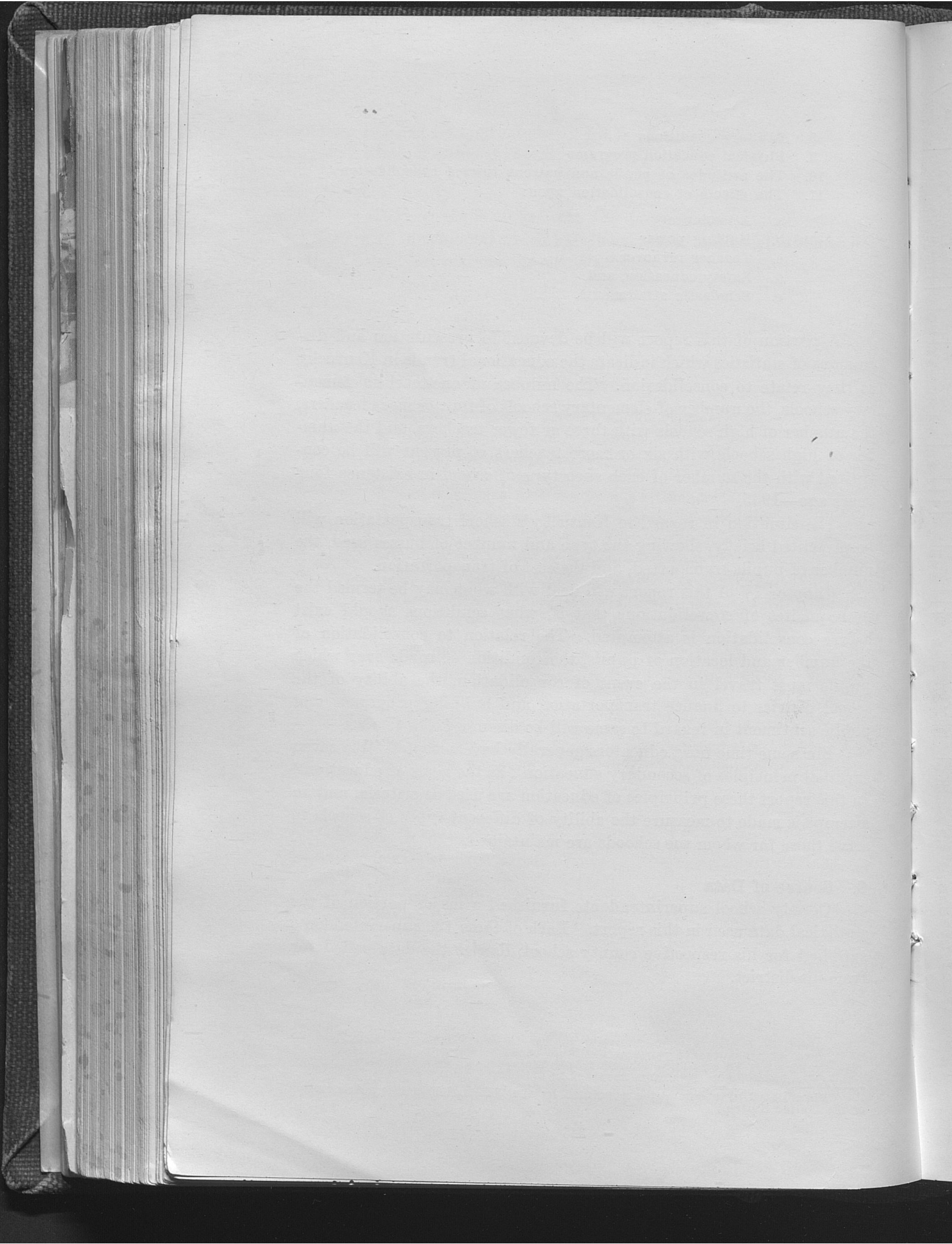
Chapter IV of this report will deal with what may be termed the prerequisites of consolidation; that is, what conditions should exist before consolidation is attempted. The relation to consolidation of the number and location of pupils, the condition of roads over which pupils must travel in the event of consolidation, the ability of the school district to finance transportation and building programs, and public sentiment in regard to same will be discussed.

For some time now, educators generally have accepted "the seven cardinal principles of secondary education" as the goals of education.³ In this report these principles of education are used as criteria, and an attempt is made to measure the ability of different types of schools to serve those for whom the schools are maintained.

C. Source of Data

County school superintendents furnished a major portion of the statistical data used in this report. Each of these 120 superintendents supplied for his respective county school district the data called for from his district.

³ Formulated by a committee appointed by the National Education Association of the United States.



Chapter II

PRESENT STATUS OF EDUCATION IN THE COUNTY SCHOOL DISTRICTS OF KENTUCKY

This report deals with only *one type of district*—the county school district—and only four types of schools in those districts, namely, *one-teacher elementary schools, elementary schools with four or more teachers, high schools with three or fewer teachers, and high schools with six or more teachers.*

These four types of schools are studied for purposes of contrast. It is generally believed that the one-teacher elementary school is the poorest educational institution that Kentucky has established for her pupils; that a high school with three or fewer teachers is too small to render the services for which secondary schools are maintained; and that an elementary school with at least four teachers and a high school with at least six teachers can accomplish, to a greater degree, the goals for which schools are established and maintained. An elementary school with four or more teachers is large enough to provide teachers for the different grades who have prepared themselves to teach in those grades, and a high school with at least six properly selected teachers can offer some practical training in addition to academic subject matter.

Tables 1, 2, 3 and 4, which follow, present pertinent facts about the four types of schools with which this study is concerned:

TABLE 1—DATA ON STATUS OF ONE-TEACHER ELEMENTARY SCHOOLS IN KENTUCKY, 1938-39—Continued

Name of County	Total Number Elem. Schools	Type		Constructed in Last Twenty Yrs.	Constructed on Solid Foundation	Water Supply		Light			Special Adm'n. Plan, Public, Private, or Other	
		Frame Construction	Other Construction			Pumped in Last Three Yrs.	None at School	Without Artificial	With Artificial	Without		
Laurel	63	3,519	53	15	17	17	31	10	69	37	62	39
Lawrence	22	2,153	52	15	17	17	31	10	69	37	62	39
Lee	42	1,834	42	24	15	24	15	2	12	43	1	1
Leslie	68	2,289	21	2	15	2	15	2	15	2	15	2
Letcher	27	1,190	27	2	15	2	15	2	15	2	15	2
Lewis	36	1,415	1	1	1	1	1	1	1	1	1	1
Lincoln	40	1,485	40	1	1	1	1	1	1	1	1	1
Livingston	20	930	20	1	1	1	1	1	1	1	1	1
Logan	66	1,773	66	1	1	1	1	1	1	1	1	1
Lyon	32	915	32	7	1	7	1	1	7	1	7	1
Madison	23	777	23	9	1	9	1	1	9	1	9	1
Mason	44	1,284	44	2	2	2	2	2	2	2	2	2
Marion	20	880	20	10	1	10	1	1	10	1	10	1
Marshall	58	1,299	58	1	1	1	1	1	1	1	1	1
Martin	32	2,000	32	1	1	1	1	1	1	1	1	1
Mason	32	2,000	32	1	1	1	1	1	1	1	1	1
McCracken	33	1,331	33	1	1	1	1	1	1	1	1	1
McCreary	21	502	17	4	1	4	1	1	4	1	4	1
McLean	36	941	36	1	1	1	1	1	1	1	1	1
Meade	35	1,328	35	1	1	1	1	1	1	1	1	1
Mentife	20	825	20	1	1	1	1	1	1	1	1	1
Mercer	60	2,400	60	1	1	1	1	1	1	1	1	1
Merritt	67	2,440	67	1	1	1	1	1	1	1	1	1
Monroe	21	842	21	1	1	1	1	1	1	1	1	1
Montgomery	63	1,528	63	1	1	1	1	1	1	1	1	1
Morgan	54	2,184	54	1	1	1	1	1	1	1	1	1
Muhlenberg	36	895	36	2	2	2	2	2	2	2	2	2
Nelson	3	79	3	1	1	1	1	1	1	1	1	1
Nicholas	74	2,377	74	1	1	1	1	1	1	1	1	1
Ohio	6	162	6	1	1	1	1	1	1	1	1	1
Oldham	18	393	18	1	1	1	1	1	1	1	1	1
Owen	41	1,279	41	1	1	1	1	1	1	1	1	1
Owsley	11	311	11	1	1	1	1	1	1	1	1	1
Pendleton	11	311	11	1	1	1	1	1	1	1	1	1
Perry	54	2,610	54	1	1	1	1	1	1	1	1	1
Pike	30	951	30	1	1	1	1	1	1	1	1	1
Powell	109	3,656	109	1	1	1	1	1	1	1	1	1
Pulaski	14	314	14	1	1	1	1	1	1	1	1	1
Robertson	61	3,208	61	1	1	1	1	1	1	1	1	1
Rockcastle	40	1,338	40	1	1	1	1	1	1	1	1	1
Rowan	46	1,801	46	1	1	1	1	1	1	1	1	1
Russell	14	317	9	5	3	5	3	1	5	3	5	3
Scott	29	829	29	1	1	1	1	1	1	1	1	1
Shelby	24	833	24	1	1	1	1	1	1	1	1	1
Simpson	63	1,834	63	1	1	1	1	1	1	1	1	1
Spencer	35	954	35	1	1	1	1	1	1	1	1	1
Taylor	39	1,591	39	1	1	1	1	1	1	1	1	1
Todd	17	449	17	1	1	1	1	1	1	1	1	1
Trigg	4	122	4	1	1	1	1	1	1	1	1	1
Trimble	31	1,063	31	1	1	1	1	1	1	1	1	1
Union	24	786	24	1	1	1	1	1	1	1	1	1
Warren	79	2,471	79	1	1	1	1	1	1	1	1	1
Washington	17	418	17	1	1	1	1	1	1	1	1	1
Wayne	76	4,030	76	1	1	1	1	1	1	1	1	1
Webster	33	1,850	33	1	1	1	1	1	1	1	1	1
Whitley	6	150	6	1	1	1	1	1	1	1	1	1
Wolfe	6	150	6	1	1	1	1	1	1	1	1	1
Woodford	6	150	6	1	1	1	1	1	1	1	1	1
4,418,153,778,4,327												
91,1,621,204,1,204,1,440,1,618,781,2,947,448,767,75,4,329,79												

TABLE 1—DATA ON STATUS OF ONE-TEACHER ELEMENTARY SCHOOLS IN KENTUCKY, 1938-39—Continued

Without Blackboard	Slate Blackboards	Composition Blackboards	Painted Walls	Seating	Sufficient No. of Seats	Seating Adjusted	Schools with Closets	Schools with Mens	Unbacketed	Unbacketed	Unbacketed	Unbacketed	Heat			Toilets		Playgrounds					
													Hot Water	Hot Air	Without	With Sanitary	Without	With Sanitary	Without	With Three or More Acres	With Three or More Acres	Approx. Area	Approx. Area	No. Schem. with
33	1	2	3	5	18	24	18	69	2	2	2	2	5	1	5	1	3	30					
10	15	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6	1	8	21	10	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
3	5	20	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
7	4	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
4	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
5	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	51	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
30	91	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
41	20	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63
39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
62,233,696,422,3,920,2,447,1,493,2,006,4,082,239,1,3,3,174,2,786,1,450,2,1,778,87,1,092,211																							

TABLE 2—DATA ON STATUS OF FOUR-OR-MORE-TEACHER ELEMENTARY SCHOOLS IN KENTUCKY, 1938-39

Name of County	Total Number Such Schools	Type		Water Supply						Light						
		Total Enrollment in Such Schools	Total Enrollment in Schools Under Construction	Other	Constructed in Last Twenty Yrs.	Constructed in Last Five Yrs.	Constructed on Solid Foundation	Finished in Last Three Years	Roads Transportation Possible	None at School	Drilled or Open Wells	Springs	Cisterns	Waterworks	Artificial	Average Amt. Spent by Est. For Library Books
Adair	None															
Allen	None															
Anderson	None															
Ballard	None															
Barren	None															
Bath	1,185	6	6													139
Bell	562															19
Boone	1,057	2	2													20
Bourbon	1,200	2	2													25
Boyd	1															1
Boyle	454	1	1													135
Bracken	152															9
Breathitt	941	1	1													13
Breckinridge	500	2	2													9
Bullitt	555															15
Butler	184	1	1													8
Caldwell	None															
Calloway	None															
Campbell	None															
Carlisle	None															
Carroll	87															150
Carter	1,413	1	1													75
Casey	281															35
Christian	None															
Clark	1,147															100
Clay	1,300															
Clinton	None															
Crittenden	1															23
Cumberland	None															
Daviess	2,589															1,000
Edmonson	3															
Elliott	None															
Estill	229															233
Fayette	2,205	1	1													100
Fleming	1,613															1,000
Floyd	6,114															700
Franklin	1,115															600
Fulton	588															27
Gallatin	720															100
Garrard	856															100
Grant	849															500
Graves	1,094															75
Grayson	None															
Green	None															
Greene	473															2
Hancock	414															100
Hardin	1,195															47
Hart	10,461	18	10													400
Harrison	822															27
Hart	1,285															400
Henderson	1,565															4
Henry	761															300
Hickman	657															
Hopkins	1,996															50
Jackson	162															
Jefferson	6,100															25
Jessamine	303															
Johnson	397															300
Keeton	1,200															300
Kenton	807															300
Knott	None															
Knox	1,094															28

TABLE 2—DATA ON STATUS OF FOUR-OR-MORE-TEACHER ELEMENTARY SCHOOLS IN KENTUCKY, 1938-39—Continued

Name of County	Total Number Such Schools	Type		Heat						Toilets			Playgrounds				
		Total Enrollment in Such Schools	Total Enrollment in Schools Under Construction	None at School	Without	Hot Water	Hot Air	Without	With Sanitary Pits	Insanitary Pits	Flush Toilets	With Less than One Acre	With Three or More Acres	Equipment Furn. by Bd.	Approx. Amt. Equip. All Schs.	No. Schs. with Org. Pr. Ed. Prgm.	
Adair	None																
Allen	None																
Anderson	None																
Ballard	None																
Barren	None																
Bath	1,185	6	6														
Bell	562																
Boone	1,057	2	2														
Bourbon	1,200	2	2														
Boyd	1																
Boyle	454	1	1														
Bracken	152																
Breathitt	941	1	1														
Breckinridge	500	2	2														
Bullitt	555																
Butler	184	1	1														
Caldwell	None																
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Campbell	None																
Carlisle	None																
Carroll	87																
Carter	1,413	1	1														
Casey	281																
Christian	None																
Clark	1,147																
Clay	1,300																
Clinton	None																
Crittenden	1																
Cumberland	None																
Daviess	2,589																
Edmonson	3																
Elliott	None																
Estill	229																
Fayette	2,205	1	1														
Fleming	1,613																
Floyd	6,114																
Franklin	1,115																
Fulton	588																
Gallatin	720																
Garrard	856																
Grant	849																
Graves	1,094																
Grayson	None																
Green	None																
Greene	473																
Hancock	414																
Hardin	1,195																
Hart	10,461	18	10														
Harrison	822																
Hart	1,285																
Henderson	1,565																
Henry	761																
Hickman	657																
Hopkins	1,996																
Jackson	162																
Jefferson	6,100																
Jessamine	303																
Johnson	397																
Keeton	1,200																
Kenton	807																
Knott	None																
Knox	1,094																

