# THE STATUS OF THE NEGKO FUBLIC ELEMENTAFY SCHOOLS OF KENTUCKY 

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| :--- | :--- | :--- |
| Laural | Meade | Shelby |
| Lawrence | Mercer | Simpson |
| Lincoln | Montgomery | Todd |
| Logan | Muhlenburg | Trige |
| Lyon | Nicholas | Union |
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## THE STATUS OF THE NEGRO PUBLIC ELEKENTARY SCHOOLS OF KENTUCKY

The major purpose of this study is to determine whether the Negro has an equal opportunity with the white children in Kentucky to secure an elementary education. In dealing with this problem, the elimination by grades and ages will be considered and likewise age grade indices will be used. Age progress indices will be considered. How equally is the opportunity distributed? What disposition is made of pupils in isolated districts?

Minor Problems. The data collected furnish opportunity for the study of several minor problems.
(1) A determination of age grade progress of 1656 school children in Christian County, Kentucky.
(2) A determination of an index of elimination or rather an index of the holding power of the school system considered.
(3) A determination as to whether the scholastic population of Negro children of Kentucky is on the increase or the deorease.
(4) A determination as to the type of curriculums offered.
(5) Grounds for prediction.

Method of Solution

The laok of sufficient data bearing dirocitiy upon
the problem in the form of records and reports on each phase of the problem forced the writer to resort to a comprehensive questionnaire as a means of securing necessary information for making this study. By using this method the difficulty in securing objective data on all items included was fully realized, due to the great number of such studies now going on throughout the country by use of the questionnaire. Often the personal equation enters the problem and many superintendents and principals hesitate to respond. This fact has a tendency to make the method less effective. However, the questionnaire was prepared with this fact in view.

The questionnaire was prepared and submitted to Professor E. E. Ramsey, who telescoped and simplified it, making frequent corrections, valuable suggestions so as to secure accurate information, consuming as little of the teacher's time as possible.

## The Procedure

Questionnaires were sent out to several hundred county and city superintendents, principals, and supervisors. The writer made a trip to Frankfort, the capital of the atate of Kentucky and spent several days there. Records, biennial reporta, and grade material from various counties of the state were given the writer. A complete survey had been made of the Negro public elementary schools of Christian Oounty. This record was given the writer. In many counties there are no Negro schools. Out of 120 counties, 49 replied.

This questionnaire was distributed in the hope that a random sampling might be obtained. The counties replying indicated such random sampling expected. This method gave a rather reliable cross seotion of the state containing Negro schools. A letter written by Professor E. E. Ramsey accompanied each questionnaire stating the object of the study.

## Problem of Negro Education

Separate as it may be in color and substance, the culture of the Negro is a pattern integral with the times and with its cultural setting. The achievements of the present generation have made this apparent. The day of sympathetic curiosity of a segregated race life must fade as a problem of yesterday. Negro life is not only establishing new contacts and finding new centers, it is finding a new soul. There is a fresh spiritual and cultural focusing. There seems to be cultural adolescense and the approach of maturity. These new phases of Negro life go to make him an interesting and significant segment of the general American scene, an integral part of the large industrial and social problems of our present day democracy. He does not fit into the melting pot of America, but rather he constitutes a separate and distinct unit in politics, in churoh, and in school. The scholastic ife is the one phase to which the writer shall address himself, especially the status of the Hegro Flementary Public Schools of Kentucky. Kentuoky is a state wioh operates the dual sratem of public sohools.

Her laws provide for separate schools for white and colored. White children are not permitted to attend colored schools and colored children are not permitted to attend white schools. But Kentucky in her constitution and educational policy does not discriminate against one race in favor of another.

The state school tax is levied on both alike; the state school fund is distributed for white and colored alike; the same salary schedule, the same course of study, and the same length of term are provided for both alike. The obligation of board of education to provide elementary and high school facilities applies in Kentucky without discrimination as between white and colored. This is the intention of the constitution of Kentucky.

Ratio of the Negro population to that of the white race. Fifty-eight per cent of the total Negro population is now found in city and graded school districts, where only thirty-two and one-half per cent of the white people live. Although less than forty-two per cent of the colored children live in the rural school districts of the school system, all independent graded school districts and fifth and sixth class cities are by discriminatory legislation relieved of their duty to maintain schools for the colored children of their respeotive districts, and this obligation has been ahifted to the County Boards of Education whose territory lies outside of these diatricts. County Boards of Education are insisting that this injustice be oorrected and that While the rural districts must provide schools for all their ohildsen, both white and colored, the oity districts should
do likewise and no longer unload the responsibility and chief expense of its colored schools upon the County Boards. The Negro school population is exceedingly sparse in many of the counties of the state, necessitating very high per capita cost of schools. There are 120 counties in the state. There are thirty school systems in no one of which does the school census show as many as fifty colored children. These include several of the poorest counties--those least able to finance a system of schools. The high per capita cost of maintaining another system of schools for the minority race tends to encourage the school boards of these counties to side-step their obligation to the colored children. In some counties they establish few schools and leave many children remote from schools and unprovided for. In other counties they carry the curtailment further and shorten the term of schools below the legal minimum. This condition imposes the chief difficulty in the way of any attempt to offer school opportunity to rural colored children. There are three counties in which there are no colored children, hence no obligation to provide for them. The Negro is justly entitled to the same type of education $a s$ that of any other race. He is a tax-payer, helps support the government from every viewpoint. He pays the same rate of taxes as that of any other race, l he votes the same ballot as that of any other race. It takes just as much to educate a Negro child as it does to educate a child of

[^0]any other race. The Negro is perfectly willing that the schools be separate and distinct $s 0$ long as he has equal educational opportunities as is guaranteed him by the Federal and State constitutions. Daniel Webster said, "Intelilgence has reared the majestic column of our national glory and education alone can prevent them from crumbing into ashes." The working out of the principle of democracy has been our impeling force throughout the history of our country. Here our statesmen and educators have joined liberty and learning in a perpetual alliance. They have made democracy and education co-extensive by making both universal. Then the question naturally comes, "Shall every boy and girl In the state of Kentucky have an equal educational opportunity?" Abraham Lincoln said, "A nation cannot long endure, half slave and half free." The same rule applies to education; no state or government can prosper half literate and half illiterate, because a chain is no stronger than its weakest link. The conviction of the American people is that the cultivated mind is the guardian genius of democracy. Prime wisdom is not to know at-large of things remote, but that which lies about us.

The school established for the child. We wish to keep in mind this one thing, that is--the school was established for the child and that the school is operated by the state which should be truthfully informed concerning the distribution of funds, the unit cost of educating the child, the type of achool and school curriculum provided, the oharacter of work done. In short, the state is entitled to know
whether the school law is being carried out according to the state constitution.

There is a general belief that the county has betrayed the high calling whereunto the state has called it if it fails to give every child within its borders an equal opportunity so as to dedicate this child to assume the task as a citizen and patriot, as a lover of his kind and country, with a keen realization of home conditions and needs, with sympathy, State and Nation, and with a high resolve to glorify common tasks, common duties, and common relationship in faithful devotion. ${ }^{1}$

## Summary

It may be truthfully believed that in the light in which the last paragraph of this introduction is carried out now and for all time to come it will have a mark of distinction for its lovely attitude to humanity and fine type of citizenship to all. ${ }^{2}$

Department of the Interior, Statistics of Education of the Negro Race Bulletin, November 19, 1928. 1928.

## ELIMINATION AND RETARDATION

In order that the reader may be aided in understanding the items of each chapter of the thesis, I am inserting a copy of the questionnaire here. General statement: There are three separate divisions of the questionnaire: (1) the Age-Grade Table; (2) the Age-Progress Table; (3) the General Statistical Sheet concerning the major heads for study. Each is simple and self explanatory. Where mid-year promotions are not used, the Age-Grade and Age-Progress sheets are filled out on the basis of annual promotions.

Questionnaires were sent to a number of colored supervisors, white superintendents of county schools, and principals of colored schools. A sample of this questionnaire is here inserted. I am also enclosing a copy of the letter sent out by Professor E. E. Ramsey, Head of the Department of Education, Indiana State Teachers College.

The Status of the Negro Public Elementary Schools in Kentucky

## Questionnaire

Please answer the questions which follow by checking or otherwise and return in self addressed envelope.
I. General Statistics

1. Age-grade material for 1929-1930 (sheots enclosed).
2. Age-progress material for 1929-1930 (sheets enclosed).
3. Pupils completing the eighth grade in the year 1929-1930. Male $\qquad$ Female $\qquad$ Tot. $\qquad$ -
II. Retardation and Elimination. A retarded pupil is one found in a grade lower than his chronological age indicates.
4. Pupils on census list in 1929-1930. Male Female Tot.
5. Pupils enrolled in school in 1929-1930. Male Female Tot.
6. Pupils retarded during this period. Male

Female Tot.
4. Aggregate Pupil Loss during this period in years. Male $\qquad$ Female $\qquad$ Tot. $\qquad$
III. Causes of retardation

1. Irregular attendance
2. Mental inferiority
3. Physical disability
4. Mental backwardness
5. Poor home conditions
6. Curriculum not adjusted to needs
7. Bad previous training
8. Poor teaching
9. 
10. 


IV. Number eliminated at various ages

V. Districting and transportation

1. Number of districts having too few pupils of school age -
2. Number of pupils in each 1solated district-school ageDesignate the districts as $a, b, c$, etc. (a)
$\qquad$ -
VI. Plant
3. Size of site ft. $x$
t.
4. Has the building been scored by any standard building scale? (Yes) (No) $\qquad$ -
5. What scale? $\qquad$ ; What score? $\qquad$
VII. Curriculum. Line of Industrial work offered:
6. Home Economics in grades VI $\qquad$ VII $\qquad$ VIII $\qquad$ Check if offered.
$\qquad$ VII $\qquad$ VIII
7. Manual Training in grades VI
Check if offered.
8. Manual Training in grades VI $\qquad$
or the in e of work offered. (Yes) $\qquad$ (No) $\qquad$ -
9. County Training School. (Yes) $\qquad$ (No) $\qquad$ -
10. High School provided in the county. (Yes)
(NO) $\qquad$
$\qquad$ -

REGORD OF PR AND AGE FOR THE GHILDREN OF GRAD
School



2-


AGE GRADE TABLE FOR
Of, $\qquad$
 $\qquad$ Co. 19 $-19$

School Year 19 -19
Ages Computed as of $\qquad$ 19 $\qquad$ $-$


# Thumana State Trarlgre Colleys 

TERRE HAUTE. INDIANA

October , 1930

Dear M
Mr. Moore is a student here in the Graduate School of the Indiana State Teachers College. He is collecting data by means of questionnaires for his Master's thesis. I shall consider it a real favor both to me and to the institution if you will spare a few moments of your time, fill out the enclosed blanks as indicated, and return same in the self-addressed envlope at your earliest convenience.

