THESIS

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T H E S I S

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THE HISTORY OF EDUCATION OF CLARK COUNTY

THESIS

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INTRODUCTION

I. Purpose of Study

A. To preserve the educational records of Clark County.

B. To show the development of our school system by giving data of educational tendencies in costs, attendance, teacher qualifications, equipment, supervision and organization.

C. To promote educational progress in order that all future changes in our school system may be constructive and helpful, not destructive and harmful.

D. To put on record the data of the pioneer schools, procured from the oldest citizens, who in a few years will have passed away.

E. To furnish data of the white and colored schools that comparison of the two groups may be made.

F. To compare the costs of educating a child in the past and in the present.

G. To show the past and present plans of education in order that the future schools may be wisely promoted.

II. Scope of Study

The study is limited to the history of education in Clark County. Only those educational policies which pertain to Clark County will be included in this history.

III. Source of Data

A. A study of the records in the offices of the County Superintendent and County Clerk.

B. A careful study of the records of the State Department of Education at Frankfort.

C. A study of the school records in the Winchester Sun and in the Winchester Democrat.

D. An analysis of school catalogs, school records, and school announcements.

E. The reading of sections of history which refer to education in Clark County.

F. Interviews with prominent citizens in various communities, and interviews with the oldest people in the County.

In every source of data a confirmation of all dates was made.

IV. Limitations of the Study

A. The material was scattered and much of it was in a very poor condition.

B. Most of the old school records have been destroyed, and some of them are not complete.

C. The reports are inadequate and inaccurate.

D. The forms of the reports were changed from time to time.

CHAPTER I

SCHOOLS PRIOR TO 1838

THE COUNTY SCHOOLS 1779-1838

Clark County. Clark County, established in 1792 out of parts of Fayette and Bourbon counties and named after Kentucky's great military chieftan, General George Rogers Clark, was the fourteenth county formed in the State. It is in the middle section of the State upon the waters of Red, Kentucky, and Licking rivers. It is bounded by Bourbon, Fayette, Montgomery, Powell, Estill, and Madison counties. The west end, about one third of the county, is in the genuine "bluegrass region", exceedingly fertile and highly improved. The middle and northeast portions are more broken yet good farming lands. The east and southeast portions are hilly and poor oak lands.

The Kentucky river flows along the south part of the county and a number of tributaries flow into it, which afford it ample drainage. Among these are Lulbegrud, Boone's, Strode's, Howard's Four Mile, and Two Mile creeks.

The first settlers of Clark county found some corn fields that had been cultivated by Indians many years before. They are some twelve miles east of the city of Winchester and have always been known as the "Indian Old-Fields".

The settlement of Clark county was early. Venturesome

pioneers early crossed the river from Boonesboro and erected cabins in the fine country. Strode's Station about two miles from Winchester on the Lexington Pike, was established in 1779.

The first white settlers came from Virginia and North Carolina and were almost altogether of Anglo-Saxon blood. They were of a substantial, solid class, peaceable and orderly in disposition, and as a general thing disposed to be religious. The consequence has been a remarkable record for observance of the law, and for honesty and fair dealing.[1]

Winchester, the county seat, is an old town. Upon the formation of the county in 1792 it was adopted as the county seat, over Strode's and Hood's Stations, by one vote. It was called after the town of the same name in Virginia and was incorporated in 1793.[2]

The tangible wealth of Clark county is $24,708,097. Only eleven counties have a greater tangible wealth than it has.

First Schools. Education in these first schools was very limited, because the educational movements, except as private affairs, were not readily promoted. Public education was thought necessary only for the poorer class of people. This idea greatly retarded educational progress. The early schools of Clark County

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1. Collins, Richard H., History of Kentucky. Vol.II, p.129.

2. Perrin, Battle, Kniffin, History of Kentucky, p.573.

were private schools. Sometimes one man would hire a teacher for his family. Sometimes a few friends would hire a teacher for their children and the cost was divided among the different families. Schools like these were somewhat of a public nature.

The school house was the familiar log structure, with greased paper covered windows, puncheon benches and desks, and a mammoth fireplace.

Dillworth's speller and the new Testament were the sole textbooks; geography and arithmetic were taught orally. Writing was more akin to manual than mental exercise, and required the teachers to be expert in making pens as well as marks.

The teachers were generally of Scotch or Irish extraction, with now and then a Yankee. Unhampered by textbooks, each teacher gave full scope to his peculiar theories, and seldom failed to include a liberal use of the rod.

The courses of study in different schools varied. All the schools were independent and the subjects taught were not always what the pupils needed but what the instructors were able to teach.[3]

Since the first schools were private schools, only those who could afford to pay a teacher, received an education. Schools were not always located where the pupils could most easily attend.

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3. Battle, Perrin, Kniffen, History of Kentucky, p.220.

The location was determined by the landowner who leased or donated a plot of land for the school.

In the early fort schools, smooth boards of wood were used for paper, and the juice of oak balls for ink. The children learned to write and work examples from copies set them by the teacher.

The first school in Clark County was taught at Strode's Station about two miles from Winchester on what is now the Winchester and Lexington Pike. The first teachers were John Rice, Colonel William Sudduth, and Thomas Parvin. Thomas Parvin was a practical printer and had been an apprentice under William Bradford. John Bradford of Lexington secured the help of Parvin in printing the Kentucky Gazette. Thomas Wright taught the hornbook here.[4]

Probably the first school house in Clark County was on the Four Mile Road which is now known as Muddy Creek Pike. In the first court record book on page 104 there is a reference to a school house on the Four Mile Road in the year 1793. There is not any trace of this house at present or any other record pertaining to it.

Winchester Academy. "On December 18, 1798 an act establishing the Winchester Academy was approved." This act reads: "Section I. Be it enacted by the General Assembly, that Robert

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4. Clark County Chronicles (Old Newspaper Clippings).

Clark, Jr., Richard Hickman, William Sudduth, David Bullock, Dillard Collins, John Irwin, Patterson Bullock, and Robert Elkins, shall be, and they are hereby constituted a body politic and corporate, to be known by the name of Winchester Academy, and by that name shall have perpetual succession and a common seal, with the power to change the same at pleasure, and as such shall beauthorized to exercise all powers and privileges that are enjoyed by trustees, visitors, and governors of any college or university within this State, not herein limited or otherwise directed."

"Section 2. The said trustees shall hold their first stated session in the town of Winchester, in the County of Clarke, on the third Monday in March next; and they, or two thirds of them at least, shall then, or as soon as they think proper, fix upon a place for a permanent seat of said academy, and proceed to erect buildings thereon; and until suitable buildings and regulations are made at such place, they may commence and proceed in the institution at any other place they shall judge proper."

"Section 3. The said trustees or their successors, by the name aforesaid, shall be capable in law to purchase, receive, and hold, to them and their successors, for the rise and benefit of said academy, any lands, tenements and rents, goods and chattels, of what kind soever, which shall be given or devised to, or purchased by them for the use of said seminary, and also to demand and receive from the collectors, or other persons appointed by the original subscribers to this institution, such sums of money or property as may be collected or subscribed for, from the said subscribers. No donation given or received for the use of this seminary, shall be appropriated to the use of any other seminary. The said trustees by the name aforesaid, may sue or be sued, plead or be impleaded, in any court of law or equity in this state."

"Section 4. The said trustees shall hold two stated sessions in each year, at such time or place as they shall judge proper; and in case a sufficient number of members do not attend, to constitute a board, those who shall attend,may adjourn to any day previous to the next stated meeting, and shall give ten days previous notice thereof."

"Section 5. Seven members shall be sufficient to constitute a board for the transaction of all business respecting said seminary, excepting those cases particularly excepted."