TABLE 3—DATA ON STATUS OF THREE-OR-FEWER TEACHER ELEMENTARY SCHOOLS—1938-39

Name of County	Total Number of Schools	Type		Constructed in Last Twenty Yrs. Last Three Yrs.	Constructed on Solid Foundation	Painted in Last 3 Yrs.	Fences in Good Condition	Water Supply					Light			Average No. of Pupils per School	Value of School Property	No. of Buildings	No. of Classrooms
		Other Construction	Construction					Drilled or Open Wells	Springs	Cisterns	Waterworks	Without Artificial Light	Artificial Light	Electric	Gas				
Adair	4	2	2	0	4	0	0												
Allen	116	1	1	0	4	0	0								500	50			
Anderson	59	1	1	0	0	0	0								500	50			
Ballard	114	1	1	0	4	0	0								400	100			
Barron	245	1	1	0	4	0	0								450	100			
Bath	80	1	1	0	4	0	0								500	150			
Bel	129	1	1	0	4	0	0								175	50			
Boone	97	1	1	0	4	0	0								175	50			
Bourbon	None																		
Boyd	58	1	1	0	4	0	0								225	75			
Bowie	78	1	1	0	4	0	0								1,000	50			
Bracken	None																		
Breathitt	None																		
Breckinridge	60	1	1	0	4	0	0								600	50			
Bullitt	None																		
Butler	110	1	1	0	4	0	0								300	40			
Caldwell	83	1	1	0	4	0	0								900				
Calloway	97	1	1	0	4	0	0								112	50			
Campbell	None																		
Carlisle	None																		
Carroll	2	2	0	0	2	0	0								500	100			
Carter	238	1	1	0	4	0	0								307	35			
Casey	None																		
Christian	None																		
Clark	6	4	2	3	3	4	4								5	1	50	60	
Clay	154	4	2	3	3	4	4								2	2	2,191	25	
Crittenden	None																		
Cumberland	206	4	3	3	4	4	3								1	2	2	2	
Deviss	None																		
Edmonson	5	2	3	5	4	1	5								3	3	350	25	
Elliott	46	1	1	1	1	1	1								200	50			
Estill	None																		
Fayette	None																		
Fleming	None																		
Floyd	58	1	1	1	1	1	1								1	1	1	1	
Franklin	None																		
Fulton	142	2	2	1	2	1	2								2	2	500	100	
Gallatin	None																		
Garrard	None																		
Grant	None																		
Graves	8	3	5	4	5	6	6								3	3	90	40	
Grayson	97	1	1	0	4	0	0								1	1	350	70	
Green	None																		
Greene	None																		
Hancock	None																		
Harlan	None																		
Harrison	None																		
Hart	None																		
Henderson	54	1	1	0	4	0	0								500	50			
Henry	None																		
Hickman	3	1	2	1	3	3	1								3	3	900	25	
Hopkins	153	2	1	1	3	3	3								1	1	1,275	20	
Jackson	18	1	1	1	1	1	1								1	1	311	100	
Jafferson	146	1	1	1	1	1	1								1	1	1,275	20	
Jessamine	None																		
Johnson	None																		
Kenton	88	1	1	1	1	1	1								1	1	311	100	
Knox	300	1	1	2	4	1	5								15	15	250	25	
Larue	None														100	96			

TABLE 3—DATA ON STATUS OF THREE-OR-FEWER TEACHER ELEMENTARY SCHOOLS—1938-39—Continued

Name of County	Slate Blackboards	Composition Blackboards	Sufficient Laboratory	Average Value of Equipment	Maps	Heat			Toilets		Playgrounds			No. of Buildings	No. of Classrooms			
						Tracketed Stoves	Jacketed Stoves	Hot Water	Steam	Hot Air	With Sanitary Pits	Insanitary	Flush Toilets			With One acre or More Acres	Equipment	By State per School	No. Schools With	No. Schools With Gym.
Adair	4	2	2	4	0													
Allen	116	1	1	20	4													
Anderson	59	1	1	250	150													
Ballard	114	1	1	100	100													
Barron	245	1	1	250	200													
Bath	80	1	1	150	75													
Bel	129	1	1	45	25													
Boone	97	1	1	100	75													
Bourbon	None																	
Boyd	58	1	1	100	75													
Bowie	78	1	1	350	50													
Breathitt	None																	
Breckinridge	60	1	1	40	25													
Bullitt	None																	
Butler	110	1	1	185	25													
Caldwell	83	1	1	645	50													
Calloway	97	1	1															
Campbell	None																	
Carlisle	None																	
Carroll	2	2	1	200	100													
Carter	238	1	1															
Casey	None																	
Christian	None																	
Clark	6	5	1	6	50	20	6											
Clay	154	4	4	4	4	3	3											
Crittenden	None																	
Cumberland	206	5	1	6	50	20	6											
Deviss	None																	
Edmonson	5	1	1	5	100	25	5											
Elliott	46	1	1	1	25	50	1											
Estill	None																	
Fayette	None																	
Fleming	None																	
Floyd	58	1	1	1	1	1	1											
Franklin	None																	
Fulton	142	2	2	2	500	150	2											
Gallatin	None																	
Garrard	None																	
Grant	None																	
Graves	8	2	2	6	20	15	6											
Grayson	97	1	1	135	30	1	1											
Green	None																	
Greene	None																	
Hancock	None																	
Harlan	None																	
Harrison	None																	
Hart	None																	
Henderson	54	1	1	100	50	1												
Henry	None																	
Hickman	3	1	1	200	25	2	1											
Hopkins	153	1	1	1	1	1	1											
Jackson	18	1	1	1	1	1	1											
Jafferson	146	1	1	1	1	1	1											
Jessamine	None																	
Johnson	None																	
Kenton	88	1	1	1	1	1	1											
Knox	300	1	1	1	1	1	1											
Larue	None																	

TABLE 3—DATA ON STATUS OF THREE-OR-FEWER TEACHER ELEMENTARY SCHOOLS—1938-39—Continued

Name of County	Total Number Such Schools	Type		Constructed in Last Twenty Yrs.	Constructed in Last Three Yrs.	Satisfactory on Inspection	Painted in Last Three Years	Roads Transportation Possible	Water Supply				Light		Average Number per School	No. of Schools With Special Features	
		Frame Construction	Other						Drilled or Open Wells	Springs	Cisterns	Waterworks	Without Artificial Light	Artificial Light			
Laurel	3	97	2	1	2	1	2	1	2	2	1	1	2	149	3		
Lawrence	None	37	1	1	1	1	1	1	1	1	1	1	1	400	36		
Lee	1	37	1	1	1	1	1	1	1	1	1	1	1	400	36		
Leslie	1	35	1	1	1	1	1	1	1	1	1	1	1	3,000	27		
Letcher	1	57	1	1	1	1	1	1	1	1	1	1	1	270	20		
Lewis	1	41	1	1	1	1	1	1	1	1	1	1	1	150	20		
Lincoln	1	70	1	1	1	1	1	1	1	1	1	1	1	200	16		
Linton	3	106	1	1	1	1	1	1	1	1	1	1	1	200	16		
Logan	2	97	1	1	1	1	1	1	1	1	1	1	1	250	46		
Lyon	1	24	1	1	1	1	1	1	1	1	1	1	1	550	35		
Madison	1	224	1	4	5	5	5	5	5	5	5	5	5	400	16		
Masoffin	None	3	3	3	3	3	3	3	3	3	3	3	3	677	74		
Marion	3	131	2	1	4	5	2	1	5	2	1	4	4	500	36		
Marshall	1	389	1	4	5	2	2	2	2	2	2	2	2	100	100		
Martin	None	1	1	1	1	1	1	1	1	1	1	1	1	200	4		
Mason	1	83	1	1	1	1	1	1	1	1	1	1	1	200	4		
McCracken	1	48	1	1	1	1	1	1	1	1	1	1	1	250	35		
McCreary	None	1	1	1	1	1	1	1	1	1	1	1	1	174	40		
McLean	None	1	1	1	1	1	1	1	1	1	1	1	1	500	25		
Meade	None	1	1	1	1	1	1	1	1	1	1	1	1	500	25		
Menifee	None	1	1	1	1	1	1	1	1	1	1	1	1	500	25		
Mercer	None	1	1	1	1	1	1	1	1	1	1	1	1	500	25		
Metcalf	None	1	1	1	1	1	1	1	1	1	1	1	1	500	25		
Monroe	1	48	1	1	1	1	1	1	1	1	1	1	1	200	4		
Montgomery	None	1	1	1	1	1	1	1	1	1	1	1	1	100	25		
Morgan	2	69	1	2	2	2	2	2	2	2	2	2	2	100	25		
Mulenberg	1	182	1	1	1	1	1	1	1	1	1	1	1	150	25		
Nelson	1	36	1	1	1	1	1	1	1	1	1	1	1	100	25		
Nicholas	None	1	1	1	1	1	1	1	1	1	1	1	1	250	35		
Ohio	1	90	1	1	1	1	1	1	1	1	1	1	1	250	35		
Oldham	1	16	1	1	1	1	1	1	1	1	1	1	1	250	35		
Owen	2	206	2	2	2	2	2	2	2	2	2	2	2	1,300	50		
Owsley	None	1	1	1	1	1	1	1	1	1	1	1	1	300	50		
Pendleton	None	1	1	1	1	1	1	1	1	1	1	1	1	300	50		
Perry	2	126	2	2	2	2	2	2	2	2	2	2	2	300	50		
Pike	1	65	1	1	1	1	1	1	1	1	1	1	1	300	50		
Powell	None	1	1	1	1	1	1	1	1	1	1	1	1	300	50		
Pulaski	None	1	1	1	1	1	1	1	1	1	1	1	1	200	25		
Robertson	None	1	1	1	1	1	1	1	1	1	1	1	1	200	25		
Rockcastle	None	1	1	1	1	1	1	1	1	1	1	1	1	200	25		
Rowan	2	115	2	2	2	2	2	2	2	2	2	2	2	500	50		
Russell	None	1	1	1	1	1	1	1	1	1	1	1	1	250	35		
Scott	1	20	1	1	1	1	1	1	1	1	1	1	1	50	50		
Shelby	None	2	1	1	1	1	1	1	1	1	1	1	1	845	35		
Simpson	1	142	1	1	1	1	1	1	1	1	1	1	1	300	35		
Spencer	1	47	1	1	1	1	1	1	1	1	1	1	1	300	35		
Taylor	1	22	1	1	1	1	1	1	1	1	1	1	1	75	25		
Todd	None	1	1	1	1	1	1	1	1	1	1	1	1	100	100		
Trigg	1	35	1	1	1	1	1	1	1	1	1	1	1	300	100		
Trimble	None	1	1	1	1	1	1	1	1	1	1	1	1	300	100		
Union	None	66	1	1	1	1	1	1	1	1	1	1	1	300	55		
Warren	4	236	2	2	4	4	4	4	4	4	4	4	4	500	49		
Washington	5	233	4	1	1	1	1	1	1	1	1	1	1	350	36		
Wayne	3	154	3	1	3	3	3	3	3	3	3	3	3	400	30		
Wellston	1	33	1	1	1	1	1	1	1	1	1	1	1	500	10		
Whitley	2	44	2	1	1	1	1	1	1	1	1	1	1	50	50		
Wolfe	None	1	1	1	1	1	1	1	1	1	1	1	1	50	50		
Woodford	None	1	1	1	1	1	1	1	1	1	1	1	1	50	50		
		152	7,802	87	65	124	38	128	82	122	3	80	5	33	28	55	56,29,675

TABLE 3—DATA ON STATUS OF THREE-OR-FEWER TEACHER ELEMENTARY SCHOOLS—1938-39—Continued

Name of County	Total Number Such Schools	Savings Book	Schools 1894 or Later Completion	Slate Blackboards	Composition Blackboards	Sufficient No. of Seats	Books as Laboratory Equipment	Average Value Globes, Maps	Heat			Toilets		Playgrounds			No. Schools With Gym.				
									Unkinked Stoves	Hot Water	Steam	Hot Air	With Sanitary Pits	Flush Toilets	With One acre	With Five or More		Equipment Furn. by Bal. Approx. Amt. Reported per School	No. Schs. With Orig. Ph. Ed. Program		
Laurel	3	1	1	2	1	3	25	70	2			1				20	1				
Lawrence	None																				
Lee	1																				
Leslie	1																				
Letcher	1																				
Lewis	1																				
Lincoln	1																				
Linton	3																				
Logan	2																				
Lyon	1																				
Madison	1																				
Masoffin	None																				
Marion	3																				
Marshall	1																				
Martin	None																				
Mason	1																				
McCracken	1																				
McCreary	None																				
McLean	None																				
Meade	None																				
Menifee	None																				
Mercer	None																				
Metcalf	None																				
Monroe	1																				
Montgomery	None																				
Morgan	2																				
Mulenberg	1																				
Nelson	1																				
Nicholas	None																				
Ohio	1																				
Oldham	1																				
Owen	2																				
Owsley	None																				
Pendleton	None																				
Perry	2																				
Pike	1																				
Powell	None																				
Pulaski	None																				
Robertson	None																				
Rockcastle	None																				
Rowan	2																				
Russell	None																				
Scott	1																				
Shelby	None																				
Simpson	1																				
Spencer	1																				
Taylor	1																				
Todd	None																				
Trigg	1																				
Trimble	None																				
Union	None																				
Warren	4																				
Washington	5																				
Wayne	3																				
Wellston	1																				
Whitley	2																				
Wolfe	None																				
Woodford	None																				
		55	63	21	131	149	48,650	43,022	101	17	1	27	6	125	15	12	36	37	4484	51	43

