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● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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Published By

Ky. DEPARTMENT OF EDUCATION

JAMES H. RICHMOND,  
Superintendent of Public Instruction

ISSUED MONTHLY EXCEPT JUNE, JULY, AUGUST

Entered as second-class matter March 21, 1933, at the post office at Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. 1

● May, 1933 ●

No. 3

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## INTERPRETING THE WORK OF THE SCHOOLS

Upon whom rests the responsibility of interpreting the work of the schools? Is it fair to charge teachers with furthering their own interests when they take an active part in behalf of the 700,000 school children in this Commonwealth?

Certainly, schools should be maintained for children and not for teachers; and if the welfare of a child is to be safeguarded properly, all of our people must take an active interest in the development of our educational service. Those of us who have chosen teaching as a profession, however, cannot discharge our obligations to the children in the classroom alone. We must carry on a sane and dignified program in our respective communities and throughout the state that will acquaint the general public with the progress and needs of our schools.

The stress of present economic conditions has forcibly brought to the front the need of such a program. This bulletin, like others of this series, represents an attempt to set out pertinent facts about the schools and the work of the Kentucky Educational Commission—facts that the general public should have, and must have, if the interests of their children are to be adequately safeguarded.

The welfare of the child, not motives of self interest, was responsible for the sixty-second annual meeting of the Kentucky Education Association being one of the best attended and most enthusiastic in the history of the Association. When this association of teachers spends its money in furthering a study of the needs of our schools, as it is doing, and launches a program of interpreting the work of the schools and the needs of our school children, it is a small and misguided individual who charges them with selfish interest.

JAMES H. RICHMOND,  
Superintendent of Public Instruction.

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## Problems of Boards of Education Revealed at Regional Conferences

More than one thousand school board members, superintendents, and principals of county, city, and graded schools responded to the call of the Superintendent of Public Instruction and attended five regional conferences recently. The Superintendent of Public Instruction, James H. Richmond, and several staff members attended each conference. The keen interest in the conferences was manifested by the free participation of board members, superintendents, and principals in the discussion of the questions raised.

Boards of education are confronted with grave difficulties in taking care of their school problems from decreasing budgets. Property values have declined materially; yet, the public apparently expects school boards to maintain schools on the same plane as before the financial debacle. Boards of education throughout the state are faced with the problem of keeping schools open for even the standard term. For this reason especially, a great deal of interest was manifested in these conferences.

The bulk of the discussion centered around problems of public school finance, qualifications of board members and superintendents. Among the questions that attracted marked attention were those relating to the new qualifications of board members and superintendents set up by the 1932 session of the Kentucky General Assembly, as follows:

1. A candidate for board membership must have attained the age of twenty-four years.
2. He must have been a resident of the United States for three years preceding his election, and must reside in the district from which he is elected.
3. A board member under the 1932 act "must have completed the eighth grade of the common schools."
4. A person who holds any office, deputyship, or agency under the city or county of his residence, cannot be a member of a board of education.
5. Under the act of '32, a new member of a board of education who "is directly or indirectly interested in the sale to the board of books, stationery, or any other property," is ineligible to serve.

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6. A member of a board who becomes a candidate for any office or agency or for the nomination of any such office or agency, vacates his office of board member by becoming such candidate, and his office is vacant without further action.

This act provoked many questions. A number of board members had already announced themselves as candidates for public offices, and were especially interested to know whether or not they could continue to serve on the board of education until the primary or the November election. Such members were told that under the new act announcement of candidacy for public office automatically vacates one's office as a member of the board of education. Others were keenly interested in the educational qualifications set up by the new act, and wanted to know whether members in office at the present time must meet these educational qualifications. They were advised that the act of 1932 has a clause exempting board members in office at the time the act became operative and permitting them to be re-elected regardless of the educational qualifications set out in the act.

The act of the General Assembly of '32 relating to the issuance of superintendents' certificates also stimulated many questions, which act changed minimum requirements. Whereas the acts of '26 provided for the issuance of this type of certificate on two years of college training plus credit for six semester hours in administration and supervision, the act of '32 provides for the issuance of a superintendent's certificate, provided a transcript of standard college work, certified in the name of the applicant, satisfies legal requirements for the issuance of a standard high school certificate. Provided further that if such transcript includes six semester hours of credit for administration and supervision, the superintendent's certificate may be issued. Where such transcript does not include six semester hours of administration and supervision, they shall be earned in addition to requirements for graduation from a standard college.