"Section 6. The assent of a majority of two-thirds of the trustees shall be necessary to perform the following business; to elect and fix the salary of the president, to fix the permanent seat of the seminary, to alienate, sell and convey any lands, tenements or rents, belonging to the seminary, to appropriate any sum exceeding one half part the amount of the funds."

"Section 7. The trustees shall have power from time to time, to establish such by-laws and regulations, rules and ordinances, not contrary to the constitution and laws of this state, as they shall deem necessary for the government of said academy."

"Section 8. The trustees shall elect a president, treasurer, and clerk, to their own body, and so many professors, tutors, or masters, as may be necessary; and upon the death, resignation, or legal disability of any of the trustees, president or other officers of said academy the board of trustees shall supply the vacancy by ballot."

"Section 9. The president and officers of the academy shall have fixed annual salaries, be subject to the direction of the board of trustees, and continue in office during good behavior."

"Section 10. The president of the board of trustees shall have power to call special meetings of said trustees, and it shall be his duty upon the request of three of the, to do the same; but upon any called meeting, ten days general notice shall be given by the president previous to the meeting."

"Section 11. If at any time, a member of the board of trustees shall absent himself from three stated meetings successively, unless for good cause shown and approved by said trustees, in such case, his seat shall be considered to be vacant, and the board may proceed to fill his seat with a new member." [5]

In section 2 of an act approved December 22, 1798, Winchester Academy received six thousand acres of land as an endowment. The trustees were also authorized to raise by lottery,

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5. Littell, Laws of Kentucky. Ch.146, Vol.II.

and by subscription, any sum not exceeding $1000, for the purpose of enabling them to erect buildings, to purchase books and necessary apparatus for the Academy, or to defray the expenses necessary in securing the donation of land granted to it.

The act provides "That it shall be left wholly in the discretion of the said several trustees, what subjects shall be taught in the Academy, whether the English language, writing, arithmetic, mathematics and geometry only, or the dead and foreign languages, and other sciences which are generally taught in other academies or colleges in this commonwealth. If the said trustees, or their successors, do not, within ten years from the passage of this act, severally establish a public school, consisting of twelve schools at least, and in which there shall be at least taught the English language, writing, arithmetic and the common branches of the mathematics, the lands acquired in virtue of this act, by the said trustees so failing, shall revert to this commonwealth."

The trustees did not complete the process of acquiring the donation of lands, nor did they provide the instruction for twelve schools as the law required. In 1808 the legislature issued the land to them and extended the time two years for providing the instruction.

On April 20, 1810, John Baker deeded to the Winchester Academy one acre of land just outside the city limits to be used as a school site. The Academy was then moved from a site which is now the Mahan Grocery Company opposite the Fanny Bush School.[6]

"After this date the academy entered upon more prosperous

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6. Littell, op. cit., Ch.162, Vol.II.

days. In 1814 it was under the direction of Mr. Amzi Lewis, late of New York, who undertook to give instruction in spelling, reading, writing, arithmetic, English grammar, the Latin and Greek languages, and the various branches of mathematics. Not such a light task for one lone man, considering that he had also to provide the rod-wielding that formed such a big item in the educational bill of fare."[7]

Willis Collins had charge of the Academy during the thirties and forties. His picture hangs in the court house in Winchester and he is buried in Winchester Cemetary. The Academy continued until 1844 when it became a municipal institution under control of the town trustees. In 1873 this house and lot were being used for common school purposes.

Becknerville, Kiddville, and Bush Settlement are places which had the most noted private schools. These later became public schools of Clark County.

An interesting picture of the schools of 1803 is given by Mrs. Tevis in her first school at the Bush Settlement. "I was handed over to the master, Mr. Petticord, who seated me beside one of the larger pupils, bidding her, 'teach the little one' her A, B, C's from a board upon which they were pasted. I recollect distinctly the house and the school itself, which was a model in its day; --a square room with a fireplace large enough to hold a half cord of wood; a puncheon floor; hard rough wooden benches without backs; and openings in the wall of an oblong shape, opposite the door for a window, with crevices enough in every direction to admitta free circulation of air. The furniture consisted of a desk at which the teacher was placed or perched far above the miserable urchins, a ferule, a rod, and a pile of books complete the picture."

"At twelve o'clock which was known by a mark on the door

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7. Clark County Chronicles.

sill, the primitive clock of our forefathers, the school was turned out for two hours recreation and dinner. Our dinner eaten, how heartily we romped, bent young saplings for riding horses, made swings of grape vines, or rested on the green under the wide spreading beech trees until we were glad to hear, 'books! books!'. At the sound of this we ran eagerly to our seats and began to con over our A, B, C's, to spell A bitselfa (a by itself a), b-e-l, Abel; b-a, ba, k-e-r, baker; c-i-d-e-r, cider, while a class read aloud, "An old man found a rude boy, etc; the teacher, meantime, passing around the room, rod in hand encouraging all to 'say out', which was done with a will, and without any apparent confusion, because each one minded his own business, and not that of another." 8

Becknerville. In the early part of the nineteenth century, Mrs. Gray and Mrs. Throckmorton came to Becknerville and established a school known as the "Settlers' Boarding School". The building, a commodious log structure, has fallen to decay. The site is marked by the old "Gray Spring, inexhaustible still". Here the daughters of the southland received the accomplishments of 'long ago'; music on the harp and harpsocord, etc.

"Needlecraft, netting, tufting, etc., were skillfully done. Today our great grandmothers' old faded samplers with the alphabet worked in capitals and small letters and the initials of each member of the family and a little verse with scattered rosebuds here and there are treasured souvenirs of the 'long ago'. No dream could have pictured to the pioneers who plodded over the Wilderness Road to Kentucky's fertile soil, the progress of the passing years."9

Edwin Clinton Hickman conducted a private school at Becknerville from 1830 to 1861, the time of his death. His school-

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8. Tevis, Mrs. Julia A. Autobiography, p. 54.

9. Jones, Anna E. Personal Letter.

room was a log structure in the chestnut grove adjoining the lawn of Joel Hickman, his father's home; and just across the road from "Caveland", the home of General Richard Hickman, his uncle. Edwin Clinton Hickman was one of the most remarkable personalities and one of the best educated of men in his time. He was a physicist, a breeder of plants, an astronomer, a chemist, and a manufacturer of perfumes and drugs. He spent much of his time in his laboratory, conducting experiments. He was a poetical genius, and was the author of a small work entitled "Scraps of Poetry and Prose", published in 1854.

His impression on his community was so great that, although a poor section in the river cliffs, it has ever since been one of the most cultured parts of Clark County.

Mr. Hickman was greatly interested in the establishment of public schools in Kentucky. He wrote, "Colleges and universities should receive the fostering care of government, but they cannot be made accessible to the great mass of the people. The people, the masses, must be educated or our attempt at free government will be a failure. Without an efficient system of common schools, who can tell how much talent is lost, which properly directed, might prove not only of incalculable service to our common country, but a blessing to the human family?"

"Popular education is the great palladium of our liberties; and they who, actuated by an ardent desire for their country's welfare, cooperate in establishing in Kentucky a system of common schools, by which education with all the pleasures of which the cultivated mind is susceptible will become the common inheritance of our children, will be justly regarded by posterity as the true friends and benefactors of the State, when

the memory of mere time-serving politicians and all opposers of popular education have been consigned to a merited oblivion."[10]

In these private schools attendance was small as only those who were able to pay tuition could attend. Twelve and one-half cents a day was the usual rate charged.

Reading, writing, arithmetic, and grammar were taught mainly in lower grades, while Latin, Greek, science, and higher mathematics were taught in the upper grades.

