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A Survey of the Bullitt County School System

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1950

A SURVEY OF THE BULLITT COUNTY SCHOOL SYSTEM

BY

J. O. WARD

A THESIS

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Approved:-

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CONTENTS

PREFACE

CHAPTER	PAGE
I PURPOSE AND SCOPE OF STUDY - - - - -	1
II EARLY SCHOOLS OF THE COUNTY - - - - -	6
Superintendents from 1885-1850 - - - - -	8
III THE PRESENT SCHOOL SYSTEM OF BULLITT COUNTY - - - - -	9
Salary Schedule - - - - -	28
IV OTHER CONSIDERATIONS - - - - -	31
The Curriculum Offered - - - - -	33
Library Facilities - - - - -	35
The School Lunch Program - - - - -	36
Health and Recreation - - - - -	39
Map of Bullitt County Schools - - - - -	42
Interpretation of Map - - - - -	43
Bullitt County Consolidation to Date - - - - -	45
Cost of Consolidation - - - - -	46
Buildings Now in Existence - - - - -	48
Business and Professional Organizations - - - - -	49
Betterment of Rural Life - - - - -	49
Progressive Aspects of the People of Bullitt County - - -	51
V SUMMARY - - - - -	52
Conclusions - - - - -	57
Recommendations - - - - -	58
BIBLIOGRAPHY - - - - -	60

TABLES

TABLE		PAGE
I	School Pupils and Attendance of the One-Room Schools - - - -	11
II	School Pupils and Attendance of the Two- and Three-Room Schools - - - - -	11
III	School Pupils and Attendance in the Central and Independent Districts - - - - -	12
	Interpretation of Tables I, II, and III - - - - -	12
IV	Lebanon Junction Age-Grade Distribution of Pupils - - - - -	15
V	Age-Grade Distribution of Pupils of Bullitt County Schools	16
	Interpretation of Tables IV and V - - - - -	17
VI	Training and Experience of Teachers and Salaries of the One-Room Teachers - - - - -	21
VII	Training, Experience and Salaries of Teachers in Two- and Three-Room Schools - - - - -	21
VIII	Training, Experience and Salaries of Teachers in the Central Schools - - - - -	22
	Interpretation of Tables VI, VII and VIII - - - - -	23
IX	Salary Schedule of the Lebanon Junction Independent School	24
X	Salary Schedule of the Bullitt County School System 1949-50	25
	Interpretation of Teachers Salaries- - - - -	27

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A SURVEY OF THE BULLITT COUNTY SCHOOL SYSTEM

Preface

The schools of Bullitt County, like many other school systems of our state, have struggled along for years on a mere shoestring of financial insecurity.

Bullitt County was established in the year of 1796, and shortly thereafter the first school came into existence. This school was a one-room log house, poorly constructed, with inadequate lighting and no desks as are now known. The students sat on rough benches, made of half logs split lengthwise, smoothed as best as could be with an adz, and often splinters were left on the half smoothed log. Legs were set in under these pieces of logs by holes being bored on the underside for the legs to be stuck in. These seats had no backs and were very uncomfortable.

As schools in other parts of the state moved toward progress, the schools of Bullitt County likewise moved toward progress, but more slowly than many. This was mainly due to the lack of money to support a school system comparable to the adjoining county of Jefferson on the north, with adequate finance and wealth.

"Bullitt County not rich, yet not poor, is missed by the main traffic arteries and its own main stem road too narrow and beset by beat up treacherous-looking one-way bridges, Bullitt County is left like an orphan and has developed an inferiority complex. With little and not enough money available to provide adequate schools is dealt a severe blow during the war. The county, consisting of approximately 200,000 acres of taxable land, had 15 per cent of 29,846 acres of this land taken over by Fort Knox's wartime expansion. This land being taken by the government forced hundreds of small-acre farmers to move out, most of them having to move out of the county. The rest of the population caught their frustration; discouragement and confusion set in like a pox."¹

¹ Paul Hughes, "Bullitt County Tries to Overcome Backwardness," Courier-Journal, Louisville, Kentucky, July 3, 1949.

This was the situation that existed in Bullitt County in the early forties.

With all of this adversity Bullitt County has continued to improve its school system. There are now only seven one-room schools, one two-room school, two three-room schools, one four-room school, and two county high schools, one at Shepherdsville, the county seat, and one at Mt. Washington. The other large school is the graded and high independent school of Lebanon Junction.

The improvement which has been made is due to the increase in assessment valuation on property. In spite of the fact of the loss of the tax on 15 per cent of the land taken by Fort Knox, the county's increase in assessment has already more than offset this loss. In 1941 the total assessed valuation of the property was \$5,487,280.00. In 1948 this had gone up to \$8,167,048.00. In 1949 this had increased to \$8,258,700.00.

Even with this increase the per capita now spent on each child of school age in the county is only \$75.00 per pupil. This is so low as to be inadequate for the schools of the county.

CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

Purpose.-- This thesis on a survey of the school system of Bullitt County is being made for the purpose of recommending consolidation of the high schools and of larger grade centers.

A careful study and comparison will be made of the different schools, consisting of the one-room schools, the two-room schools, consolidated schools, and independent schools.

Teacher qualification in terms of years of experience and college work completed will be noticed.

Teaching results will also be studied in the various schools, noting failures, and an age-grade distribution will be studied in the different schools.

The school census compared with enrollment and daily attendance in the different types of schools will be studied and compared.

The amount and kinds of supervision in the different schools will be noted. The types of buildings, and transportation problems will be included in the study.

A careful study will be made of the salary schedule and length of school term in the county and in the independent school district of Lebanon Junction. The amount of money available now and places of securing additional revenue for a better system will be considered.

Other considerations will be given to reasons for failures, the curriculum offered, library facilities, lunch-room program, health, and recreation.

Consolidation now in existence will be noticed, the units now in existence, business and professional organizations which are helping will be mentioned,

and what they are doing. The growth and advancement in rural life must be considered, public sentiment concerning consolidation, and the progressive aspects of the people will be a major consideration.

The ability of the county to consolidate, from a financial standpoint, will be shown.

From this study as a basis, conclusions will be made and recommendations are made on the basis of facts found in the study.

Scope of study.- The scope of this study is limited entirely to the public school system of Bullitt County and its effectiveness in educating the boys and girls under its jurisdiction. It is realized that in making such a study there is always the criticism of superficiality; however, by studying the system now in existence, and by comparing the status of each type of public school in the county with that of the other two types of schools, it is hoped to discover the most glaring defects, and a solution may be reached for remedy of these.

Sources of data.-

1. Reports and records in the office of the Bullitt County school superintendent.
2. Reports and records in the office of the Lebanon Junction superintendent of schools.
3. Reports of the State Tax Commission.
4. Reports from the office of the State Department of Education.
5. Reports from the Kentucky Educational Directory.
6. Educational textbooks, professional magazines, and papers.

Method of treatment.- Expository and statistical treatment of data will be used in this study. Conclusions and suggestions will be made on the basis of certain facts found in making the study: it will be found that most of the

conclusions and suggestions will be indorsed by current practices and philosophies of modern educational theory.

Social and Economic Background

Bullitt County was formed in 1796:

"Be it enacted by the General Assembly that from and after the first day of January 1796 that part of the counties of Jefferson and Nelson included in the following bounds. Beginning on Salt River opposite the mouth of Mill Creek, thence to Elk's Head near Mr. Chapmans' Then straight to Floyd's Fork Where the road from Louisville to Bardstown crosses the same at Hickman's Thence a direct line to a point on the boundary line between Shelby county and said County of Jefferson, Seven miles Northward to the mouth of Flem Creek thence with said line to Salt River to the mouth of Flum Creek thence straight to the mouth of the west fork of Cox's Creek, down the creek to its junction with Rolling Fork, thence down same to Salt river down the same to the beginning, shall be one county and called and known by the name of Bullitt."¹

In its present limits Bullitt County is situated in the northern middle portion of the state and is bounded on the north by Jefferson and bounded on the east by Spencer and Nelson; on the west by Hardin, and on the south by Nelson, Rolling Fork of the Salt River forms some of its western boundary.

The surface of the county, which is not highly suited for agriculture, is rough to rolling and running into high knobs, with some creek and river lowlands suitable for farming. The county contains approximately 200,000 acres of land and a population of about 11,000.² Although much of the county is hilly and wooded, there are many fine farms and country places. S.M. Harris of Mt. Washington was the Kentucky champion corn grower in 1947 and runner-up in 1948.

Bullitt County has two distilleries, the 13,000-acre Bernheim Forest and

¹ William Littell, The Statute Laws of Kentucky, Vol. I, Johnson and Pleasant. Louisville, Kentucky, 1810, p. 364.

² Paul Hughes, "Bullitt County Tries to Overcome Backwardness," Courier-Journal, Louisville, Kentucky, July 3, 1949.

game refuge, the main line of the Louisville and Nashville Railroad and its Lebanon Junction railroad yards, banks, numerous stores, service establishments, a Gospel of the Kingdom camp grounds, which brings over 4,000 people to its summer sessions, and two main roads--Kentucky 61, north and south, Kentucky 44, connecting U.S. 31W and 60 near West Point, and U.S. 31E and 150 at Mt. Washington.

Shepherdsville, the county seat, established in 1778, stands on the site of the frontier station Mud Garrison. The town is situated on the banks of the Salt River ten miles below Taylorsville and a few miles upstream from West Point. The population of Shepherdsville is approximately 1,100, good substantial people, often harrassed by the flood waters of Salt River. Forced to move from their homes, they come back to clean up the mud and to make again a beautiful town. The town is twenty miles south of Louisville, ten miles from the great military post of Fort Knox, ten miles from Lebanon Junction to the south. Other towns in the county are Lebanon Junction, with 1,500 population, and Mt. Washington.

The inhabitants of Bullitt County are rural, industrious, law-abiding citizens. They are greatly interested in the welfare of their state and nation. Many of them are engaged in farming, but many are engaged in industry. Hundreds of its citizens work in Louisville. Most of the citizens of Lebanon Junction work for the Louisville and Nashville Railroad, and Lebanon Junction supports a fine baseball team known as the Railroaders. The community of Mt. Washington is generally conceded to be the best farming section in the county.