Kindly indicate on the answer sheet whether you desire a copy of the findings of this study. If you do I shall be glad to mail you a copy later.

Thank you in advance for your courtesy and promptness.

Very truly jours,

E. E. Ramsey

Head of Department of Education

Problems and Measures Used

Within the last twenty years measures of the progress of school children have come to be recognized as significant indices of the efficiency of a school system. Two types of measures of the progress of children through a school system have been used.

Nature of measures used. The first has been computed from age-grade tables; this includes those of normal age, those accelerated, and those retarded. The second type of measure may be called indices of progress and are computed from tables showing years in school and years of progress. This type includes the average rate of progress in one year of time, the per cent of pupils making rapic progress.

Pioneers

One of the first educators to become interested in measures of the progress and elimination of school children was Superintendent W. T. Harris of St. Louis, over fifty Jears ago. He called attention to the significance of these measures, but in this as in other matters, he was ahead of his time and failed to arouse any general interest. Practically no attention was given to either progress or elimination until 1904. In this year Superintendent Maxwell of New York city, ${ }^{l}$ included in his annual report an Age-Grade study of the elementary schools of that city.

This publication stimulated other superintendente and influenced them to include similas studies in their annual

reports. A number of other comprehensive investigations were also made of which Thorndike's study, "The Elimination of Pupils from School," in 1907 appeared to have been the first. It was concerned chiefly with elimination but some attention was given to retardation and acceleration. Two years later (1909) Ayres published a somewhat more comprenehsive investigation under the title "Laggards in our Schools."2 Although Ayres' report is concerned ohiefly with Age-Grade and elimination data, one chapter deals with progress. In 1911 Strayer published a study which presented Age-Grade data for a number of city school systems, colleges, and universities. The same year two other books appeared, one $^{3}$ of which deals chiefly with the progress of pupils rather than with age-grade condition. The other deals with retardation.

Since these early studies there have been numerous others treating various phases of progress and elimination. Among the more recent is a report ${ }^{4}$ by Ayres which deals with both indices of progress and Age-Grade indices.

[^1]About the same time Hill and Railey published an unusually complete study of progress and elimination in New Orleans.

Indices of Progress Versus Age-Grade Indices

An examination of the studies mentioned above and of many others that appeared during recent years shows that there has been a steady increase in the use of indices of progress in preference to age-grade indices through school systems. However, age-grade indices are still used by a majority of school men. This is due probably to two facts: First, it has been assumed that the correlation between the two types of indices is so high that one can be used for the other; and Second, age-grade data are more easily secured than the data necessary to compute indices of progress. Unfortunately the records of many of our school systems, if they exist at all, are in such condition that the history of pupils canrot be traced back to the tire of entrance. The trend toward the use of indices of progress, as well as the opinion of those who have given serious attention to the problems, indicates that indices of progress are to be preferred to age-grade indices when the historical facts can be secured. However, there is available no comprehensive investigation showing the relative merits of these two types of measures of progress. In this study, the writer

[^2]will make use largely of age-grade indices.
Nature and Source of Data. The data on which this investigation are based were collected from:
(1) The Blennial Reports of the Superintendents of Public Instruction, 1925-1930 inclusive, Frankfort, Kentucky. Department of Education. The writer made a visit there and secured these reports through the kindness of Professor L. N. Taylor, Rural School Agent.
(2) Professor L. N. Taylor conducted an age-grade survey of thirty-three counties and secured data from thirty-three school systems through age-grade sheets containing:

1. Children enrolled.
2. Children retarded.
3. Aggregate years lost.

These were tabulated through the Fourth Grade only. The reason for this will be explained later. These data were given me.
(3) Bulletin, 1915, No. 19; U. S. Bureau of Education.
(4) A Complete Survey of the Negro Public Schools of Christian County by Profs. R. E. Jaggers and O. J. Jones, Department of Education, Frankfort, Kentucky, 1930.

TABLE I.
AGE-GRADE TABLE WITH PERCENTAGE OF PUPILS IN GRADES 1-12 INCLUSIVE, SHOWING NORMAL AGF, AVERAGE, AND UNDER AGE


* These age groups are to be interpreted as follows: 6 means 6 years to 6 years, 11 months, etc. $\quad \stackrel{\infty}{0}$

TABLE I. (Concluded)


Table I shows that 1656 pupils were encolled in twelve grades of the $s$ chools in 1929-1930. These 1656 pupils were grouped as follows: 609 in grade 1; 273 in grade 2; 173 in grade 3; 168 in grade 4; 161 in grade 5; 101 in grade 6; 67 in grade 7; 88 in grade 8; 3 in gradeI; 6 in grade II; 1 in grade III; 3 in grade IV.

The percentages at the right represent the proportion found in any progress group during the year. The high school seems to be almost negligible in this study. However, all grades are considered in this group. On the lowest line of the above table the average grade level is given for each age group. It is one more than the average number of years of progress. For example, take the ten-year old group. This means that these pupils have made about two years of progress through the grades and are about $1 / 4$ of the distance through the fifth grade. It will be noted that up to and including the eighteen year old group the pupils in each age group have a higher average grade than those in any lower group. We assume 6 jears 11 months inclusive as the normal entrance to grade 1; 7 years 11 months inclusive as the normal age for entrance in the second grade, etc.

The age-grade relations of the 1656 inttial beginners of the twelve grades according to age at the time of entrance 1s shown in the above Table I. The percentages of retardation are found in a colum to the right. In grade $1,62.5$ per cent of the pupils are reported as being above normal, assuming 6 years to 6 years 11 months as the normal age for entrance to grade 1; 88 per cent in grade 2; 90 per cent in grade 3;

93 per cent in grade 4; 85 per cent in grade 5; 89 per cent in grade 6; 91 per cent in grade 7; 86 per cent in grade 8; 100 per cent in grade I; 83 per cent ingrade II; 100 per cent in grade III; 66 per cent in grade IV. The range is 63 per cent to 100 per cent. These percentages seem high for the number of pupils average in these respective grades. Some factors entering into the retardation: (1) The schools have a seven months term only; (2) Many of the pupils are forced to remain at home while their parents work; (3) Distance from school is a hindrance; (4) Bad condition of roads and location of schools; (5) Poor school houses. The greatest break in the elementary grades is the fourth grade. This at first sight is alarming and jet it is not unusual because Charles $H$. Keyes ${ }^{l}$ found that the grades most prolific of arrest are the fourth, fiftr, and third. collamon ${ }^{2}$ found that approximately 25 per cent of all first grade pupils are required to repeat the first grade the second time.

In addition to the reasons stated above for poor attendance in the upper grades, many of the pupils (I) Are forced out of school early to assist in earning a living; (2) The county high schools provided are poorly equipped for the proper instruction; (3) The work in these schools is not standardized; (4) The distance from school and without means of transportation.
${ }^{1} \mathrm{C}$. H. Keyes, Progress Through the Grades of City Sohools (New York: 1911) p. 62.

2E. \&. Collman, Accessory Causes of First Grade Retardation

## FIGURE 1.

| 9 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | $I$ | II | III | IV |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 600 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 550 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 500 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | , | : | : |
| 450 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 400 | : | : | : | : | : | : | : |  | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 350 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 300 | : | : | : | : | : | : | : | : | : | : | : |
|  | 1 | : | : | : | : | : | : | : | : | : | : |
| 250 |  | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 200 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | ! | : | : | : | : | ! | : | : | : | : |
| 150 | : | : | : | : | : | : | : | : | : | : | : |
|  | : | : | : |  | : | ; | : | : | : | : | : |
| 100 | : | : | : | : |  | : | : | : | : | : | : |
|  | : | : | : | : | : | ! | $i$ | : | : | : | : |
| 50 | : | : | : | : | : | : |  | : | : | . | : |
|  | : | : | : | : | : | : | : | : | : | : | : |
| 0 | : | : | : | : | : | : | : | : | - | $:$ |  |

Figure 1. Grade distribution of enrolled children shown graphically from Table I.

The lower grades are swollen and the upper ones are depleted. Aggregate cases, 1656 in Chapter II, Table I.

If you will note curve, you will find that it begins with the first entrance in grade $1(609)$ and falls to grade IV (3). This is a further attempt to explain Table I.

FIGURE 2.


Figure 2. Graphs showing the per cents of overageness, normal ageness, and underageness of pupils as shown in Table I.

Overageness
Normal ageness $\qquad$
Underageness

Retardation as used in this study signifies a subnormal rate of advancement on the part of a pupil doing an amount of work which has been prescribed for a given period of time; acceleration on the other hand is used to indicate a rate of progress more rapid than that at which the prescribed work is performed by the normal children. If we grant that a normal child under normal conditions can complete the work prescribed for a given time in the period assigned, then for all practical purposes the rate of progress of the normal child represents the normal rate, and all who advance more rapidly than the average are accelerated while those who lag behind are retarded. Some of the causes of retardation are revealed by the answers to the questionnaire.

TABTE II
DISTRIBUTION OF CAUSES OF RETARDATION AS REVE $i$ LED BY THE ANS:VERS TO SECTION III

| Causes Listed | $\vdots$ | Scores |
| :--- | :---: | :---: |
| Irregular attendance | $\vdots$ | 30 |
| Mental inferiority | $\vdots$ | 5 |
| Physical disability | $\vdots$ | 9 |
| Mental backwardness | $\vdots$ | 19 |
| Poor home concitions | $\vdots$ | 25 |
| Curriculum not suited to needs | $\vdots$ | 6 |
| Poor teaching | $\vdots$ | 13 |
| Bad previous teaching | $\vdots$ | 10 |
| No school accessible | $\vdots$ | 8 |
| Bad roads | $\vdots$ | 11 |
| Short term of school | $\vdots$ | 14 |

Table II partly answers the question of the cause for retardation and pupil loss in the colored schools of Kentucky. In answering section III of the questionnaire, one person may check several or all of the causes listed. The frequencies for ten persons can easily be 100 since the judges are not limited in scoring.