During this period the small private schools flourished in various parts of the county. The school rooms were usually log structures and were built by individuals or by subscriptions. Many of these schools continued into the public school period until after the Civil War. Some of them lasted for only a short time and some were not in continuous session from year to year.

Salem school was another one of the famous county private schools. Chiles Coleman taught this school in 1820. He was succeeded? in 1828 by Nelson Prewitt who conducted the school for several years. C. C. Copeland was conducting a private school here for boys only at the outbreak of the Civil War.[11]

The Magruder School. The Misses Magruder taught a private school in Winchester in 1825. This school was continued by them

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10. Information about Edwin Clinton Hickman was furnished by Annie E. Jones and Lucien Beckner who have his works.

11. Mrs. H. M. Jones, Interview.

for several years and was the only school in the city during that period. It was a very noted school of its day.[12]

Information concerning extinct private schools prior to 1838 is very meager. There are but few records of these early schools. The information secured was by personal interviews with the older citizens of the county, from old newspapers, and from the scanty records. These schools were private enterprises and served the people before the public schools were established.

Summary. This chapter deals with the pioneer period of Clark County's schools. A few statements about the value of these schools would be appropriate. The life of the pioneer was ordinarily coarse and rough. In the struggle for existence which was in agricultural pursuits principally, he had very little time for educational advancement. Then the need for education was not great as now. In most cases, the families were large. The children usually followed the occupations of their fathers and contimued to live on the farm. At that time and under conditions brought about by such living, only the traditional three R's seemed to be necessary for an education. This type of training is the kind the early schools attempted to furnish. These schools, which were the forerunners of the district schools, obtained a good many years and did a good work in their day.

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12. Miss Eva French, Interview.

CHAPTER II

SCHOOLS FROM 1838 - 1890

COUNTY WHITE SCHOOLS

Establishment. The General law establishing a system of common schools in the State was approved February 16, 1838. After this date the people began to show a great desire for education. Progressive men were elected to the legislature. They imposed a tax, which was increased from time to time. The term which was only three months at first has been increased until now we have seven and eight month s terms in our rural schools which are free for all children.

Districts were slowly established, because the act provided that the districts be laid off in the counties by surveyors named by the county court. No district was to have more than one hundred pupils nor fewer than thirty pupils. This provision of the law materially delayed the adoption of the school system, because the law was construed to mean that the districts had to be actually surveyed by a competent and practical surveyor. Service of such surveyors was expensive and many county courts refused to make the necessary appropriations for this work.

After the districts had been laid off the county court had to take the vote of each individual district as to adopting the system and levying a local tax. The amount of the tax and the length of the term were indefinite matters. A majority vote

decided the case.

At first district taxes had to be supplemented by donations and tuition. The people gradually became accustomed to taxes and it became possible to raise enough money in each district to meet all expenses. The terms most often were short, a large per cent of the children did not attend school, and the teachers' salaries were low.[13]

The school system during this period was a voluntary system. Every community decided for itself by majority vote whether a public school should or should not be adopted.

Reports of Commissioners. The first record of district schools in Clark County is found in the report of R. T. Dillard 1843-44. It is as follows:

"Number of districts operating 4
Children in districts 253
Average at school 132
Number of months 132
Two districts 1 each
Two districts 2 each
Number of children in the county between the ages of 5 and 16 1840" [14]

The report for 1845-46 is much better:

"Number of districts 9
Children in districts 667
Average at school 352
Children in county age 5 to 16 1857
Number of months taught 3 to 9" [15]

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13. Hamlet, Barksdale, History of Education in Kentucky.

14. Biennial Report of 1843-44.

15. Biennial Report of 1845-46.

Commissioner Dillard's report of 1847-48 shows an increase in number of districts, number of children in districts, average at school, and number of months taught. It is as follows:

"Number of districts 18
Number of children in districts 1274
Average at school 518
Number of months taught 3 to 12
Cost of each pupil per quarter $0.90 to $475
Average $2.95½" [16]

The district schools were organized when the people came to see that a community could do more work working together than each working separately. These early district schools received but little aid from the state and were poorly attended, but they were a step toward a still larger and better plan for carrying on the work of education.

In the Commissioner's report of 1850 there were thirty-four districts. This represents an increase of twenty-five in four years, as there were only nine districts in 1846. The number of children served increased over 700%. The attendance increased 600%. The length of the term was lengthened so that some of the schools were in session for eleven months. The report is given below:

"Number of districts 34
Number of children in districts 2282
Average number of children at school 911

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16. Biennial Report of 1847-48.

Number of months taught	3 to 11
Cost of tuition per quarter	#1.00 to $7.00
Amount of public money used by districts	$24.60 - $103.20" [17]

The report of 1860 shows that the districts increased from thirty-four to thirty-nine, that there were fewer children in the districts, and that the average attendance was eight percent less. The length of the school term remained about the same.[18]

"Number of districts	39
Number of children in districts	2041
Highest number at school	1209
Lowest number at school	469
Average number at school	835
Number of months taught	3 to 10
Cost of each child for three months counting the highest number	$2.18 -$11.10
Amount of money received from the State by districts	$25.20 - 164.40" [18]

In 1865 the following report was sent to the State Superintendent by County Commissioner Winn:

"Mr. Winn visited each year nearly every district in the county and was highly gratified with the condition of the schools. The school houses were good, the teachers competent, the trustees efficient, the schools well conducted. He hopes for the present year to be able to report every child of suitable age in the county." [19]

In 1869 the number of districts in Clark County had reached forty-one. The number of children remained about the same, but the attendance had decreased at this time. The low

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17. Biennial Report of 1850.

18. Biennial Report of 1860.

19. ?

attendance undoubtedly was due to the Civil War which had a great disintegrating influence on the schools of Kentucky. The report for 1869 is given below:

"Number of districts	41
Number of children in districts	2099
Highest number at school	1099
Lowest number at school	413
Average number at school	729½
Number of months taught	3 to 11
Cost of each child for three months counting the highest number at school	$2.14.- $8.40
Amount received from State by districts in 1868	$25.11 - $174.50
Amount received from State by districts in 1869	$22.04 - $165.68" [20]

Clark County Commissioner D. J. Pendleton in 1871 made a very lengthy and full report in which he compared the condition of the schools of that date with the condition as reported in 1869. He reported that there were more schools being taught and that the length of the school term was longer. He said that a complaint was being made in which he joined that there was not enough money being distributed to adequately maintain the schools. He encouraged a union of the small districts, a fundamental change which has slowly been evolved in Clark County. He found that some of the larger districts desired division. His report is as follows:

"I herewith send my annual report, which is not entirely complete, owing to the failure of the Trustees of a few districts to bring in their annual reports; though notified through the county paper nearly or quite two months ago that

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20. Biennial Report for 1869.

they ought to be promptly made out, and returned to me by the first of July.

"In compliance with your request to write you in regard to the common school interests of my county, I shall now try to do so; and following the order of your special inquiries as laid down in your circular, reply thus briefly.

"1st. As to 'the results of the common school experiments under the State law, for the current year, as compared with the preceding law', etc. By examining the reports of Trustees for the school year ending December 31st, 1869, I find that only thirty-two districts had schools taught, and twenty-two out of the thirty-two districts continued their sessions for three months only; while the reports of the Trustees for the school year just closed show that schools have been taught in thirty-seven districts and out of that number only six districts closed their sessions at the end of three months, the other thirty-one districts having continued their sessions through five months or more. This shows a large increase in the number of months during which schools have been kept up, and, of course, a corresponding increase of public interest on the subject.

"2nd. As to 'the opinions of the officers and friends of common schools, in regard to the efficiency of the present school laws', there seems to be quite a diversity of opinion among the people, some being well satisfied with its workings, while others express disappointment without being able to point out any particular defect in the system, except the small amount of public money distributed, which in many districts, is not more than one-third enough to employ a competent teacher for the lawful session; while, in a few districts, they employ a teacher for the public money only. It has been suggested by some that the law should be so amended as to make the first Saturday in July, instead of the first Saturday in April, the time for electing trustees, so that they might begin their duties with the beginning of the school year.