The farmers raise dairy and beef cattle and many sheep. Sheep are popular because they are easy to keep, and the hill land is suited for them. There are a few poultry farms; besides chickens, many ducks, geese, and turkeys are raised. Corn, hogs, and cattle are the chief money exports; but tobacco, hay

horses, mules, and other farm products are raised. Several local people work in the two distilleries of the county, and much whiskey is exported. Quite a few of the people of the county work on the Fort Knox military reservation and at the Government post. Several citizens are engaged in the professions and several own their own businesses.

CHAPTER II

EARLY SCHOOLS OF THE COUNTY

Bullitt County Academy.— The Bullitt County Academy was established in 1789, by an endowment of 6,000 acres of land. The following trustees were appointed: Henry Crist, Benjamin Summers, Benjamin Pope, Daniel Donaldson, Samuel Crow, Richard Summers, Joe Saunders, John Lewis, Thomas Speed, Armstead Morehead, and Thomas Greenfield. This academy served the people until 1864. The legislative acts of January 23, 1864, had this to say concerning the academy's future:

"Sam McKay, William Thompson, Charles Lee, James Shepherd, and James Shanklin are appointed as commissioners and have full power to sue for all debts due the Academy or its trustees, and to collect the same, and said funds so collected shall be invested in some stocks of as profitable a kind as can be obtained and the interest therefrom shall be distributed annually among the common school districts of the county of Bullitt, in proportion to the number of children in each district, and to have possession of all books and papers of said Academy."¹

In 1937 the Bullitt County Board of Education turned over to the Bullitt County Public School Corporation, which financed the building program of Mt. Washington and Shepherdsville, a tract of land where the old high school now stands at Shepherdsville, known as the Old Seminary Lot. As no title could be traced to the original owner, the following was added to the deed:

"On record in the office of the Bullitt County Court. There is no recorded source of title, but the grantor Bullitt County Board of Education, has been in exclusive, adverse, peaceful possession of said property for so many years that the minds of man runneth not to the contrary."²

Two other county academies established were the Mt. Washington Academy, 1842-60,

¹ Kentucky Legislative Acts 1863-1864, p. 270.

² Bullitt County Deed Book.

and the Pitts Point Academy, established in 1866.

Eckstein Norton.— The Eckstein Norton Industrial School was established in 1890. It was endowed by the Louisville and Nashville Railroad, for the use of colored students. Many colored students from the state and other states attended this school. The school taught college courses as well as industrial subjects. The following students were shown as having completed the following courses from 1892 to 1911.³

College degree - - - - -	10
Normal school students - - - - -	105
Dressmaking - - - - -	51
Stenography - - - - -	12
Barbering - - - - -	2
Pianoforte - - - - -	5
Vocal - - - - -	1
Special students - - - - -	3

³

Eckstein Norton Catalog, 1911.

Bullitt County Superintendents From

1885-1950

1885-1886 - - - - - N. J. Weller
1886-1890 - - - - - Oliver P. Combs
1890-1894 - - - - - N. C. Hays
1894-1902 - - - - - W. J. Lee
1902-1906 - - - - - C. P. Bradbury
1906-1910 - - - - - Lindsey Ridgway
1910- - - - - Miss Jennie Carpenter
1910- - - - - C. E. McCormick
1911-1934 - - - - - Ora Roby
1934-1942 - - - - - W. H. McFarland
1942-1949 - - - - - C. V. Foreman
1949- - - - - W. O. Anderson

CHAPTER III

THE PRESENT SCHOOL SYSTEM OF BULLITT COUNTY

There is at present only one independent school system in Bullitt County, that of Lebanon Junction. The school census of the Lebanon Junction system is 368. The assessment of property in this school is \$555,000.00 and franchise assessment from the Louisville and Nashville Railroad Company is \$550,660.00.¹ This brings in \$16,675.00 in tax money.

The county assessment for school purposes is \$5,033,600.00. The franchise assessment from the Louisville and Nashville Railroad is \$3,225,100.00, poll \$1,152.00, and bank shares \$871.77. This brings in a total of \$125,906.04.

The data for this study are taken from the 1949-1950 school records of the county school system and the records of the Lebanon Junction Independent school system. The schools of the county are doing all in their power at present to make the best school system available under the present tax system.

The property in Lebanon Junction is assessed at 47.9 per cent of its value, and that of the county is assessed at 59 per cent, which is not up to the average for the remainder of the state but is better than many other counties.¹

Supervision of the instruction in the county schools has been left to the county superintendent, along with the many other duties he has to perform. In the larger schools where the high schools exist the principals are seeing after the supervision. Since the principals are part-time teachers and spend the remainder of their time in coaching and office work, they do not have the time to devote to much supervision. Likewise the superintendent is kept so busy by the duties of his office that he has no time for supervision, and the

¹
Report of State Tax Commissioners Office, Frankfort, Kentucky.

schools are suffering from the lack of supervision.

The one-room schools are all in fair condition, although most of them were built in the traditional shotgun style with the windows on both sides, and cross lighting and improper lighting are the results. These buildings are all heated by the old coal stove, which heats inadequately even when hot. The children have to crowd around this means of heat to keep warm on cold days. The teachers have to build their fires and serve as janitors or hire some child to do the work and pay them out of a small salary.

All of the rural schools are painted white and are ceiled with pine ceiling. Some of these are painted in various shades. As many were painted by proceeds from box suppers and school money-raising projects, the parents and teachers of the various communities picked their own color combinations in painting.

The most modern type of school buildings in the county are the consolidated schools, constructed of brick and having classrooms, auditorium, and gymnasium. They have inside toilets, showers, and lavatories. Most of these centers have adequate playground for football, baseball, and other activities. Most of these are equipped with swings, slides, pullaways, chinning bars, etc., for the younger pupils. These school centers represent the highest degree of the school system and show plainly what can be done in a system of consolidation, which in the future is likely to be more pronounced in the county.

The following statistical tables are presented to show a comparison of the efficiency in some respects of the one-room schools, the consolidated schools, and the independent schools. Comparison is made of pupils and attendance, training and experience of teachers, salary schedules, age-grade distribution, lunch program, and library facilities.

TABLE I
SCHOOL PUPILS AND ATTENDANCE OF THE ONE-ROOM SCHOOLS

District	Census	Enrollment	A.D.A.	Per Cent
Mt. Olivet	22	19	15.6	82.7
Sunnyside	25	23	20.2	88
Mt. Elmira	14	12	11.2	94
Brooks	35	31	28.1	90.7
Cedar Glades	10	8	7.5	94.2
Woodsdale	16	14	13.7	98.2
* Bowman Valley	46	43	39.6	92.2
TOTALS				

* Bowman Valley is a colored school.

TABLE II
SCHOOL PUPILS AND ATTENDANCE OF THE TWO- AND THREE-ROOM SCHOOLS

District	Census	Enrollment	A.D.A.	Per Cent
Nichols	135	129	118.6	92
Cedar Grove	100	94	81.7	87.2
Clermont	70	60	51.6	86
TOTALS	305	283	251.9	88.4

Records from the Office of the Ballitt County School Superintendent.

TABLE III
SCHOOL PUPILS AND ATTENDANCE IN THE CENTRAL AND INDEPENDENT DISTRICTS

District	Census	Enrollment	A.D.A.	Per Cent
Shepherdsville	1039	1009	928.2	92
Mt. Washington	478	463	433.8	93.7
Belmont	131	121	113.9	94.2
* Lebanon Junction	368	274	246.6	90
TOTALS	2016	1867	1722.5	92.2

* From offices of Lebanon Junction Independent School District and Bullitt County School Superintendents, including the pupils on the census that are enrolled in parochial school.

Interpretation of Tables I, II, and III

From Table I, it is seen that at present there are seven one-room schools in Bullitt County, one of these being a colored school. The enrollment in these seven schools totals one hundred fifty pupils. The average daily attendance is only 135.9 pupils. This gives a teacher load of 19.7 pupils per teacher. The per cent in daily attendance is 91.4. Almost one tenth of the pupils of these one-room schools are not in daily attendance in the schools. If the white children of these schools could go to one school, it would be possible to take care of these pupils by having one four-room school requiring only four teachers, at a big saving in salary. Leading educators recommend that the teacher load should be from thirty-five to forty pupils.

From Table II we have the study of two- and three-room schools. These schools at present employ eight teachers. The enrollment in these three schools totals 263 pupils. The average daily attendance in these schools is 251.9 pupils; this gives a teacher load of 31.4 pupils per teacher. This is a very satisfactory arrangement in the teacher load. The per cent of those in

17

daily attendance, however, does not run as high as in the rural schools, as the average attendance is 88.4 per cent; approximately 12 per cent of these pupils have remained out of school during the year.

One very remarkable thing found in this study is the small number of children on the census that are not enrolled in school. There are only 22 pupils of Table II, and only 18 pupils of Table I that are now not enrolled in school.

In Table III we notice that of a census of 2016 pupils there are 1867 enrolled. This does not include 60 pupils enrolled in the Lebanon Junction parochial school, which will make a total of 1927 pupils enrolled in the schools of Mt. Washington, Shepherdsville, Belmont, and Lebanon Junction, including the parochial school. This means that in these school districts all pupils on the census with the exception of 169 are enrolled in school. This shows that in the entire county only 209 pupils of the census are not enrolled in school. Many of these are through high school but some have quit school. Approximately 10 per cent of the census are not in school.

The average daily attendance in these central schools is 1722.5 pupils. This gives a pupil load of 24.6 pupils per teacher, which is near the median. The per cent of daily attendance in the central schools is 92.2 per cent, this is somewhat better than in the rural schools, and is much better than in the two- and three-room schools. To bring the teacher load of about 30 pupils per teacher up to where it would operate most efficiently in these schools would necessitate consolidation of the high school.

The pupils in attendance at the parochial schools would bring the per cent of attendance up somewhat as based on the census. However this study was made on the basis of actual enrollment in the public schools.

It is found by study of best authorities that the best size for a class

will run between 30 and 40 pupils.

In figuring time wasted in comparison of size of class, Harlan gives the following figures:

"The largest per cent of time wasted comes in the classes of 10 or less pupils; the smallest amount of time wasted is in the classes of from 26 to 35 pupils."²

The leading authorities recommend that classes in the elementary grades be increased to as many as 40 in the classes. This is for classes below the seventh grade. From the seventh through the twelfth it seems that more than 40 pupils in the class room is not best.