TABLE 4—DATA ON STATUS OF SIX-OR-MORE TEACHER HIGH SCHOOLS IN KENTUCKY—1938-39

Name of County	Total Number Six-Teacher Schools	Total Enrollment	Type		Water Supply				Light			Average Number of Six-Teacher Schools per School District	Average Value of Property per School District	
			Under Construction	Other	Constructed in Last Twenty Years	Constructed in Last Three Years	Constructed on Solid Foundation	Painted in Last Three Years	Drilled or Open Wells	Springs	Chaterns			Waterworks	Without Artificial Light	Artificial Light
Adair	None													
Allen	None													
Anderson	None													
Ballard	None													
Barren	None													
Bath	None													
Bell	None													
Boone	2	437	2	2	1	2				2	2	240	\$112	
Bourbon	2	198	2	2	2	2				2	2	500	10	
Boyd	1	299	1	1	1	1	1	1		1	1	1,400	250	
Boyle	2	366	2	2	1	2				2	2	1,500	75	
Bracken	None													
Breathitt	1	336	1	1	1	1				1	1	720	25	
Breckinridge	2	420	2	2	1	2	1			2	2	3,000	200	
Bullitt	1	534	1	1	1	1				1	1	1,200	100	
Butler	1	330	1	1	1	1				1	1	1,250	50	
Caldwell	None													
Calloway	6	1,498	5	6	2	6	2	1		3	6	730	20	
Campbell	1	245	1	1	1	1				1	1	1,200	25	
Carrise	None													
Carroll	None													
Carter	2	706	2	2	1	2				2	2	1,550	120	
Casey	None													
Christian	None													
Clark	1	235	1	1	1	1				1	1	2,000	20	
Clay	1	215	1	1	1	1				1	1	800	100	
Clinton	None													
Crittenden	None													
Cumberland	None													
Daviess	4	822	4	2	1	4	3			1	4	500	1,500	
Edmonson	None													
Elliott	1	124	1	1	1	1	1			1	1	2,000	25	
Ezell	None													
Fayette	4	1,638	4	4	4	4				4	4	3,000	800	
Fleming	1	230	1	1	1	1				1	1	1,700	50	
Floyd	6	1,614	6	4	6	4				6	6	1,300	100	
Franklin	3	571	1	2	2	2	2	1		1	1	400	40	
Fulton	1	178	1	1	1	1				1	1	800	150	
Gallatin	1	120	1	1	1	1				1	1	700	100	
Garrard	1	184	1	1	1	1				1	1	350	65	
Grant	2	877	1	1	1	1	2	2		2	2	1,100	80	
Graves	1	186	1	1	1	1				1	1	1,400	15	
Grayson	None													
Green	2	534	2	2	1	2				2	2	897	223	
Greenup	2	240	1	1	1	1				1	1	900	40	
Hancock	1	312	1	1	1	1				1	1	1,000	5	
Hardin	7	1,704	1	2	2	2	3	1	1	1	1	800	115	
Harrison	None													
Hart	1	210	1	1	1	1				1	1	1,000	150	
Henderson	4	561	2	2	4	4	2	1		2	1	4	521	65
Henry	1	232	1	1	1	1				1	1	600	200	
Hickman	1	152	1	1	1	1				1	1	1,000	5	
Hopkins	3	610	3	3	1	3				3	3	900	200	
Jackson	None													
Jefferson	5	1,315	5	4	1	5	2	3		1	1	5	1,430	132
Jessamine	None													
Johnson	2	415	2	2	1	2	2			2	2	1,200	200	
Kenton	1	100	1	1	1	1				1	1	2,000	400	
Knox	2	515	2	2	2	2				2	2	500	50	
Knox	2	970	2	2	2	2				2	2	1,500	150	

TABLE 4—DATA ON STATUS OF SIX-OR-MORE TEACHER HIGH SCHOOLS IN KENTUCKY—1938-39—Continued

Name of County	Sufficient Seats	Average Value Laboratory Equipment	Average Value Books, Maps, Etc.	Heat			Toilets		Playgrounds							
				Trunked	Untrunked	Hot Water	Hot Air	Sanitary Pits	Insanitary Pits	Flush Toilets	One Acre or Less	Five or More Acres	Equipment Furn. by Bd. of Educ.	Appox. Amt. Equip. per Sch.	No. Schs. Org. Ph. Ed. Prgm.	No. Schools with Gymnasiums
Adair	2	\$325	\$60	1						2			\$350	2	2	
Allen	2	691	55												1	1
Anderson	1	1,775	100	1											1	1
Ballard	2	935	60												2	2
Barren	2	250	175												1	1
Bath	1	600	200												1	1
Bell	1	350	50												1	1
Boone	6	350	50	1											6	6
Bourbon	1	197	100												1	1
Boyle	2	325	120												2	2
Bracken	1	1,800	250												1	1
Breathitt	1	100	45												1	1
Breckinridge	4	500	50												4	4
Bullitt	1	500	75	1											1	1
Butler	4	600	200												4	4
Caldwell	1	200	50												1	1
Calloway	1	1,200	150												1	1
Campbell	1	1,200	150												1	1
Carrise	2	250	100												2	2
Carroll	1	1,800	250												1	1
Carter	1	100	45												1	1
Casey	4	500	50												4	4
Christian	1	500	75	1											1	1
Clark	4	600	200												4	4
Clay	6	500	75	1											6	6
Clinton	3	644	100	1											3	3
Crittenden	1	500	175												1	1
Cumberland	1	1,200	150												1	1
Daviess	2	2,157	150												2	2
Edmonson	1	250	75	1											1	1
Elliott	1	2,000	100												1	1
Ezell	1	300	100												1	1
Fayette	2	1,222	2,000												2	2
Fleming	2	2,400	150												2	2
Floyd	1	1,200	150												1	1
Franklin	1	1,000	100												1	1
Fulton	1	1,000	100												1	1
Gallatin	2	2,157	150												2	2
Garrard	1	250	75	1											1	1
Grant	1	2,000	100												1	1
Graves	1	1,000	100												1	1
Grayson	1	1,200	150												1	1
Green	1	1,000	100												1	1
Greenup	1	1,000	100												1	1
Hancock	1	1,200	150												1	1
Hardin	1	1,000	100												1	1
Harrison	1	1,000	100												1	1
Hart	1	1,000	100												1	1
Henderson	1	1,000	100												1	1
Henry	1	1,000	100												1	1
Hickman	1	1,000	100												1	1
Hopkins	1	1,000	100												1	1
Jackson	5	2,688	55												5	5
Jefferson	5	2,000	100												5	5
Jessamine	2	1,500	300												2	2
Johnson	1	1,000	100												1	1
Kenton	1	1,000	100												1	1
Knox	2	1,000	100												2	2
Knox	2	1,000	100												2	2

TABLE 4—DATA ON STATUS OF SIX-OR-MORE TEACHER HIGH SCHOOLS IN KENTUCKY—1938-39—Continued

Name of County	Total Number of Schools	Type	Water Supply	Light	Volume of Library	Average Value	Unpackaged Stoves	Jacketed Stoves	Hot Water	Steam	Hot Air	Sanitary Pits	Flush Toilets	Playgrounds	No. Schools with Gymnasiums
		Formal	Without Artificial Light	Artificial Light	per School	Globes, Maps, Etc.									
Larue	None														
Laurel	None														
Lawrence	1	471	1	1	1	1,530	50								
Lee	1	235	1	1	1	1,530	20								
Leslie	1	239	1	1	1	600	30								
Letcher	1	281	1	1	1	2,688	100								
Lewis	1	247	1	1	1	1,900	100								
Lincoln	1	990	1	1	1	200	100								
Livingston	None														
Logan	4	1,573	4	4	2	4	4,000	300							
Lyon	None														
Madison	None														
Magoffin	1	275	1	1	1	1	2,400	30							
Marion	None														
Marshall	None														
Martin	1	298	1	1	1	800	150								
Mason	1	1,051	1	1	1	1,400	150								
McCracken	1	271	1	1	1	1,150	50								
McCreary	1	584	1	1	1	545	200								
McLean	1	197	1	1	1	1,960	200								
Meade	1	132	1	1	1	1,200	200								
Menifee	1	143	1	1	1	1,900	100								
Mercer	None														
Metcalfe	1	353	1	1	1	1	2,000	100							
Monroe	None														
Montgomery	1	276	1	1	1	1	2,000	200							
Morgan	1	928	4	4	1	4	800	50							
Muhlenberg	None														
Nelson	1	120	1	1	1	1	500	200							
Nicholas	5	988	5	5	5	5	800	50							
Ohio	3	411	3	3	3	3	800	100							
Oldham	None														
Owen	1	292	1	1	1	1	1,800	150							
Owsley	2	383	2	2	2	2	1,800	100							
Pendleton	1	451	1	1	1	4	800	200							
Perry	3	651	2	2	2	2	1,200	100							
Pike	4	1,190	4	4	4	4	1,200	100							
Powell	1	174	1	1	1	1	1,200	100							
Pulaski	2	622	2	2	2	2	1,200	200							
Robertson	None														
Rockcastle	None														
Rowan	2	353	2	2	2	2	1,000	80							
Russell	1	288	1	1	1	1	500	20							
Scott	None														
Shelby	None														
Simpson	None														
Spencer	1	161	1	1	1	1	1,800	100							
Taylor	None														
Todd	None														
Trigg	1	269	1	1	1	1	600	80							
Trimble	1	180	1	1	1	1	1,200	200							
Union	1	820	1	1	1	1	1,500	200							
Warren	None														
Washington	None														
Wayne	5	492	3	3	3	3	500	50							
Webster	1	177	1	1	1	1	700	100							
Whitley	1	296	1	1	1	1	200	50							
Wolfe	None														
Woodford	None														
	156	37,650	12	144	131	60	152	64	21	1	24	110	2	154	79,584

TABLE 4—DATA ON STATUS OF SIX-OR-MORE TEACHER HIGH SCHOOLS IN KENTUCKY—1938-39—Continued

Name of County	Total Number of Schools	Type	Water Supply	Light	Volume of Library	Average Value	Unpackaged Stoves	Jacketed Stoves	Hot Water	Steam	Hot Air	Sanitary Pits	Flush Toilets	Playgrounds	No. Schools with Gymnasiums					
		Formal	Without Artificial Light	Artificial Light	per School	Globes, Maps, Etc.														
Larue	None																			
Laurel	None																			
Lawrence	1	471	1	1	1	1,530	50													
Lee	1	235	1	1	1	1,530	20													
Leslie	1	239	1	1	1	600	30													
Letcher	1	281	1	1	1	2,688	100													
Lewis	1	247	1	1	1	1,900	100													
Lincoln	1	990	1	1	1	200	100													
Livingston	None																			
Logan	4	1,573	4	4	2	4	4,000	300												
Lyon	None																			
Madison	None																			
Magoffin	1	275	1	1	1	1	2,400	30												
Marion	None																			
Marshall	None																			
Martin	1	298	1	1	1	800	150													
Mason	1	1,051	1	1	1	1,400	150													
McCracken	1	271	1	1	1	1,150	50													
McCreary	1	584	1	1	1	545	200													
McLean	1	197	1	1	1	1,960	200													
Meade	1	132	1	1	1	1,200	200													
Menifee	1	143	1	1	1	1,900	100													
Mercer	None																			
Metcalfe	1	353	1	1	1	1	2,000	100												
Monroe	None																			
Montgomery	1	276	1	1	1	1	2,000	200												
Morgan	1	928	4	4	1	4	800	50												
Muhlenberg	None																			
Nelson	1	120	1	1	1	1	500	200												
Nicholas	5	988	5	5	5	5	800	50												
Ohio	3	411	3	3	3	3	800	100												
Oldham	None																			
Owen	1	292	1	1	1	1	1,800	150												
Owsley	2	383	2	2	2	2	1,800	100												
Pendleton	1	451	1	1	1	4	800	200												
Perry	3	651	2	2	2	2	1,200	100												
Pike	4	1,190	4	4	4	4	1,200	100												
Powell	1	174	1	1	1	1	1,200	100												
Pulaski	2	622	2	2	2	2	1,200	200												
Robertson	None																			
Rockcastle	None																			
Rowan	2	353	2	2	2	2	1,000	80												
Russell	1	288	1	1	1	1	500	20												
Scott	None																			
Shelby	None																			
Simpson	None																			
Spencer	1	161	1	1	1	1	1,800	100												
Taylor	None																			
Todd	None																			
Trigg	1	269	1	1	1	1	600	80												
Trimble	1	180	1	1	1	1	1,200	200												
Union	1	820	1	1	1	1	1,500	200												
Warren	None																			
Washington	None																			
Wayne	5	492	3	3	3	3	500	50												
Webster	1	177	1	1	1	1	700	100												
Whitley	1	296	1	1	1	1	200	50												
Wolfe	None																			
Woodford	None																			
	131	111	79	77	143	52,374	10,275	11	8	8	118	11	33	3	120	27	81	\$1,835	114	138

TABLE 5
SUMMARY OF STATISTICAL DATA ON PRESENT STATUS OF THE FOUR TYPES OF SCHOOLS STUDIED
IN KENTUCKY—1938-39

Type of School Studied	Total Number Such Schools	Total Enrollment In Such Schools	Type Building				Schools Constructed In Last Twenty Years		Schools Constructed In Last Three Years		Schools Constructed on Solid Foundations		Schools Painted In Last Three Years		Schools on Roads Over Which Transportation Is Satisfactorily Possible	
			Schools of Frame Construction		Schools of Other Construction											
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One-Teacher Elementary	4418	153,778	4327	97.9	91	2.	1621	36.6	204	4.6	1204	27.2	1440	32.5	1618	36.6
Four-or-More Teacher Ele.	483	107,930	161	33.3	322	66.6	363	75.1	126	26.	420	86.9	206	42.6	464	96.
Three-or-Fewer Teacher H. S.	152	7,802	87	57.2	65	42.7	124	81.5	38	25.	128	84.2	82	53.9	122	80.2
Six-or-More Teacher H. S.	156	37,659	12	7.6	144	92.3	131	83.9	60	38.4	152	97.4	64	41.	.....	.....

TABLE 5—Continued.
 SUMMARY OF STATISTICAL DATA ON PRESENT STATUS OF THE FOUR TYPES OF SCHOOLS STUDIED
 IN KENTUCKY—1938-39

Type of School Studied	Water Supply										Light				Library		Schools With 1934 or Later World Book Encyclopedia	Schools With 1934 or Later Compton's Encyclopedia		
	None At School		Drilled or Open Wells		Springs		Cisterns		Waterworks		Without Artificial Light		With Artificial Light		Average Number Volumes per School	Average Annual Amount Spent for Lib. per School Last 5 Yrs. Library				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Amt.			No.	%	No.	%
One-Teacher Elementary	781	17.7	2347	53.1	448	10.1	767	17.3	75	1.6	4339	98.2	79	1.7	.....	\$2.65	.....	.....	.....	.....
Four-or-More Teacher Elementary	19	4.	121	25.	3	.....	103	21.3	222	45.9	55	11.4	428	88.6	.....	30.40	.....	.....	.....	.....
Three-or-Fewer Teacher H. S.	3	1.9	80	52.6	5	3.2	33	21.7	28	18.4	55	36.1	95	62.5	195	25.68	95	62.5	63	41.4
Six-or-More Teacher H. S.	.....	.....	21	13.4	1	.....	24	15.3	110	70.5	2	1.3	154	98.7	510	80.84	133	85.2	111	71.1

TABLE 5—Continued.
SUMMARY OF STATISTICAL DATA ON PRESENT STATUS OF THE FOUR TYPES OF SCHOOLS STUDIED
IN KENTUCKY—1938-39

Type of School Studied	Blackboards								Schools With Globes	Schools With Maps	Average Value of Globes, Maps in All Schools	Heat											
	Without Blackboards		Slate Blackboards		Composition Blackboards		Painted Walls					Unjacketed Stoves		Jacketed Stoves		Hot Water Heat		Steam Heat		Hot Air Heat			
	No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One-Teacher Elementary	62	1.4	238	5.3	3696	83.6	422	9.5	1493	33.7	2005	45.3	\$...	4082	92.5	329	7.4	3	.....	1	.....	3	.....
Four-or-More Teacher Ele.	....	.....	187	38.7	294	60.9	.....	.....	416	86.1	423	87.5	.....	123	25.4	71	14.9	8	1.6	250	51.7	31	6.4
Three-or-Fewer Teacher H. S.	....	.....	21	13.8	131	86.1	.....	.....	.....	.....	.....	.....	20	101	66.5	17	11.2	1	.....	27	17.8	6	3.9
Six-or-More Teacher H. S.	....	.....	79	50.6	77	49.3	.....	.....	.....	.....	.....	.....	66	11	7.	8	5.1	8	5.1	118	75.6	11	7.