"3rd. 'What are the peculiar necessities of your (my) county relative to school wants', etc? Now, the great want which, if amply supplied would soon do away with every other want, is a much larger supply of public money with which to induce a better qualified class of teachers to enter the lists as educators in our common schools, and with which to build and furnish a better class of school houses in a great majority

of the districts. But much more might be accomplished with the means now furnished them is done, if the people residing in the smaller districts could be made to see the propriety of uniting and become willing to unite, two or three of such small districts into one, and then build a large and well equipped school house, with suitable school furniture, etc. They would then be enabled to continue a school from five to ten months in each year. Unfortunately, there seems to be more disposition among the people of the larger districts to petition for division of them, than there is among the people of the smaller districts to unite and make larger and fewer districts. I have done all I could to discourage the one course, and to encourage the other.

"4th. In regard to a Teachers' Institute, I was exceedingly anxious to have a Teachers' Institute conducted in my county and wrote to you in the month of June, asking of you if it was in your power to send to our county some one capable of conducting a Teachers' Institute, but received no reply to my letter. But I received from you a circular with a list of appointments for Teachers' Institutes to be held at one or two places only in each Congressional District. I much regretted that Winchester was not one of the places designated. I had your entire circular published in our county paper, and in a separate card called the especial attention of the teachers of my county to the appointments, and urged them, if possible, to attend them. I have no experience in regard to conducting a Teachers' Institute, and do not know of anyone who has such experience that I could get to come to our county. I suppose I will have to wait until I can get such assistance as would make it a success if attempted.

"I, together with a great majority of the school trustees of my county, hope to commence the labors of the coming year with renewed energy and determination to do all that lies within our power to make the common school system as efficient as the limited amount of public funds will admit." 21

In 1873 Commissioner Leeland Hathaway said, "There is an awakening in the county of educational interests. The people are seeking for better teachers. The teachers are aroused, too. The profession takes on dignity, and the teachers are making an effort to elevate it. The local teachers' association meets once a month. The houses are being improved. The

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21. Biennial Report of 1871.

great need is for parents to see their duty. It is hard to get reports from trustees. I recommend a compensation for them. The teachers were greatly interested in our County Institute which was held the first of August." 22

An increase in the number of schools, increased interest, and improvement in the teachers will be noted in Commissioner Hathaway's report of 1874 which follows:

"I enclose my annual report as full as I can make it with out reports from the Trustees, which I find it next to impossible to get, there being no compensation and considerable trouble and annoyance attached to the office, I find some difficulty in getting good men to act as Trustees, and they object to making so many reports; in truth they forget or neglect not only the annual reports, but others as well. I think, perhaps, it would be well to give the trustees some compensation - say, for instance, exempt them from the school tax while holding the office.

"We had schools taught in forty districts during the year ending July 1st, 1874. I can report an increased interest, and improvement in the quality of the teachers.

"Our county institute which was held the last day of July and the first day of August was well attended and the interest of the teachers was sustained throughout the session. The work was neatly done by our local teachers, and it was so well done that we almost forgot to report our inability to secure experienced help.

"Our schools are just opening and I think there is more attention being paid to qualifying the teachers than formerly."23

In 1875 Mr. Hathaway said, "The school system is growing in favor. Forty schools were taught with a better class of teachers. The trustees are more particular. The County Institute was very interesting. The qualifications of teachers was discussed and a higher standard than the common school law sets up was demanded for Clark County. I recommend that

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22. Biennial Report of 1873.

23. Biennial Report of 1874.

algebra and geometry be included in the list of subjects for examinations." 24

The following report of Commissioner J. H. Baker in 1880-81 summarizes the condition of the schools at that time:

"Some of the schools are finely managed. The children respectful, orderly, and industrious, and the teachers strict, polite, and kind. The houses, furniture, and surroundings, indicate the district to be alive to the advantages of education. While in other districts, there is want of harmony, school rooms are uninviting, and in some cases, worse than worthless, unhealthy. In such districts, the teacher can do little good. The people are divided as to taxes. In three districts, there is insecurity of school property, the lots having been given verbally. Very few are on public lands."

"Eight log school houses valued at	$410.00
Thirty-four frame houses valued at	5070.00
Two brick school houses valued at	2050.00
Seven private schools"	

25

Commissioner R. B. Clark's report of 1884 shows a lack of interest in the common schools of Clark County. The schools were suffering from neglect and indifference on the part of the patrons. There was a demand for better school houses, better trained teachers, more money, and a full time county superintendent. The schools were taught full time, but were greatly handicapped on account of a lack of the above needs. Some negro districts had to depend on their churches as school rooms. Commissioner Clark's report is given below in full:

"The common school interests of the county have not been

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25. Biennial Report of 1880-81.

so satisfactory as could be desired. At the Teachers' Institute a teachers' monthly association was formed which after ten meetings disbanded for want of proper encouragement from the people and from a majority of the teachers themselves.

"Schools are taught in every colored district except one; there the house was not completed in time for a school. Teachers were comparatively well qualified. A majority were educated at Berea College, in the adjoining county. This college has been a great blessing in supplying colored people of this county with teachers. The colored teachers met with the white teachers in the same Teachers' Institute. A majority of districts are too large; but are being made smaller, and the number increased as the colored people are able to build and as they improve in their financial condition. Some of the district depend on their churches as school rooms. Immediate wants: School houses and smaller districts.

"Immediate wants are: better school houses, more money to employ better teachers; deeper interest among teachers and people; and a county superintendent sufficiently paid to enable him to give his whole time and attention to building up the common schools of the county.

"Schools, both white and colored, were taught full terms in every district; but suffer from neglect and indifference of patrons. More than one-half the people depend wholly upon the state fund to educate their children. School houses and school furniture belong to the semi-civilized stages of society, and stand a blotch upon the bluegrass region of Kentucky. Teachers are mostly young, well qualified, and zealous in their great work and strive, by all means in their power to elevate their profession. The Institute was conducted by Prof. R. H. Holbrook of Lebanon, Ohio, and forty-nine teachers were enrolled; the work was of the highest order, perhaps never excelled by anybody of educators in central Kentucky. Light is dawning, the means are at hand, waiting to be utilized. School architecture will be made to eclipse the boasted tobacco barn, and the 5,000 children must be able to enter the arena of life on a par with their neighbors." [26]

Two interesting reports for 1886 and 1887 were made by

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26. Biennial Report of 1884.

Superintendent C. W. Boone. These reports show that the poor conditions which were mentioned in the preceding reports were being improved and that the schools were beginning to make progress. There were forty-two white and eleven negro schools taught full terms. Patrons and trustees had become generally well pleased with the schools. As a result of this growing interest in the public schools the trustees began to secure better trained teachers, and to provide better school houses and equipment. They began levying taxes under the new law, and also to obtain subscriptions for building, repairing, and furnishing school houses. Progress and growth became the goal for parents, trustees, teachers, and superintendent.

This is the report for 1886:

"Forty-two white schools and eleven colored schools were taught full terms. Patrons and trustees were generally well pleased with the conduct of said schools - the management of the schools was unusually good. Teachers justly complain that their salaries are not so good as they should be. Some wholesome signs are: 1. Trustees are demanding teachers of higher qualifications. 2. And are taking deeper interest in furnishing better school houses, apparatus, etc. Next report will show an onward movement in this direction. Trustees are having the courage to levy a tax, by authority of the new law, for the purpose of building, repairing, and furnishing school houses. Superintendent is giving his best work to the cause. Times are hard, but all in all, the outlook is encouraging." 27

The report for 1887 follows:

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27. Biennial Report of 1886.