The most universal and enthusiastic reaction of the conferences came as a response to Superintendent Richmond's appeal for the school child. In this appeal, Mr. Richmond called attention to the fact that *the education of the child of today cannot be postponed until tomorrow, and that the child of today had nothing to do with the financial chaos in which the country now finds itself.* In his plea that the child be not penalized, he pointed out the apparent tendency throughout the country to reduce financial support for schools while supporting other functions of government to approximately the same extent as in the past.

Mr. Richmond also urged that boards of education should not use schools merely to give employment to favored teachers and superintendents, but that they should strive to secure the best teacher for

the particular vacancy. He asserted that in the long run, public schools exist as a guarantee of the perpetuity of the state, and that for this reason the people cannot afford to let a single generation pass without providing opportunity for proper citizenship training.

At each of the conferences, attention was called to the study of public education being made by the Educational Commission. All were urged to study the findings of the Commission as soon as they are available.

Inequalities in educational support were discussed at length. There seemed to be a general agreement with the tentative recommendation of the Educational Commission that the next legislature should materially increase the state school per capita, and that a corresponding decrease in local taxation should be encouraged.

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#### DO YOU KNOW THAT—

The wealth per inhabitant twenty-one years of age or over in Kentucky, is approximately \$2,800. The estimated wealth per inhabitant of college age—eighteen to twenty-one, is a little in excess of \$20,000. Seven and five-tenths per cent (7.5%) of Kentucky's total population is of college age. Approximately three-eighths ( $\frac{3}{8}$ ths) of these were enrolled in institutions of college rank last year.

Decreases in income were experienced by all state institutions of college rank (during the school year ended June 30, 1932). For the University of Kentucky, it was 21.4%; for Bowling Green, 24%; Richmond 20%; Murray, 16%; Morehead, 16%. The percentage of decrease for the negro colleges is not available.

Revenue derived from state-wide taxation is distributed to roads, education, charities and corrections, and other governmental agencies. Forty-two per cent (42%) of the total revenue realized in 1907 was allocated to public education; in 1916, 38%; in 1931, only 17%.

In 1910, 18.4% of children from ten to fifteen years of age in the United States were employed in gainful occupation; in 1930, 4.7% of these children were employed in like occupation.

Nearly three-fourths ( $\frac{3}{4}$ ths) of the school buildings in Kentucky are of the one-room type. In each of these buildings, one teacher is employed to teach eight grades.

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## EQUAL EDUCATIONAL OPPORTUNITIES ARE NOT PROVIDED FOR ALL KENTUCKY CHILDREN

Careful studies of public education in Kentucky point inevitably to the conclusion that there are almost as many levels of educational opportunity as there are school districts. Boards of education in many school districts that levy the *maximum* tax rate do not realize from district taxation and state per capita funds adequate to finance properly even the *minimum* educational program. The ability of a school district to provide financial support for the educational program depends not so much upon the tax rate levied as upon the property valuation behind the census pupil. There are vast differences in the ability of various school districts to support an educational program. The property valuation back of each census pupil in many districts is approximately \$500; in others, it ranges from \$5,000 to \$10,000, and in a few instances it even exceeds \$50,000.

The result is that boards of education in many districts with the least wealth are levying the highest tax rates, but are unable to provide adequate educational opportunities for the children of their respective districts. The Chart on the opposite page shows in a striking way that frequently the districts levying the highest tax rates realize the lowest per pupil revenue.