The recommendations of a survey committee in Melrose, Massachusetts, made the following report:

"The committee believes that 35 pupils are enough for any teacher and that 30 would be a better number."³

The best information we have concerning the size of classes in the United States at present is that the median elementary class contains 38 pupils, the median junior high school class has 28 pupils, and the median senior high school class has 25 pupils. This, of course, means that there are as many classes larger than these medians as there are classes smaller. The general opinion among educators is that the size of the class should be reduced: but as between types of schools, the trend in general is to have the largest classes in the elementary schools, smaller classes in the junior high schools, and the smallest classes in the senior high schools.⁴

² P. R. Stevenson, "Smaller Classes or Larger, A Study of the Relation of Class-Size to the Efficiency of Teaching," Journal of Educational Research Monographs, Edited by B. R. Buckingham, No. 4, 1923, pp. 18, 37, 122.

³ Ibid.

⁴ Ibid.

TABLE IV
LEBANON JUNCTION AGE-GRADE DISTRIBUTION OF PUPILS

Ages	1	2	3	4	5	6	7	8	9	10	11	12
6	26	7										
7	2	21	4									
8	2	7	12									
9	1	3	3	10	4							
10			1	9	8	7						
11				1		12	1					
12			2	4	2	8	7	7				
13			1	2	4	4	3	12	3			
14			1			2	1	5	11	2		
15						1	1	1	5	14	2	
16							1		1	6	7	5
17											2	7
18										1	1	2
19												
20												

From the Office of the Lebanon Junction School Superintendent.

TABLE V
AGE-GRADE DISTRIBUTION OF SCHOOL PUPILS OF BULLITT COUNTY SCHOOLS

Ages	1	2	3	4	5	6	7	8	9	10	11	12
6	182	23										
7	59	87	44									
8	25	56	45	36	8							
9	19	29	60	66	6	8						
10	10	13	25	55	60	16						
11	1	13	22	34	54	38	29					
12	2		21	17	33	43	59	26				
13		5	3	17	26	20	38	55	34			
14			6	12	27	20	18	44	16	20		
15			1		10	10	23	23	28	38	34	
16					4	4	11	7	33	22	41	27
17								3	2	24	17	32
18											11	6
19												
20												

From the Records of the Bullitt County School Superintendent.

Interpretation of Tables IV and V

In Table IV of the age-grade distribution of the Lebanon Junction school, the first grade has 83.8 per cent of the pupils who are in the average age group and 16.2 per cent below normal for the grade. The second grade has 18.4 per cent above the average, 55.3 per cent of normal grouping, and 26.3 per cent below normal. The third grade has 50 per cent in the normal grouping, 33.9 per cent below normal, and 16.1 per cent above normal. The fourth grade, which appears to be the lowest group, has only 38.4 per cent of the pupils in the average group, none above the average, and 61.6 per cent below average. The fifth grade has 44.4 per cent in the average grouping, 33.4 per cent below the average, and 22.2 per cent above the average. The sixth grade has 35.5 per cent in the average group, 44 per cent below the average, and 20.5 per cent above the average. The seventh grade has 50 per cent in the average age group, 35.9 per cent below the average, and 14.1 per cent above the average. The eighth grade has 48 per cent in the average age group, 24 per cent below average, and 28 per cent above average. The ninth grade has 55 per cent in the average group and 30 per cent below average, with 15 per cent above average. The tenth grade has 60.7 per cent in the average age group, 30.3 per cent below average, and 9 per cent above average. The eleventh grade has 58.3 per cent in the average group and 25.2 per cent below the average, with 16.6 per cent above average. The twelfth grade has 50 per cent in the average group, 35.8 per cent below average, and 14.2 per cent above average. This study shows that 50.7 per cent of the students in the Lebanon Junction school are in the average group, 21.9 per cent are below the average, and 17.4 per cent are above average. This study seems to show that Lebanon Junction students are on the whole above the average of the other schools of the county.

For the Bullitt County school system there are 56 per cent of the pupils in the average group in the first grade and 44 per cent below the average. In the second grade there are 38.5 per cent of the pupils in the average age groups, 51.4 per cent below the average, and 10.1 per cent above the average. In the third grade there are 17.7 per cent of the students in the average group, 64.6 per cent below the average, and 17.7 above the average. In the fourth grade 28.2 per cent are in the average age group, 15.1 per cent above the average, and 56.7 per cent below the average. The fifth grade has 26.3 per cent in the average age group, 67.6 per cent below average, and 5.1 per cent above average. The sixth grade has 23.8 per cent in the average group, 61.2 per cent below the average, and 15 per cent above the average. The seventh grade has 33.1 per cent in the average group, 50.7 per cent below the average, and 16.2 per cent above the average. The eighth grade has 34.8 per cent in the average group, 48.8 per cent below normal, and 16.4 per cent above the average. The ninth grade has 14.1 per cent in the average group, 55.9 per cent below the average, and 30 per cent above the average. The tenth grade has 26.8 per cent of the pupils in the average group, 54.1 per cent below average, and 19.1 per cent above the average. The eleventh grade has 39.8 per cent in the average group, 27.2 per cent below the average, and 33 per cent above the average. The twelfth grade has 49.2 per cent in the average group, 9.3 per cent below average, and 41.5 per cent above the average. This study shows that 32.1 per cent of the pupils in the Bullitt County schools are in the average group, 49.2 per cent below average, and 8.7 per cent above average. This gives 50.8 per cent in average or above average as compared with 72.6 per cent above or in average group of the Lebanon Junction Independent Schools.

As found in Tables IV and V, it has been shown that the Lebanon Junction

Independent Schools have 21.8 per cent more of their pupils in the upper group than do the county schools as a whole. There are several reasons for this, and one of the main reasons is found in attendance. It is shown that Lebanon Junction has a better per centage of attendance than the county schools; especially is this true of the one-room schools.

Another factor is found in the fact that for several years the schools of Lebanon Junction have had a nine-month school term, whereas the county has had only eight and one half months. For several years the rural schools had only seven or eight months of school. Beginning this year the county schools have gone on a nine month term.

Another factor may be found in the fact that when the teacher calls the roll at Lebanon Junction and finds pupils absent, the attendance officer usually goes that day to determine the cause of non-attendance, whereas the county attendance officer may have to wait for a week or more before the case of absenteeism is reported to him. All students are within easy walking distance from the Lebanon Junction school, whereas several of the students of the county schools have to ride the bus, and this tends to lower attendance to some extent.

The compulsory school attendance law was passed in Kentucky in 1896. However, there are many reasons why it is not too well enforced. The county judge has to depend on the parents for votes to be elected; therefore he is slow to impose a fine on the erring parent who fails to send the child to school. When a parent is brought before the county judge for failure to send the child to school, he usually gets off the first time upon a promise to do better; for the second offense he is usually fined as much as five dollars, but the fine is suspended, for the parent promises to keep the child in school. By this time the teacher becomes tired of notifying the attendance office

concerning the child; if the parent does have to go before the judge for the third time during the year, the judge may impose a fine of \$5.00. This so discourages the attendance officers that they rarely, if ever, take their cases to the judge. All county judges are not so lenient with offenders, however, the judges this writer has had to deal with have been of this type.

Some pupils seem to live for the day when they have reached their sixteenth birthday so that they may quit school. Most of these pupils are of low mentality or at least below the average based on the age-grade distribution. These pupils might be kept in school if they could be taught a trade. There is much need for vocational work being taught in the county schools, and students who drop out of school might be kept at their studies a few more years or until they might be trained to become useful citizens.

When students to miss enough school, they may drop out for the remainder of the year and have to go back the following year to the same grade. There seems to have been a large amount of this in the county.

TABLE VI
TRAINING AND EXPERIENCE OF TEACHERS AND SALARIES IN ONE-ROOM SCHOOLS.

	College Hours	Experience	Salary
Teacher A	34	11	\$145.80
Teacher B	39	11	\$146.80
Teacher C	48	10	\$152.20
Teacher D	66	0	\$152.20
Teacher E	74	8	\$162.20
Teacher F	106	1	\$179.40
Teacher G	135	1	\$186.80

TABLE VII
TRAINING, EXPERIENCE, AND SALARIES OF TEACHERS IN TWO- AND THREE-ROOM SCHOOLS

	College Hours	Experience	Salary
Teacher A	9	1	\$133.00
Teacher B	39	6	\$148.80
Teacher C	30	5	\$145.20
Teacher D	29	4	\$144.00
Teacher E	75	28	\$162.60
Teacher F	84	17	\$172.00
Teacher G	172	12	\$185.00
Teacher H	High School*	5	\$132.00

* This teacher was fully qualified in England but does not have the credits here, as the State Department of Education did not recognize the college work done in England.

From the Bullitt County School Superintendent's Office.

TABLE VIII
TRAINING, EXPERIENCE AND SALARIES OF TEACHERS IN CENTRAL SCHOOLS

Teachers	College Hours	Experience	Salary
1	106	1	\$179.40
2	130	12	185.00
3	116	28	179.40
4	152	17	193.80
5	114	14	178.60
6	102	7	173.80
7	124	7	182.60
8	107	21	175.80
9	111	16	177.40
10	102	2	169.80
11	128	2	180.20
12	145	16	179.40
13	132	1	186.80
14	166	13	250.00
15	126	1	177.40
16	140	1	183.00
17	143	1	315.20
18	131	2	190.00
19	145	0	185.00
20	154	9	189.00
21	154	9	189.00
22	150	14	214.00
23	150	8	189.00
24	150	14	192.00
25	140	1	270.00
26	140	2	185.00
27	140	1	190.00
28	106	19	175.00
29	88	9	178.00
30	85	17	172.00
31	84	1	160.60
32	6	1	133.00
33	81	9	164.20
34	102	17	174.20
35	126	7	183.60
36	76	8	162.60
37	74	8	161.80
38	78	9	164.20
39	79	7	164.60
40	78	10	164.20
41	125	1	177.40
42	86	14	167.40
43	62	3	156.60
44	114	14	178.60
45	77	16	164.20

TABLE VIII (Continued)

Teachers	College Hours	Experience	Salary
46	81	19	\$165.80
47	94	20	170.20
48	110	14	179.40
49	98	1	176.40
50	106	1	179.40
51	44	3	149.40
52	84	17	172.00
53	116	14	178.60
54	10	5	125.50
55	54	0	135.00
56	34	4	132.50
57	57	3	146.50
58	70	2	148.00
59	128	5	182.00
60	128	17	184.50
61	128	1	174.50
62	128	13	184.50
63	128	1	239.50
64	128	8	184.50

Interpretation of Tables VI, VII and VIII

As noticed in Table VI of the one-room schools: there are seven teachers; of these three are emergency teachers, or 42.8 per cent of these teachers are emergency teachers. They have an average of six years experience, and their average salary is \$146.94 per year.