"But for the terrible drouth, the hardness of the times, and the railroad tax, the schools in this county would be on a bigger boom than ever before known in its history. As it is, much is being done in the way of improving school property. Trustees are levying taxes, obtaining subscriptions, and the good work is steadily moving on. The schools, with few exceptions, are headed by an earnest, zealous corps of teachers. The Institute, held in August, conducted by Prof. Milton Elliott of Kirksville College, was a big success, with forty-three teachers in attendance. All in all, the superintendent is proud of the outlook." [28]

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28. Biennial Report of 1887.

TABLE 1

CLARK COUNTY WHITE

Year	No. District	Children in District	Months Taught	Census	Average Attendance
1843-44	4	243	1-2	1840	137
1845-46	9	667	3-9	1857	353
1847-48	18	1274	3-12	...	518
1849	30	2115	3-10	...	797
1850	34	2282	3-10	...	911
1852-53	35	1693	3-11	...	578
1854-55	39	1743	3-10	...	731
1856-57	39	1970	3-10	...	852
1858	39	1950	3-10	...	809
1859-60	39	2041	3-10	...	835
1861	39	2092	3-10	...	897
1862	39	1596	3-11	...	707
1863	38	1642	3-10	...	629
1864	39	1904	3-11	...	651
1865	40	2280	3-10	...	763
1866	41	2317	3-10	...	797
1867	40	2211	3-10	...	812
1868	41	1893	3-10	...	633
1869	41	2099	3-11	...	730
1870	41	2100	3-10	...	810
1871	41	2171	3-10	...	...
1872-73	41	2268	3-10	...	636
1874	41	2378	3-10	...	...
1875	41	2281	3-10	...	...
1876	41	2372	3-10	...	...
1877	41	2416	3-10	...	...
1878	41	2482	3-10	...	...
1879	42	2482	3-10	...	...
1880	42	2540	3-11	...	...
1881	42	2578	3-11	...	...
1882	42	2680	3-10	...	...
1883	42	2762	3-10	...	...
1884	42	2960	3-10	...	...
1885	43	3236	3-11	...	...
1886	43	4520	3-9	...	...
1887	43	3042	3-9	...	...
1888	40	4935	3-9	...	...
1889	40	5042	3-10	...	...
1890	40	5086	3-10	...	...

TABLE 2

COUNTY COMMISSIONERS

Year	Names
1843-46	Samuel Wheeler; S.D. Martin and R.Cox
1847-51	Francis McDonald, Edwin Poston, C. Allan
1852-63	Thomas Hart
1863-67	J. N.Winn
1868	D. J. Pendleton
1876-82	J. H. Baker
1883-86	R. B. Clark
1886-90	C. W. Boone
1890-97	C. E. Lyddane
1897-1901	Nora Wilkerson Scott
1901-08	Charles A. Tanner
1909-17	J. E. Lanter
1918-21	Nancy Stevenson
1922-27	P. B. Akin
1927-28	Robert Berryman
1928	W. H. Sasser

Table 3.

Year	Cost of Each Child for Three Months	Amount of Money Distributed by State	Per Capita
1843-44		$ 107.14	
1845-46	$1.90- $4.75	.....	
1847-48		82.56	$0.30
1849	1.25- 2.50	1233.75	.30
1850-51	.84- 7.00	1459.20	.33
1852-53	1.25- 3.84	1015.80	.60
1854-55	1.22- 6.50	2364.60	1.20
1858	1.32- 6.00	2340.00	1.20
1859-60	2.14- 11.10	2449.20	1.20
1861-	1.60- 7.80	1464.40	.70
1862	1.47- 6.28	1675.80	.75
1863	.98- 9.00	1806.20	1.05
1864	1.20- 6.00	1884.96	1.10
1865	1.15- 9.00	2006.40	.86
1866	.96- 10.80	1899.94	.80
1867	1.60- 20.00	1643.54	.72
1868	1.31- 8.18	1533.33	.78
1869	2.14- 8.40	1595.24	.73
1870	2.15- 8.20	2029.22	.77

COUNTY NEGRO SCHOOLS 1838 - 1890

Education of Slaves. Judge Charles Stephen French owned slaves. He gave them religious and industrial training. They were taught the practical arts. Some were fine seamstresses. The slaves were allowed to be members of the white churches. They were seated in the gallery. They were allowed to come in for family prayer. They were taught to spin, weave, and sew. The house slaves were given special instruction.[29]

Mrs. Telitha Clay, who now lives at Kiddville, owned several slaves. She taught them to read and write.

Some of the slaves were taught to read, write, spin, and cook. The older slaves taught the younger slaves. Laura Bramlett taught her own slaves.

Mr. and Mrs. Samuel Rogers lived on a large plantation and had several cabins of slaves. Mrs. Rogers was Miss Josephine Peterson. She taught her slaves to read, write, spin weave, and sew. Those who had previously been taught by her taught the younger ones.[30]

Philip B. Winn taught his slaves to read and write. George R. Gardner, one of his former slaves, had a good business education. After he secured his freedom he made good in business. He left an estate valued at $25000.00 to the son and daughter

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29. Interview. Miss Eva French, now eighty-four years old.
30. Louise Gibson Cox interviewed Mr. and Mrs. Rogers for this information.

of his master's brother.[31]

The First Negro Schools. The first negro school in Clark County was located at Winchester in 1866. It was the only one in the county for several years. This district took care of all children in the county who would attend school.

The building was a rented one. In 1869 the Freedman's Bureau gave money for a building which was erected on a lot secured by funds raised by the colored people. This building is still standing. It is used by the city colored school as a manual training shop.

The term was four months. The teachers endeavored to increase the length of the term by securing as many pay pupils as possible for the remainder of the period. This usually made the term nine months. The attendance was very poor.

The teachers met with much opposition because of religion, etc. Among the first teachers were Mrs. Amanda Faulkner, John C. Hubbard, George Cary, Delilah Culbertson, and Malinda Smith.

The school was supported by state funds, by private donations, and by tuition.[32]

Among the first negro schools in the county was the one at Howard's Creek about 1870. The building was of log struc-

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31. Interview, J. F. Winn, Attorney.

32. Records of Oliver Street Colored School.

ture. It has since been replaced by a frame building.[33]

In 1886 there were eleven colored schools which were taught full time. The teachers were better qualified than before, there was a deeper interest among the parents, and money was being raised by taxes, subscriptions, and donations for better buildings and equipment. Interest in the colored institute was better.[34]

At the close of this period the colored schools were making progress. In many localities the colored schools were receiving aid by voluntary subscriptions from the whites, the wisdom of the farmers suggesting that by schools at hand labor is tendered more permanent and reliable. In many other districts the colored people themselves were rallying around the nucleus provided by the law, and were supplementing the fund by tuition fees so as to secure the most efficient schools.[35]

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33. Interview, Mrs. Mary H. Holliday, born in 1844.

34. Biennial Report of 1886.

35. Biennial Report of 1889.

EXTINCT PRIVATE SCHOOLS

Introduction. The information concerning the extinct private schools was obtained from the records of the County Clerk's office and by personal interviews with older citizens who attended one or more of these schools. These schools were private enterprises and prevailed for several years.

The Hickman School and Others. The private school of Edward Clinton Hickman was established at Becknerville in 1830 and was continued until his death in 1861. Before the public schools were established he took care of all who attended school in this neighborhood. After a public school was established here, Mr. Hickman conducted a private school for advanced pupils from the neighborhood schools, viz., Locust Grove, Redmond, and Salem. His school house was a log structure located in a chestnut grove.[36]

Other smaller private schools were located in various parts of the county.