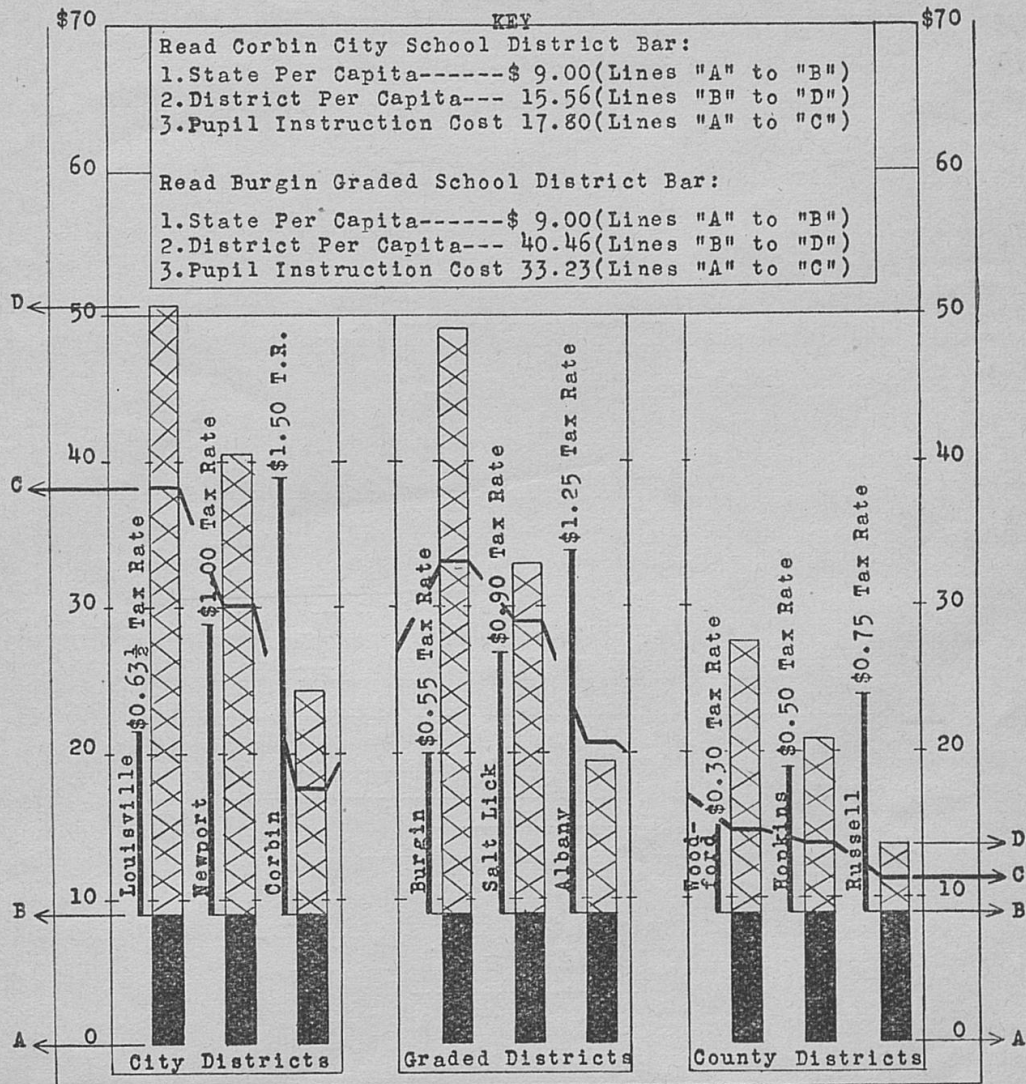
For instance, during the school year ended June 30, 1932, Fort Thomas city schools realized from an 85c district tax rate approximately \$9.00 for each dollar received from state-wide taxation (state per capita), while Corbin city schools realized from a \$1.50 district tax rate approximately \$1.73 for each dollar received from state-wide taxation. Woodford county school district realized from a 30c district tax rate approximately \$1.67 for each dollar received from state-wide taxation, while Russell county school district realized from a 75c district tax rate approximately 65c for each dollar received from state-wide taxation. Burgin graded school district realized from a 55c district tax rate approximately \$4.50 for each dollar received from state-wide taxation, while Albany graded school district realized from a \$1.25 district tax rate approximately \$1.19 for each dollar received from state-wide taxation.

Thus, gross disparities in financial support arise in all types of school districts. They may be traced to:

1. The complex organization of the public school system;
2. The plan of financing a school program largely through district taxation, used to supplement an inadequate state school fund.

(Continued on page 8)

## TYPICAL DISPARITIES IN FINANCIAL SUPPORT OF THE PUBLIC SCHOOLS



The financial support directly determines the educational opportunity that may be provided for the children of any school district. This Chart pictures amazing disparities that arise even though each school district has the same amount of state aid. It shows on basis of the census pupil for each of three city school districts, three graded school districts, and three county school districts, school year 1931-32::

1. The aggregate revenue;
2. The school district revenue;
3. The instructional cost.

It also shows the tax rate levied in each district.