There are many other apparent causes common to ordinary public school systems, namely: bad roads; short term of school, that is, shorter than the minimum term required by law; too few pupila in a diatrict to maintain a school; the attendance law is not enforced. Over $10,000,000$ ohildren
leave school to go into the trades without a common school education. There are $40,000,000$ bread-winners in the United States, 2,000,000 of whom do brain work and the remainder are employed in manual labor.

TABLE III
RANK ASEIGNED EACH OF THE ELEVEN CAUSES GIVIRN
FOR RETARDATION OF PUPILS

| Items scored by the judges | $\vdots$ | Rank |
| :--- | :---: | :---: |
| Irregular attendance | $\vdots$ | 1 |
| Poor home conditions | $\vdots$ | 2 |
| Mental backwardness | $\vdots$ | 3 |
| Short term | $\vdots$ | 4 |
| Poor teaching | $\vdots$ | 5 |
| Bad roads | $\vdots$ | 6 |
| Bad previous teaching | $\vdots$ | 7 |
| Physical disability | $\vdots$ | 8 |
| No school accessible | $\vdots$ | 9 |
| Curriculum not suited to needs | $\vdots$ | 10 |
| Mental inferiority | $:$ | 11 |

TABLE IV
ENROLLMENT, hETARDATION, AND AGGKEGATE PUPIL IOSS OF FOUR GFADES CONSIDEFED OF THIRTY-THREE EIEIIENTARY SCHOOLS OF THIRTY-THREE COUNTIES--

4032 PUPILS


TABLE IV. (Continued)


TABLE IV. (Continued)

| Jessamine | (1) | : | 32 | : | 14 | : | 14 | : | 18 | : | 78 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Nicholasville | (2) | : | 19 | : | 11 | : | 12 | : | 14 | : | 56 |
|  | (3) | : | 27 | : | 18 | : | 21 | : | 32 | : | 96 |
| Kenton | (1) | : | 131 | : | 54 | $:$ | 44 | : | 56 | : | 285 |
| Covington | (2) | : | 79 | : | 44 | : | 30 | : | 35 | : | 138 |
|  | (3) | : | 79 | : | 44 | : | 30 | : | 35 | : | 138 |
| Laural | (1) |  | 20 | : | 14 | : | 10 | , | 7 | : | 51 |
| London | (2) |  | 16 | : | 14 | : | 8 |  | 7 | : | 45 |
|  | (3) |  | 30 | : | 47 | : | 14 | : | 19 | : | 110 |
| Linedin | (1) |  | 21 | : | 2 | : | 12 | : | 6 | : | 41 |
| Stanford | (2) |  | 8 | : | 1 | : | 9 |  | 1 | : | 19 |
|  | (3) |  | 9 | : | 1 | : | 26 | : | 2 | : | 38 |
| Logan | (1) |  | 63 | : | 23 | : | 29 | : | 14 | : | 129 |
| Russellville | (2) |  | 40 | : | 18 | : | 23 | : | 14 | : | 95 |
|  | (3) |  | 140 | : | 43 | : | 79 | : | 54 | : | 316 |
| Meade | (1) |  | 7 | : | 4 | : | 5 |  | 2 | : | 18 |
| Brandenburg | (2) |  | 3 | : | 2 | : | 5 |  | 1 | : | 11 |
|  | (3) |  | 6 | , | 3 | : | 18 |  | 1 | : | 28 |
| Montgomery |  |  |  | : |  | . |  |  | 1 | : | 28 |
|  | (1) |  | 19 | : | 20 | : | 27 |  | 23 | : | 89 |
| Montgomery | (2) |  | 39 | : | 10 |  | 17 | : | 18 | : | 84 |
|  |  |  |  | : |  |  |  |  |  | : |  |
|  | (3) |  | 31 | : | 15 |  | 32 |  | 48 | : | 126 |
| Mercer | (1) |  | 36 | : | 19 | : | 19 | : | 15 | : | 81 |
| Herrodsburg | (2) |  | 20 | : | 18 | : | 17 |  | 12 | : | 70 |
|  |  |  |  | : |  | : |  |  |  | : |  |
|  | (3) |  | 23 | : | 43 | : | 52 | : | 30 | : | 148 |
| N1ohols | (1) |  | 29 | : | 1 | : | 6 | : | 8 | : | 34 |
| Carlisle |  |  |  | : |  |  |  |  |  |  |  |
|  | (2) |  | 16 | : | 1 | : | 3 | : | 5 |  | 25 |
|  | (3) |  | 42 | . | 2 | : | 7 |  | 15 | \% | 66 |


| Ohio | (1) | ! | 17 | ! | 12 | ! |  | 8 : | 6 |  | 43 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Deaver Dam | (2) | : | 5 | : | 10 | : |  | 7 : | 6 | : | 28 |  |
|  |  | : |  | : |  | : |  | : |  | : |  |  |
|  | (3) | : | 12 | : | 12 | : | 13 | 3 : | 13 | , | 50 |  |
| Owen | (1) | : | 26 | : | 9 | : |  | : | 6 |  |  |  |
|  |  | : |  | : |  | : |  | : |  | : |  |  |
| New Liberty | (2) | : | 22 | : | 9 | : |  | 6 : | 5 |  | 42 |  |
|  | (3) | : | 59 | : | 25 | : | 15 | 5 | 8 | : | 107 |  |
| Pike |  | : |  | : |  | : |  | : |  | : |  |  |
|  |  | ; | 9 | : | 7 | : | 10 | : | 9 | : | 35 |  |
| Pikeville | (2) | : | 4 | : | 4 | : |  | 6 | 7 |  | 21 |  |
|  | (3) | : | 11 | : |  | : |  | : | 23 | : |  |  |
| Washington | (1) | : |  | : |  | : |  | : |  | : |  |  |
|  |  |  | 36 |  | 27 | : | 11 |  | 17 | : | 91 |  |
| Springfield | (2) | : | 23 | : | 20 | : |  | 9 | 16 | : | 68 |  |
|  | (3) | : | 58 | : | 52 | ! | 19 |  | 44 | : | 173 |  |
| Webster | (1) | : | 62 | : | 39 | : | 42 | 2 | 32 | : | 175 |  |
| Providence | (2) | : | 25 | : | 34 | : | 34 | 4 | 30 | : | 123 |  |
|  | (3) | : | 49 | : | 87 | : | 12 |  | 55 | : | 303 |  |
| Shelby | (1) | : | 86 | : | 23 | : | 12 |  | 25 | : | 146 |  |
| Shelbyoille | (2) | : | 68 | : | 23 | : | 11 | 1 | 23 | : | 125 |  |
|  | (3) | : | 213 | : | 79 | : | 43 |  | 75 | : | 410 |  |
| Simpson | (1) | : | 91 | : | 22 | : | 28 | : | 19 | : | 160 |  |
| $\therefore \quad$ Franklin | (2) | : | 71 | : | 21 | : | 26 | ! | 19 | : | 137 |  |
|  | (3) | : | 193 | : | 81 | : | 102 | : | 81 | : | 457 |  |
| Todd | (1) | : | 67 | : | 12 | : | 15 | : | 9 | : | 103 |  |
| Elkton | (2) | : | 47 | : | 11 | ! | 12 |  | 6 | : | 76 |  |
|  | (3) | : | 194 | : | 35 | : | 45 |  | 18 | : | 292 |  |
| Trigg | (1) | : | 39 | : | 12 | : | 17 | : | 6 | : | 74 | : |
| Cadiz | (2) | : | 24 | : | 11 | : | 16 | : |  | : |  |  |
|  |  | : |  |  |  | : |  |  |  | : |  |  |
|  | (3) | : | 68 | . | 20 | : | 36 |  | 16 | : | 140 |  |

TABLE IV. (Concluded)


TABLE V.
AGGREGATE NUMBER OF EACH OF THE FOUR GRADES
FOUND IN TABLE IV.


The first four grades only are considered in the distribution of Table IV. The reason for this is that the data of these grades prove to be more reliable than they are in the other four grades. Two things are significant in these cases: (1) the retards of the first grade are thirty-nine per cent of the total number of retards, (2) the aggregate loss in years is nearly twice as great as the enrollment, thus meaning an average retardation of two years. Hence in figuring the actual 1088 of pupils the number of repeaters and the number dropped and re-onrolled will be taken into consideration.

How shall we ascertain the number of beginners? It is not a matter of record in the printed reports of the schools, nor can we infer from the number of pupils in the grades. An extended study leads one to the belief that an answer must be sought in the figures which record the ages of the pupils in the schools. In order that we may make due allowance for late entrance, let us take the age seven for the lower limit, since most children are in school about that age. Take the age thirteen for the upper limit. Let us confine the discussion to the data at hand. The situation is due in part to the iimited resources of the Negro families. Retardation accompanies dropoing out. In addition to the causes mentioned above, the most lamentable factor which is added to the common cause of retardation and elimination is the isolated districts in which there are no schools established for colored children. This feature will again be mentioned and discussed in another chapter.

A school for every child is the slogan of every educational gathering. The Negro does not naturally dislike school and its opportunities, but he is rather anxious about education. One very serious cause of elimination is found in the question, "How will the things which the child receives in school help in earning a living? of what real use to people who work with their hands is the abstract arithmetic, the technical gramar, the dissociated historical facts, and many other impractical things which constitute the mental diet?"

Table $V$ attempts further to aupport the data found in Table IV by showing the aggregate enrollment, ohildren retarded, per cent of retardation, aggregate loss in years,
and per cent of loss in years. These percentages are based on enrollment and are computed on the first four grades only.

FIGURE 3.


Figure 3, showing the ratio of retardation in the grades represented here.

This figure also refers to the aggregate findings and tabulation as found in Table $V$ on page 30. The retardation of grade 1 based on enrollment is 60 per cent; grade 2, 76 per cent; grade 3, 74 per cent; grade 2,74 per cent.

The fact that the pupils enrolled in the one teacher schools attended schools that were opened only seven months a year on an average for the first four years may explain in part the decided loss in school progress suffered by these same pupils.