The two- and three-room schools have eight teachers. Of these teachers there are five who are emergency teachers, or 62.5 per cent are emergency teachers. On the surface outlook it would seem that some of these teachers were placed in the better positions so as to enable them to be under the supervision of a teacher of more experience who was qualified. Ordinarily these teachers would have the poorest schools in the system. As might be expected, the teachers of the better schools should be making the best salaries; however, these teachers receive an average salary of only \$1375.42, which is

due to the emergency teachers. The experience averages 9.7 years.

The central schools have 64 teachers; of this group there are 16 emergency teachers, or 25 per cent emergency teachers. Of these teachers Lebanon Junction has four with less than 64 college hours, or 33.3 per cent emergency. The average salary of this group is \$1,161.12.

The experience averages 8.1 years. This is due to the fact that some of the older teachers have been replaced by younger teachers with higher qualifications.

TABLE IX
SALARY SCHEDULE OF THE LEBANON JUNCTION INDEPENDENT SCHOOL

Teacher	Months Employed	College Hours	Experience	Supervision	Training Per Hr.	Experience	Basal Salary	Salary
					.50	\$2.50		
A	9	10	5		\$5.00	\$2.50	\$108	\$125.50
B	9	54	0		27.00		108	135.00
C	9	34	4		17.00	7.50	108	132.50
D	9	57	3		28.50	10.00	108	146.50
E	9	70	2		35.00	5.00	108	148.00
F	9	128	5		64.00	10.00	108	182.00
G	9	128	17		64.00	12.50	108	184.50
H	9	128	1		64.00	2.50	108	174.50
I	9	128	13		64.00	12.50	108	184.50
J	9	128	1	Coach	65.00	2.50	108	239.50
K	10	128	8		64.00	12.50	108	184.50

Office of Superintendent of Lebanon Junction School.

Average grade salary, \$1,308.00. Average high school salary, \$1,778.50.

Average salary, \$1,521.81.

TABLE X
SALARY SCHEDULE OF THE BULLITT COUNTY SCHOOL SYSTEM, 1949-50

Teacher	Months Employed	College Hours	Experi-ence	Super-Vision	Training Per Hr. .40	Experi-ence Pay \$2.00	Basal Salary	Salary
1	9	106	1		42.40	2.00	\$125	\$179.40
2	9	46	3		18.40	6.00	125	149.40
3	9	64	4		25.60	8.00	125	158.60
4	9	74	8		29.60	8.00	125	162.60
5	9	60	4		24.00	8.00	125	157.00
6	9	69	2		27.60	4.00	125	156.60
7	9	48	10		19.20	8.00	125	152.20
8	9	130	12		52.00	8.00	125	185.00
9	9	64	0		25.00	- - -	125	150.60
10	9	74	28		29.60	8.00	125	162.60
11	9	116	14		46.40	8.00	125	179.40
12	9	82	19		32.80	8.00	125	165.80
13	9	78	9		31.20	8.00	125	164.20
14	9	67	---		26.80	8.00	125	151.80
15	9	72	2		28.80	4.00	125	157.80
16	9	103	17		41.20	8.00	125	174.20
17	9	72	2		28.80	4.00	125	157.80
18	9	67	13		26.80	8.00	125	159.80
19	9	77	2		30.80	4.00	125	159.80
20	9	57	2	10.00	22.80	4.00	125	161.80
21	9	15	1		6.00	2.00	125	133.00
22	9	32	11		12.80	8.00	125	145.80
23	9	85	17	5.00	34.00	8.00	125	172.00
24	9	31	11		12.40	8.00	125	145.40
25	9	88	25	10.00	35.20	8.00	125	178.20
26	9	85	25		34.50	8.00	125	167.00
27	9	89	23		35.60	8.00	125	168.60
28	9	64	17		25.60	8.00	125	158.60
29	9	152	40		60.80	8.00	125	193.80
30	9	93	20		37.20	4.00	125	170.20
31	9	78	16		31.20	8.00	125	164.20
32	9	69	2		27.60	8.00	125	156.60
33	9	106	37		42.40	8.00	125	175.40
34	9	114	14		45.60	2.00	125	178.60
35	9	102	7		40.80	8.00	125	173.80
36	9	106	1		42.40	2.00	125	169.40
37	9	84	10		33.60	8.00	125	166.60
38	9	68	- - -		27.20	- - -	125	152.20
39	9	64	1		33.60	2.00	125	160.60
40	9	124	7		49.60	8.00	125	182.60
41	9	86	14		34.40	8.00	125	167.40
42	9	81	15		32.40	8.00	125	165.40
43	9	46	11		18.40	8.00	125	151.40
44	9	107	21		42.80	8.00	125	175.80
45	9	55	7		22.00	8.00	125	155.00

TABLE X (Continued)

Teacher	Months Employed	College Hours	Experience	Super-Vision	Training Per Hr. .40	Experience Pay \$2.00	Basal Salary	Salary
46	9	64	3		\$25.60	\$8.00	\$125	\$156.60
47	9	111	16		44.40	0.00	125	177.40
48	9	102	2		40.80	4.00	125	169.80
49	9	128	2		51.20	4.00	125	180.20
50	12	145	16	80.00	42.40	8.00	125	179.40
51	9	132	1	7.00	52.80	2.00	125	186.80
52	12	166	13	50.60	66.40	8.00	125	250.00
53	9	126	1		50.40	2.00	125	177.40
54	9	140	- - -		56.00	- - -	125	181.00
55	9	140	1		56.00	2.00	125	183.00
56	12	143	4		57.20	8.00	125	315.20
57	12	131	2	68.60	52.40	4.00	125	250.00
58	10	145	- - -	9.00	56.00	- - -	125	190.00
59	9	154	9		58.00	8.00	125	185.00
60	9	154	9		56.00	8.00	125	189.00
61	12	150	1		56.00	2.00	125	214.00
62	9	148	8	31.00	56.00	8.00	125	189.00
63	9	150	14		59.20	8.00	125	192.20
64	9	140	3		56.00	6.00	125	187.00
65	12	140	1	87.00	56.00	2.00	125	270.00
66	9	140	2		56.00	4.00	125	185.00
67	10	145	1		56.00	2.00	125	190.00
68	9	106	19	7.00	42.40	8.00	125	175.00

From the Office of the Bullitt County School Superintendent.

Average grade salary, \$1,245.74. Average high school salary, \$1,659.72.

Interpretation of Teachers' Salaries

"The teachers of Kentucky have been patient and long-suffering. It is difficult for them to keep body and soul together on the meager salaries which they are receiving, especially during this inflationary period."⁵

As will be noticed in the preceding tables, the Lebanon Junction salary schedule has a basal salary of \$108.00, \$2.50 per year for experience up to five years and 50 cents per college hour up to 128.

The county school system has a basal salary of \$125.00; \$2.50 for each year's experience up to four years and 40 cents per college hour up to 140 hours.

As can be seen from the salaries of teachers in Bullitt County and in Lebanon Junction, the salaries badly need to be raised. It is no wonder that our teachers seek employment in Louisville, in Jefferson County, and even leave the state for better paying positions. Many are going into industrial jobs, as they can make more in almost any other job than in teaching.

Here lies the need for more assistance from the state. The valuation of property might be raised somewhat in Lebanon Junction, but leading authorities do not believe that the property tax is best to secure money to operate schools.

Swift says:

"The general property tax as a source for school revenue stands condemned not only by every leading authority in the field of taxation, but by numerous state tax commissions composed of men eminent in business and public affairs. Scientific students of public finance and numbers of state and city tax commissioners are in general agreement also in recommending the adoption of newer types of taxes, such as income taxes, corporation taxes, and severance taxes."⁶

⁵ John William Brooker, Executive Secretary of the Kentucky Education Association, Louisville, Kentucky.

⁶ F. H. Swift, Federal and State Policies in Public School Finance in The United States, U.S. Office of Education, Boston, Ginn and Co., I, 37.

Salary Schedule

As can be seen from the salary schedule and the existence of emergency teachers in the schools of the county, the teacher shortage compares in this county very closely with that of the remainder of the state. That shows a very close correlation between the salaries paid and the number of one-room schools; also that the number of emergency certificates closely correlates with poor salaries and one-room schools.

Many teachers have left Kentucky for better paying teaching positions in other states, and many have left Bullitt County and Lebanon Junction to better paying positions in Jefferson County and the Louisville city system. Some have gone to other states.

"A report compiled by Miss Louise Combs of the State Department of Education, Division of Certification, shows that Kentucky Colleges in 1949 graduated 1,236 students who were preparing to teach in the high school field. The report further states that it was thought there would be an oversupply of high school teachers in Kentucky. Instead, Kentucky schools opened in September short 540 high school teachers. They had accepted positions in other states."⁷

By use of a map chart it has been shown that the 3,902 emergency certificates and the 3,127 one-room schools are very closely related. One thousand six hundred and sixty-six of these emergency teachers were employed in one-room, out-of-way schools.

"Miss Combs commented that hundreds of children from rural schools are entering our high schools who never have gone to a qualified teacher."⁸

⁷
Report of Miss Louise Combs, Department of Certification, Department of Education, Frankfort, Kentucky, 1950.

⁸
Lourena Eaton, Courier-Journal School Editor, Courier-Journal, Louisville, Kentucky, 1950.

This year 22 schools in Kentucky are closed for the lack of teachers. Why must Kentucky employ so many emergency certified teachers? One answer lies in the fact that standards are low. An emergency certificate may be issued to any person having one year of college work, regardless of what field in which the work is taken. About 51 per cent of the teachers in Kentucky do not hold a college degree, much less professional training. A vicious circle exists.