**NOTE:** The heavily shaded part of each bar shows the per capita realized from state-wide taxation; the hatched part of each bar shows the per capita realized from district taxation.

These causes suggest remedies, but until these remedies are applied there will continue to be gross disparities and unequal educational opportunities. In many instances, the merging of districts would insure increased efficiency and more economical administration, thereby providing greater advantages without additional cost. A substantial increase in the state school per capita would stabilize the educational program for the state as a whole. It would enable many boards of education to reduce their district tax rates, tend to correct prevailing inequalities, and provide greater assurance that a uniform system of public education will be available to the more than 700,000 Kentucky children.

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DO YOU KNOW THAT—

The public schools are financed by—

1. State-wide taxation, and
2. School district taxation.

The revenue derived from state-wide taxation is distributed on per capita basis. For the school year ended June 30, 1932, it was \$9.00; for the school year ending June 30, 1933, it is \$7.00; for the school year ending June 30, 1934, it will be ..... (?).

Revenue derived from state-wide taxation and expended during the fiscal year ended June 30, 1932, was distributed as follows:

Roads .....	42.9%
Education, including the University and Teachers Colleges.....	28.7%
Charities, Corrections and Dependents .....	9.4%
Other Governmental Expenses .....	19. %

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Five-tenths per cent (.5%) of the revenue derived from state-wide taxation or .2% of the revenue derived from state-wide taxation and from district taxation was used for the maintenance and operation of the State Department of Education.

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Seven and one-tenth per cent (7.1%) of expenditures for public schools was expended for janitor service, fuel, and lights. Two and eight-tenths per cent (2.8%) was expended for replacements, and repairs.

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Three and seventh-tenths per cent (3.7%) of expenditures for public schools was expended for transportation, health service, and compulsory attendance. Approximately 2% was expended for insurance and rent—fixed charges.

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Each of the other forty-seven states of the Union expends a larger percentage for operation, auxiliary agencies and fixed charges than does Kentucky.

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Seventy-seven and nine-tenths per cent (77.9%) of total expenditures was for instructional service, approximately one-third of which was for salaries of high school teachers.



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## ANSWERS TO QUESTIONS ARISING IN PUBLIC SCHOOL ADMINISTRATION

Hundreds of questions are addressed to the Superintendent of Public Instruction and his assistants concerning administrative procedure in the public schools. Many of these questions are of minor importance, but some relate to the most vital and fundamental problems in school administration, and require very careful consideration. Many of them are referred to the Assistant Superintendent of Public Instruction, Mr. Gordie Young. He lists a few of these questions and the information given in response to them:

"Does the law passed by the Legislature at its 1932 session, setting educational qualifications for board members, apply to members of boards of education of independent graded school districts?"

"This law states that 'A person to be eligible to membership on a board of education,' etc., 'must have completed the eighth grade in the common schools', etc. This law applies to members of any board of education, county, city or independent graded school board."

"What standards shall be used to determine whether a person has completed the eighth grade in school?"

"An opinion from the Attorney General's office, dated January 20, 1933, states 'It is our opinion that any person is eligible to become a member of the county board of education who either has a certificate showing his graduation from the eighth grade of the common school or who can furnish satisfactory proof that he has completed an education, the requirements of which are equal to or greater than that required to receive an eighth grade certificate or diploma at the present time.'"

"What steps should be taken in case a person who is believed does not possess the educational qualifications required by law becomes a candidate or is elected as a member of the board of education?"

"The law requiring the clerk to place the name of a candidate on the ballot, does not appear to give him authority to question the educational qualifications of a candidate, nor does the law setting qualifications specifically set out that the board of education may refuse to recognize such a person as a member of the board. In case a person becomes a candidate for membership on the board of education, who is not believed to possess the educational qualifications required by law, proceedings might be brought against the clerk to enjoin him from placing the name of such a person on the ballot."

"Did the law requiring county school superintendents to be elected by popular vote, and which was declared unconstitutional, affect the law which provides for the election of three subdistrict trustees?"

"The section of law providing for the election of subdistrict trustees is not a part of the section of law providing for the election of county school superintendent by popular vote, and, therefore, was not affected by that court decision."