TABLE 5—Continued.
SUMMARY OF STATISTICAL DATA ON PRESENT STATUS OF THE FOUR TYPES OF SCHOOLS STUDIED
IN KENTUCKY—1938-39

Type of School Studied	Toilets								Playgrounds						School With Playground Equipment Furnished by Board of Education	Approx. Annual Amount Spent by Board per School for Playground Equipment	Number of Schools With Organized Physical Education Program		Number of Schools With Gymnasium		
	Without Toilets		With Sanitary Pits		Insanitary Pits		Flush Toilets		With Less Than One Acre		With Three or More Acres		With Five or More Acres				No.	%	No.	%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	Amt.	No.	%
One-Teacher Elementary	174	3.9	2786	63.	1456	32.9	2	1778	40.2	87	1.9	\$.25	211	4.7
Four-or-More Teacher Ele.	.....	.....	224	46.3	35	7.2	224	46.3	93	19.2	265	54.8	.....	52	11.	11.15	220	45.5	.....	.....
Three-or-Fewer Teacher H. S.	.....	.....	125	82.2	15	9.9	12	7.8	36	23.6	.....	.....	37	24.3	.....	3.18	51	33.5	43	28.2
Six-or-More Teacher H. S.	.....	.....	33	21.1	3	1.9	120	76.9	27	17.3	.....	.....	81	51.9	.....	11.70	114	73.	138	88.4

ANALYSES, COMPUTATIONS, AND OBSERVATIONS ON THE STATUS OF THE FOUR TYPES OF SCHOOLS STUDIED

Table 5, summarizes the statistical data relative to the four types of schools studied. The following analyses, computations and observations are significant:

A. One-Teacher Elementary Schools in Kentucky

1. The typical one-teacher elementary school in Kentucky has an enrollment of 35 pupils.
2. 97.9 per cent of the one-teacher elementary school buildings are of frame construction.
3. 36.3 per cent of this type building have been constructed for a period of more than twenty years; 4.6 per cent have been constructed during the past three years.
4. 32.5 per cent of the one-teacher elementary school buildings have been painted within the last three years.
5. 36.6 per cent of these schools are located on roads over which transportation can be afforded satisfactorily.
6. 17.7 per cent of the one-teacher elementary schools have no water supply at school; 63.2 per cent have open or drilled wells or springs as their source of water supply
7. 98.2 per cent of the one-teacher elementary schools have no artificial lighting facilities.
8. \$2.65 per one-teacher elementary school is the average annual amount spent by boards of education for library books.¹
9. Boards of Education in 35 county school districts reported no expenditure for library books for their one-teacher elementary schools during the past five years.
10. 10.9 per cent of such schools either have no blackboards or use walls painted black for blackboards.
11. 33.7 per cent of such schools have globes.
12. 45.3 per cent of such schools have maps.
13. 92.5 per cent of such schools have unjacketed stoves.
14. 3.9 per cent of such schools have no toilets; 32.9 per cent of such schools have toilets with insanitary pits.
15. 40.2 per cent of such schools have playgrounds with less than one acre each; 1.9 per cent of such schools have playgrounds with three-or-more acres each.
16. 25¢ per year per one-teacher elementary school is the average amount spent annually by boards of education for playground equipment.
17. 113 county boards of education report no expenditure for playground equipment for one-teacher elementary schools.

¹ It is possible that the questionnaire was misinterpreted at this particular point and that some superintendents indicated the total amount of money spent for library books for all one-teacher elementary schools during the entire five-year period, rather than indicating the average annual amount spent during the past five years.

B. Four-or-More Teacher Elementary Schools

In regard to elementary schools in Kentucky that have four-or-more teachers, the following statements are true :

1. The average enrollment in elementary schools with four-or-more teachers is 223 pupils.
2. Only 33.3 per cent of the buildings are of frame construction.
3. 75.1 per cent of the buildings have been constructed during the past twenty years; 26 per cent have been constructed during the past three years.
4. 45.9 per cent have waterworks.
5. \$30.40 is the average annual amount per school spent by boards of education for library books.
6. 86.1 per cent have globes; 87.5 per cent have maps.
7. 51.7 per cent have steam heat.
8. 46.3 per cent have flush toilets.
9. \$11.15 is the average annual amount per school spent by boards of education for playground equipment.
10. 45.5 per cent have organized physical education programs.

C. High Schools with Three or Fewer Teachers

In regard to high schools in Kentucky that have three-or-fewer teachers, the following facts are significant :

1. 52 pupils is the average enrollment.
2. 80.2 per cent are located on roads over which transportation is satisfactorily possible.
3. 57.2 per cent of the buildings are of frame construction.
4. 55.8 per cent have drilled or open wells or springs as sources of water supply.
5. 36.1 per cent have no artificial lights.
6. The average library has 195 volumes.
7. 62.5 per cent have a 1934-or-later edition of World Book Encyclopedia.
8. 41.4 per cent have a 1934-or-later edition of Compton's Pictorial Encyclopedia.
9. \$26 is the average annual amount per school spent by boards of education for library books.
10. \$20 is the average value of maps and globes in each such school.
11. 66.5 per cent of such schools have unjacketed stoves.
12. 7.8 per cent have flush toilets.
13. 23.6 per cent of such schools have playgrounds with areas of less than one acre.
14. 24.3 per cent have playgrounds with areas of more than five acres.
15. \$3.18 is the average annual amount per school spent by Boards of Education for playground equipment.
16. 28.2 per cent have gymnasiums.

D. High Schools with Six or More Teachers

In regard to high schools in Kentucky that have six-or-more teachers, the following statements are true :

1. The typical school of this group has an enrollment of 241 pupils.
2. Only 7.6 per cent of the buildings are of frame construction.
3. 83.9 per cent of the buildings have been constructed during the past twenty years; 38.4 per cent have been constructed during the past three years.
4. 70.5 per cent have waterworks.
5. Only 1.3 per cent are without artificial lighting facilities.
6. The average library has 510 volumes.
7. \$80.84 is the average annual amount per school spent by boards of education for library books.
8. \$66 is the average value of globes and maps in each such school.
9. 87.7 per cent have modern heating facilities.
10. 76.9 per cent have flush toilets.
11. 51.9 per cent have playgrounds with areas of five or more acres.
12. 88.4 per cent have gymnasiums.

Chapter III

CHANGES IN THE EDUCATIONAL STATUS OF KENTUCKY DURING THE PAST FEW YEARS

A. Personnel and Types of Schools

One has only to study educational history to see that the public school system of Kentucky is gradually improving. According to the report of the Kentucky Educational Commission in 1921, only seven of the ninety-six county superintendents reporting had the equivalent of a standard college training. In 1936, only two superintendents, or 1.6 per cent, reported less than four years of college work.¹

According to the Kentucky Educational Commission in 1921, (based on detailed information on the educational training of 11,712 of the 13,653 teachers) only one elementary teacher in ten had graduated from high school and had had at least two years of additional special training; 21 per cent of all high school teachers had not attained the equivalent of a high school education. In 1937-38, the median training of all employed elementary teachers in Kentucky was approximately eighty-five semester hours of college training, and only seventy-four of the 3,611 employed secondary teachers studied (teaching personnel in 120 county school districts and 124 independent school districts were studied), had less than four years of college training, or its equivalent.² The number of small inefficient independent units of school administration has been reduced materially.

It is not the purpose of the writer to trace all the changes in Kentucky's educational system; rather, it is his purpose to present specifically the changes effected through consolidation. Generally speaking, the training of Kentucky's teachers is rather complimentary and, with some exceptions, the organization of school administrative units is fairly desirable. With well-trained teachers, qualified administrative leadership, and a reasonably small number of administrative units, it appears that one of the major educational problems is that of providing *desirable attendance areas* for administration by our well-trained teachers, in which they can do their best work.

In 1930, 5,741 (75.8 per cent) of the 7,568 schools in Kentucky were one-teacher schools. In 1935, 5,367 (70.7 per cent) of the 7,592

¹James W. Depp. *The Status of the County Superintendent of Schools in Kentucky*, 1936. Kentucky State Department of Education. p. 15.

²*Educational Leadership in Kentucky*—Bulletin, Vol. VI, No. 11, January, 1939, State Department of Education. p. 37.

schools in Kentucky were one-teacher schools.³ This year, 1938-39, there are only 4,418 one-teacher elementary schools in Kentucky. Therefore, at the task of consolidating one-teacher elementary schools, Kentucky's educational leadership has done well during the past few years—*approximately 1,000 one-teacher schools have been consolidated.* During this same period, approximately 75 high schools have been discontinued. We now have only 783 high schools in Kentucky; 75 of these are privately owned and operated.

During the school years 1931-32, 209,390 or 36.18 per cent of the county elementary pupils in Kentucky were enrolled in one-teacher schools; during the school year 1934-35, 193,094 or 49.95 per cent of the county elementary pupils were enrolled in one-teacher schools. During the three-year period from 1931-32 to 1934-35, the number enrolled in one-teacher schools in Kentucky decreased approximately 16,000; during the four-year period from 1934-35 to 1938-39, the number attending such schools decreased approximately 40,000.

During the school year 1931-32, there were 70,975 county elementary pupils enrolled in elementary schools in Kentucky having four or more teachers; in 1934-35, the number of county elementary pupils attending such schools was 92,060. In 1938-39 107,930 county elementary pupils were enrolled in elementary schools in Kentucky with four or more teachers.

Table 6 below summarizes data in regard to types of schools and enrollment in them during the school years 1931-32, 1934-35, and 1938-39 (county school districts only).

TABLE 6
NUMBER OF, AND ENROLLMENTS IN, THE DIFFERENT TYPES OF
SCHOOLS IN KENTUCKY IN THE COUNTY SCHOOL
DISTRICTS, BY INTERVALS

Types of Schools	Number			Enrollment		
	1931-32	1934-35	1938-39	1931-32	1934-35	1938-39
One-Teacher	5,741*	5,367	4,418	209,930	193,034	153,778
4-or-more teacher.....			483	70,975	92,060	107,930
High Schools	832	849	783	71,945	96,566	136,037

*Number of one-teacher schools in 1930.

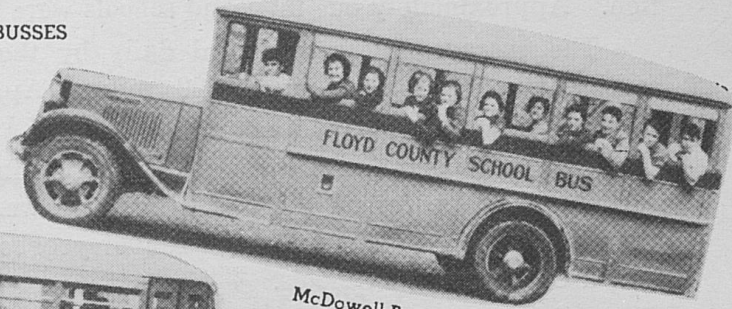
B. Transportation

During the school year 1938-39, 113 of the 120 county school districts in Kentucky furnished some school transportation. This service

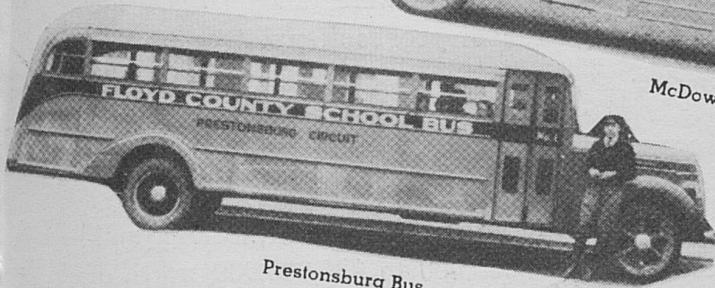
³ *Study of Local School Units in Kentucky, 1936.* State Department of Education, Frankfort, Kentucky. p. 21.

PICTURE 1

FLOYD COUNTY SCHOOL BUSES



McDowell Bus



Prestonsburg Bus



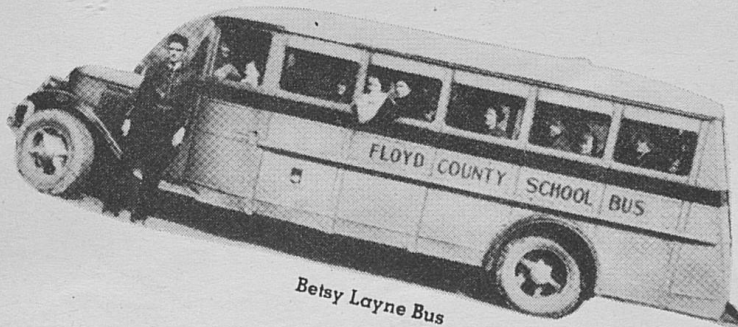
Wheelwright Bus



Marlin-Maytown Bus



Right Beaver Bus



Betsy Layne Bus

was carried on by approximately 1,500 vehicles of school transportation. Approximately one thousand schools were served.

The average mileage traveled daily by those vehicles while in service was approximately 30,000 miles. Approximately 100,000 children were transported at an expense of \$1,116,517 annually.

This transportation program is carried on in all sections of Kentucky. The pictures on the following page were taken from "The Floyd Countian"—the 1939 high school yearbook published by all Floyd County's high schools.

C. School Building Programs

A conservative estimate made by John W. Brooker, Director of School Buildings and Grounds, State Department of Education, indicates that Kentucky needs from \$20,000,000 to \$25,000,000 worth of new school buildings in the very near future. However, remarkable progress has been made in schoolhouse construction during the past few years. The value of school buildings and grounds in 1930, was approximately \$50,000,000. Since then, the value of school buildings and grounds has been increased approximately \$25,000,000. The past four years has witnessed the greater portion of this building program.