"Educators studying the situation believe that there is a high correlation between salaries and standards. Studies tend to prove that states with high teaching standards have fewer emergency teachers and pay higher salaries. In a National survey made by N.E.A., Kentucky falls fourth from the bottom in standards required. A qualified teacher in Kentucky needs only two years of college. However, within the last year 500 emergency teachers have reached the two-year standard and have become qualified.

The children in the elementary grades seem to be the ones that suffer the most, since only 4.4 per cent of the elementary teachers are graduates in teacher-education. The picture is not too bright for the secondary field, as only about 20 per cent of the teachers in this field are trained to teach.

Of course, it is a vicious circle; how to obtain better teachers and improve educational standards without higher pay. The question facing the Kentucky educators is whether it would be better to raise the standards and close the doors of many schools that would be without teachers or to keep the standards low and keep on hiring emergency teachers. Naturally, good teachers insure better schools.⁹

The average salary of the teachers of the United States is \$2,985.00 or

⁹
Ibid., p. 35.

\$500.00 more than the K.E.A. is asking for Kentucky teachers. Kentucky's average salary of \$1,880.00 is about \$1,100.00 short of the average. Bullitt County's average of \$1,245.74 for grades and \$1,659.72 for high school is far short of average. So is Lebanon Junction with \$1,308.00 for grades and \$1,778.50 for high school.

CHAPTER IV

OTHER CONSIDERATIONS

I. Reasons for Failures:

1. Perhaps one of the greatest and foremost reasons for failure of students is non-attendance. Few students fail to make one grade each year if they attend school regularly.

2. The lack of preparation, and inability to study, or the know-how of study procedures, which might be remedied by good teaching.

3. Promoted before they were ready for the next grade. This is a direct fault of the teacher. Some students are promoted by age groups which sometimes tends to promote a child who is not ready for the advanced work.

4. Inability to read with interpretation. Poor readers are one of the major faults of improper teaching in the schools of today.

5. Inability to understand the fundamentals of subject matter. This is especially true of mathematics failures.

6. Do not take advantage of sources of materials or have no conceivable idea of how to use them.

7. Inattentive while in class, not paying attention, but inclined to day dream.

8. Timidity,—several children are too timid to speak up, they seem to fear the teacher or have fear of being criticized if they do not know the answers. If they do not understand, they will not ask for an explanation.

9. Poor eyesight. Many children have poor vision, and it is not determined until the child is behind the others of his age group. This gives the child an inferiority complex that hinders him throughout life.

10. Inability to hear well, which has the same effect as poor eyesight.

11. Teachers' failing to recognize individual differences.
12. Personality difficulties.

"Schools and teacher should help the child with personality difficulties, and the New Jersey State Department of Education, has prepared a booklet telling how. It is "The Classroom teacher can help the Handicapped Child." Whereas people have always worried about the bad child, it is now necessary that all sorts of characteristics need attention. The good child may be overtimid and shy, can be as much a personality problem as the noisy one who plays truant. The bulletin points out the personality problems unless cleared up, often develop into divorce, instability, unhappiness, and even mental disease. Parents of children with such difficulties are urged to consult the school."¹

13. A failure of the schools to provide for the needs of the pupils.

Young people should be provided with school experiences determined by their needs and related to goals that are important to them, if instruction is to create a desirable and meaningful learning situation. Then the entire school staff must be alert to opportunities for developing more adequate programs in terms of public needs. Community resources cannot be continually overlooked if the program of instruction is to be improved.

Courses should be offered to enrich the opportunities provided for boys and girls. It is realized that an expansion of the program now in existence is impractical only in larger schools and in case of county-wide consolidation.

It is interesting to note that in recent years such subjects as health, physical education, music, and art are no longer considered merely special subjects but rather as in the area of general education.²

II. The Curriculum Offered:

It would seem that the modern high school should place emphasis upon the

¹ Edward L. Bernays, Educating the Public, School Management, Inc., 52 Vanderbilt Avenue, New York 17, New York, December, 1949, p. 8.

² Public Education in Princeton and Caldwell County, Bulletin of School Service, Vol. XXII, No. 1, p. 59.

following: English language and literature, the social sciences, aesthetic training, power to think clearly and effectively, and the formation of social attitudes and ideals such as will insure the highest type of participation in social living. The high school should offer vocational training for boys and girls, but the curriculum should not be dominated by vocational subjects. Where the number of students is sufficient, five curricula should be offered, as follows: (1) college preparatory; (2) general culture; (3) home economics-manual arts; (4) vocational agriculture; and (5) commercial.³

As can be seen from the above, the Bullitt County schools are offering a very desirable curricula in their schools, as follows:

Shepherdsville:

9th Grade

General Mathematics
Home Economics
Algebra I
General Science
Agriculture
English I
Civics

10th Grade

English II
American History
Business Mathematics
Algebra II
Home Economics
Agriculture II
Biology
Health

11th Grade

English III
World History
Typing
Shorthand
Physics
Home Economics
Algebra II
Journalism
Agriculture
Music

12th Grade

English IV
Sociology
Geometry
International Relations
Typing
Bookkeeping
General Office Practice
Agriculture
Physics
Home Economics
Journalism

³ Charles D. Lewis, The Rural Community and Its Schools, American Book Company, Chicago, Illinois, 1937, p. 231.

Mt. Washington:

9th Grade

English I
World History
Agriculture
Arithmetic
Algebra I
Health

10th Grade

English II
Health
Home Economics
Agriculture
General Science

Lebanon Junction:

7th Grade

English
Literature
Mathematics
History
Science
Geography

8th Grade

Mathematics
English
Science
Geography
Health

9th Grade

English I
Algebra I
Health
Science
Home Economics
Citizenship

11th Grade

English III
Physics
Government
Typing
Shorthand
Geometry
Vocational Guidance
Agriculture

12th Grade

English IV
American History
Typing
Agriculture
Physics
Occupational Guidance

10th Grade

English
World History
Biology
Home Economics
Arithmetic
Health

11th Grade

English III
Geometry
Science
Home Economics
American History
Typing

12th Grade

English IV
Science
~~American History~~
Home Economics
Typing
Bookkeeping

Library Facilities

From a study of the leading school systems in the country it is shown that the best arrangement for library facilities is found where there is a county library which has supervision of the school libraries throughout the county. Each school in the county, by coordinating its library resources with those of the county library, receives in return many times in excess of what it would have received had it expended its own library funds.

It is amazing that in many homes of well-to-do people in the country, there are no books, no magazines, and sometimes no newspaper. The county books in the school library, which are taken home week after week, have not only made all the difference in the world to the children of such a home, but have brought sweetness and light to the father and mother, who now often borrow on their own account. Home reading has been developed and encouraged by the county library in the schools.⁴

The Bullitt County schools are not so fortunate as to have a county library to help with their library problems; however, the county school board does have a grade school library located in the office of the superintendent of schools, and the teachers from the grade schools and one-room schools of the county come to the office and select the books they desire to check out for two weeks. This is a very fine arrangement, as the books are taken care of during the summer months, when they might be destroyed if left in the school. There is also a better selection of books for the grade child, as the books were not just bought helter skelter but were selected after careful consideration, and by someone qualified to select them with an understanding of the needs of the children.

4

Julia E. Johnson, County Libraries, The H. W. Wilson Company Publishers, New York, New York, Vol. VI, No. 7, pp. 154-157.

The county board of education also adds \$200.00 worth of books to this unit each year. In addition they give the Shepherdsville and the Mt. Washington schools \$200.00 each for library books each year

One of the greatest needs at present is the fact that there is not a trained librarian in either of the county schools. One of the teachers is acting as librarian who has had no library science in her college work.

The Lebanon Junction Independent School has a good library; however, many of the books are old and need replacement. The board of education spends \$150.00 per year on additional library books. Last year the Parent-Teachers Association bought \$100.00 worth of library books. This year the Parent-Teachers Association bought a new projector, which has proved very useful.

Like the schools of the county, Lebanon Junction's does not have a trained librarian, and one of the teachers has charge of the work who has had no training.

The grade school children of Lebanon Junction have shared equally with the high school during the past two years in money expended for library books. Each home-room teacher is in charge of the grade books, and they are kept in the home room.

The libraries in the larger schools are in the form of a combination study-hall and library. A student librarian is on hand at all times to care for the needs of those students needing to use the books of the library.

The School Lunch Program

Students now entering American colleges are taller and yet younger than were their parents before them. This is shown consistently by all available records and is true of both boys and girls. There has not been any known change in proportions of racial stocks which could account for the difference.

The explanation is to be found not in inheritance in a biological sense but in a social inheritance, the increase of scientific knowledge and its use in the betterment of conditions of living.

Prominent among the advances in knowledge of life and health and resulting improvement of ways of living has been the development of the science of nutrition and its influence upon the daily choice and use of foods. "Modern science strives to make it's self more and more exact: so as soon as the existence of vitamins was discovered, even without waiting for their complete chemical identification, studies were begun upon such questions as these."

1. The relative abundance of a given vitamin in different kinds of food.
2. The amount needed in nutrition, and diet.
3. How much of each gives the best results, i.e., what is the level of optimal as distinguished from the merely adequate nutritional intake."⁵

Our present-day knowledge of the importance of the adequate nutritional intake is a development of great significance; so great is this important knowledge that now our national government realizes and helps to support the school lunch program in all of the schools in our nation.

The school lunch program today is becoming more widespread throughout our nation.

The National School Lunch Program was inaugurated in September, 1943, in Kentucky with four hundred schools cooperating. It has developed rapidly, and this year one thousand one hundred schools, or approximately 19 per cent of the schools and 35 per cent of the children in the state, are participating in the lunch program. This program is accepted and operates as an integral

⁵
Henry Sherman and Caroline Lanford, Essentials on Nutrition, Columbia University, The McMillan Company, 1944, pp. 3,4,5.

part of the regular school program, being used for instructional and educational purposes. The goals include good nutrition and good food habits as well as provision of food for the children who are too poor to buy the lunch.⁶

The rural children of Bullitt County still carry their dinners to school in a paper sack or carry a small lunch pail to school and are having to eat a cold meal with perhaps a sandwich or two, some fruit occasionally, and at best the lunch is far from the type that it should be to supply the child many of the vitamins needed.