"I have been informed that there is to be an election this year for trustees in May. Has the time for the election of subdistrict trustees been changed to May instead of July?"

"The election for subdistrict trustees should be held the first Saturday in July. Some confusion has arisen since the Court of Appeals gave the

decision to the effect that the election of members of the board of trustees of independent graded school districts should be held at the voting precincts which are wholly or in part within the territorial limits of the graded school district. That decision affects only the independent graded school districts and does not apply in any way to the election of subdistrict trustees."

"May subdistrict trustees recommend teachers who are related to them?"

"The Attorney General's opinion dated January 20, 1933, interpreting Section 4369k-5, Ky. Statutes, states 'We do not believe that the Legislature intended to create a board of trustees by Section 4426b-1, Ky. Statutes, merely because it transferred the duties of the former trustee to three subdistrict trustees.' It may be seen that the Attorney General does not believe that the section of law which prohibits board members from voting in the employment of certain relatives applies to subdistrict trustees."

"Does the law prohibiting members of boards of education from voting in the employment of certain relatives apply to members of boards of education of county, city and independent graded school districts alike?"

"This section of law which was enacted by the Legislature at its 1932 session, and which is Section 4369k-5, Ky. Statutes, applies to members of all boards of education, and states that 'no member of such board shall vote regarding the appointment or employment in any capacity of any person related to such member as father, mother, brother, sister, husband, wife, son or daughter, nephew or niece.'"

"If such a relative of a board member is appointed by the other members of the board, does it disqualify the board member from serving?"

"The fact that such a relative of a board member is appointed by the other members of the board, does not disqualify the board member related to such person as set out in the law."

"After subdistrict trustees have made their recommendation, may they withdraw such recommendation, and if so, how do they proceed?"

"The Court of Appeals has held that the 'trustee' in office at the time teachers are elected has authority to make the effective recommendation of teachers in schools where no high schools are being conducted. A law passed by the Legislature at its 1932 session gives the three subdistrict trustees the same authority that the one subdistrict trustee had. For this reason it appears that a majority of the three subdistrict trustees in office at the time teachers are elected have authority to make the effective recommendation of teachers in schools where no high schools are being conducted."

Trustees may withdraw their recommendation in one of two ways. (1) In writing, filed with the county school superintendent for the consideration of the county board, or (2) appear before the board in session and orally withdraw the recommendation."

"May subdistrict trustees recommend more than one teacher for one position?"

"The law provides that subdistrict trustees may not recommend more than one teacher except in cases where more than one teacher is employed in the school."

"If more than one teacher is recommended, which teacher should the board employ?"

"The first recommendation legally filed for the consideration of the board should be the one acted on, unless it is legally withdrawn."

If the trustees recommend a second teacher without legally withdrawing the recommendation of the first teacher, the second recommendation

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cannot legally be considered. For further information in this connection persons interested will do well to read the following court decisions:

Logan County Board of Education v. Fowler, 241 Ky. 166;  
Logan County Board of Education v. Funk, 245 Ky. 723;  
Cartee v. Lewis County Board of Education, et al., 242 Ky. 749;  
Johnson, et al. v. Elliott County Board of Education, 245 Ky. 856;  
Butler v. Muhlenberg Co. Board of Education, 241 Ky. 66."

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"In case only two subdistrict trustees were elected at the election held the first Saturday of July, 1932, how many trustees should be elected the first Saturday in July, 1933?"

"Since only two trustees were elected, the board should fill the vacancy on the recommendation of the county school superintendent. The person so appointed by the board would serve until the next regular election. After this vacancy has been filled, the three trustees should cast lots to determine the length of term which the three would serve had they been regularly elected. If the person who was appointed draws a term length of more than one year, there should be a person elected this July to fill this unexpired term. Also someone should be elected for the regular term of three years, to take the place of the person who drew the one year term.

In an instance like the above, there would then be two people to be elected this July."

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"We have a school which has both a high school and the grades, and in which there are several teachers employed. Do the three subdistrict trustees have authority to recommend to the county board of education all the teachers for this school, or only the teachers for the grades below the high school?"