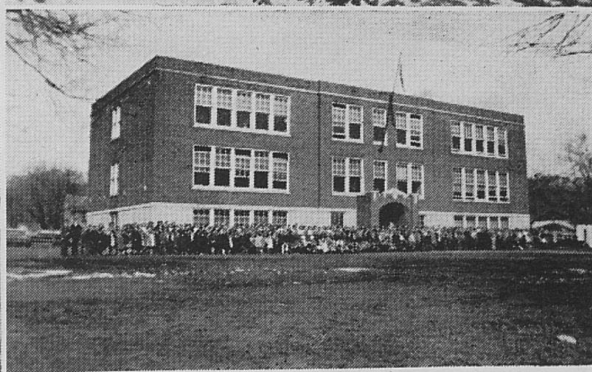
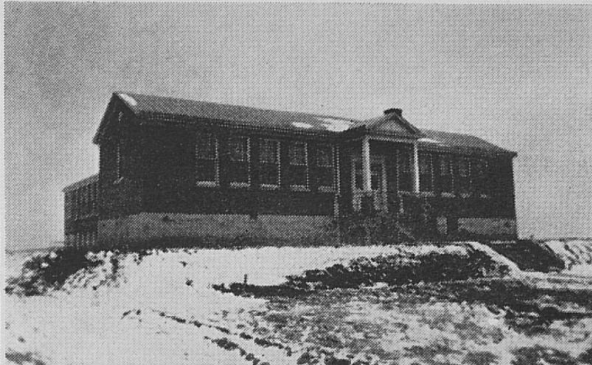
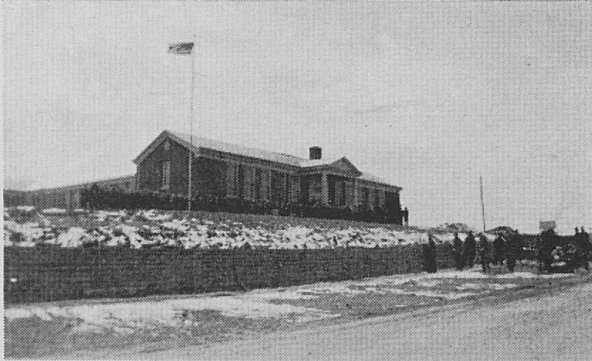
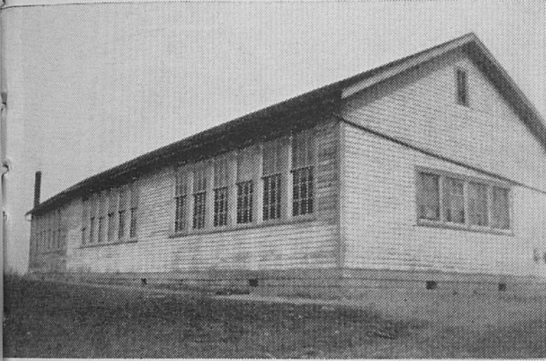
In presenting illustrations of consolidation and schoolhouse construction during the past few years, the writer does not attempt to include all outstanding building programs in Kentucky. There are some counties in which notable schoolhouse construction is now taking place; some counties in which consolidation and schoolhouse construction have taken place but of which the writer has no picture.

A few notable examples of schoolhouse construction of which actual pictures are available are presented here:

PICTURE 2—PENDLETON COUNTY

THEN—1934

NOW—1939



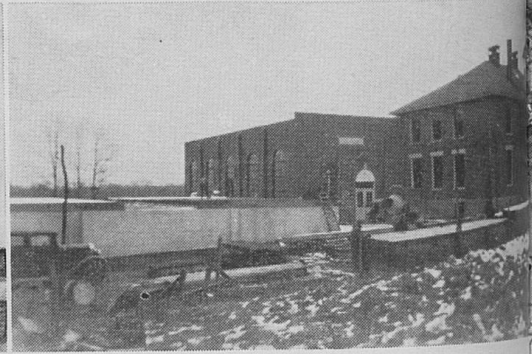
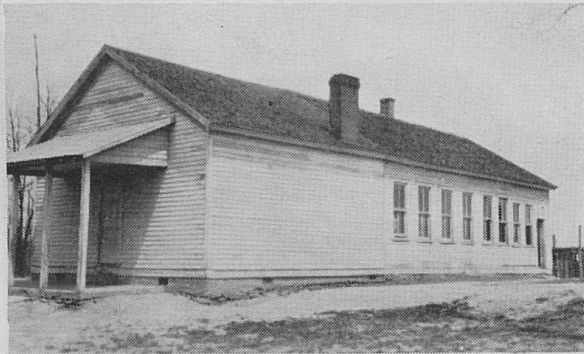
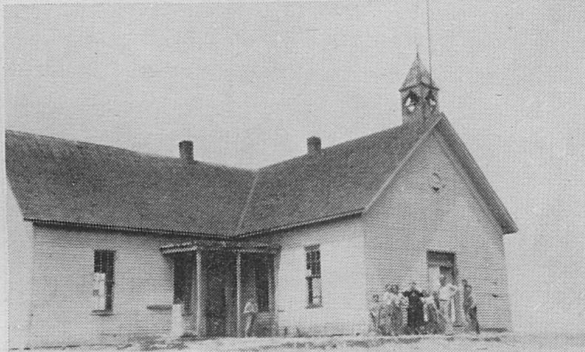
THEN—1934

32 schools like pictures numbers 1-4 and 8-11, inclusive; census—2,239, enrollment 1,788—enrollment 80 per cent of census; without electricity and water—30.

PICTURE 2—Continued—PENDLETON COUNTY

THEN—1934

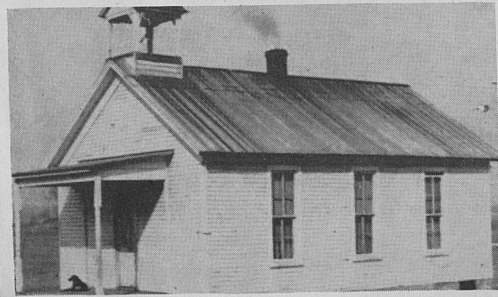
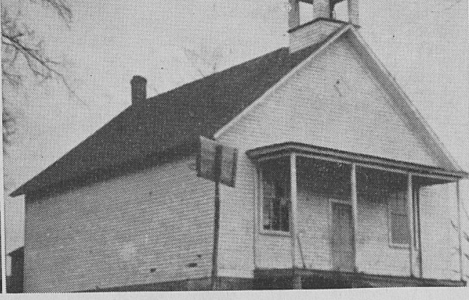
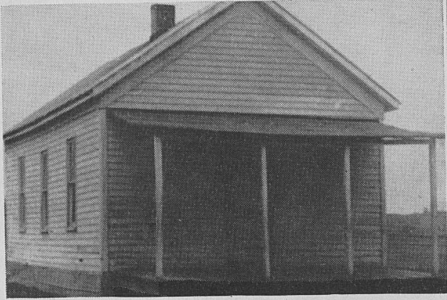
NOW—1939



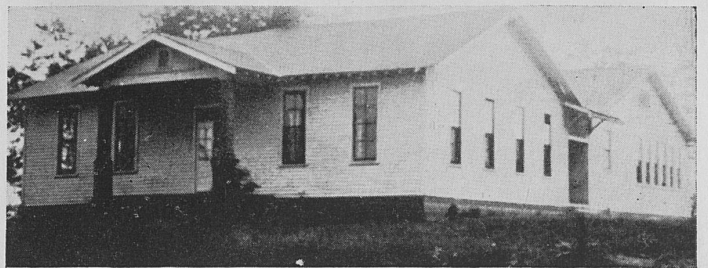
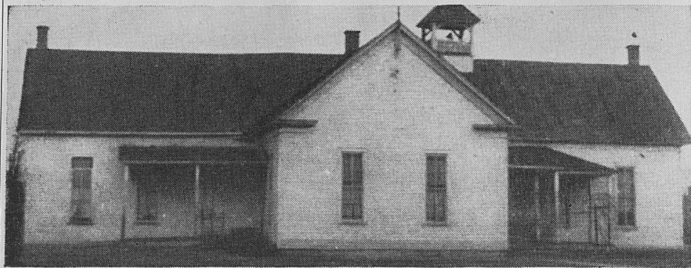
NOW—1939

6 schools, pictures numbers 5-7 and 12 inclusive,—census 2,084, enrollment 1,833—enrollment 88 per cent of census; without electricity water—none.

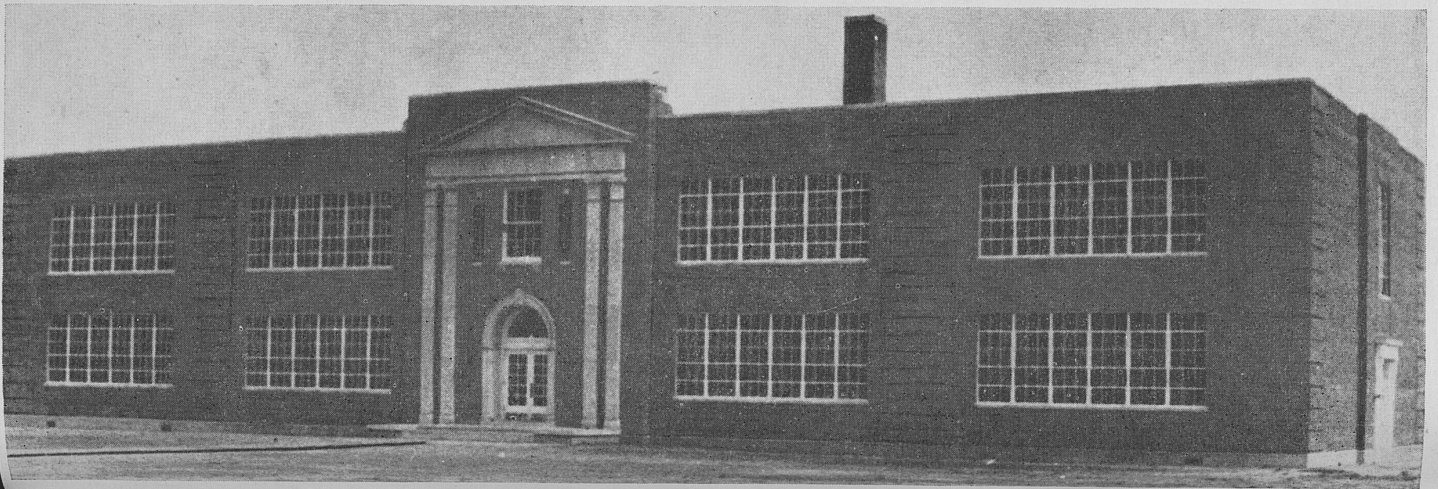
5-7 and 11
ant 1, 833
at electric



PICTURE 3—HANGOCK COUNTY



The modern school building in Lewisport, Hancock County, below, replaces eleven dilapidated, frame buildings appearing above and on preceding page, and, through consolidation, discontinues nine attendance areas (1938).



PICTURE 3—Continued—HANCOCK COUNTY

Chapter IV

WHAT ARE THE ESSENTIALS FOR CONSOLIDATION?

It is a matter of common knowledge that there are three major conditions that should prevail before consolidation is attempted. Each of these conditions is discussed briefly.

A. Road Conditions

School law in Kentucky provides that boards of education must maintain schools "for pupils of elementary grades within a reasonable walking distance of their homes" and/or provide transportation for such pupils to schools that are not within reasonable walking distance of those who attend them (Section 4399-20 Kentucky Statutes). Therefore, from the legal standpoint, as well as from the humane standpoint, road conditions satisfactory for transportation of school pupils must prevail if small, inefficient schools are to be consolidated. Naturally, the number and location of pupils is also a factor in consolidation.

It is encouraging to note in Tables 1 and 3, that approximately 37 per cent of Kentucky's one-teacher schools and approximately 80 per cent of her high schools with three or fewer teachers are located on roads over which it is possible to transport pupils satisfactorily.

B. Financial Ability

It would be contrary to common practice to argue that one can have a better school program—that is, a consolidated school program—at less cost than that entailed in the operation of the old school program of many schools and no transportation. Of course, there are several schools in Kentucky with enrollments of less than ten pupils. Such schools as these, if consolidation is possible, can be consolidated with a saving in teaching personnel. However, under ordinary conditions, a program of consolidation reduces teaching personnel little or none, and, on the other hand, consolidation necessitates a building program and some system of transportation. The local school districts of Kentucky are now spending approximately \$1,200,000 annually for transportation.

The saving effected by consolidation is in the type of service that the school can render. However, the financial ability of a school district largely determines the amount of consolidation that can be accomplished. Kentucky Statutes provide that each school district in Kentucky must spend all the state per capita that it receives, plus

half its local revenue, for instruction (Section 4399-46 Kentucky Statutes). School districts with little wealth have a small amount of revenue for any services other than instruction.

C. Public Sentiment

Regardless of what one may talk about to another, the listener is apt to form mental pictures about the subject being discussed in accordance with his own experiences. This truth applies to school problems. When one person talks to another about school situations, the listener has a mental picture of *his own school*. It follows that when the average parent thinks of schools today, he is thinking of schools as he knew them a decade or decades ago. Unless informed about our modern school system, many parents are prone to praise "the little red schoolhouse" that they attended and to regard much of our present educational system as "fads and frills". Since every taxpayer is a stockholder in the business of education, and since educational administration is subject to the will of the people, it is necessary that the leaders of public education build public sentiment in favor of a program of consolidation, if such a program is to be realized.

Chapter V

JUDGING KENTUCKY'S EDUCATIONAL SYSTEM BY THE SEVEN CARDINAL PRINCIPLES

In Chapter III of this study, it was shown that more school consolidation has been effected in Kentucky during the past four years than during any similar period since the establishment of our educational system. This period has been the outstanding period of similar length with regard to this phase of school administration.

No claim is made that consolidation cures all the defects of a school system. However, it is believed that, other things being equal, large consolidated schools can do much better the tasks for which schools are established, administered, and supervised, than can small schools. Using the seven cardinal principles of secondary education as criteria, the following evidences and arguments are presented to show that this assumption is true.

The writer takes no responsibility for arguing the worth of *the seven cardinal principles of secondary education* as the goals of our schools. These principles are generally accepted by educators and are incorporated in many of the statements of educational philosophy that have appeared since their formulation.

The argument may be advanced that small schools can be made to provide the modern facilities and the broadened curricula necessary for the attainment of the goals of education. The fallacy of that argument is obvious. The average county board of education cannot provide modern buildings equipped with electricity, water, large libraries, large teaching staffs, and other necessary equipment in the many small schools in their districts. To furnish such facilities for so many small schools would entail an insurmountable cost. Space compels the writer to use more or less extreme cases in the presentation of the following arguments. It should be borne in mind that the *smaller-than-desirable-size schools* possess in varying degrees the weaknesses of the most undesirable ones, the one-teacher schools.

The arguments relating to elementary schools are presented first.

A. Elementary

I. Health

Ninety per cent of all school children of the United States are defective in some way.¹ Undoubtedly, many defects of

¹ Ward G. Reeder. *Fundamentals of Local School Administration*. Macmillan Company, Chicago, Illinois. p. 375.

school children are due, either in cause or lack of prevention, to the school.

1. Posture and eyesight

Since practically 100 per cent of our one-teacher schools in Kentucky do not have artificial light, since provision for correct natural lighting is most frequently neglected in such schools, and since the desks are often crude and not adjusted to the varying sizes and ages of pupils, it is probable that the one-teacher schools contribute something to bad posture and defective eyesight.

When we compare such a situation with one in which there is artificial light, correctly placed windows, and separate rooms equipped with desks suitable to the children that occupy those rooms, it seems there can be little doubt that the latter situation is more favorable to good vision and proper posture.

2. Disease prevention

Approximately 18 per cent of the one-teacher schools of Kentucky have no water supply at school; 63 per cent get water from drilled or open wells or springs; 93 per cent have unjacketed stoves; 4 per cent have no toilets at school; and 33 per cent have insanitary pits.

Compare the one-teacher school with water from a spring, with an unjacketed stove in the center of the room, with no toilet or one with an insanitary pit—open to flies and all other disease carriers, with the modern consolidated school which has pure running water, a central heating plant that gives uniform controlled heat throughout each room, and with flush toilets and sewage carefully concealed in scientifically designed plumbing or disposal tanks.

Little doubt is entertained that the child is less apt to contract or spread disease in the latter situation. Aside from the actual contraction or spreading of disease because of physical environment, the schools should be such as to provide mental health and health instruction. Undoubtedly, the child in the latter situation is happier and more mentally comfortable than the child in the one-teacher school.

It is the opinion of approximately 100 per cent of Kentucky's county school superintendents that elementary

children are satisfied with school consolidation.² The large school has more opportunity for health instruction.