The hot lunch supported by the National School Lunch Program is being participated in by three schools of the county: Shepherdsville, Mt. Washington, and the Independent School at Lebanon Junction.

Last year the county spent \$10,529.38 on the school lunch program of money furnished by the government. The average monthly participation of pupils was 8,325, which meant that only about 25 per cent of all the pupils in the entire county received a hot lunch, an average of 425 pupils per day.⁷

The school at Lebanon Junction received \$1,182.82 of government aid for lunches served during the year. There was an average of 147 pupils eating per day; and average of approximately 50 per cent of the students enrolled were participants of the hot-lunch program in the school.⁸

The average price charged to children in Kentucky during 1948-49 for Type-A meal was 18.8 cents. The price charged at Lebanon Junction is 20 cents, and the price for the country is 20 cents.

Since the passage of the National School Lunch Act in 1946 the Kentucky

6

From Report of Superintendent of Public Instruction, Vol. XVII, No. 10.

7

Office of Superintendent of Bullitt County Schools.

8

Office of Superintendent of Lebanon Junction Schools.

State Department of Education has assumed the responsibility of administering and supervising the school lunch program on the state level. The school lunch program includes the following phases: providing adequate lunches for children, teaching nutrition, developing good food habits, and distributing commodities donated by the U.S. Department of Agriculture.⁹

Local state and federal funds were used to operate the school lunch programs in Kentucky. According to the agreement with the U.S. Department of Agriculture, federal funds may be used only for food assistance, and they must be matched dollar for dollar with state or local funds. Local funds were used to supplement federal funds for the purchase of food and were also used to take care of other operational costs of local programs, such as labor, equipment, repairs, etc. State funds made available by the state legislature for administration on the state level were used as a part of the matching funds. Other sources of matching funds were:

- A. School district appropriations for school lunch program operation.
- B. Non-government cash contributions.
- C. Value of donated goods and services.
- D. Payments by children for lunches.¹⁰

Health and Recreational Program

America's health is developed in the class-room. Where else than in our schools do the same opportunities exist to develop a high standard of health habits? Look at what has already been accomplished. To our schools goes a large share of the credit for improving oral hygiene, for broader dietary

9

Report of the Superintendent of Public Instruction, Educational Bulletin, Vol. XVII, December, 1949, No. 10.

10

Ibid.

knowledge, for training in proper ocular care, and the importance of correct lighting.

Like one-time social contacts, recreation and sports have both gained and lost as a result of modern development, speed attained, distance traveled, and variety of scenes reached have come to be the dominating elements in much that is termed recreation, with the result that those indulging in it are wearied rather than re-created. A hundred miles in a motor car is substituted for a half a dozen on horseback or one on foot to the physical and often the spiritual disadvantage of the person concerned. Sports have become so highly organized and sadly commercialized that the great majority of Americans engage in them vicariously rather than personally. The major American sports as played for entertainment of spectators and the profit of promoters, have educational advantages, it is true, but these are far different from those in which the individual engages in the true spirit of play, and in most features inferior to them.¹¹

The schools of Bullitt County have a full-time recreational program. The schools at Mt. Washington and Shepherdsville have a full-time paid recreational director. He carries on summer recreation in the community on the school community playground. The greater part of this recreation in the past has been devoted to soft-ball playing with league teams playing each other. There is, however, other recreation available, such as swings, slides, etc., for the younger children.

The school board of Lebanon Junction has not sponsored a summer recreation program. However, the Parent-Teachers have during the past year sponsored such a program, and like the other county projects the soft-ball has taken the bigger part of the time of the director.

A plan is now underway whereby the school boards of the county and Lebanon Junction would hire the playground director for the full year, as he is now being done by the county board.

The State Department of Education added a director of health and recreation

¹¹

Charles D. Lewis, The Rural Community and Its Schools, The American Book Company, Chicago, Illinois, p. 203.

in 1948 Certain rules and regulations were set up for the schools to follow in order that they might remain on the accredited list. Among these rules were: That each school must teach health in the high school; they must have some form of recreational participation for all high school students, as well as grade participation; they must have all beginning students have a physical examination and preferably have all students take the physical.

The Bullitt County schools and the Lebanon Junction school have met all of the requirements as set up by the Department of Health and Recreation. In addition to other recreation the Bullitt County school at Shepherdsville has dances for the students in the school gymnasium. This practice would be frowned upon in some places, including Lebanon Junction..

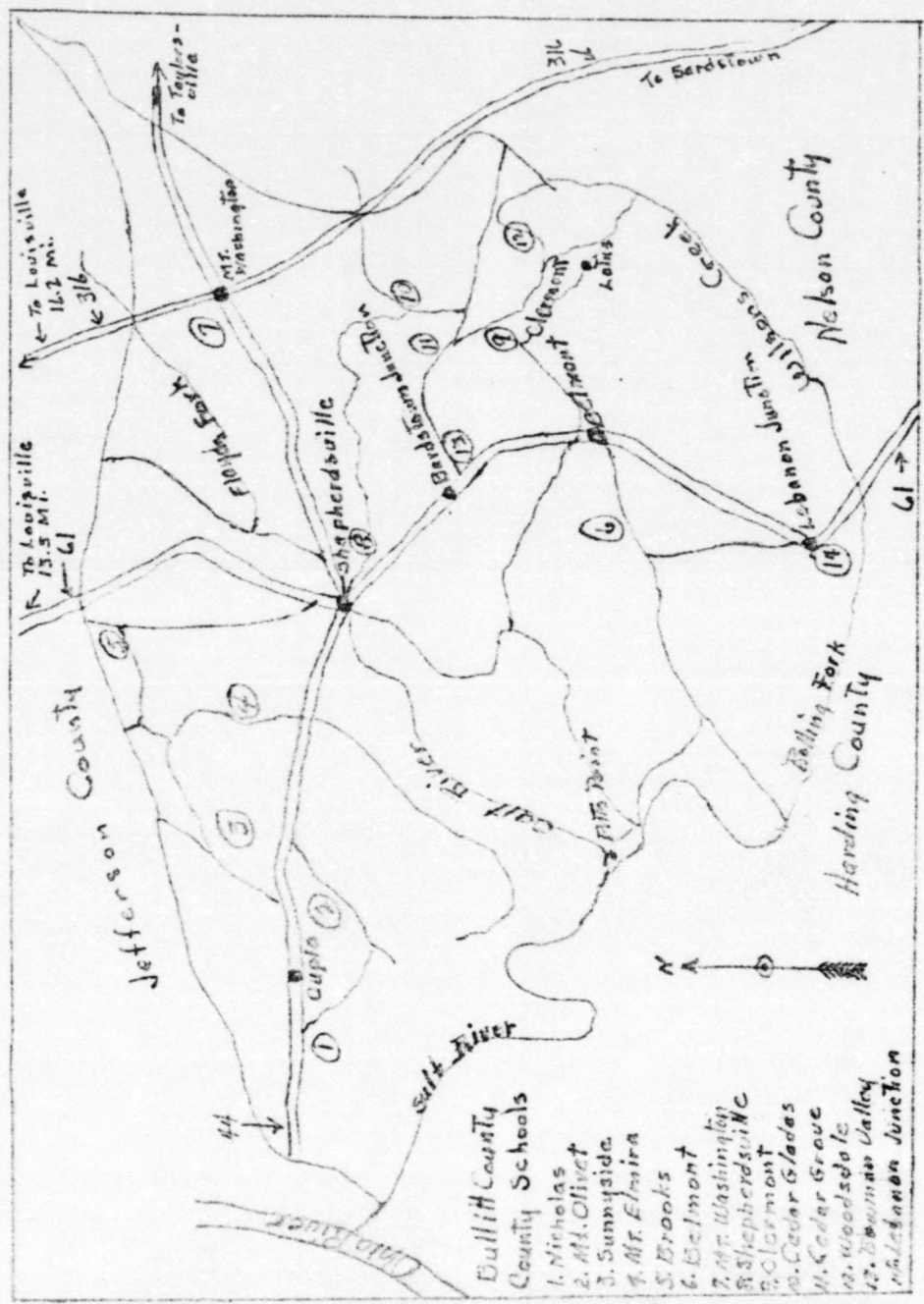
Both the Shepherdsville and the Lebanon Junction schools have football, basketball, and baseball teams in their schools. The school at Mt. Washington has baseball and basketball.

Playground equipment at the larger schools are provided for the smaller children in the form of swings, pullaways, slides, chinning bars, and parallel bars. In addition the gymnasium is used for the smaller children, and they have an opportunity to use the facilities provided there, as well as the older pupils.

The schools of Bullitt county are in fair shape as to their recreational program. As far as commercializing on any of the sports, there is very little money made on them. In most cases it is hard to pay the expense involved in maintaining the sports.

Educational pictures as well as pictures for entertainment are shown in all of the schools, and the county is developing rapidly in visual education.

MAP I
BULLITT COUNTY SCHOOLS



Cedar Glades is a small one-room school with an average enrollment for the school year 1949-50 of eight and an average daily attendance of 94.2 per cent. This is the most inaccessible school in the county. It is situated in an old field about one mile from a road which most people would probably think of as a wagon road.

Mt. Elmira. This school is located in the heart of the knobs overlooking a large area of land between Shepherdsville and Brooks. It is a one-room building with an average enrollment for the year 1949-50 of 12 and an average daily attendance of 94 per cent. It is situated on a dirt road four miles from a hard surface road.

Mt. Olivet. Like the two schools first mentioned, Mt. Olivet has a very undesirable location as to transportation. It is located on a dirt road about four miles from the highway. The enrollment for the year 1949-50 is 19 with 82.7 per cent in daily attendance.

Nicholas. This school is located in the north-west corner of the county in a valley between the knobs and is six tenth of a mile from the Fort Knox Reservation which was established in 1919. It is a three-room school located on the south side of highway 44. It became the first consolidated school center in Bullitt County when on May 6th 1922, Corinth school was moved there. The average enrollment for the year 1949-50 is 129 with an average daily attendance of 92 per cent.

Belmont. This is a four-teacher consolidated school located on highway 251. The average enrollment for 1949-50 is 151 with an average daily attendance of 94.2 per cent. This school is located on a good hard gravel all weather road and in the future may well be consolidated with the Shepherdsville school.