"The Court of Appeals has held that in schools where high schools are being conducted, all the teachers should be elected by the county board of education on the recommendation of the county school superintendent. People interested in this connection should read: Rhynerson v. Mercer County Board of Education, et al., 244 Ky. 292; Floyd County Board of Education, et al. v. Hall, et al., 242 Ky. 680; Hale, et al. v. County Board of Education of Calloway County, 213 Ky. 366; Moss v. Eubank, et al., 176 Ky. 739."

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"May the colored people of a subdistrict vote in the election of white subdistrict trustees, or should the colored patrons of the subdistrict who send their children to a school in another subdistrict go to the other subdistrict to vote for subdistrict trustees?"

"Section 4426b-1, Ky. Statutes, provides that 'Subdistrict trustees in county school districts shall be elected by the qualified voters of such subdistrict.' A colored person living in the subdistrict, who is a qualified voter, should vote in the subdistrict of his residence for subdistrict trustees."

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"Is it advisable for a board of education to employ a principal of a high school and a principal of the elementary school, unless it is a large school unit?"

"Superintendent Richmond, in answering a question like this, said 'Such a policy has no justification. It is unwise and has no legal sanction. It is a misnomer to refer to the principal of a school as the principal of the high school. He is the principal of the whole school. The board should elect a principal of the school who has authority over the whole school, upon whom the superintendent and board may place the undivided responsibility for the proper functioning of the school.'

This is his answer to a member of a board of education at Clearfield, Kentucky."

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## SPLENDID PROGRESS MADE AS KENTUCKY EDUCATIONAL COMMISSION COMPLETES FIRST YEAR OF WORK

JAMES W. CAMMACK, JR., Secretary  
Kentucky Educational Commission

EDITOR'S NOTE.—This issue of the Educational Bulletin goes to press just prior to the meeting of the Commission. Reports of this meeting will be released to the press of the State.

One year ago this month the Kentucky Educational Commission held its first meeting. Instead of the usual plan of employing a few experts to make a survey, the Commission decided at that meeting to call upon some eighty-five Kentucky educators and laymen for assistance in making a thorough study of public education.

On May 13, the Commission will convene in Lexington for a two-day session. Before that meeting adjourns, every committee, with the exception of the Code Committee, will have submitted a report. The splendid progress which these committees have made has earned for them the highest commendation of schoolmen and laymen alike.

Two reports which have been adopted, subject to final modification, have been mimeographed and copies distributed to school administrators. The report of the Committee on Aims and Functions, of which Dr. H. L. Donovan, president of Eastern Teachers College, is chairman, formulates a philosophy of education from the first grade through the university, and provides a background for the other reports. The report of the Subcommittee on School Costs, of which Dr. H. H. Hill, Superintendent of Lexington City Schools, is chairman, gives a clear picture of how monies have been expended to provide educational facilities for the children of the state.

These splendid papers are typical of the work that is being done by all the committees, and provide a sample of what may be expected in the final report.

A special meeting of the Commission was held in Louisville, April 21, during the meeting of the Kentucky Education Association. At that meeting J. B. Holloway, chairman of the Subcommittee on Administration, presented the report of that committee, which gave a picture of the organization of the present system of public education and contained recommendations as to administrative reorganization. After consideration of the report, the Commission directed the Subcommittee on Administration to make certain minor changes and additions, and submit a revised report at the May meeting.

At the meeting to be held in Lexington May 13 and 14, partial or complete reports will be submitted by the following committees:

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Administration, Employed Personnel, Financial Support, Extension Work, School Buildings and Grounds, Financial Administration, Negro Education, Education of Handicapped Children, and Adult Education.

On page 16 of the current issue of the Educational Bulletin will be found an interesting chart showing the value of school property and the amount of school debt in Kentucky as compared with the United States as a whole. These and other striking facts are contained in the report of the Subcommittee on Buildings and Grounds, which will be submitted to the Commission by John W. Brooker, chairman.

Although the number of one-teacher school buildings has decreased almost 800 in the last decade, there remain 5,741 such buildings in Kentucky, the report shows. Kentucky has more one-room schools than any state in the South, and only ten states in the United States have a larger percentage of this type of school.

For the year 1930, the average value of school property per pupil enrolled was \$179.00 for the city school districts, \$106.00 for the independent graded districts, and \$39.00 for the county school districts. Approximately ninety per cent of all the school buildings in the State are of frame construction.