Summary

1. Since the county is the school unit in Kentucky and the state has complete control of the educational systems of all the rural districts, graded school districts, cities of the fifth and sixth classes, it lies within the juriddiction of the state to set the boards of
education right as to their duty when it appears that they are entirely wrong in their administration. The school law forbids any such discrimination as is found in many of the counties and independent white graded school districts.
2. The one-room school house should give way to the consolidated schools with modern equipment and a longer term. At least 98 per cent of the schools for colored children are one-room schools.
3. The problem of attendance is to form regular habits of attendance during the children's early years in school. Regular attendance and regular progress in grades I-IV are essential to success in the normal achievements of children in rural schools.
4. Summarizing Table $I$, page 18, we conclude that to any one who has devoted considerable study to the phenomena of grade distribution the results shown in the table will appear extreme. Let us keep in mind that many children of the first grade enter school late in the year and do not receive promotion. Again this becomes apparent when it is seen that the first grade has In it 609 pupils and the twelfth grade has only 3 . In Table $V$, the reader will find a complete tabulation of the behavior of the pupils of the first four grades in thirty-three counties, headed: (1) children enrolled; (2) children retarded; (3) aggregate pupil loss in years. figure 3 shows the ratio of enrollment, retardation, and aggregate pupil loss in the grades considered.

Use of Age-Grade Indices. As a basis for defining and calculating age-grade indices it is necessary to establish a standard age for each grade, which is in general use. In this study 6 years 3 months or 6 was taken as the normal age for entering the first grade of the elementary school. Thus in systems having semester promotions, from six years up to but not including six and one-half was taken as the normal age of entrance to grade I B; six and one-half up to but not including seven was taken as the normal age of entrance to grade IA; for systems having annual promotions, six up to but not including seven was taken as the normal age for entrance to grade I; seven up to but not including eight was taken as the normal age for entrance to grade II, etc.

The following age-grade indices are used:
(1) Per cent of pupils under age or accelerated.
(2) Per cent of pupils over age or retarded.
(3) Per cent of pupils at age or making normal progress.

Method of Calculating Age-Grade Indices

As a means of calculating these indices, the facts relating to chronological age and grade location were summarized in an age-grade sheet.

## TABLE TI.

ENTRANT AGE DISTRIBUTION OF 6069 PUPILS OF KPNTUCKY NEGRO

## BTE ENTARY SCHOOLS



Table VI on the preceding page shows 6,069 pupils of school age. At the top $1 s$ shown the ages of entrance to each grade. At the left the eight elementary grades are shown. At the right is the total enrollment by grades, the enrollment above normal, the percent above normal, the normal enrollment and per cent, and the subnormal or under-age enrollment and per cent. At the bottom is represented the number found in each age regardless of grade. Note: Out of an enrollment of 1743 pupils in the first grade, 1024 were over age or 59 per cent; of those entering the second grade, 72 per cent were over age; of grade 3, 74 per cent; of grade 4, 75 per cent; of grade 5, 83 per cent; of grade 6, 78 per cent; of grade 7, 66 per cent; of grade 8, 74 per cent. However, if the entrance age were accepted at 6 years to 6 years 11 months, but not 7 years, etc., the per cent of over-ageness would be cut down considerably. The school age in Kentucky is from 6 to 18 years, allowing 8 years in the eight grades and 4 years in the high school. This gives the reason for taking 6 years as the age for the beginner under normal conditions.

TABLE VII.
PUPILS NOT ENROLIED
AGE-DIETANCE DISTRIBUTION (CHFIETIAN COUNTY)

## Aggregate Number of Cases 467

Distance in Miles: $6: 7: 8: 9: 10: 11: 12: 13: 14: 15: 16: 17: 18:$ tal:cent:



Table VII represents an age distance distribution of 467
pupils in 41 separate schools, who were not enrolled. It will be noted that 28.3 per cent of those not attending live less than one mile from the school. The cause is not given for the non-attendance of these 132 pupils.

TABLE VIII.
PUPILS NOT ENROLLED IN THE RURAL DISTRICT OF CHRISTIAN COUNTY

Age-grade at which they stopped school


This table reads: Sixty-four pupils of Grade 1 quit school at the afe of six; two in grade 1 quit school at the affe of eighteen; one quit the eighth grade at the age of tmelve, etc.

Table VIII shows the number, grade, and age at which 580 pupils dropped out of school. The first grade lost 34.5 per oent at the close of the year; the second erede, l4.1; the third grade, 11.8 ; the fourth grade, 13.1 ; the fifth gracie 8.1 ; the sixth grade, 6.9; the seventh grade, 4.5 ; the eiphth grade, 6.7 .

PUPIL ENROLLMENT BY COLOLED SUHOOLS IN CHRISTIAN COUNTY
FOR THE YEARS 1918 AND 1928



An examination of Table IX, pages 39 and $39 a$, shows that there are 43 schools accounted for. Ten of these are located in what is known as North Christian County and 33 are located in what is known as South Christian County. Of the ten northern schools only one has gained in pupil population, while the other nine have lost in pupil population over a period of ten years. The gain in this school is ten and the loss is one hundred and seventeen, making a net loss of one hundred and seven from 1918 to 1928. The only school that gained is located in Crofton, a mining center of coal and natural gas.

South Christian County. There are thirty-three schools in South Christian County, as was pointed out above. In 1918 there were 2519 pupils in the census in these districts and in 1928 there were 1893 in the same schools, and this means a net loss of 626 pupils in the thirty-three schools.

In the school year 1924-25 the ten schools of North Christian County had an enrollment of 455 pupils. This enrollment has been gradually decreasing until 1928-29 only 364 are enrolled in the same schools, making a total or net loss of 91 children. It will be recalled that these same schools had a net loss of 107 pupils in the census over a ten year period. The study of the gradual pupil loss in Christian County over a period of ten years gives reasonable grounds for predicting the character of a program to undertake for school improvement.

TABLE X.
ENROLLMENT OF COLORED CHILDREN
AND ATTENDANCE BY COUNTIES,
JUNE 30, 1929



TABLE X. (Continued)

| 4 : |  | : |  | : |  | : |  | : |  | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Lexington: | 1760 | : | 1354 | : | -- | : | 77 | : | -- | : |
| Cy : |  | : |  | : |  | : |  | : |  | : |
| Fleming | 145 | : | 103 | : | 177 | : | 71 | : | 57 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Floyd | 259 | : | 208 | : | 199 | : | 80 | : | 100 | : |
| Franklin | 68 | : |  | : |  | : |  | : |  | : |
|  | 68 | . | 57 | , | 116 | : | 84 | : | 51 | : |
| Frankfort: | 225 | : | 178 | : | 303 | : | 79 | : | 58 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Fulton Cy: | 103 | : | 92 | : | 167 | : | 89 | : | 55 | : |
| : |  | : |  | : |  | : |  | : |  |  |
| Fulton Co. | 405 | : | 155 | : | 579 | : | 38 | : | 30 | : |
| - |  | : |  | : |  | : |  | : |  | : |
| Hickman Cy | 43 | : | 105 | : | 201 | : | 83 | : | 52 | : |
| : |  | : |  | : |  | : |  | : |  |  |
| Gallatin : | 52 | : | 34 | : | 59 | : | 65 | : | 60 | : |
| Garraid : | 363 | : | 122 | : | 396 | : | 33 | : | 30 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Grant : | 31 | : | 20 | : | 39 | : | 66 | : | 51 | : |
| : |  | : |  | : |  | : |  | : |  |  |
| Graves | 255 | : | 147 | : | 321 | : | 57 | : | 46 | : |
| Mefe : |  | : |  | : |  | : |  | : |  | : |
| Mayfield | 233 | : | 176 | : | 358 | : | 75 | : | 49 | : |
| Cy |  | : |  | : |  | : |  | : |  | : |
| Grayson | 22 | : | 13 | : | 26 | : | 59 | : | 50 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Green | 45 | : | 40 | : | 57 | : | 80 | : | 70 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Hancock : | 66 | : | 50 | : | -- | : | 75 | : | -- | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Hardin : | 168 | : | 106 | : | 233 | : | 63 | : | 45 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Elizabeth: | 89 | : | 59 | : | 114 | : | 70 | : | 52 | : |
| town Cy: |  | : |  | : |  | : |  | : |  | : |
| Hardin Co. | 168 | : | 106 | : | 233 | : | 63 | : | 45 | : |
| 1an |  | : |  | : |  | : |  | : |  | : |
| Harlan | 840 | : | 610 | : | 1164 | : | 72 | : | 57 | : |
| Harlan 0 |  | : |  | : |  | : |  | : |  | : |
| Harlan Cy: | 177 | : | 116 | : | 152 | : | 65 | : | 76 | : |
| Harrison |  | : |  | : |  | : |  | : |  | : |
| Harrison | 100 | : | 59 | : | 110 | : | 60 | : | 65 | : |
| Cynthiana: | 148 | : | 121 | : | 161 | : | 84 | : |  | : |
| Cynthlana: |  | : |  | : |  | : | 84 | : | 75 | : |
| Hart | 349 | : | 286 | : | 443 | : | 82 | : | 65 | : |
|  |  | : |  | : |  | : |  | : |  | : |
| Henderson: | 540 | : | 367 | : | 676 | : | 69 | : | 54 | : |
| CO. |  | : |  | : |  | : |  | : |  | : |
| Henderson: | 510 | : | 419 | : | 856 | : | 82 | : | 48 | : |
| CJ |  | : |  | : |  | : |  | : |  | : |

TABLE X. (Continued)