Sunny Side. This one-room school is located on the West Point and Fairdale

roads, four and one-half miles from Nicholas and has for the year 1949-50 an enrollment of 23 and an average daily attendance of 88 per cent.

Brooks. Is a one-room rural school at the foot of the knobs, four and one-half miles from Shepherdsville. The enrollment for 1949-50 is 31 with a daily attendance of 90.7 per cent.

Woodsdale. A typical rural school located in the eastern part of the county about one-half mile from a hard surface road. It has been mentioned several times as being consolidated with Cedar Grove which is 4.7 miles away. The schools enrollment for 1949-50 is 14 with a daily average of 98.2 per cent.

Clermont. This is a two-room school with an average enrollment of 60 students. It has an average daily attendance of 86 per cent. It faces the large forest reserve of the Bernheim Distilleries estate which contains 8,029 acres.

Cedar Grove is a large graded school having three teachers. The average enrollment for 1949-50 is 94 with an average daily attendance of 87.2 per cent.

Mt. Washington. One of the two county high schools in the county system, is located in the northeastern part of the county, two miles from Jefferson County and about the same distance from Spencer and about three and one-half miles from Nelson. Its growth has been determined by the nearness of adjoining counties. The average enrollment for the year 1949-50 is 463 with an average daily attendance of 93.7 per cent.

Shepherdsville. The largest of the county high schools was an independent school until 1937 when the flood of that year rendered it impossible to continue its finance of the system and it had to join the county system. The enrollment for 1949-50 is 1,009 with an average daily attendance of 92 per cent.

Lebanon Junction. Located in the Southern part of the county is the only independent school of the county. The enrollment for 1949-50 is 274 with an

average daily attendance of 90 per cent.

Bowman Valley. This is the only colored school in the county. It has an enrollment of 43, with an average daily attendance of 92.2 per cent.

Bullitt County Consolidation to Date

The first state legislation providing for what may be thought of as a forerunner of consolidation was enacted by the legislature of Massachusetts in 1820. The act provided for the union of two school districts in adjacent towns. In 1834 a general act was passed in the same state giving general power to unite contiguous districts in any adjacent towns. In 1839 this power was broadened by an act authorizing any two or more contiguous districts to associate together and form a union district for the purpose of maintaining a union school to be kept for the benefit of the older children of such associated districts.¹² In 1889 Massachusetts enacted the first law that provided for the payment of transportation of pupils to and from school. The first consolidated school with transportation was established in 1874 at Quincy.¹³

Not until George Colvin became State School Superintendent in Kentucky was much done here about consolidation, but during his term of office laws were enacted that set up a procedure of consolidation of rural schools. Provision was made for levying taxes, bonds, and transportation.

The transportation of pupils to schools was a new thing, and our laws were interpreted in such a manner as to prohibit it, out of the proceeds of state per capita or district levy.¹⁴

In 1919 Bullitt County had 44 schools. Today the units number only 13. This includes seven one-room schools, two two-room schools, one three-room school, one four-room school, and the consolidated schools of Shepherdsville and Mt. Washington.

¹²

Charles D. Lewis, The Rural Community and Its Schools, American Book Company, Publishers, Chicago, Illinois, p. 176.

¹³

E. P. Cubberly, Consolidation of Schools, A Cyclopedia of Education, Monroe, Vol. II, p. 187.

¹⁴

History of Education in Kentucky, 1915-1940, p. 42.

Bullitt County has been very progressive in the matter of school consolidation. This has been aided by the progressive outlook of its citizenry. The school boards and the superintendents of the Bullitt County system have also had a progressive outlook in the setting up and development of its educational program.

The Cost of Consolidation

It is thought that a few of the one-room schools now in existence might be consolidated. However, it would be impossible to consolidate all of them because of road conditions. If the roads were improved to the extent of becoming all-weather roads, then the seven schools might be consolidated into two schools for the whites and one for the colored.

The consolidation of the high schools, including Lebanon Junction and Mt. Washington with Shepherdsville, would necessitate a new building to be built at Shepherdsville. It would have to have a gymnasium and other facilities necessary for a good school, which would cost from \$200,000.00 to \$300,000.00. There are now approximately 450 high school students in the county that would attend this school.

In addition to the new building the county would have to run three busses to Mt. Washington and two to Lebanon Junction. This would cost about \$12,000.00 per year. The county would have to employ seven grade teachers, including a principal for Lebanon Junction grades and perhaps two extra high school teachers at the new high school. The additional teachers would cost approximately \$15,300.00.

Ability of County to Consolidate

By taking the Lebanon Junction school, the county would get approximately \$25,000.00 extra tax money per year. This might be increased somewhat by proper assessment. The county assessment might be equalized to produce another

\$15,000.00, which would give the county \$40,000.00 extra to operate on. If the bonds of \$175,000.00 now in existence were paid off, the county could apply that amount each year, which it now pays on those bonds toward the new building.¹⁵ With the help from additional state aid and Federal Aid, the consolidation could be made.

Public Sentiment

New ideas and changes in schools have to be sold before the public will accept them. Few people of Lebanon Junction at present would be in favor of the idea. Very few people of Mt. Washington would be agreeable to the idea, as they have just built a new high school. Most of the county as a whole would favor the idea, as this county is pretty well sold on the consolidated movement.

There are many arguments that might be used in favor of consolidation; a few follow:

1. It makes possible the grouping of pupils according to age and ability.
2. It enables school boards to secure better teachers.
3. It reduces overhead expenses.
4. It saves in the cost of teaching equipment.
5. It makes possible a broader curricula offering.
6. It makes effective supervision possible.
7. It provides for a fuller development of the physical, mental, cultural, and moral values in each child.
8. It provides a better social center than a small school.
9. It makes better living and social conditions for the teachers.
10. It improves attendance.
11. It provides better health conditions.
12. It broadens the outlook of children by throwing them with more associates.
13. It makes it possible for more children to obtain an education.
14. It is valuable for equalizing opportunities between sections.

Other advantages might be added to this list, but they are not needed to make a strong case for consolidation.¹⁶

¹⁵

From the Records of the Bullitt County School Superintendents Office.

¹⁶

Charles D. Lewis, The Rural Community and Its Schools, Chicago, Illinois, American Book Company, 1937, pp. 184-185.

Buildings now in Existence

At present there are seven one-room school buildings. These are made of wood weather boarded and have been painted within the last few years. The buildings are in fair condition but are actually not of great value, and if the schools were consolidated, the buildings might bring \$880.00 to \$1,000.00 each at auction.

The three two-room schools and the one four-room school are made of the same material and are in fair shape. The larger schools seem to be cared for a little better than the one-room schools.

The two consolidated schools, at Shepherdsville and Mt. Washington, are made of brick construction; they have indoor toilets and lavatories. There is a lunch room in the buildings and also a gymnasium. The schools have running water and drinking fountains. The Shepherdsville school system also has a grade school which is made of wood construction. The brick buildings are of fireproof construction.

The school at Lebanon Junction is also of brick construction, having indoor restrooms, lavatories, and running water, with drinking fountains and showers. The gymnasium is separate from the main school building and is constructed of concrete blocks. The school also has a lunch room. The buildings at Lebanon Junction were constructed about twenty years ago, the bonds for the payment of the buildings have all been paid off, and there is no debt in the school's finance.

The buildings of Shepherdsville and of Mt. Washington are of more recent construction, the new high school building at Mt. Washington having been completed last year.

For the construction of the two new buildings in Bullitt County the school board has floated bonds and at present has a bond issue of \$175,000.00 which is

to be paid out in 1967.¹⁷

Business and Professional Organizations

One of the finest things that have started in Bullitt County in a long time is the new organization of the Bullitt County Planning and Development Association. This organization is made up of members of all other organizations in the county, such as one member from each church, one from each school, one from each Parent-Teacher organization, one from each Lions Club, one from each other such organization of the county, including the doctors, lawyers, and business men.

Through this organization committees are set up to study any problems pertaining to the welfare of the county or any part thereof. Committees are now studying road and highway improvement, county recreation, flood control, and especially are they working on a project of flood control of Lebanon Junction. Other projects having been studied are Boy Scouts and Girl Scouts and the organization of troop units. Sewage disposal has been a topic of study. This group of men and women study and make recommendations on any worth while project that would benefit any group of people. They are also studying means and ways of getting manufacturing plants to come to the county. This group is working closely with the schools of the county and are ready to help them in every way possible to obtain better schools. Local Lions clubs, Parent-Teachers organizations, the County Fair committee are others that are helping with the school problems of the county.

Betterment of Rural Life

Rural life has made many improvements since the days of Grandfather, and the education of the rural public has been the leading factor in the advancement

made. It is said that the only excuse for the existence of the school is that it develops a better citizenry.

Public schools exist for the purpose of producing a type of citizens who will contribute in the fullest possible measure to the welfare of the social order which maintains them. It seems that whenever the community in which the school exists and works maintains those conditions which will enable it to perform this service in the most satisfactory manner, the school has no responsibility beyond the border of its grounds. When, on the other hand, there are conditions existing in a community which make the efficient performance of its duty impossible, the school should undertake, as a part of its function, to correct these unfavorable conditions.¹⁸

Fortunately these conditions do not exist at present in the school system, other than a general lack of enough money to make the best type of schools. All teachers, parents, and worthy organizations are working toward the improvement of this phase of the existing problem.

Some of the improvements that have been made in rural life during the past fifty years that have come about because of the influence of the schools are as follows:

1. Soil maintenance and restoration.
2. Crop improvement.
3. Animal breeding and increased production.
4. The control of farm diseases and other enemies.
5. Machinery and electric power.
6. Improvement of rural highways.
7. Better means of transportation.
8. Marketing service improved.

Progressive Aspects of the People of Bullitt County

Bullitt County has recently tried to overcome some of its backwardness. The county has been hard hit by having poor roads, low assessments, and much of its land being taken over by Fort Knox.

A few months ago somebody called in the doctor. As one citizen puts it: "It was either he or the undertaker." The doctor rubbed his chin, called a consultation, made a thorough diagnosis, and reached for the needle. The shot in the arm seemed to have been the necessary step for awakening the citizens of the county.