3. Physical education

Forty per cent of Kentucky's one-teacher schools have playgrounds with areas of less than one acre, and less than 2 per cent of them have playgrounds with areas of three acres or more.

Nineteen per cent of the elementary schools with four or more teachers have playgrounds with areas of less than one acre and 54 per cent of them have playgrounds with areas of three or more acres.

Many of the larger schools have gymnasiums for regular physical education programs—almost an impossibility for one-teacher schools. Almost twice as many county superintendents report a definite program of safety education in the large schools than in the small schools.³

It is agreed that safety, physical education, and activities contribute something desirable to the welfare of children, then it must be agreed that our larger schools can serve our children better than can our small schools.

II. Command of the Fundamental Processes

If a teacher in a typical one-teacher school follows the state course of study prescribed for her use in her daily recitations and activities, she will devote only approximately forty minutes daily to the entire first grade—and this is made possible only by combining subjects in different grades. Compare this amount of time and attention with the amount that a teacher in a large school who teaches only the first grade pupils (instead of eight different grades) can give to her pupils.

In the one-teacher schools, teachers combine the upper grades. During one school year the fifth grade pupils will be doing sixth grade work and the seventh grade pupils will be doing eighth grade work; and the next year, when they should be doing sixth grade work or eighth grade work, they will be doing fifth grade work or seventh grade work. (Teachers in one-teacher schools teach fifth and sixth grade work, and seventh and eighth grade work, on alternate years, as prescribed by the state course of study.)

In addition to short recitation periods and inability of the teacher in the one-teacher school to give much of her time to

² Table 3.

³ *Ibid.*

individual classes or pupils, there is also the fact that the one-room school teacher must teach various subjects and grades. She is prepared, generally, to do her best work in only one or two subjects, or with the primary, intermediate or upper grades. In addition to having to teach various grades, she is expected to teach music, art, etc., whether she has or has not any aptitude or preparation for such. On a state-wide basis, supervisory assistance for these teachers is so little that it is almost insignificant.

The teacher in the one-room school is further handicapped with a mixed group, so far as ages, interests, and abilities are concerned. She often has in her school pupils ranging in ages from six years to sixteen years, or older. She is indeed a genius if she can serve all of them well. She is handicapped in the matter of instructional materials. She has little or no library, and few or no maps, globes, etc. The average board of education does not equip one-teacher schools with any appreciable amount of instructional facilities. Data in Table 1 clearly indicates this tendency. Since the typical teacher in a one-room school is paid a salary among the lowest paid in the profession, she cannot be expected to provide such equipment. A few teachers through their ingenuity, will provide some equipment; comparatively speaking, this number is small.

III. Worthy Home Membership

Naturally, good health and scholarship contribute to worthy home membership. In the promotion of these two functions of the school, it seems that the large school excels. ✓

An examination of the daily schedule of a typical teacher in a one-teacher school reveals that she has little time for anything except "hearing" lessons in academic subjects. On the other hand, the school with several teachers may have teachers on its staff who can teach:

1. Foods—kinds, their preparation and consumption
2. Clothing—making, purchasing, wearing and caring for
3. Dress for seasons and occasions
4. Care and appreciation of the home and its equipment
5. Development of personality
6. Preference for a home to a house
7. Art in the home
8. Entertaining in the home
9. Making and repairing of upholstering, chairs, etc.
10. Care of linens
11. The art and need of cooperation.

If the child develops many of these attributes of worthy home membership in the one-teacher school, such development must be incidental, rather than direct training.

By the variety and number of contacts and associations alone, the pupil in the large school has a decided advantage over the child in the one-teacher school. Contrast the number and types of clubs and organizations that the two types of schools may have.

IV. Vocations

Little teaching of definite vocations is done in the elementary schools. Some encouragement is given to vocational "exploration" in the upper grades. In the large school, the child comes in contact with other children of varied vocational interests. Some will be interested in building model airplanes, motor boats, autos, in carpentry, etc. These contacts are fewer in the small schools.

More varied exploratory reading in the large school is an advantage over the small school. More will be said about vocational training in the latter section of this chapter.

V. Citizenship

"We learn to do by doing" is an undisputed philosophy; yet, some schools are still trying to teach pupils to "become" good citizens. The two theories are contradictory. However, in one-teacher schools, one must still do much citizenship training with the idea of pupils "becoming" desirable citizens. In the one-teacher school with enrollments of 5 to 10 pupils, there are few opportunities of practicing good citizenship, as compared with the opportunities for such that are found in large schools. The large school, with its school newspaper and other school organs, its clubs and organizations, its radio, assembly, and varied activities, offers many opportunities for practicing good citizenship in a comparatively large group living in a democratic society.

VI. Worthy Use of Leisure

In the one-teacher school, the pupil has an opportunity of exchanging ideas with only one teacher, and he comes in contact with only a small group of pupils. He comes in contact with his texts, which occupy most of his time.

In the large school, the pupil enjoys contact with several teachers. He lives in a larger group and one that possesses more varied interests. He enjoys a broadened curriculum.

He has access to a library containing writings in the various fields. He has access to musical training—to masterpieces in art. He can participate in a variety of school activities and develop an avocation. In short, he has a chance to discover his aptitudes and to develop reading habits and “side interests” that will occupy his mind and time during his leisure. Denial of these opportunities during childhood may be the cause of developing handicapping habits in life.

VII. Ethical Character

Character is the sum of all the traits of an individual, a part of which is one’s abilities, attitudes, aptitudes, and actions.

The quality of one’s leadership the sincerity of his co-operation and his respect for himself and others, are earmarks of his character. While character may not be taught in a definite number of lessons or cultivated overnight, it does seem that the child in the large school has many more possibilities of cultivating these desirable traits than does the child in the small school. He may be taught honesty and given religious instruction in the small school, but the large school offers him more opportunities for expression of character and exercise of good habits than does the small school.

B. Secondary

Practically everything that has been said in contrasting the abilities of the large and small elementary schools to attain the goals of education as set forth in the *seven cardinal principles of education*, apply to the abilities of large and small high schools to do the work for which they are maintained. These similarities are evidences of this fact:

1. Small high schools have fewer pupils and provide opportunities for fewer contacts and associations than do large high schools.
2. Small high schools have more unsatisfactorily equipped buildings in regard to lighting, heating, and seating facilities than do large high schools.
3. Small high schools have more unsatisfactory water supply than do large high schools.
4. Small high schools have fewer library books than do large high schools.
5. Small high schools have poorer equipment in regard to blackboards, maps, globes, laboratories, and physical education than do large high schools.

In all these respects, the small high schools of Kentucky suffer like handicaps to those suffered by small elementary schools.

The outstanding advantage held by a large high school over a

small high school is its broadened and enriched curriculum. The typical high school (Grades 9-12) with three teachers, will have an academic curriculum somewhat as follows:

Subject	No. Units
English	4
Mathematics	3
Social Studies	4
Science	2
Electives	3

The electives in the curriculum of a high school with three or fewer teachers are most usually restricted to science, social studies or foreign languages. It is seldom a high school with three or fewer teachers has in its curriculum any vocational subjects. The typical high school (grades 9-12) with six or more teachers, will have an academic curriculum composed of the above mentioned units, plus units in agriculture, home economics, commercial education, and possibly some trade and industrial courses.⁴

The advantage of such a curriculum over a curriculum consisting of purely academic subjects are obvious. According to data in the Kentucky State Department of Education, less than 60 per cent of those who enter high school as freshmen ever become seniors in high school. The number of high school graduates each year is approximately 50 per cent of the number who are enrolled as freshmen in our high schools. Approximately one-third of those who graduate from high school enter colleges for further training. An analysis of these data reveals that only approximately 15 per cent of those who enter high schools in Kentucky as freshmen graduate from high school and enter colleges for additional training.

Thus, we see the importance of the training given boys and girls in our high schools. It is the only in-school training that approximately 85 per cent of them will have.

The writer does not question the benefits of purely academic training—practically the only kind of training that pupils in small high schools may have. Neither does the writer question the benefits of vocational training for boys and girls in high schools; nor does he doubt the necessity and wisdom of providing such training. This contention is based on the belief that the usefulness and happiness of an individual and his dependents rest largely upon the fitness of that individual for useful employment—his ability to provide the necessities and comforts of life. "The average man spends approximately one-third of his productive life in economic or vocational activities."⁵

⁴ *Manual of Organization and Administration for High Schools.* Department of Education, Frankfort. Vol. VI, August, 1938. p. 36.

⁵ *Vocational Education in Kentucky.* Department of Education, Frankfort, Kentucky. Vol. VII, May, 1939. p. 111.

Without discounting the benefits of a general education, it seems that one should have some training for useful employment. The large high school, but not the small one, can provide this type of training.

According to data in the Division of Vocational Education, State Department of Education, Frankfort, Kentucky, approximately 70 per cent of all employed persons in Kentucky, outside of cities of the first four classes, are employed on farms; and approximately 85 per cent of all women in Kentucky never do anything except homemaking. From these data, it seems that every Kentucky high school should have a department of home economics, and all of our rural high schools should have departments of agriculture. Large high schools can have, and in most cases do have, such departments of training.

In view of these facts, it seems that the large elementary school can more nearly attain the goals of education than can the small elementary school, and that the same is true in regard to large and small high schools.

The following pictures, which portray activities in some of our large schools, are evidences of the truth of these contentions:

PICTURE 4

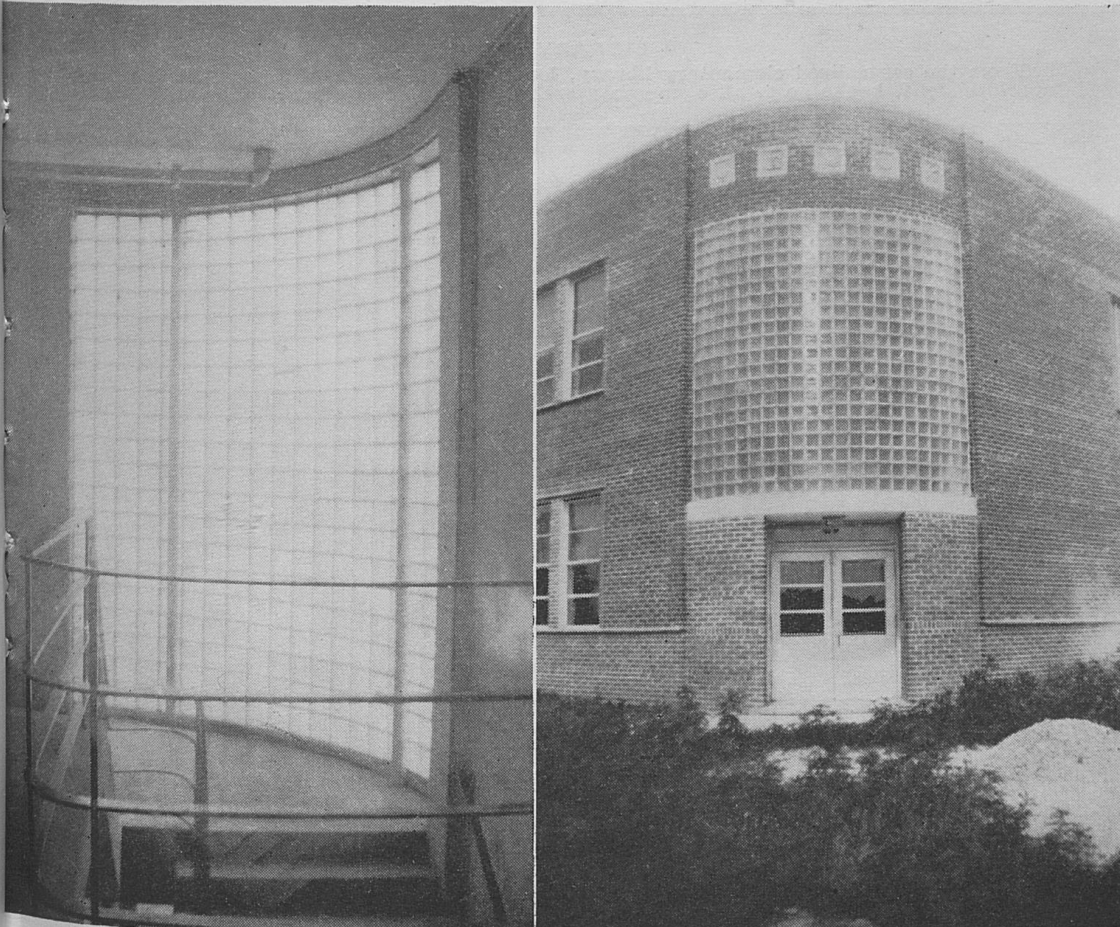
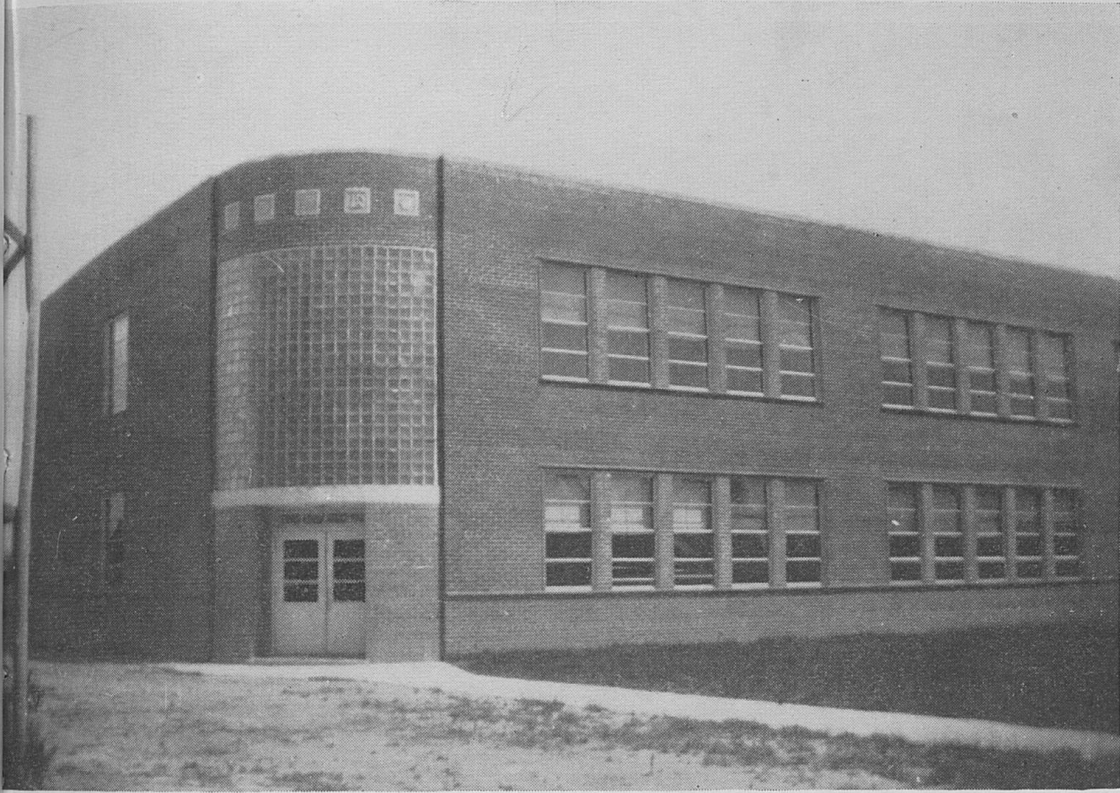


Interior of old type, one teacher school. Notice seating.