TABTE X. (continued)

| : |  | : |  | : |  | : |  | : |  | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Russell-: } \\ & \text { ville Cy: } \end{aligned}$ | 187 | : | 117 | : | 315 | : | 63 | : | 37 | : |
| Lyon : | 166. | : | 131 | : | 195 | : | 79 | : | 67 | : |
| Madison | 625 | : | 367 | $:$ | 734 | : | 58 | : | 50 | - |
| : |  | : |  | : |  | : |  | : |  |  |
| Richmond | 352 | : | 245 | : | 407 | : | 70 | : | 60 | : |
| Cy |  | : |  | : |  | : |  | : |  |  |
| Magoffen | 12 | : | 10 | : | 10 | : | 83 | : | 100 | : |
| : |  | : |  | : |  | : |  | : |  |  |
| Marion | 237 | : | 247 | : | 293 | : | 100 | : | 80 | : |
| Co. |  | : |  | : |  |  |  | : |  | : |
| Marshall | -- | : | -- | : | -- | : | -- | : | -- | - |
| : |  | : |  | : |  | : |  | : |  | : |
| Martin | -- | : | -- | : | -- | : | -- | : | -- | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Mason | 252 | : | 174 | : | 293 | : | 68 | : | 60 | : |
| Maysville: |  | : |  | : |  | : |  | : |  | : |
| Maysville: | 196 | : | 157 | : | 314 | : | 80 | : | 50 | : |
| McCracken. |  | : |  | : |  | : |  | : |  | : |
| McCracken: | 239 | : | 172 | : | 276 | : | 72 | : | 70 | : |
| Paducah |  | : |  | : |  | : |  | : |  | : |
| Paducah | 1110 | : | 907 | : | 1536 | : | 81 | : | 59 | : |
| McCreary ; |  | : | $\div-$ | : |  | : |  | : |  | : |
|  |  | - | - | : | -- | : | -- | : | -- | : |
| McClean | 82 | : | 56 | : | 106 | : | 70 | : | 53 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Meade | 114 | : | 83 | : | 129 | : | 72 | : | 64 | : |
| Menifee | 16 | : | 10 | : | 15 | : |  | : |  | : |
| Nenlfee |  | $:$ |  | : | 15 | : | 63 | : | 66 | : |
| Mercer | 115 | : | 88 | : | 179 | : | 76 | : | 50 | : |
| : |  | : |  | : |  | : |  | : | 50 |  |
| Harrods - | 140 | : | 124 | : | 202 | : | 88 | : | 61 |  |
| burg |  | : |  | : |  | : |  | : | 61 | : |
| Metcalfe | 126 | : | 57 | : | 212 | : | 45 | : | 27 | : |
| Mont |  | - |  | : |  | : |  | : |  |  |
| Monroe | 135 | : | 92 | : | 176 | : | 70 | : | 52 | : |
| Montgom- : |  | : |  | : |  | : |  | : |  | : |
| $\begin{gathered} \text { Montgom- : } \\ \text { ery } \end{gathered}$ | 218 | : | 164 | : | 292 | - | 75 | : | 60 |  |
| Mts Ster-: | 181 | : | -- | : | -- | : |  | : |  |  |
| ling Cy: |  | : |  | : |  | : | -- | : | - |  |
| Morgan : | -- | : | -- | : | - | : | -- | : | -- |  |
|  |  | : |  | : |  | : |  | : |  |  |
| Muhlen- : | 578 | : | 374 | : | 641 | : | 65 | : | 58 |  |
| burg : |  | : |  | : |  | : |  | : |  |  |
| Central : | 86 | : | 67 | : | 97 | : | 78 | : | 77 |  |
| City Cy: |  | : |  | : |  | : |  | : |  |  |
| Nelson Co. | 553 | : | 398 | : | 567 | : | 72 | : | 70 |  |
| : |  | : |  | : |  | : |  | : |  | : |

TABIE X. (Continued)

| : |  | : |  | : |  | : |  | : |  | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Nicholes : | 93 | : | 81 | : | 121 | : | 82 | : | 67 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Ohio : | 141 | : | 113 | : | 197 | : | 80 | : | 57 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Oldham : | 169 | : | 109 | : | 125 | : | 64 | : | 87 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Owen Co. | 105 | : | 54 | : | 164 | : | 51 | : | 33 | : |
| : |  | : |  | : |  | : |  | : |  |  |
| Owsley Co. | 11 | : | 9 | : | 13 | : | 82 | : | 70 | : |
| Pendleton: |  | : |  | : |  | : |  | : |  | : |
| Pendleton: | 50 | : | 29 | : | 57 | : | 60 | : | 50 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Perry Co.: | 342 | : | 314 | : | 446 | : | 87 | : | 70 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Pike Co. : | 217 | : | 199 | : | 315 | : | 90 | : | 60 | : |
| Pikerille: |  | : |  | : |  | : |  | : |  | : |
| Pikeville: | 76 | : | 54 | : | 63 | : | 71 | : | 85 | : |
| Cy : |  | : |  | : |  | : |  | : |  | : |
| Powell : | 79 | : | 63 | : | 87 | : | 80 | : | 77 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Pulaska : | 47 | : | 31 | : | 79 | : | 66 | : | 79 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Robertson: | 10 | : | 8 | : | 28 | : | 80 | : | 30 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Somerset : | 144 | : | 122 | : | 172 | : | 85 | : | 70 | : |
| Cy : |  | : |  | : |  | : |  | : |  | : |
| Fockeas- : | 9 | : | 6 | : | 21 | : | 66 | : | 30 | : |
| tle Co.: |  | : |  | : |  | : |  | : |  | : |
| Rowan | 6 | : | 6 | : | 7 | : | 100 | : | 85 | : |
| Pussell |  | : |  | : |  | : |  | : |  | : |
| Russell : | 62 | : | 40 | : | 80 | : | 64 | : | 50 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Scott Co.: | 247 | : | 200 | : | 373 | : | 81 | : | 53 | : |
|  |  | : |  | : |  | : |  | : |  | : |
| George- : | 196 | : | 169 | : | 312 | : | 86 | : | 54 | : |
| town Cy: |  | : |  | : |  | : |  | : |  | : |
| Shelby Co. | 269 | : | 174 | : | 341 | : | 64 | : | 61 | : |
| Shelby |  | : |  | : |  | : |  | : |  | : |
| Shelby- | 224 | : | 142 | : | 225 | : | 63 | : | 63 | : |
| ville : |  | : |  | : |  | : |  | : |  | : |
| Simpson : | 193 | : | 111 | : | 273 | : | 59 | : | 40 | : |
| Co. : |  | : |  | : |  | : |  | : |  | : |
| Pranklin | 204 | : | 155 | : | 240 | : | 76 | : | 65 | : |
| Cy : |  | : |  | : |  | : |  | : |  | : |
| Spencer : | 30 | : | 96 | : | 177 | : | 74 | : | 53 | : |
| Co. |  | : |  | : |  | : |  | : |  | : |
| Taylor Co. | 284 | : | 152 | : | 321 | : | 54 | : | 50 |  |
| Todd co. |  | : |  | : |  | : |  | : |  | : |
| Todd CO. : | 810 | : | 505 | : | 951 | : | 60 | : | 50 | : |
| Elkton Cy : | 222 | : |  | : |  | : |  | : |  | : |
| Elkton | 222 | : | 198 | : | 283 | - | 89 | : | 70 | : |

TARIE X. (Concluded)

| : |  | : |  | : |  | : |  | : |  | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Trige Co.: | 547 | : | 323 | : | 848 | : | 59 | : | 38 | : |
| Cadiz Cy |  | : |  | : |  | : |  | : |  | : |
| Cadiz Cy | 183 | : | 146 | : | 217 | : | 80 | : | 67 | : |
| Trimble |  | : |  | : |  | : |  | : |  | : |
| Trimble | -- | : | -- | : | -- | : | -- | : | - | : |
| Union Co.: | 227 | : | 115 | : | 239 | : | 47 | : | 46 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Morgan- : | 115 | : | 83 | : | 155 | : | 72 | : | 53 | : |
| field Cy |  | : |  | : |  | : |  | : |  | : |
| Sturgis : | 87 | : | 81 | : | 191 | : | 93 | : | 42 | : |
| Cy : |  | : |  | : |  | : |  | : |  | : |
| Warren Co. | 655 | : | 437 | : | 731 | : | 66 | : | 60 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Bowling : | 397 | : | 285 | : | 551 | : | 72 | : | 52 | : |
| Green Cy: |  | : |  | : |  | : |  | : |  | : |
| Washing- : | 288 | : | 194 | : | 383 | : | 69 | : | 50 | : |
| ton CO.: |  | : |  | : |  | : |  | : |  | : |
| Mayne Co.: | 126 | : | 50 | : | 169 | : | 40 | : | 30 | : |
| : |  | : |  | : |  | : |  | : |  | : |
| Nebster | 327 | : | 284 | : | 442 | : | 86 | : | 64 | : |
| Co. : |  | : |  | : |  |  |  | : |  | : |
| Providence | 314 | : | 345 | : | 364 | : | 78 | : | 67 | : |
| Cy |  | : |  | : |  | : |  | : |  | : |
| Whitley | 75 | : | 58 | : | 128 | : | 78 | : | 45 | : |
| Co. |  | : |  | : |  | : |  | : |  | : |
| Molfe | -- | : | -- | : | -- | : | -- | : | -- | : |
| : |  | : |  | : |  | : |  | . |  | : |
| Moodford | 282 | : | 43 | : | 423 | : | 79 | : | 50 | : |
| Co. |  | : |  | : |  | : |  | : |  | : |
| Versailles | 210 | : | 147 | : | 245 | : | 70 | : | 60 | : |
| Cy |  | : |  | : |  | : |  | : |  | : |
| : |  | : |  | : |  | : |  | : |  | : |

Table $X$, pages $40,41,42,43,44,45$, and 46 , shows the enrollment by counties. It also shows the Census and percentage of attendance based on both the average attendance and the Census. These data were compiled by the Department of Education, Frankfort, Kentucky as reported by the various superintendents of the state. The census of the school population is taken every two years in Kentucky.

One will find the same information given of the oities in these counties. The cities are marked "Cy". The blanks spaces with a line drawn through indicate no sohool.