Mrs. Mary H. Holliday, who is now eighty-four years old, went to the Jack Martin private school on the Hay's Road. This is now the McClure public school. She paid a tuition fee of two dollars a month. The length of the term was five months. Mrs. Scroggs from Ohio was her teacher.

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36. Interview, Miss Annie E. Jones.

Mrs. H. M. Jones said her father attended a private school known as the Bean School in 1836. It was later known as the Gay School and was a private school until 1868. It was a log house and was built by subscription. The pupils paid tuition. It is now called the Bean School and is one of the district schools of the county.

Warren A. Bacon conducted a private school at the Bean School for several years, beginning about 1840. He taught higher mathematics. This school is located five miles from Winchester on the Lexington Pike. He was succeeded by William Hooker in 1856.[37]

About 1840 William Warren conducted a boarding school for girls on the Mt. Sterling Pike. This building is now the home of Sheriff Joe Lindsay.[38]

Joe Davis had a private school at Kiddville about 1860. In 1868 Reverend Broadhurst, who was pastor at Bethlehem Church, taught a much larger school. His assistants were Misses Sallie and Lucy Morton, both graduates of Midway Orphan School. Miss Sallie Morton devoted a part of her time to the teaching of music in this school. This was a pay school, the tuition being twelve and one-half cents a day for a term of nine months. This school was considered as an especially good one and had an

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37. Interview, Mrs. H. M. Jones.

28. Ibid.

attendance of about one hundred pupils.[39]

Dr. John A. Snowden, Sr., said that he attended this school in 1871. The teachers were C. W. Boone and John Gaines. The public school was taught in the fall and the private school in the winter. It was a private tuition school and had an attendance of about seventy-five pupils. Mr. Boone taught the common branches and Mr. Gaines taught the academy subjects, Latin, Algebra, English, and History.

The private schools of this period were established by prominent citizens for speculative as well as for educational purposes.

Winchester College. By an Act approved February 14, 1860, Winchester College was incorporated.

A number of persons in and near Winchester, Clark County, subscribed money for buying lands and for erecting buildings suitable for a male and female college. For this reason this Act was passed by the General Assembly.

The capital stock of the college was to be $50,000.00 and could be increased from time to time. It was divided into shares of $100.00 each.

The Act provided for a board of managers of seven to be elected by the stockholders.

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39. Interview, Mrs. Telitha Clay.

"All diplomas, literary or graduating degrees shall be awarded by the president and board of managers, with the advice of the faculty; the same shall be signed by the president and a majority of the board and faculty."

All scholars were to be reported to the commissioners of the common schools and the college was to receive its share of the common school fund.

This college which was so elaborately planned for never was really established due to the outbreak of the Civil War.[40]

The Chaney School and Others. Reverend Samuel Chaney conducted a private school on Boone Avenue in Winchester in 1864. He was later succeeded by a Mr. Bourne.[41]

Mr. and Mrs. Sandy Jones had a private school on Main Street in Winchester from 1860 to 1868. They taught the common school branches and the academy subjects. It was a very famous school and is remembered because of its splendid public exhibitions. The enrollment was very large.[42]

August 8, 1864, Ed. Stockton deeded to John A. Brooks, Burgess Ecton, B. F. Turner, W. H. Ecton, William Spencer, and J. N. Massie, trustees of Clark County Institute, a two story brick building on Main Street next to the Presbyterian Church. This school was maintained until June 1872.[43]

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40. Act 1859-60: Volume I, Ch. 199.

41. Interview, Miss Eva French.

42. Ibid.

43. Deed Book 43, p. 36.

Thomas B. Smith School. On June 24, 1872, Thomas G. Smith bought the above named house from the trustees of Clark County Institute.[44] Mr. Smith conducted a private school in this building for a number of years. This was the best private school of this kind that was conducted in Winchester. He was a good instructor and disciplinarian.

He taught Latin, French, Greek, Higher Mathematics and History. Tuition was $60 a year for a term of ten months. He was assisted by Mrs. Smith and Alexander Fleet. The teachers were all college graduates from Virginia. The school was well equipped and furnished with all necessary apparatus for that time.[45]

Dr. Brownlie succeeded Mr. Smith and continued this school for several years. He was succeeded by Dr. Ewing of Virginia. Dr. Ewing was assisted by his daughters, Lucy and Carrie Ewing, and by Mr. Edward Jouett, a graduate of the University of Virginia, who is now vice-president of the Louisville and Nashville Railroad Company.[46]

Dr. William Stewart from Canada, pastor of the Baptist Church here, bought this school from Thomas Smith and wife in 1887.[47]

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44. Deed Book 45, p. 109.

45. Interview, Mrs. Pattie Witherspoon

46. Ibid.

47. Deed Book 57, p. 408.

Dr. Stewart continued this school until November 6, 1891 when he sold the property.[48] It has since been used as a residence. It is now the residence of Mary Belle Field Miller. Dr. Stewart left it to become president of Berea College.

Dr. Stewart's school here was known as Winchester Collegiate Academy. He was assisted by M. D. Kilbourne, Nannie H. Tucker, and Nillie Stewart as academic teachers.

The examinations for this school were sent out by the University of Virginia and the examinations were held under its rules and regulations. A certificate, signed by a committee of the faculty of the University of Virginia, was issued to all who successfully passed the examinations.

There is no written record of this school. The above information was secured from a certificate and diploma issued to Sarah Calloway French the second day of June 1890.

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48. Deed Book 57, p. 409.



The Colonel Smith Schoolhouse which is now a residence.

WINCHESTER CITY SCHOOLS

Origin. An act to provide for organizing and establishing a system of public schools in Winchester, which was approved April 4, 1873, reads as follows:

"Be it enacted by the General Assembly:

"Section 1. That all the territory now embraced within the limits of the town of Winchester, or which may hereafter be embraced in said town, shall be under the control and management of a board of trustees elected as hereinafter directed.

"Section 2. The persons so elected shall constitute and be styled the Board of Trustees of Winchester Public Schools, and by that name shall be known as a body-corporate and politic; and may sue and be sued; contract and be contracted with, buy, sell, and convey real and personal estate; and the title to all school property in said district shall be vested in said board and their successors forever.

"Section 3. The number of said board of trustees shall be five, and they shall have the same qualifications as are now required by law of trustees of the town of Winchester, and they shall act without compensation.

"Section 4. The said trustees, so elected, shall take an oath to faithfully discharge their duties; and shall meet within one month after their election, and organize by selecting a president, who shall be one of their number; they shall also elect a clerk and treasurer, the latter of whom shall give a good and sufficient bond to the Commonwealth of Kentucky, conditioned for for the faithful performance of all his duties, and to be approved by the county judge of Clark County. The duties of said officers shall be such as are prescribed by said board.

"Section 5. The said trustees, and also their president, clerk and treasurer, shall hold their offices until their successors are duly elected and qualified; and all vacancies in the said board shall be filled by remaining members.

"Section 6. The control and management of the public schools of the town of Winchester, and the property and funds belonging thereto, and which may accrue in any way to them, or for

their establishment, management or maintenance under this act, or otherwise, shall be vested in the said board of trustees and their successors in office; and they shall have exclusive control of the pro rata of said district from the common school fund; and they shall report to the commissioner of common schools for Clark County, as other trustees are now required to do, and shall, once in each year, publish a statement of their receipts and expenditures in the county paper.

"Section 7. The said board shall have power to make all by-laws and rules for the government of themselves and appointees, and for the dispatch of business, and for the management, control, and government of the public schools in said town, their teachers and pupils.

"Section 8. A majority of the members of said board shall constitute a quorum to transact business; they shall meet on the first Monday in each month, and at such other times as they may prescribe, by order of the board, or when called together by the president.