The total value of buildings and grounds used for school purposes in Kentucky, on June 30, 1931, was \$48,446,547.00, the total value of equipment was \$5,815,035, and \$610,492 represented the value of libraries.

This report includes not only a study of the present school building conditions in Kentucky schools as well as recommendations for improving them, but it also contains a detailed survey of practices in all the other states and suggests a complete set of specific rules and regulations for public schoolhouse planning and construction. The report of the Subcommittee on School Buildings and Grounds should prove especially interesting to the layman, because the school building is a tangible and easily understood part of the school system.

Plans are now under way for the editing of all reports and for coordinating them into the Commission's final report. Recommendations will embrace all phases of the system of public education, and the Code Committee will formulate a new code of school laws for consideration by the General Assembly.

When its work is finally completed, the Commission will have formulated a clear statement dealing not only with the immediate needs of the schools, but outlining a program for development in the future. It will submit this program to the General Assembly and to the people, and will place squarely on their shoulders the responsibility of protecting the interests of the 700,000 school children in the Commonwealth.

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## PARENT-TEACHER CONGRESS ENDORSES WORK OF KENTUCKY EDUCATIONAL COMMISSION

The Fifteenth Annual Convention of the Kentucky Congress of Parents and Teachers, which met in Somerset, April 25-28, had as its theme "Safeguarding Childhood Through the Public Schools." There were 201 accredited delegates and many visitors in attendance.

On Thursday morning the following officers were elected for a term of two years:

President, Mrs. Jas G. Sheehan, Danville.  
First Vice-President, Mrs. Jesse Poage, Brooksville.  
Third Vice-President, Mrs. Wm. Ballard, Ravenna.  
Fifth Vice-President, Dr. Wellington Patrick, Lexington.  
Seventh Vice-President, Mrs. A. T. Gardner, Carlisle.

On Friday morning the following resolution was adopted:

WHEREAS, Believing that it is imperative that some emergency measures be taken to relieve the serious financial situation in which many of the schools of Kentucky are now involved,

THEREFORE, BE IT RESOLVED, That the Congress units shall make the forthcoming report of the Kentucky Educational Commission a subject of major consideration from the time it becomes available to the time of the enactment of such legislation as will carry out the provisions of the report, safeguard the public schools of Kentucky, and secure for every Kentucky child adequate education.

BE IT FURTHER RESOLVED, That the Kentucky Congress of Parents and Teachers respectfully and earnestly petition the Governor of Kentucky and the State Legislature through the Kentucky Educational Commission that adequate provision of funds be made available to insure that all the schools in Kentucky shall have a full school term in the school year 1933-34 and in following years.

AND BE IT FURTHER RESOLVED, That the Executive Secretary be instructed to send a copy of this resolution to Honorable Ruby Laffoon, Governor of Kentucky, Honorable A. B. Chandler, Lieutenant Governor of Kentucky, the Clerk of the 1934 House of Representatives and Honorable James H. Richmond, Chairman of the Kentucky Educational Commission.

Respectfully submitted,

(Signed) MRS. CHAS J. TURCK,  
MRS. HENRY POTTS,  
MRS. CHAS. E. DOERR,  
Resolutions Committee.

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**EXCERPTS FROM SUPT. RICHMOND'S ADDRESS  
TO THE  
KENTUCKY CONGRESS OF PARENTS AND  
TEACHERS**

**At  
Somerset, Kentucky, April 27, 1933**

“Why does society center its attack upon our educational systems? They are not responsible for the economic chaos that now exists; they have contributed nothing to that mental and financial inflation that has brought our people to their present unhappy plight. On the other hand, the public school is one of the few responsible supports of our government that has measured up in this trying situation. Our schools have kept the faith.”

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“Schools should not be exempt from legitimate criticism. They should welcome it—and do. But against the unfair and unwarranted criticism that has been leveled against them, the schools must protect themselves. They demand a square deal in the court of public opinion.”

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“I have not apologized—and I do not propose to apologize—for the money spent on public education in Kentucky. The demands made upon our school systems have increased enormously in the passing years. A greater percentage of our population is now attending school for longer sessions and for a greater number of years. The public has demanded this improved and expanded service, is impatient of its restriction, and, in all fairness, should not complain of its cost.”