PUPILS COMPLETING GRADES 8 AND IV (HIGY SCHOOI) IN 1930

| Cities | : | Grade 8 | : | Grade | : | Counties | : | Grade 8 | : | Grade |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | : |  | : |  | : |  | : |  | : |  |
| Scottsville | : | 2 | : | 0 | : | Adair | : | 8 | : | 0 |
|  |  |  | : |  | : |  |  |  | : |  |
| Lawrenceburg |  | 6 | : | 9 | : | Barren | : | 3 | : | 0 |
|  |  |  | : |  | : |  | : |  | : |  |
| Middlesboro | : | 20 | : | 8 | : | Bath | : | 15 | : | 0 |
| Pineville | : | 9 | : | 9 | : | Rourbon | : | 25 | : | 6 |
|  | : |  | : |  | : |  | : |  | : |  |
| Paris | : | 26 | : | 16 | : | Boyle | : | 25 | : | 0 |
| and | : |  | : |  | : |  |  |  | : |  |
| Ashland |  | 13 | : | 0 | : | Breckenridge | : | 11 | : | 0 |
| Catlettsburg | : | 2 | : | 0 | : | Butler | : | 2 | : | 0 |
|  |  |  | : |  | : |  |  |  | : |  |
| Jactrson | : | 3 | : | 0 | : | Casey | : | 4 | : | 0 |
|  | : |  | : |  | : |  |  |  | : |  |
| Murray | : | 9 | : | 0 | : | Christian | : | 69 | : | 0 |
|  |  |  | : |  | : |  |  |  | : |  |
| New Port | : | 6 | : | 0 | : | Clark | : | 6 | : | 0 |
|  |  |  | : |  | : |  |  |  | : |  |
| Carrollton |  | 1 | : | 0 | : | Clay | . | 3 | : | 0 |
| Hopkinsville | : | 48 | : | 29 | : | Davies | : | 18 | : | 0 |
|  |  |  | : |  | : |  |  |  | : |  |
| Vinchester |  | 22 | : | 14 | : | Fayette | : | 45 | : | 9 |
|  | : |  | : |  | : |  | : |  | : |  |
| Marion | : | 2 | : | 0 | - | Fleming | : | 3 | : | 0 |
|  | : |  | : |  | . |  |  |  | : |  |
| Owensboro | : | 17 | : | 20 | : | Floyd | : | 1 | : | 0 |
|  | : |  | : |  | : |  | : |  | : |  |
| Lexington | : | 110 | : | 30 | : | Franklin | : | 6 | : | 0 |
|  | : |  | - |  | : |  | : |  | : |  |
| Frankfort | : | 22 | : | 22 | : | Fulton | : | 8 | : | 0 |
|  | : |  | : |  | : |  |  |  | : |  |
| Fulton | : | 5 | : | 0 | : | Gallatin | : | 4 | : | 0 |
|  | : |  |  |  | : |  | : |  | : |  |
| Hickman | : | 3 | : | 0 | : | Garrard | : | 9 | : | 0 |
| Mayfield | : | 18 | : | 7 | : | Green | : | 6 | : | 0 |
|  | : |  | : |  | : |  | : |  | : |  |
| Elizabethtown | : | 3 | : | 6 | : | Hardin | : | 5 | : | 0 |
|  | : |  | : |  | : |  | : |  | : |  |
| Harlan | : | 5 | : | 0 | - | Harlan | : | 18 | : | 0 |
|  | : |  | : |  | : |  |  |  | : |  |
| Cynthiana | : | 7 | : | 0 | : | Harrison | : | 9 | : | 0 |
|  | : |  | : |  | : |  | : |  | : |  |
| Henderson | : | 34 | : | 21 | : | Henderson | : | 23 | : | 0 |
|  | : |  | : |  | : |  | : |  | : |  |

## TAPIE XI. (Continued)



TARIE XI. (Concluded)


Table XI, pages 48, 49, and 50, shows the number completing grade 8 and grave IV of the High School Department in 1930. This table shows the counties which provide high schools for the graduates of the 8th grade. In a few counties transportation 18 provided and tuition is paid to the city boards when the county does not maintain a separate high school. The cities of these counties maintaining high schools are considered along with the counties.



Age-Grade Relations of the 204 Initial Starters In 'rwo Schools in Trigg County

The actual number of pupils in the grades of the two schools is shown segregated according to ages in Table XII. The age of each pupil is given in jears only and represents the entrance age to the respective grades. In the last column of the table, the number of retarded pupils is changed to per cent. Assuming 6 years to 6 years 11 months inclusive as the normal age for entrance to grade; 7 years to 7 years 11 months inclusive for grade 2, etc., under normal conditions, it may be said that 94 per cent of those entering grade 1 were over-age; 84 per cent of those enterIng grade 2; 96 per cent of those entering grade 3; 94 per cent of those entering grade 4; 93 per cent of those entering grade 5; 75 per cent of those entering grade 6; 85 per cent of those entering grade 7; 60 per cent of those entering grade 8; 60 per cent of those entering grade $1 ; 71$ per cent of those entering grade II; 50 per cent of those entering grade II; and 71 per cent of those entering grade IV. There were four under age. The per cent of those above normal at entrance may seem rather too large as a whole. But according to the school-age law in Kentucky for entering school this per cent is correct. On the lowest line of the table the average grade is given for each age group. It is one more than the average number of years of progress. For example take ten year old group. This group has made an average grade of 2.3. This means that these pupils have about 2 years of progress through the preceding grades and
about one-fourth of the way through the 5 th grade. It will be noted that up to and including the nineteen year old group the pupils in each age group have a higher average grade than those in any lower group.

T:RIF XIII.
SCORF OF INDIVIDUAT, PLETAS IN OH:ISGIAT: COUNTY

The highest possible score is one thousand


TABIE XIII. (Concluded)

|  | : |  | : |  | : |  | : |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Spring Hill | : | 126 | : | 332 | : | 164 | : | 622 |  |
|  | : |  | - |  | : |  | : |  |  |
| Salem | : | 106 | : | 335 | : | 155 | : | 596 |  |
|  | : |  | : |  | : |  |  |  |  |
| 'olnut Grove | : | 131 | : | 286 | : | 166 | : | 583 |  |
| Chopped Hickory | : | 118 | : | 336 | : | 111 | : | 565 |  |
|  | : |  | : |  | : |  | : |  |  |
| WhiteOak Grove | : | 130 | : | 285 | : | 145 | : | 560 |  |
|  | : |  | : |  | : |  |  |  |  |
| Pembroke | : | 110 | : | 280 | : | 155 | : | 544 |  |
| McClain Chapel | : | 111 | : | 215 | : | 147 | : | 471 |  |
|  | : |  | : |  | : |  | : |  |  |
| Oak Grove | : | 96 | : | 257 | : | 72 | : | 425 |  |
|  | : |  | : |  | : |  | : |  |  |
| Zion Hope | : | 73 | : | 256 | : | 97 | : | 415 |  |
| Julian | : | 90 | : | 200 | : | 125 |  | 415 |  |
|  | : |  | : |  | : |  | $:$ | 415 |  |
| Mt. Vernon | : | 85 | : | 225 | : | 62 | : | 372 |  |
| Gracey | : | 70 | : | 152 | : | 155 |  |  |  |
|  | : |  | : |  | : |  | $:$ | 377 |  |
| Center Point | : | 95 | : | 184 | : | 83 | : | 362 |  |
|  | : |  | : |  | : |  | : |  |  |
| Pleasant Hill | : | 70 | : | 232 | : | 69 | : | 371 |  |
| Reeves Chapel | : | 92 | : | 158 | : | 105 | : | 355 |  |
|  | : |  | : |  | : |  |  |  |  |
| Cedar Bluff | : | 60 | : | 185 | : | 100 | : | 345 |  |
|  | : |  |  |  | : |  |  |  |  |
| Hensleytown | : | 80 | : | 162 | : | 89 | : | 331 |  |
|  | : |  | : |  | : |  | : |  |  |
| Elmo | : | 50 | : | 122 | : | 60 | : | 292 |  |
| Barker's Mill | : | 42 | : | 135 | : | 80 | : | 282 |  |
|  | , |  | : |  | : |  | : |  |  |
| Pee Dee | : | 75 | : | 74 | : | 85 | : | 234 |  |
|  | : |  | : |  | : |  | : |  |  |
|  | : |  | : |  | : |  | : |  |  |

The score for the different buildings was based upon the standard for small school plants in rural communities developed by the Department of Education and County Superintendents in Kontucky. There are forty-two schools scored.

By the study of Table XIII, it will be seen that twelve
school plants made a score of less than 400 out of a possible score of 1000. Eleven others made a score between 400 and 500. Ten made a score of 500 to 600 and the remaining schools scored from 600 to 700. The median score for the entire county was 457 .

A detailed discussion is here given on scores in the various phases of the school plant.

Location and Grounds. Out of a possible 7560 points forty-two school plants scored 4106. The points assigned had to do with the location of the school, the size, the shape, and use of grounds. Out of a possible 840 points, the fortytwo schools scored 626 points on distances of school from the farthest home. According to a statement given out by the state Survey committee, the colored schools are not so well located with reference to the pupils as the white schools are. A small per cent of the colored schools are located on possible highways. The school plants scored low on the size and shape of school grounds. At least one acre should be provided for a typical one-room school. This one acre should be so selected that adequate playgrounds will be provided.

Buildings and Furniture. Out of a possible 21,000 points, the forty-two schools scored 10,871 points. This means that so far as buildings and furniture are concerned, these forty-two schools are about fifty per cent deficient. The foundations of these schools are very low and the color schemes are bad. The buildings are poorly lighted.

Lighting Scored. Out of a possible 840 points, these schools scored 617 on height of windows. Out of a possible

1050 points, these schools scored 572 on glass area. Out of a possible 840 points, these schools scored 462 on placemer.t of windows; and out of a possible 420 points, these schools scored 156 on the width of mullions. Very few window shades were found in the colored schools. In most cases those founa were the dark green type. The desks are poor and do not meet the needs--too many double desks for pupils. Cloak-rooms are not conveniently arranged.

Service System. The heating system is poor. The unjacketed type of stove is used. There is no means for controlling heat. Drinking facilities in these schools are bad. The bucket and dipper are the general types used. The water supply is wholly inadequate. In many instances water was obtained from the neighboring wells.

Sumnary. It may be said that the buildings put up within recent years are more modern and approximate sanitary conditions. The greatest need in modernizing the school plants lies in the adoption of a policy of constructing buildings only by standard plans and then equipping these schools with standard furniture.

School builaings should contain single desks and cloakrooms, teachers' desk and chairs.

It will be seen that the typical school scores in this group about 450 out of a possible 1000 . In any program of school improvement this group of schools should be included. Ifttle can be done in some cases to improve the location of the shools or enlarge the grounds. The program for school improvement should include improvement in equipment and serv100 system of the one and two teacher schools that are not situated so that they can be consolidated at an early date.