"Section 9. Said board shall keep, or cause to be kept, a well-bound journal of their proceedings, which shall at all times be open to the inspection of any citizen of Winchester.

"Section 10. Said board of trustees shall appoint all teachers and other persons necessary to carry on said schools, and prescribe all rules for their government, and fix their compensation or salaries; and may dismiss or suspend any teacher employed by them; prescribe the branches of education to be taught in said schools, grade the schools and classes, and prescribe all necessary qualifications for teachers and pupils in said schools, and shall provide classbooks for children whose parents are not able to furnish them.

"Section 11. All white children over six years of age within said town shall equal rights of admission to the schools established for white children under this act, and all children of color to schools for colored children so established, and no fees or charges for their tuition shall ever be charged in any of the schools. Said board may establish rates and terms on which children residing out of the limits of said town may be admitted to said schools.

"Section 12. The board of trustees of the town of Winchester shall submit to the voters of said town a proposition to levy a tax not exceeding one dollar on the one hundred

dollars of taxable property within said town subject to taxation for revenue purposes, for the benefit of schools in said district, and for the purpose of paying off the bonds hereinafter provided for.

"Section 13. The votes upon said proposition shall be polled as is now done in the case of municipal elections in said towns, and shall be held in the month of April, 1873, upon some day to be fixed by said board of trustees. If said election should not be held in said month, it may be held at such time as may be prescribed by town trustees. Ten days notice of said voting shall be first given by the chairman of said board, by written or printed posters, posted in three or more public places in said district. At said election there shall be two voting places and two separate sets of officers, one for white voters and the other for negro voters. If a majority of the white votes cast at said election shall be in favor of said proposition, then the tax shall be levied on whites alone in said district, the schools for the white children shall be established. If a majority of the colored votes cast as said election shall be in favor of the proposition, then the tax shall be levied on the negroes, and the proceeds appropriated to colored schools only, as herein provided. Voters at said election shall have the qualifications of voters at elections of town trustees of said town. At said polls, the clerk shall record the vote as "For the tax" or "Against the tax", as the case may be; and the poll shall be certified and examined and the result announced, as provided in the case of municipal elections in said town. If said proposition fails to receive a majority of votes cast at said election, it may be again submitted from time to time, at the discretion of the board of trustees of said town, until adopted. That nothing in this act shall be so construed as to allow white and colored children to attend the same school.

"Section 14. If the result of the election is in favor of the tax, the board of trustees of said town are hereby authorized and empowered to levy a tax, not exceeding the rate hereinbefore mentioned, upon the property in said districts; and also a poll tax not exceeding two dollars, one each male resident of said town over eighteen years, which tax shall be assessed and collected as the taxes of said town are now collected; and the officers of said town empowered to make such collection and assessment. The town trustees may prescribe the time when said assessment may be made, and when said collection

shall be completed. The town assessor shall make separate lists of whites and negroes for taxation as herein provided for, and monies collected under same shall be kept separate and distinct. The treasurer of said board shall keep an account of monies received "For White School Fund", and an account of all received "For Negro Fund". The proceeds of the bonds herein authorized shall only be used in the building and furnishing of houses and grounds for white children.

"Section 15. At the same time, and in the same manner that the election is held for a vote on the proposition hereinbefore mentioned, after similar notice, a vote shall be taken for the purpose of electing the Board of Trustees of Winchester Public Schools, who shall continue in office until the next regular election of town officers of said town, and until their successors are duly elected and qualified; and at each regular election of officers for said town thereafter, there shall be elected said board of trustees of Winchester Public Schools by all persons who are now qualified voters for trustees of common schools in this State.

"Section 16. The town trustees of Winchester, through their chairman, and the county court of Clark County, through its presiding judge, a majority of the magistrates concurring therein, shall have power to convey to said trustees of Winchester Public Schools all the right, title, and interests of said town and county in the house and lot in said town as the old seminary, and now used for common school purposes. All property held by said trustees shall be forever exempt from taxation, execution, or distress, and shall not be diverted from school purposes unless it be exchanged for other property, to be used for the same purpose.

"Section 17. If a majority of the votes cast as herein provided for shall be in favor of the proposition for a tax, then the trustees of the town of Winchester shall provide the funds to the said trustees of Winchester Public Schools for building school houses and furnishing same, and purchasing suitable grounds; and to this end it shall be the duty of the board of trustees of said town, and they are hereby authorized and empowered, to issue the bonds of said town to such an amount as may be necessary to provide suitable grounds and school houses, and to furnish the same, not to exceed ten thousand dollars; the said bonds may be of any denomination not exceeding one thousand dollars each, running not longer than twenty

years, and bearing interest at any rate not exceeding ten per cent, per annum, payable semi-annually. The said bonds shall be made payable to bearer, shall be signed by the chairman of the board of trustees of said town and attested by the clerk thereof, and shall pass by delivery, and shall be sold or discounted by such persons as said board may authorize, and the proceeds paid over to the treasurer of the board of trustees of Winchester Public Schools, to be used by said board for the purpose of providing and furnishing grounds and houses only, as aforesaid.

"Section 18. The board of trustees of said town shall set apart so much of the tax herein before provided for as they may deem proper for the purpose of paying the interest on said bonds and providing a sinking fund for their final payment and liquidation, which sinking fund may be used in purchasing said bonds whenever they can be bought upon maturity, or may be invested in such manner as may be prescribed by said board of town trustees; Provided, that none of the same shall be made except on good security, and that all persons authorized to sell or discount said bonds shall give bond conditioned and approved as provided in, case of treasurer of said board of Winchester Public Schools. Said bonds and interest shall only be paid out of the tax levied on whites, as provided in this act."[49]

This Act was prepared by the late W. M. Beckner and through his influence it was passed by the General Assembly and approved December 19, 1872.

When the question for a public school system for Winchester was first submitted to the people, it met with bitter opposition and was withdrawn before the election took place. It was discussed through the columns of the Democrat, on the street, in business, and at the firesides of the people, until it was finally carried in 1877, with only five opposing votes.[50]

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49. Littell, Laws of Kentucky. Vol.II, Ch.50.

50. Handbook of Clark County and Winchester. p. 22.

WINCHESTER NEGRO SCHOOLS

Origin. In 1866 the existing State laws relative to district schools was construed to include the negro by reason of the constitutional amendment; accordingly a district was formed which included the town of Winchester. When the colored people were set free by the enforcement of the thirteenth amendment to the constitution, there was a negro population in this and surrounding territory of about two hundred. This school called for all their children. It was given a term of four months which was lengthened by gaining as many pay pupils as possible for the remainder of the period which usually made the term nine months.

Historical Statement. The first teacher of the Winchester colored school was Mrs. Amanda Faulkner. She spent her life in the work and died with tuberculosis. She was followed by John C. Hubbard, who was the first teacher to use the building on Broadway which was built in 1869. This building was the gift of the Freedman's Bureau which had for its purpose, the uplift of the colored race. The land was bought by a fund raised by the colored people. The first school was housed in the frame building on the corner of Broadway and Wall streets, now occupied by Kirkpatrick Brothers' plumbing establishment. A log house on the corner of Maple and Washington streets was used during many controversies which arose. Another house which now stands at

24 Second Street was also used.

In 1874 John C. Hubbard was succeeded by George Cary who was a native of Canada and who is generally looked upon by the older people as one of the most brilliant of all the district teachers. He had the largest class of pay pupils of any of the pioneer teachers. He met strong opposition as did those who preceded him, and a building was erected at 26 Washington Street. Here Miss Delilah Culbertson taught. She was followed by Miss Malinda Smith who in turn was shortly succeeded by Miss Sue Henry about 1877. Meanwhile, Mr. Cary was still in charge of the school on Broadway which was governed by three trustees of the negro race.