This picture was taken from page 9 of the August, 1932, issue of "Kentucky Progress", the official publication of the Kentucky Progress Commission, Frankfort, Kentucky.

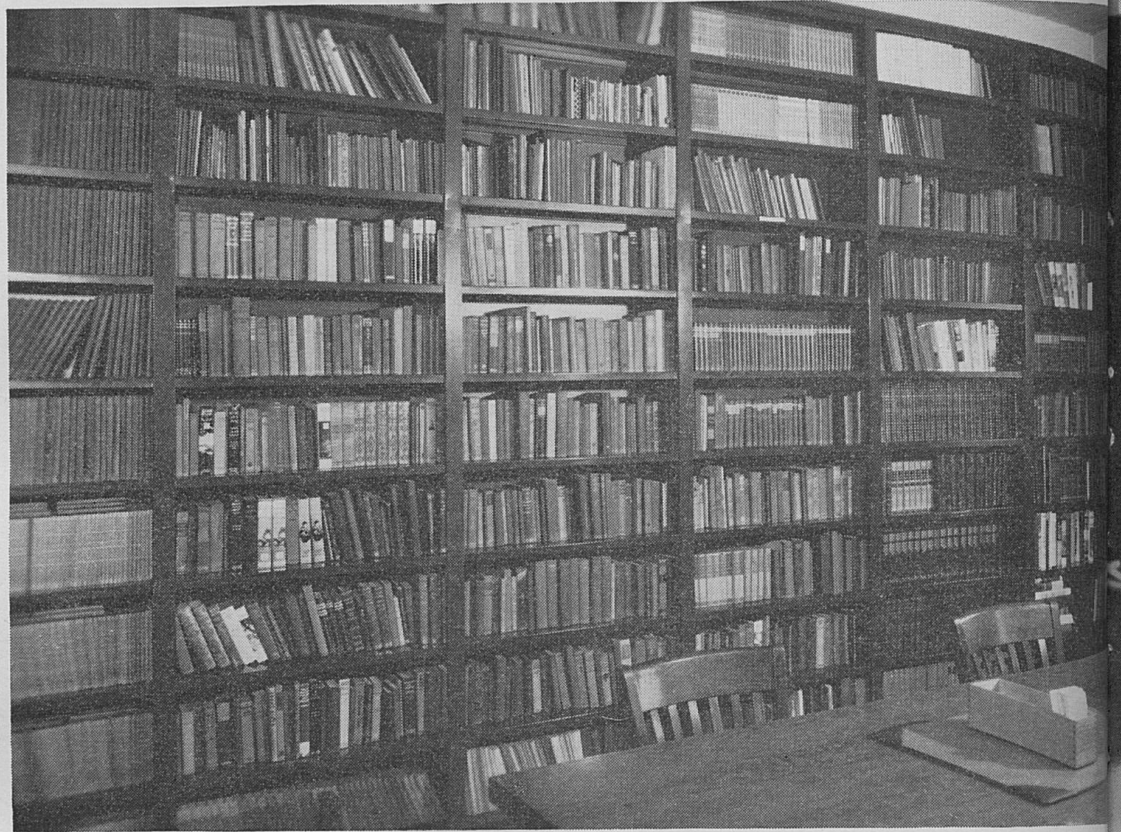
Contrast this situation with the situation in the building pictured on the following page. The unjacketed stove in this school is typical of those in the 4,095 one-teacher schools in Kentucky, that have unjacketed stoves. The dark interior and unshaded windows in this school are also typical of the average one-teacher school in Kentucky. The long seats with several pupils on each are not so prevalent today.

PICTURE 5



MODERN ARCHITECTURE
The new building at Shepherdsville, Bullitt County, Kentucky. Note the glass-constructed corners which provide natural lighting for the interior.

PICTURE 6



LIBRARY SERVICE

From the centralized elementary library, located in the office of Jessamine County's School Superintendent, books go to all elementary schools in the county.



PICTURE 7



Making a Terrarium

LEARNING ACTIVITIES IN A LARGE ELEMENTARY SCHOOL

Gathering Specimens



PICTURE 7—Continued



OBTAINING INFORMATION



COMPLETING THE WORK

Typical of the activities in large elementary schools.

ACTIVIT

A Futur

Stud
\$152,195
projects

All
State De

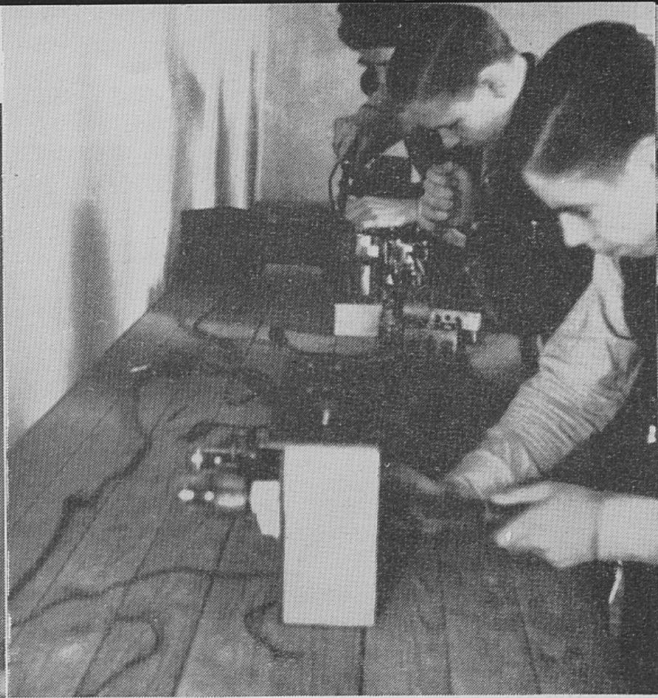
PICTURE 8

ACTIVITIES IN A LARGE HIGH SCHOOL



A Future Cabinet Maker Puts on the Finishing Touches.

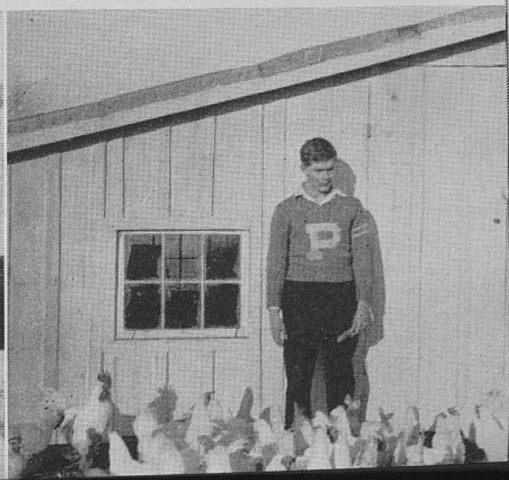
Students in Vocational Agriculture realized \$152,195 labor earnings from their tobacco projects in 1938.



Making Radios Talk Again.



All photographs in Picture 8, are taken from "Vocational Education in Kentucky," Bulletin, State Department of Education, Frankfort, Kentucky, Vol. VII, No. 3, May, 1939.



PICTURE 8
—Continued

Selecting the Food.



Preparing the Food.

Serving the Food.

Typical of the Activities of
Pupils in Schools that Have
Departments of Home
Economics



Also a
pupils in

PICTURE 8
—Continued

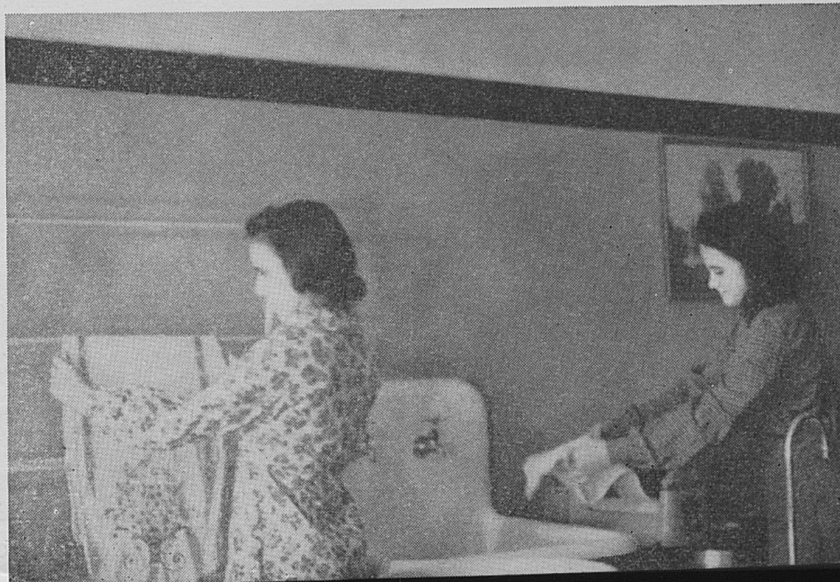
Repairing Furniture.



Caring for Furniture.

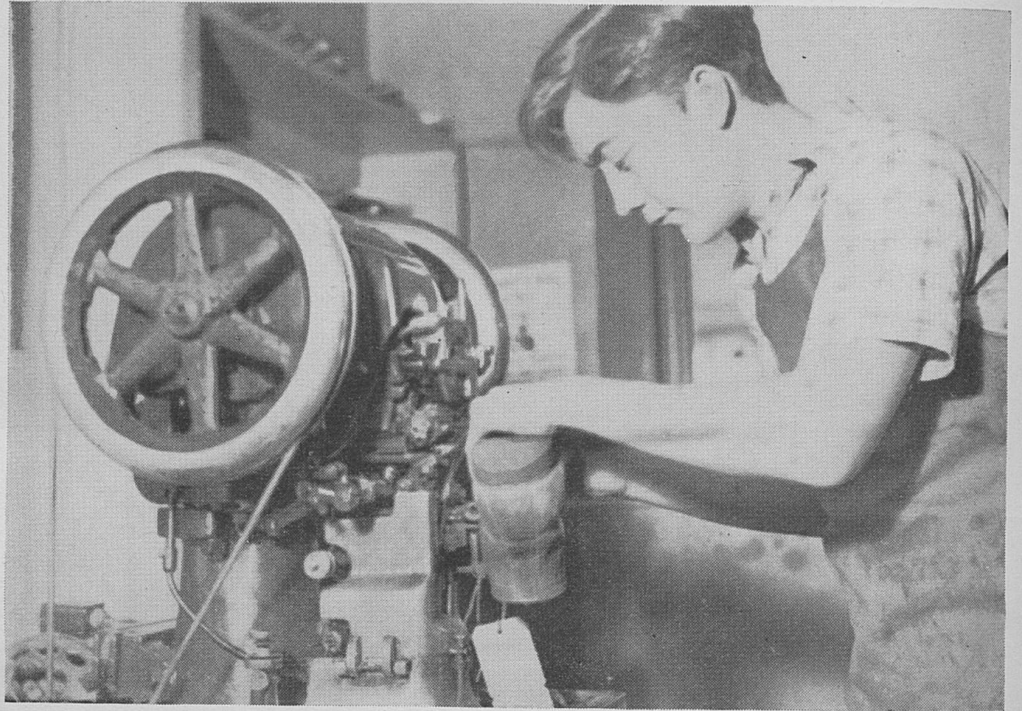


Caring for Clothes.



Also among the activities of
pupils in Home Economics training.

PICTURE 8—Continued



The large school may have a Director of Trade Education.



In Training as a Lumber Salesman.



Giving the Customer the Latest in Spring

Chapter VI

SUMMARY AND CONCLUSION

In this report, the writer has attempted to portray the present educational status in regard to the four types of schools studied, and to contrast this present status with school conditions which prevailed a few years ago. This contrast reveals a very definite educational trend in Kentucky—a trend toward large centralized schools through the elimination of small schools, both elementary and secondary. Evidences which indicate that this trend is a progressive trend have been presented.

Pictures 4 to 8, inclusive, suggest the following advantages of the large school over the small school:

1. Better lighting and heating facilities
2. More activities in worthy home membership
3. More vocational training
4. More activities in good citizenship
5. More preparation for worthy use of leisure
6. More co-operative activities.

Superintendents of county school districts presented opinions that the large school can better equip pupils with the fundamental processes than can the small school.¹

In his report to the Governor of our Commonwealth in 1874, H. A. M. Henderson, then Superintendent of Public Instruction, must have had in mind our one-teacher schools of that day when he wrote:

"**They are of forbidding appearance.** A little square, squatty, unhewed log building, blazing in the sun, standing upon the dusty highway or some bleak and barren spot that has been robbed of every tree and blossoming shrub, without yard, fence, or other surrounding suggestive of comfort to abate its bare, cold, hard and hateful look, is the fit representative of the district schoolhouses of the Commonwealth. Before the door in winter is the unseemly log pile, with its gnarled and sappy wood; and there in summer all the chips and splinters from the winter's chopping with the old notched and blunted ax. The clap-board roof, often held on with poles, is the sport of the winds and the drying-pan of the sun. The benches—slabs with legs in them so long as to lift the little fellows' feet from the floor, and without support for the back. The desks—slabs at angles, cut, hacked, scratched, blotted, covered with geological stratas, or laminated with alternate layers of dirt or grease, each year's edition of jack-knife carving overlaying the

¹ Table 7, p. 57.

² *Report of H. A. M. Henderson.* Superintendent of Public Instruction. 1874. p. 36.

rude sculpturing of previous years. Full of foul air and feculent odors. These are the places in which a cruel parsimony condemns childhood to pass its bright young days. We need not cry out with horror at Herod's slaughter of the innocents, or the cruelties of the Spanish Inquisition, while nineteenth century civilization tolerates such illy-located, contrived, and furnished shanties as places in which to train the minds and manners of children. A wayfaring man can readily distinguish the schoolhouse by its very unsightliness. Its style challenges description, being too little for a stable, too big for a sty or coop or kennel, too defective in the elements of architectural proportion for a residence, and too much dilapidated to create the idea that it belongs to anybody's premises—in fine, too forbidding in all its aspects, and showing too many indications of parsimony to be taken for anything else than a district schoolhouse. It seems to have been built simply for a pen for prisoners, at the smallest possible outlay of money, labor or skill; to call it economy would be making fun of language. It stands an offense to justice, kindness, taste, without an apology for its hideous blot upon the site. It invites no one to its interior, and sends a shudder through the frame of the pupil, daily, who approaches it. It is so badly seated that a grown person would as soon be pilloried in the stocks as to be confined daily six hours upon its puncheon, backless benches."

This is a rather drastic description of even our worst schools today. However, our one-teacher schools more nearly answer this description than does any other type school in our commonwealth.

The following is a description of the activities in the early elementary schools of Kentucky. We have advanced far from this situation, but some of the practices described still prevail in our poorest one-teacher schools.

"The function of the teacher was to teach reading, writing and ciphering as far as the rule of three, beyond which he could not go. The fashion was for the whole school to learn and say their lessons aloud, which was common to all the early schools . . . The spelling book was Dilworth's, an old English production . . . The reading book was the New Testament . . . When the time for letting out was at hand the pupils were called up to spell and then came the strife for glory—the turning down and going up head. Our schoolhouse was about three hundred yards from the spring which supplied us with water, which was brought in a bucket by two boys; and the candidates for this were numerous. The way lay through the woods and the trip was one of talk, stopping to rest and looking hither and thither.