TAPIE XIV.
AGGREGATE SCOFES ASSIGNIN FOKTY-TMO CCHOOL PLANTS IN CHFISTIAN COUNTY BeSED ON SCORE CFRE FOR SYATI SCHOOL

PLANT IN FUKG COMUNITIFS


TABLE XIV. (Continued)


TABLE XIV. (Continued)

| : |  | : |  | : |  | : | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| d. : | Location | : | 420 | : | 214 | : |  |
| 23. |  | : |  |  |  | : |  |
| 23. : | Bulletin board | : |  |  |  | : |  |
| : |  | : |  |  |  | : |  |
| a.: | Quality | : | 210 |  | 18 | : |  |
| b : |  | : |  |  |  | : |  |
| b. : | Adequacy | : | 210 |  | 15 | : |  |
| 24. : | Cloakrooms | : |  |  |  | : |  |
| 24. |  | : |  |  |  | : |  |
| a. : | Location | : | 210 |  | 117 | : |  |
| : |  | : |  |  |  | : |  |
| b. : | Equipment | : | 420 |  | 159 | : |  |
|  |  | : |  |  |  | : |  |
| 25. : | Library | : |  |  |  | : |  |
| : |  | : |  |  |  | : |  |
| a. : | Book Space | : | 630 |  | 65 | : |  |
| : |  | : |  |  |  | : |  |
| b. : | Reading Table | : | 420 |  |  | : |  |
| 26. |  | : |  |  |  | : |  |
| 26. : | Teacher's closet | : | 420 |  |  | : |  |
| 27. |  |  |  |  |  | : |  |
| 27. : | Desks | : |  | : |  | : |  |
| . |  | : |  |  |  | : |  |
| a.: | Pupils' - Adequacy and Condition | : | 1470 |  | 788 | : |  |
| b. : | Teachers, | : | 420 |  | 197 | : |  |
| - |  |  |  |  |  |  |  |
| c. : | Chairs for visitors |  | 420 |  | 10 | : |  |
| III: |  |  |  |  |  | : 11 |  |
| III: | Service System | : | 13440 | : | 4804 | 114 |  |
| 28. : | Heating System | : |  | : |  | : |  |
| : |  |  |  |  |  |  |  |
| a. : | Type | : | 630 | : | 393 |  |  |
| , |  | : |  | : |  |  |  |
| b. : | Adequacy |  | 1890 |  | 995 | : |  |
| 29.: | Hindow boards | : |  | : |  |  |  |
| : |  |  | 630 | : |  |  |  |
| 30. : | Thermometer | : | 420 | : | 10 |  |  |
| 31: |  | : |  | : |  | : |  |
| 31.: | Drinking Facilities |  |  | : |  |  |  |
| a. |  | : |  | : |  |  |  |
| a. : | Type | : | 630 | : | 281 |  |  |
| 32.: | Water Supnly | : |  | : |  |  |  |
| : | Wator Supply | : | 1470 | : | 735 |  |  |
| 33. : | Toilet System | : | 2310 | : | 862 |  |  |
| 34. |  |  |  |  |  |  |  |
| 34.: | Fuel Room |  | 630 |  | 440 |  |  |
| \% | - | : |  | . |  |  |  |

TABIE XIV. (Concluded)

|  | : |  | : |  | : | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 35. | Flag and Staff | 420 | : | 40 | : | : |
|  | - Play ground apparatus |  | : |  | : |  |
| 36. | : Play ground apparatus | 1050 | : | 20 | : | : |
|  | Music |  | : |  | : |  |
| 37. | Music | 840 |  | 127 | : | : |
| 38. | Bell | 210 | : | 141 | : | : |
|  | - | 210 | : | 141 | : | : |
| 39. | Clock | 210 | : | 25 | : | : |
|  | , |  | : |  | : |  |
| 40. | First A1d | 420 | : | 5 | : |  |
| 41. | Cleaning System |  | : |  | : |  |
|  | Cleaning system | 630 |  | 380 | : | : |
| 42. | Washing Facilities | 420 | : | 88 | : | : |
|  |  |  | : |  | : |  |
|  | domat |  | : |  | : | : |
|  | TOTAL | 42000 | : | 19781 | : | : |
|  |  |  | : |  | : |  |
|  |  |  | : |  | : | : |

These data are service items and are necessary for a standard school and for the comfort of the pupils. They have a cultural value and add to the aesthetic nature of both pupils and teacher. They aid in the moral training of pupils and create a love for the school.

## Summary

1. In this chapter the writer undertook to account for the pupils found in the census reports of the various counties by the use of age-grade indices and tables. Table VI, page 35, gives a complete account, as was reported by questionnaires of 6069 pupils in various counties and cities. At the right of the table the reader will note the number above normal, normal, and under age at entrance to the respective grades.
2. Table VII indicates that the attendance law needs to be
strictly enforced. The distance from school in most cases does not furnish a sufficient reason for non-attendance as is revealed by this table.
3. Table VIII further illustrates the need of the attendance law enforcement. It may be regarded as a supplement to Table VII.
4. Table IX gives the enrollment by schools in Christian County. Hopkinsville city schools are not included in this table. The decrease of pupil population over a period of ten years is noted in this table.
5. The survey showed that there are far too many one-room schools. Of the many schools scored as shown by Table XII and Table XIII, not one is considered standard as measured by the state score card for measuring small rural school buildings. There should be a program launched for school improvement and consolidation with standardized equipment.
6. The map on page 47 further accounts for the pupils by showing where the school population centers. Christian County has more pupils of school age than has any other county of the state except Jefferson, whose county capital is Louisville.

DISTPICTING AND TPANSPORTATION

The policy of separate schools for the Negro race $1 \mathrm{~m}-$ poses no serious economic embarrassment in cities and towns where there is a heavy population of both races. The Negro school population is exceedingly sparse in many of the counties, necessitating a very high per capita cost for schools for that race. There are thirty county school systems in no one of which does the school census show as many as fifty colored children. The tabulation and distribution of the school census of all the counties of the state except one is found on page 65, Table XV. These counties include several of the poorest--those least able to finance a system of schools. The high per capita cost of maintaining another system of schools for the minority race tends to encourage the boards of these counties to side-step their obligation to the colored children. In some counties they have established but few schools and have left many children remote from schools and unprovided for. In other counties they carry the curtailment further and shorten the term of schools below the legal minimum. In many counties no high school facilities are provided for the colored race. County Boards of Education feel that their revenues are not sufficient to enable them to meet all their obligations and that curtailment of school service must be imposed. This condition imposes the chief difficulty in the way of an attempt
to offer school opportunity to rural colored children.
The Census Distribution of Children Aged 6-14 (1924). The school census distribution in Kentucky taken in 1924 shows the colored pupil population between $s i x$ and eighteen years of age at 59,5.36. This is nine per cent of the total population of the state. Of this total, 26,056 were in city school districts under the control of boards of education of cities of the first four classes; 8,617 were in independent graded school districts established for white pupils only; 24,863 were in open county sub-districts. There has been for many years a noticeable drift of Negroes from the farms to the cities and towns where they could secure better living quarters, a more wholesome social condition, and better opportunity for school children. The Negro now constitutes less than six per cent of the population of the farms of Kentucky, but he constitutes fifteen per cent of the total population of the cities, towns, and independent school districts.

In 1930, the school census showed 58,169 colored children of school age, a decrease of 1,367 . The colored children of school age and the length of school term are compiled by counties, including rural and urban schools, in Table XV.
${ }^{1}$ McFenry Rhoads, Superintendent of Public Instruction, Biennial Report of the State of Kentucky, Frankfort (June

TAEIE XV.
COIOSED PUPIIC SCYOOT STATICTICS, 1929-30

Data reported by superintendents except from one county and one city. It is here compiled by counties, including rural and urban.

DISTRIBUTION OF COTOILD CHITDFLN IN SCHOOI AGE OF 119 COUNTIES


TABIE XV. (Continued)


TABIE XV. (Continued)


TABLE XV. (Concluded)


In reading the table, pages $65,66,67$, and 68 inclusive, the reader will note (l) that the school term in some counties is from 3 to 6 months. This is contrary to the Kentucky School Law, which provides for a minimum school term of seven months; (2) that there are many counties with a school population fewer than fifty scattered throughout the county; (3) that there are some counties with children of school age and no school is provided; (4) that in Adair County the average monthly salary is $\$ 54.60$ and the average annual salary is $\$ 381.02$; (5) the annual salary in Meade County is $\$ 376.00$. The Kentucky School Law provides for a minimum salary of $\$ 75.00$ per month for seven months.
(6) For 701 of the pupils of school age no school is provided.
(7) For 841 of this group an 111 egal part term is provided. To a great extent the state is responsible for the malpractice by the various school boards. When a citizen openly violates the law of his state or of his county he is then due to be brought to justice and made to answer the charges.

The manner in which the State takes care of its colored children of school age is as follows:
(1) For 701 of them no school is provided.
(2) For 841 of them an $11 l e g a l$ part term is provided.
(3) 201 have six-month schools, legal in a few counties.
(4) Seven-month sessions are provided for 15,574 .
(5) 6,259 have access to eight-month schools.
(6) 15,509 live in counties and cities have nine-month schools.
(7) 19,083 live in cities having ten-month school terms.
(8) The average child has access to school eight and onehalf months.
(9) Kentucky has 1,448 colored elementary and high school teachers.
(10) They are paid salaries aggregating $\$ 1,201,276.28$.
(11) That is an average of $\$ 829.61$ per teacher.
${ }^{1}$ L. N. Taylor, Rural Sohool Agent. Data reported by superintendents except from gne county and one city.

FIGURE 4.

| 0. | 10000 | 20000 | 30000 | 40000 | 50000 | 60000 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

A. $\qquad$

E $\qquad$
C. $\qquad$

D

FIGURE 5.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

1

2 $\qquad$

3 $\qquad$

Figure 4 is based on the report of the Department of Education, Frankfort, Kentucky, 1925. Graph A shows the colored pupil population of Kentucky in 1925--59,536.

Graph $B$ shows the number of children of school age in city school districts under tine control of boards of education of cities of the first four classes--26,056.

Graph $C$ shows the number of pupils of school age in open county districts--24,863.

Graph D shows the number of colored pupils of school age found in independent graded school districts established for white pupils alone--8,617.

Figure 5 is based on the report made by the State Educational Department in 1925, Frankfort, Kentucky. Graph 1 represents one hundred per cent or the entire Negro school population in Kentucky, 1925.

Graph 2 represents fifty-eight per cent of the entire Negro school population or the number found in city and graded school districts. The broken part of Graph 2 represents thirtytwo and one-half per cent of the white population, occupying and controling the graded school districts to the exclusion of the Negro's interest in said graded school districts.

Graph 3 represents the number of colored children of school age living in the open county districts, about forty-one per cent of the colored population.

Organization of a Graded School District

According to the Kentucky State Requirement for Organization, ${ }^{l}$ no new graded common school district shall hereafter be created or organized, unless 100 pupil children reside therein. Provided further that no graded common school district shall hereafter operate independent of the county school system that has a school census of less than seventy-five (75) census pupil children; that does not maintain an elementary school with a minimum term of eight (8) months, which meets state standards as to the number and qualification of teachers.

The school law is silent of the Negro schools' operating within these graded school districts. Hence they are left to the counties and county districts to provide such schools

[^3]as their revenues will permit. The length of school term of these Negro elementary schools is from 3 to 7 months. The white schools are usually modern, well equipped, consisting of from three to eight rooms. Such is the injustice meted out to the Negro schools within the white graded school territory.

Transportation

There is no law in Kentucky controlling transportation. Consequently when there are too few children in many rural districts to maintain school, there are no provisions made for them. These children are destined to grow up in ignorance unless their parents give up all and move to some locality where they find access to schools.