Generating the zip and ginger for the turning of the tide is the newly organized Planning and Development Association, which has already been mentioned. This association has declared war on the things that have been holding the county back, among them bad roads, worse bridges, poor sanitation conditions.

Mass meetings have been held and interest has developed in Shepherdsville, Mt. Washington, and Lebanon Junction. Committees have been appointed, surveys started, facts uncovered, information given out. The procedure is bringing changes in attitudes, people are asking questions, offering suggestions, requesting work assignments.

William T. Finn, young state bank examiner, is the president of the association; he and his cohorts are surprisingly numerous and busy. Nineteen organizations, civic clubs, farm groups, women's clubs, churches, lodges, veterans' groups, P.T.A. groups, school groups, etc., are enrolled, and each has a delegate.

The committee on highways was the first one formed. It succeeded in getting the highway commissioner, to promise some help soon in correcting the bridges and highway 61 leading into Louisville.

The recreation committee has succeeded in getting school patrols organized at the various schools of the county, and is now working on a summer recreation program.

Much has been done by this organization. One group is working with the Kentucky Chamber of Commerce, to collect and compile facts and figures needed to show Bullitt Counties natural advantage to industries seeking building sights.

If we can achieve some of the things we know we ought to have in the county, said Mr. Finn, we won't need to ask help of anybody, our people are inspired anew, and are anxious to join hands in an effort to better our conditions. That is the way we feel, to the healthiest growth and development of our county and all its communities.

"If we pull together we have nothing to fear," said Harold Hardy, First President of the Planning and Development Association.¹⁹

CHAPTER V

SUMMARY

The Bullitt County schools have grown from the one-room log school through the Academy stage, progressing to the modern high school, and developed a fairly good school system, with most schools consolidated; this in spite of the fact that they are hard hit financially.

The system has consolidated its 44 schools since 1919 to the present system of 13 schools, yet they have only \$75.00 to spend per capita for each child, which is a mere shoestring of existence.

The school system of Lebanon Junction Independent school has 368 pupils in the census; the assessed value of the property brings in \$16,675.00. The per capita from the state provides another \$10,000.00. Property is assessed at 47.9 per cent of its value as recorded by the office of the commissioner of revenue.

The county collects \$125,906.04 in school taxes. The school census is 2,096. The per capita from the state brings in approximately \$59,000.00. The property is assessed at 59.9 per cent of its value.

Supervision in the county schools is not what it should be, as the supervision is left to the superintendent, who has no time to devote to such a problem. The larger schools depend on the principal to do the supervision. As he must teach part of the day, this is almost too much to expect.

The seven one-room schools and the three two-room schools are in fair condition and are kept up as well as the average of such buildings. The four-room school and the consolidated schools are kept in better condition and are in good repair.

There are 150 pupils enrolled in the one-room schools, with an average daily attendance of 135.9, or a daily teacher load of 19.7, which is much too low.

The enrollment in the two- and three-room schools is 283. The average daily attendance is 251.9, giving a teacher load of 31.4, which is very good.

In the central schools and the independent school of Lebanon Junction the enrollment is 1,867, the average daily attendance is 1,722.5, giving a teacher load of 24.6.

One remarkable achievement is the fact that only 209 students of the county on the census are not enrolled in school. The average teacher load in the county runs from a low of 19.7 to a high of 31.4. The 31.4 is about right; the 19.7 is too low for a teacher load.

The study of the age-grade distribution for the county shows that Lebanon Junction has 50.7 per cent of its pupils in the average group; 17.4 per cent are above the average, and 21.9 per cent are below the average. The remainder of the county has 32.1 per cent of the pupils in the average age group; 18.7 per cent are above average, and 49.2 per cent below average. This is partially due to a shorter term in the county schools.

There is a definite need for more vocational work and a fitting of the student for a life work.

It is noticed that teachers of the one-room schools receive a larger salary than the teachers of the two- and three-room schools. This is due to the fact that some of the emergency teachers have been put in a school where they might have a qualified older teacher to supervise their work.

The average salary of the grade teacher of Lebanon Junction is \$1,308.00 per year. The high school teachers receive an average salary of \$1,521.81. The Bullitt County system pays the grade teachers an average salary of \$1,245.71, and the high school an average of \$1,659.72.

The basal salary of the Lebanon Junction system is \$108.00, 50 cents per college hour up to 128, \$2.50 per year of experience up to five years.

Bullitt County has a basal salary of \$125.00, 40 cents per college hour up to 140, \$2.00 per year experience up to four. Teachers are constantly leaving the systems for better-paying positions in other schools.

It is important that the number of failures in the schools be corrected. It might be corrected a great deal if courses were offered to enrich the opportunities of boys and girls.

As might be expected, the larger the school, the better is the curricula offered. Shepherdsville has one of the best curricula in the state, and needs only industrial arts and foreign language to complete a well-rounded program. Mt. Washington also has a very good curricula, and it is well suited for the size of the school; it also needs industrial arts and foreign language. The Lebanon Junction curricula is comparable to Mt. Washington, with the exception of agriculture, which it does not need, as few of the pupils live on farms. Lebanon Junction needs industrial arts, and foreign language.

Library facilities in the county are better than average, having a central library in the office of the county school superintendent for the grades. Good libraries are located at the Mt. Washington and the Shepherdsville schools. The Lebanon Junction school has an adequate library for the size of the school. All central schools need trained librarians.

School lunch programs under government supervision are operated at Lebanon Junction, Mt. Washington, and Shepherdsville. About 25 per cent of the children in Bullitt County schools participate in the hot lunch; this is not as high as the state average of 35 per cent nor of the Lebanon Junction's 50 per cent participation. The average price paid for lunches is 20 cents.

The schools of Bullitt County have a full-time recreation supervisor, working during the summer. One is employed at Mt. Washington and one at Shepherdsville. During the past summer a playground supervisor was sponsored

by the Parent-Teachers Association of Lebanon Junction. The schools have all complied with the code set up by the department of state health and recreation of the department of education, which requires keeping of health records, periodic health examinations, participation in physical education, and teaching of courses in health in high school.

Rural life has been improved greatly in Bullitt County as well as throughout the state, by the education of its citizenry. Those things which make for improvement and a better life, which at one time were ignored, are now demanded by the people.

The one-room schools and the two- and three-room schools are of little value in actual money. The Lebanon Junction school plant is worth approximately \$75,000.00. The new high school, just completed at Mt. Washington, and the new high school at Shepherdsville are excellent buildings, containing all modern equipment, including a lunchroom and a gymnasium. For the construction of the buildings in Bullitt County there was a bond issue of \$175,000.00, which is to be paid off in 1967. The Lebanon Junction school is free of debt.

The cost of consolidation in the county high schools would mean a new building at a cost of from \$200,000.00 to \$200,000.00. It would also cost about \$12,000.00 extra in transportation per year and some extra for additional teachers.

By careful assessment and equalization of property the tax plus the per capita from Lebanon Junction might be increased to \$40,000.00 to add to the county income.

The people of Lebanon Junction would have to be sold on the idea of consolidation. The people of Mt. Washington would seriously object to consolidation at present with their new high school. The people of the

remainder of the county might favor the idea.

One of the finest things that have happened in the county is the recent organization of the Bullitt County Planning and Development Association. This has developed a new progressive outlook by the people. This group is making a thorough study of all welfare problems of the county. They have enlisted the aid of civic clubs, farm groups, women's clubs, churches, vet groups, lodges, Parent-Teachers, Lion Clubs, and schools. They are studying ways and means of improving the county, working on such projects as highways, bridges, flood control, organization of Scout troops, recreation of county schools, school boy patrols, county fair, improvement of schools, factory buildings, investments, health, and sanitation. The people of the county are pulling together to build a better county.

CONCLUSIONS

In conclusion, it is seen that the schools of Bullitt County and of the Lebanon Junction Independent School systems are in better shape than some systems, and yet they are far down the list from the top in rank.

The teachers of Bullitt County are attracted in large numbers by the good salaries of the wealthy county of Jefferson joining Bullitt on the north, and the Louisville system attracts many with its good salary payments.

It can be said in respect to many of the teachers of the county that they are loyal to their home schools, and many of them who could secure better positions in nearby schools stay with the home county out of loyalty.

The county schools have been consolidated to a very high degree. The people of the county are well sold on the idea of consolidation and larger schools. They have been able to see some of the advantages offered by the large school at Shepherdsville, with its enrollment of more than 1,000 students. They have learned what it means to have a high school band, to have special training in music and in commercial subjects. To be able to study more courses and to have a variety in selection of subject matter means a great deal to the students.

The pupils of Shepherdsville are also getting the benefit of the best teachers of the county, as only three teachers in the Shepherdsville school have fewer than 64 college hours. None of the teachers at Mt. Washington have fewer than 64 college hours. The Lebanon Junction school is worse off in this respect than any of the other larger schools. They are trying to remedy this by employing better qualified teachers.

It is likely to be several years before complete county consolidation can be completed, because of the financial condition of the county with its present indebtedness.

RECOMMENDATIONS

After making this study the writer has drawn conclusions as to what he feels needs to be done. There may be some who will not agree to all of the recommendations set forth, but it is the opinion of the writer that careful consideration should be given to the following:

1. I believe there should be only one high school in the county. This should be a county high school located near Shepherdsville, to care for the pupils of Shepherdsville, Mt. Washington, and Lebanon Junction.
2. This consolidation should be done as soon as the county is financially able to take care of the debt that would be involved in the procedure.
3. There should be a complete consolidation of the one-room schools as soon as the roads and finances permit. See page 42 on county roads.
4. Music and high school bands are needed at Mt. Washington and Lebanon Junction.
5. A better curriculum is needed at Mt. Washington and Lebanon Junction.
6. Manual training should be added to the curriculum of all high schools.
7. Better library facilities are needed in all high schools and a trained librarian with at least 12 hours of library science is needed in each high school.
8. There should be better enforcement of attendance laws.
9. The county should get rid of the emergency teachers as soon as possible.
10. Fuller courses in commercial work are needed at Lebanon Junction and Mt. Washington.
11. Careful consideration and a study of the assessment and equalization of property for tax should be a major aim.
12. There is need for a summer recreation program which would be county

wide in its scope and the program should be coordinated among Shepherdsville,
Mt. Washington and Lebanon Junction.

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