All of the scholars brought their dinner and it was generally a social meal with cronies and squads on benches in the winter, and old logs in the woods at other seasons. The meal over, then came the play and romps in many of which the boys and girls mingled together. Swinging by grapevines, hunting nuts, climbing for grapes, shooting with the bow and arrows, pitching quoits, and running races made up the amusements . . .

³ Daniel Drake. *Pioneer Life in Kentucky*. Robert Clarke and Co. 1907, p. 14.

When the scholars arrived after the master had taken his seat, the boys were required on entering the door, to take off their hats and make a bow, the girls to curtsy. In some schools the same was commanded on leaving the schoolhouse in the evening. It was further inculcated on them to take off their hats and bow and curtsy to all whom they met either coming or going."

Table 7 summarizes the opinions of Kentucky's county school superintendents in regard to consolidation:

TABLE 7—OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS REGARD TO CONSOLIDATION, 1933-39

NAME OF COUNTY	1					
	Where a H.S. has been discontinued, do you believe the elementary school can be made to serve as a Community Center as well as did the High School?					
	a.		b.		c.	
	If Elementary Centers are not serving as well in your county, WHY?		Are they in your county?		Is H.S. Condi- are major- in sat left?	
Yes	No	Yes	No	Yes	No	
Adair	✓					
Allen						
Anderson						
Ballard						
Barren	✓					
Bath						
Bell						
Boone						
Bourbon						
Boyd						
Boyle						
Breckinridge						
Breathitt						
Bullitt						
Butler						
Caldwell						
Calloway						
Campbell						
Carlisle						
Carroll						
Carter						
Casey						
Christian						
Clark						
Clay						
Clinton						
Crittenden						
Cumberland						
Daviess						
Edmonson						
Elliot						
Elliott						
Fayette						
Fleming						
Floyd						
Franklin						
Fulton						
Gallatin						
Garrard						
Grant						
Graves						
Grayson						
Green						
Greenup						
Hancock						
Hardin						
Harlan						
Harrison						
Hart						
Henderson						
Henry						
Hickman						
Hopkins						
Jackson						
Jefferson						
Jessamine						
Johnson						
Kenton						
Knott						
Knox						
Larue						

TABLE 7—OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS IN REGARD TO CONSOLIDATION, 1933-39—Continued

NAME OF COUNTY	2		3		4		5		6		7		8					
	Do you have any evidence that 8th grade graduates of large schools attain higher ranking than graduates of One-Teacher Schools?		No. of One-Teacher Schools in school district in 1933-40		Do you believe schols. with several teachers are better than schols. of fewer teachers?		Is holding power of county greater than of small schools?		Is attendance better in your large schools than in small schools?		Is there a definite program of safety education in your county in your:							
	What Evidence?		Y		Y		Y		Y		One Room Elementary Schools?		Large Elementary Schools?		Small Schools?		Large High Schools?	
	Yes	No	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Adair	✓																	
Allen																		
Anderson																		
Ballard																		
Barren																		
Bath																		
Bell																		
Boone																		
Bourbon																		
Boyd																		
Boyle																		
Breckinridge																		
Breathitt																		
Bullitt																		
Butler																		
Caldwell																		
Calloway																		
Campbell																		
Carlisle																		
Carroll																		
Carter																		
Casey																		
Christian																		
Clark																		
Clay																		
Clinton																		
Crittenden																		
Cumberland																		
Daviess																		
Edmonson																		
Elliot																		
Elliott																		
Fayette																		
Fleming																		
Floyd																		
Franklin																		
Fulton																		
Gallatin																		
Garrard																		
Grant																		
Graves																		
Grayson																		
Green																		
Greenup																		
Hancock																		
Hardin																		
Harlan																		
Harrison																		
Hart																		
Henderson																		
Henry																		
Hickman																		
Hopkins																		
Jackson																		
Jefferson																		
Jessamine																		
Johnson																		
Kenton																		
Knott																		
Knox																		
Larue																		

TABLE 7—OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS REGARD TO CONSOLIDATION, 1938-39—Continued

NAME OF COUNTY	1 Where a H.S. has been discontinued, do you believe the elementary school can be made to serve as a Community Center as well as did the High School?										
	a. b. c. d. e. f.										
	If Elementary Centers are not serving as well in your county, WHY?										
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Laurel	✓		✓	✓				✓		✓	
Lawrence			✓	✓				✓		✓	
Lee			✓	✓				✓		✓	
Leslie	✓	✓	✓	✓				✓		✓	
Letcher	✓	✓	✓	✓				✓		✓	
Lewis	✓		✓	✓				✓		✓	
Lincoln	✓		✓	✓				✓		✓	
Livingston	✓		✓	✓				✓		✓	
Logan	✓		✓	✓				✓		✓	
Lyon	✓		✓	✓				✓		✓	
Madison	✓		✓	✓				✓		✓	
Martin	✓		✓	✓				✓		✓	
Marion	✓		✓	✓				✓		✓	
Marshall	✓		✓	✓				✓		✓	
Mason	✓		✓	✓				✓		✓	
Meade	✓		✓	✓				✓		✓	
McCracken	✓		✓	✓				✓		✓	
McCreary	✓		✓	✓				✓		✓	
Menifee	✓		✓	✓				✓		✓	
Mercer	✓		✓	✓				✓		✓	
Metcalfe	✓		✓	✓				✓		✓	
Monroe	✓		✓	✓				✓		✓	
Montgomery	✓		✓	✓				✓		✓	
Morgan	✓		✓	✓				✓		✓	
Muhlenberg	✓		✓	✓				✓		✓	
Nelson	✓		✓	✓				✓		✓	
Nicholas	✓		✓	✓				✓		✓	
Ohio	✓		✓	✓				✓		✓	
Oldham	✓		✓	✓				✓		✓	
Owen	✓		✓	✓				✓		✓	
Owsley	✓		✓	✓				✓		✓	
Pendleton	✓		✓	✓				✓		✓	
Perry	✓		✓	✓				✓		✓	
Pike	✓		✓	✓				✓		✓	
Powell	✓		✓	✓				✓		✓	
Pulaski	✓		✓	✓				✓		✓	
Robertson	✓		✓	✓				✓		✓	
Rockcastle	✓		✓	✓				✓		✓	
Rowan	✓		✓	✓				✓		✓	
Russell	✓		✓	✓				✓		✓	
Scott	✓		✓	✓				✓		✓	
Shelby	✓		✓	✓				✓		✓	
Simpson	✓		✓	✓				✓		✓	
Spencer	✓		✓	✓				✓		✓	
Taylor	✓		✓	✓				✓		✓	
Todd	✓		✓	✓				✓		✓	
Trigg	✓		✓	✓				✓		✓	
Tribble	✓		✓	✓				✓		✓	
Union	✓		✓	✓				✓		✓	
Warren	✓		✓	✓				✓		✓	
Washington	✓		✓	✓				✓		✓	
Wayne	✓		✓	✓				✓		✓	
Webster	✓		✓	✓				✓		✓	
Whitley	✓		✓	✓				✓		✓	
Wolfe	✓		✓	✓				✓		✓	
Woodford	✓		✓	✓				✓		✓	
	61	20	46	22	61	10	77	8	74	3	93

TABLE 7—OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS REGARD TO CONSOLIDATION, 1938-39—Continued

	2 Do you have any evidence that 8th grade graduates of large schools attain higher ranking than graduates of One-Teacher Schools?		3 No. of One-Teacher Schools to be operated in your county in 1938-39.	4 Do you believe that with several One-Teacher schools, you can attain goals better than larger schools in your county?	5 Is holding power of larger schools in your county greater than in small schools?	6 Is your teacher turnover greater in small schools than in large schools?	7 Is attendance better in your county than in your small schools?	8 Is there a definite program of safety education in your county in your:										
	What Evidence?							One-Room Schools?	Two-Room Elementary Schools?	Small High Schools?	Large High Schools?							
	Y	N						Y	N	Y	N	Y	N					
H.S. Rec. better	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Rank higher G. & T.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better work in H.S.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Always excel in Wk.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
By H.S. grades	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better qualified	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Snl. examination	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Ability to do work	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Higher % Gr. H.S.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Adv. Sch. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Longer class period	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Achiev. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
3 Yrs. testing	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better qualified	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better students	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
V.I.S. from ig. S.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Achiev. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Gr. sm. sch. us. fall	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Pr. spirit and Coop.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better preparation	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better prepared	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Achiev. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Rank better H.S.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Less failures	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Better qualified	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Larger % grad.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Comp. by teachers	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Achiev. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Gr. & Std. tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Make better Gr.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Through tests	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Master thesis	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Evident in tourn.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Progress in School	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Gr. on Exam.	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
Progress in School	✓		11	✓	✓	✓	✓	✓	✓	✓	✓							
	60	31	4,138	115	106	10	3	100	102	9	41	55	74	26	58	30	70	28

TABLE 8
SUMMARY OF OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS IN REGARD TO CONSOLIDATION, 1938-39

Can Elementary Schools Serve As Well As Community Centers As Can High Schools?				Are Patrons Satisfied After Consolidation of								Are Pupils Satisfied After Consolidation of							
				High Schools?				Elementary Schools?				High Schools?				Elementary Schools?			
Yes	No	No Cons.	Blank	Yes	No	No Cons.	Blank	Yes	No	No Cons.	Blank	Yes	No	No Cons.	Blank	Yes	No	No Cons.	Blank
61	20	7	32	61	10	7	42	77	8	7	28	74	3	7	36	93	2	7	18

TABLE 8—Continued
SUMMARY OF OPINIONS OF KENTUCKY COUNTY SCHOOL SUPERINTENDENTS IN REGARD TO CONSOLIDATION, 1938-39

Do You Have Evidence That Eighth Grade Graduates of Larger Schools Attain Higher Scholastic Standing Than Graduates of Small Schools?			Number of One-Teacher Schools to Be Operated 1939-1940?	Do You Believe Schools With Several Teachers Can Attain Goals of Education Better Than Can Small Schools?			Is Holding Power of Large Schools in Your County Greater Than of Small Schools?			Is Teacher Turnover Greater in Your Large Schools Than in Small Schools?			Is Attendance Better in Your Large Schools Than in Small Schools?		
Yes	No	Blank		Yes	No	Blank	Yes	No	Blank	Yes	No	Blank	Yes	No	Blank
69	31	20	4,138	115	....	5	106	10	4	3	100	17	102	9	9

It will be noted from Tables 7 and 8, that consolidation has proved to be satisfactory to a large majority of the patrons affected and to practically all pupils affected. The opinions of approximately all county school superintendents are favorable to a program of consolidation.

The objections offered to a program of consolidation are as follows:

1. Lack of interest and lessened enthusiasm in elementary schools that remain after high schools are consolidated.
2. Less pride in elementary schools after high schools are discontinued; elementary schools do not serve as many pupils.
3. After high schools are taken from communities, the interests of high school pupils and graduates are lessened.

It seems that high schools hold the interest of parents better than do elementary schools, because the high school has such activities as basketball, football, musicales, etc.

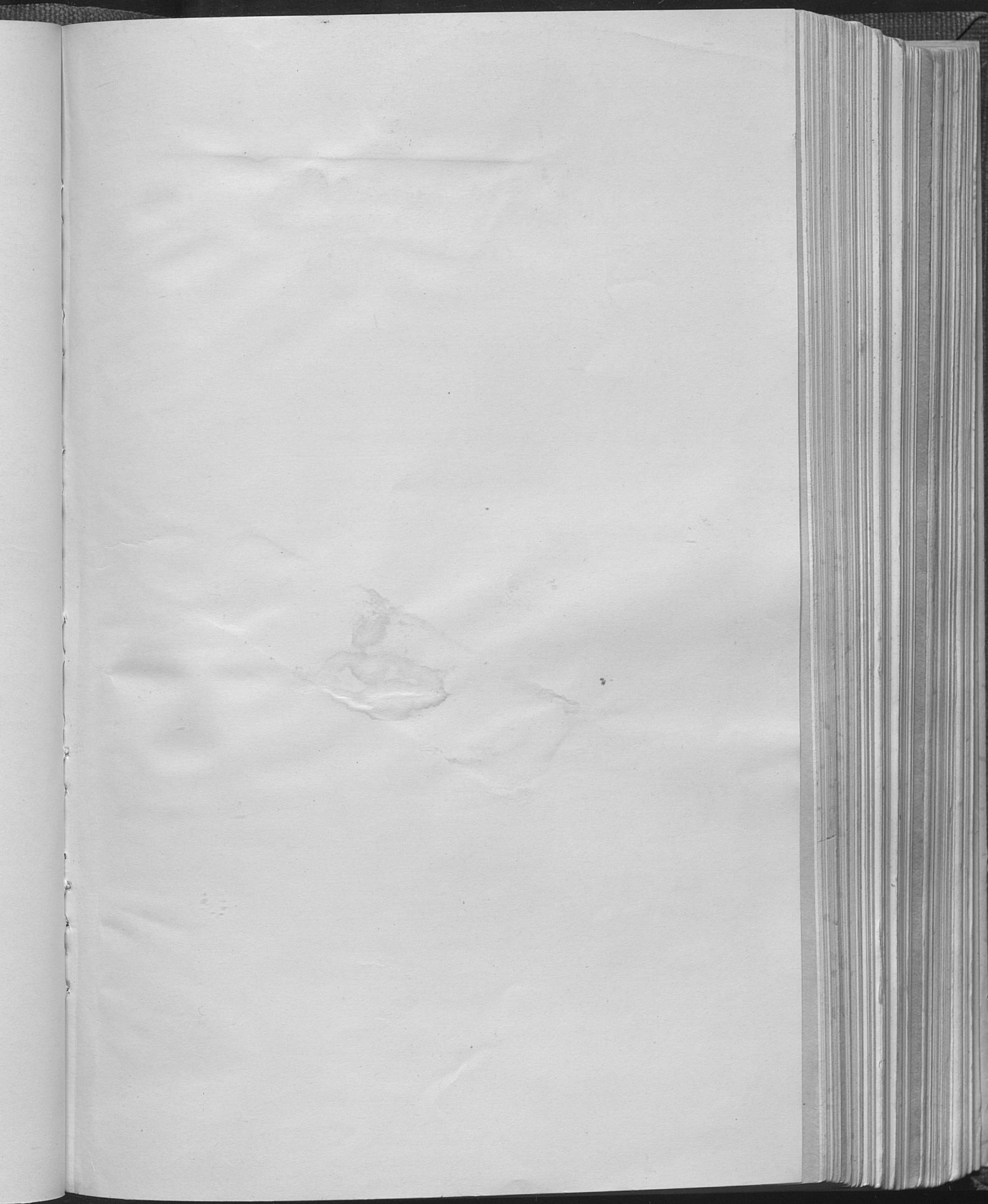
If the elementary school would duplicate some of these activities and replace others by similar activities suitable to the elementary school level, there would be little or no objection to consolidating high schools and leaving elementary schools in suitable centers where high schools have been operated formerly.

There is comparatively little objection to consolidation of small elementary schools and no noticeable contradictions of the contention that the large school can serve better its pupils than can the small school.

Consolidation of schools, which has been a common practice in recent years, is a progressive educational trend.

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