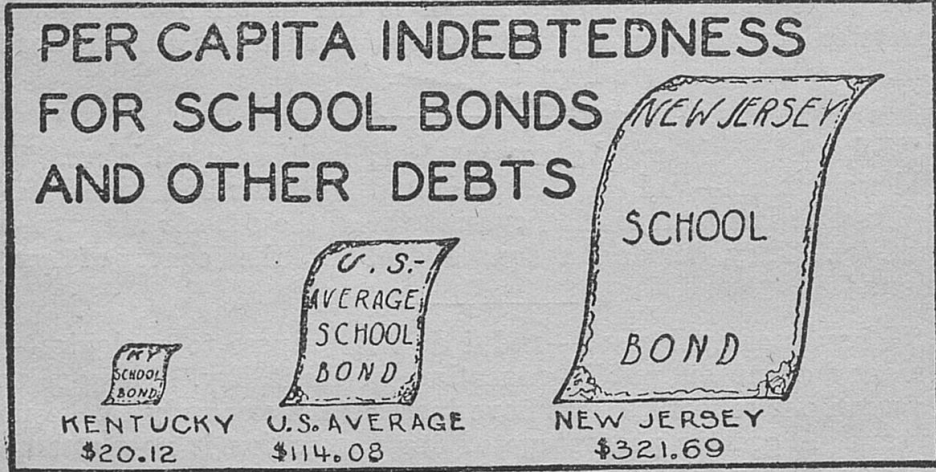
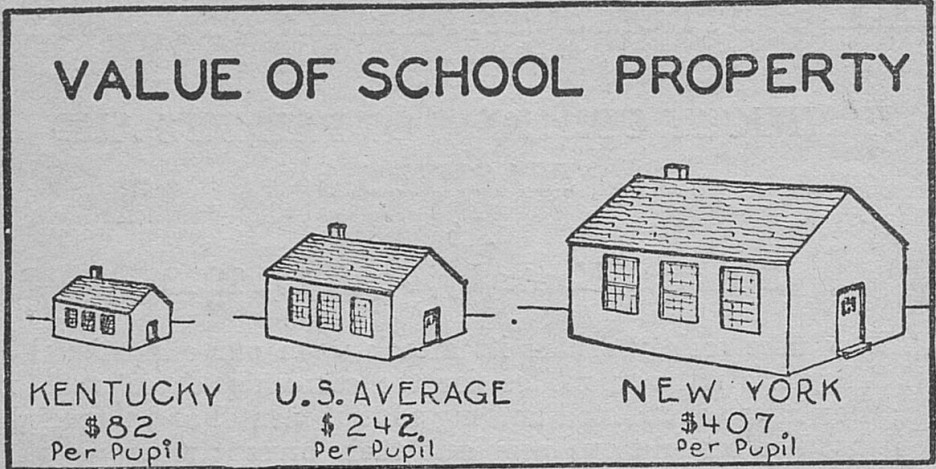
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“There is little wisdom in a policy of economy that restricts public education, ignores public health service and curtails the fundamental social agencies necessary to the well-being of the people. The real issue confronting us is not economy versus extravagance. That question is well on its way to settlement. Leaders who foster extravagances will be broken. The real issue facing the schools is economy versus bogus economy. Unless this issue is sincerely faced, the future of education will be seriously endangered.”

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“Let the public not misunderstand our position. We are ready to cooperate in any equitable program of retrenchment. We are now cooperating; in fact, the school interests of this state have led the way and set the pace in such a program, but we are asking for a sympathetic understanding of our cause and a square deal for the children of this Commonwealth.”

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## KENTUCKY FAR BELOW U. S. AVERAGE IN VALUE OF SCHOOL PROPERTY

A majority of the school buildings in the State are inadequately lighted, poorly heated and ventilated, and sadly lacking in proper facilities for drinking water, indoor toilets and sewage disposal, according to the preliminary report of the Subcommittee on School Buildings and Grounds of the Kentucky Educational Commission.

Conditions are particularly distressing in the smaller rural schools of the State. There are 7,244 school buildings in the county school districts and 82 per cent of the school enrollment in these districts attend the 6,776 schools containing three rooms or less. Ninety-six per cent of these schools are of frame construction.

In the matter of school buildings, the per capita investment for the United States is \$242.00; in Kentucky, it is only \$82.00. These figures most conclusively answer the unsupported criticisms that too much money is being spent on school buildings.