Curriculum Not Suited to Needs of Pupils

The things which appeal to the natural instincts of children are excluded from the school and obsolete nations and ancient customs are emphasized. There is excluded almost everything that fits a child for the kind of life that most of them will like and the vast majority will need in order that they may earn a living, and there is included a lot of matters which to them are dead. Only special schools teach things fundamental to life.

Hand-minded children must be provided for if the masses are to be educated under state control. No investigation with parents can be carried on very far before one begins to realize that a large number of the children are removed from school because the schools do not give them the praotical
and everyday things which both parents and children feel that the children need.

The Negro Population on the Decrease in Kentucky

The Census of 1930 was not available when this study was made. Figure 6 on page 74 shows the ratio of the school population of Negro children to the school population of the whole state in 1900 to be 13.3 ; in 1910, 11.4 ; in 1920, 9.8. Figure 7 shows the ration the Negro urban population bears to the whole to be in 1900, 21.4; in 1910, 19.2; in 1920, 16.6. Figure 8 shows the ratio of rural attendance to the whole in 1900 to be ll.0; in 1910, 8.9; in 1920, 7.3. Population in 1900, 284,706; in 1910, 261,656; in 1920, 235,838. ${ }^{1}$

Each census year shows a steady decrease. These conditions are to be much regretted. A great state must have a great intelligent population.

PER CENT OF NEGRO POPUIATION IN KEYTUCYY IN 1900, 1910, AND 1920 FIGURE 6 FTGURE 7.


Figure 6 shows the relative per cent which the Negro population bears to the total of the state.


Figure 7 shows the Negro urban population and percentage to the whole population of the state.

FIGURE 8.


Figure 8 shows the rural attendance and percentage for the years in
dicated.

Population in

$$
\begin{array}{ccc}
1900 & 1910 & 1920 \\
284,706 & 261,656 & 235,838
\end{array}
$$

TARIE XVI.
AVERAGE ATTENDANCE AND PIFF CENT OF TYIRTY COUNTTHS SETECTED AT RiNDOM

Hased on the Census


TABIE XVI. (Concluded)

|  | : |  | : |  | : |  | : |  | : |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Rowan | : | 6 | : | 4 | : | 7 | : | 55 | : |
|  | : |  | : |  | : |  | : |  |  |
| !acracken | : | 230 | : | 172 | : | 276 | : | 62 | : |
|  | : |  | : |  | : |  | : |  | : |
| Lyon | : | 167 | : | 98 | : | 194 | : | 50 | : |
|  | : |  | : |  | : |  | : |  | : |
| Magoffin | : | 9 | : | 5 | : | 10 | : | 50 | : |
|  | : |  | : |  | : |  | : |  | : |
| McCreary | : | 8 | : | 7 | : | 8 | : | 87 | : |
| Owsley | : | 18 | : | 8 | : | 11 | : | 73 | : |
|  | : |  | : |  | : |  | : |  | : |
| Pendieton | : | 25 | : | 20 | : | 39 | : | 51 | : |
|  | : |  | : |  | : |  | : |  |  |
| Robertson | : | 15 | : | 12 | : | 19 | : | 63 | : |
|  | : |  | : |  | : |  | : |  | : |
| Butler | : | 89 | : | 60 | : | 98 | : | 61 | : |
| Carlisle | - | 77 | : | 61 | : | 89 | : | 68 | : |
|  | : |  | : |  | : |  | : |  | : |
| Totals | : | 4851 | : | 2559 | : | 5647 | : | 45.3 | : |
|  | : |  | : |  | : |  | : |  | : |
|  | : |  | : |  | : |  | : |  | : |

Equal Educational Opnortunity

In so far as financial support is concerned, it is apparent that there are glaring and unpardonable inequalities prevailing, particularly in school districts as described above. The question naturally arises here as to whether or not there are other inequalities aside from finances.

## Summary

(1) As a first consideration, we must remember that there are huncreds of one room shacks commonly called "school houses" that are poorly lighted, that have little or no provision for ventilation except windows, doors, and cracks in the floor and that have unsanitary and unsatisfactory provision for heating, and that have dangerous water supriy. The equipment for these shacks is very meager and in many instances there is none at all.
(2) In many of these so called isolated districts the colored children are left without a teacher and the means of transportation.
(3) In a few counties the writer has known school to be taught three months in one coomunity and three months in another commanity in the same county. This affords the only opportunity the boys and girls have to secure an elementary

- education.
(4) Our greatest potential wealth does not lie in our soil, forests, or mines; it is the possession of children. They have potential capacities which when properly trained and developed will assure for our conmonwealth the greatest possible happiness and prosperity. In considerstion
of this, we recognize that educating our boys and girls is the greatest function our state has undertaken.

In view of prevailing conditions as evindenced by facts recited herein, we must concede that the Negro boy and girl have not an equal opportunity to secure an elementary school education. Since it has been pointed out that the injustice, discrimination, and irregularities are found largely in the open county districts and the independent graded school districts, it is perfectly manifest that progress in the schools of the commonwealth will be measured in terms of progress made in rural schools; progress in the county school districts will be measured or determined by the extent to which county boards of education find ways and means of educating all of the children under their supervision regardless of race, creed, or color.

When the facts herein will have been thoroughly and honestly analyzed, one can easily account for the unprecedented elimination, retardation, and total pupil loss as is revealed in this study. Negroes frequent the school room under normal conditions.

Although the attendance law is not enforced in Negro schools in the rural districts in Kentucky, the per cent of attendance based on the census readily indicates that whenever the opportunity is offered, the Negro's attendance at sohool is about on the average. The median of attendance

[^4]based on the census is 65 per cent, which is a national average for all races and nationalities. ${ }^{l}$

Tnirty counties were selected at random and tabulated in Table XVI with the enrollment by counties, the average attendance, the census, the per cent of attendance bised on the census.

This is a fair indication of the Negro's behavior under normal conditions with a reasonable opportunity.
$\mathrm{I}_{\text {United }}$ States, Fourteenth Census, 1920, Vol. III.

## CHAPTER V.

NEED FOR STANDARD ETMPENTAPY SGHOOLS

All the results which have been discussed are most significant from an educational view point. Here we have undisputable evidence that there is a percentage of pupil loss and retardation that should not exist in a state where the compulsory attendance law is rigidly enforced. Reviewing the work In the light of retardation and elimination as was discussed in the preceding chapters, we conclude that there is a feeling among school people not always or even often expressed but generally more or less forcibly present, that retardation is a symptom of good schools and a standard of measuring a school.

Standard of Measurements Sometimes Employed by Principals and Teachers. There are many principals and teachers who feel that to promote few of their pupils is a sign that their standards of work are so high that none but the best and most talented pupils can reach them.

This raises the basic question as to the function of the common school. Other things being equal, it is evident that of two school systems, that one having the larger percentage of retardation would have the higher and more vigorous standard. It is very possible, too, that it would have the more painstaking and careful teachers. Then the question is raised, what is the function of the common school? If it is to weed out all of those whose abilities would record them in the lower third and send out the best and train for higher
education, then the most vigorous system of elimination, with the greatest percentage of pupil loss and retardation is the best system. But if the function of the common school is to furnish an equal educational opiortunity to the masses rerardless of race or color, then that system is best which regularly promotes and finally graduates such pupils. Then it is the duty of the school system to find the child, not of the child to discover the school. The state is responsible for the education of every child--at least for an elementary training. Under the present system of schools there are large numbers of children who are destined to lives of fallure. These are the children in whom too many of our schools are confirming the habit of failure. This seems to have been the traditional idea of education.

The writer believes that success is necessary to every human being. No one should be forced to live in an atmosphere of failure. It is a matter of our intellectual attainment; not an intellectual matter at all but a moral matter. The study further shows that the poor attendance, non-attendance, and the isolated illiterate groups of Negro children found in many districts of Kentucky are due not to the indifference of the child nor of the parent, but rather the responsibility is to be placed on the various school boards of education of the several counties whose duty it is to provide a school for every child. The elementary school is an institution of society, and passes on to the younger generations those customs and traditions found to be most worth while for the general welfare of sooiety. Success in life depends upon one's regular attendance to his job at hand.

The Burden of Responsibility

Finally, all of this must place the burden of responsibility upon the state to pass laws and see that these laws are rigidly enforced. No standard which may be applied to a school system as a measure of accomplishment is more significant than that which tells us what proportion of the pupils who enter the first grade succeed in reaching the final grade. It is this that gives the problem of elimination of pupils from school and the cognate matter of retardation their educational significance.

In well regulated city school systems most of the children enter the first grade at the age of six or seven. Some of them are promoted each year and reach the eighth grade at fourteen or fifteen years of age. Others are not regularly promoted from grade to grade. They fall behind and at the age of fourteen they find themselves not in the eighth grade, but In the fifth or sixth. This falling back process is termed retardation.

The retarded pupil finds himself in the same class with much younger companions. His age and size are a continual reproach to him. He begins to resent the maternalistic atmosphere of the lower grades. He becomes discouraged through his lack of success and when he has passed the compulsory attendance age, he leaves school. This dropping out process is termed elimination. It is with these two processes this study has mainly dealt in connection with the major problem. Dr. Draper of New York State said that not more than half of the pupils entering the first grade ever go beyond the fifth
grade. This statement applies to the general population. For Negro children, the pupil loss and retardation is even greater, due largely to the inequality of opportunity.

## Remedies

The possible remedies for the conditions which have been discussed may be divided into two classes: legislation and administration.

1. If children are to make progress through school they must be present in the schools. This means that there must be better compulsory attendance laws and that they must be enforced.
2. A census must be taken each year.
3. If the children are to complete the elementary grades, there must be a better understanding between the length of the school course and the length of the attendance period.
4. The length of the school term should be lengthened or the course of study should be shortened.
5. In Kentucky the age limit for school should be extended from 18 years to 20 years and downward from 6 years to 5 years.

## Contribution

This appears to be the first attempt to make a systematic, scientific study of this subject in Kentucky. There have been sone studies made of certain features of the Negro education in Kentucky, both elementary and secondary, by the Department
of Lducation of the state. The writer has attempted a comprehensive study of the problem. The elementary public schools are considered at least fifty per cent deficient in some counties. Many causes for retardation, elimination, and total loss in years were discovered and scored by many competent judges. What may now be said to be reliable data heretofore existed only as opinion. The writer considers the results useful (I) in making a program for school improvement, and (2) in laying the foundation for further investigation of the Negro elementary schools for the race.

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