In 1882 James S. Hathaway of Berea, and Sue Henry took charge of the school. About all that was taught was reading, writing, spelling, and arithmetic. All pupils were required to bring slates and pencils, and when a copy had been satisfactorily completed they usually dampened their fingers with saliva and wiped off their slates so as to be ready for the next copy.

Old fashioned spelling matches were carried on to stimulate an interest among the pupils. There was no attempt at grading at all, and in each teacher's room, there was a mixture of students in subjects leading from the beginner up to subjects

that would probably be used in seventh and eighth grades.

In 1884 W. W. Banks, the well known newspaper man, and Miss Elgether Brand took charge of the public school. Mr. Banks was succeeded after a short time by Robert Austin.

In 1885 Winchester was incorporated as a fourth class city and as such could levy a tax and conduct its schools separate from the district; accordingly the schools were taken over by the white trustees of the white city schools.

The negro school building was now arranged into two rooms, a building just behind the gymnasium was used, and a a building which had been built by a generous white man named Moore at 423 Washington street was used by four teachers. This philanthropic act of Mr. Moore has never been forgotten by the colored people. Mr. Braodwell Chinn was made principal, Misses Jeanette Hargraves, Susie S. Wills, and Julia Bell were the teachhers in this building. During the term which ended in 1887, J. D. Thomas of Xenia, Ohio succeeded Mr. Chinn as principal, and Isaiah Williams took the place of Miss Wills. In September 1887 Miss Anna Woodward (Berea) was made principal and Miss Lizzie Simms took the place of Mr. Williams.

In 1888 another teacher was added and more room was obtained by renting the building next to Numan's saloon on Washington street. The new teacher was Miss Nora George.[51]

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51. Records of Oliver Street Negro Schools.

Summary. It has been shown that by 1850 Clark County had established thirty-four districts for common schools, operating under the new public school system. The school buildings and equipment of this period were undesirable. As shown by the tables the per cent of attendance was very low, usually around sixty per cent, which was evidence of little interest in education.

The funds for school support were derived from the state fund, local taxation, and subscription. The salaries were very low. The length of the school term ranged from three to eleven months. The standard for the teachers was very low until toward the end of the period when there seemed to be an awakening and an interest in better and more preparation on the part of the teachers. The trustees and commissioners were very neglectful in keeping records and reports. The period was handicapped by the fact that the methods of reports changed from time to time. In 1874 the number of trustees had been reduced from the five-system of 1838 to the one-trustee-system. The number of county commissioners had been reduced from five to one. Since 1886 this officer has been called county superintendent. New significance began to be attached to this office.

The close of this period in 1890 marks the beginning of a new period in educational interests that were destined to produce a much better educational system.

CHAPTER III

SCHOOLS FROM 1890-1928

COUNTY WHITE SCHOOLS

Origin. Kentucky entered the union in 1792, but not until 1908 did the laws of the state actually require all local units to establish schools and levy taxes for their maintenance. At first no distinction was made between public and private institutions, the state gave impartially to both, and no thought was taken at this time of the prior importance of public schools.

The constitution of 1850 declared the principal of the common school fund to be inviolate but laid upon the general assembly no mandate to establish schools. On four different occasions in 1849, 1855, 1869 and 1882 the people by large majorities approved successive propositions to levy state taxes for school purposes.

The mandate requiring the general assembly to "provide for an efficient system of common schools throughout the state" and to appropriate to the common schools the income from the common school fund and any sum which may be produced for purposes of common school education by taxation or otherwise, first appeared in the constitution of 1891. The general assembly on its own initiative did not levy a dollar of public taxes in support of

public schools until 1904, thirteen years after being empowered to do so. Not until 1893 did the statute books contain a single line of legislation actually requiring the establishment of schools and the levying of local taxes for their support and not until 1908 was this mandatory legislation made general for all local units.

The laws of 1893 and 1908 transformed a voluntary system into a compulsory system, and thus gave an entirely new conception of the states relation to public education. Prior to 1893 every community decided for itself by majority vote whether or not a public school should be established. The community decided whether or not it would levy a local tax; now local taxes must be levied up to a fixed minimum. In the earlier years any school house might be built, but now the school houses which are erected must be approved by the superintendent of public instruction. All school funds are subject to his inspection and all accounts are audited by his auditor. Our recent compulsory education laws were unknown in those days. The laws of certification have been changed and standardized, the length of term has been fixed by law and is more uniform throughout the state, the books are adopted by a well selected state textbook commission, the courses of study are prescribed by the State Superintendent and the State Board of Education, and, also, certain general rules and regulations are prescribed by this board.[52]

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52. Kentucky School Laws.

Historical Statement. County Superintendent C. E. Lyddane's report of 1891 gives evidence that the schools of Clark County were gaining favor with the people. The schools had now become actively efficient from having better qualified teachers, more and better school houses and equipment, and from the willingness of the people to supplement salaries by subscription. A comparison of the schools and teachers at this period with those of a few years before shows that much had been accomplished. Superintendent Lyddane did much for the system of public schools by arousing the people to a fuller sense of their responsibility.

Superintendent Lyddane sent the following report to the State Superintendent in 1891:

> "The public schools of Clark are gaining in efficiency and importance, and are assuming the place in the estimation of the public which rightfully belongs to them, the examination of teachers is becoming more rigid, and in consequence the schools are taught by teachers possessing each year a higher degree of qualifications for the work, more and better school houses are being built, and those heretofore built are being better equipped. In many places there is a desire to obtain the services of a better class of teachers than can be produced for the public money, and a willingness to supplement their salaries by subscription. Within the last few years several institutions of learning of a high order have been established at our county seat; and these by stimulating a desire for higher education, have given an impulse to common school education that cannot be other than beneficial. In the colored schools there is also more interest being manifested than ever before. Most of the teachers have attended college one or more terms, and, in consequence, compare favorably with the white teachers in point of qualifications. While many of the district are not well equipped in the matter of houses and furniture, the outlook is much brighter in this direction, and several new houses will be built within the next year.
>
> The main want of the system in this county is to arouse the people to a fuller sense of their responsibility, thereby

cuasing them to elect better men for trustees, and thus secure better houses, better equipment, and better teachers. All this is being surely, though gradually done; and I believe, that in a few years the public schools of Clark County will occupy the place to which their importance entitles them. While much remains to be done, a comparison of the schools and teachers of today with those of a few years ago shows that much has already been accomplished."

The report of 1890-91 shows the following:

"Number of districts	40	
Length of term	7	months
37 frame buildings valued at	$10825.00	
1 brick building valued at	1500.00	
Private schools	10	
Academies	1	
Colleges	2"	

53

Superintendent C. E. Lyddane in his report of 1895 shows that the people were shaking off the educational lethargy and indifference that had so long retarded the progress of the public schools, and that there had been a mental awakening to the full value of public schools. He said in his report of 1895:

"The attendance is larger than ever before; the work has been better and more satisfactory. The standard of qualifications for teachers has been raised. Clark County has the reputation of being one of the hardest counties in the State in which to secure a high grade certificate. In many districts the public school funds are being supplemented by local subscription, and the term of school in several districts has been extended."

He also reported that they were building better school

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53. Biennial Report of 1890-91.

houses and furnishing better equipment. He recommended a compulsory attendance law, which at that time was almost unheard of.

The following statistics were given in his report of 1895:

"Number of school houses	41
Seating capacity	3500
Number in census	3613
Number enrolled	2293
Average attendance	1407
Per cent of attendance on census	29.1
Per cent of attendance on enrollment	61.5
Average monthly wage of teachers - male	$42.00
female	36.00
Value of school houses and grounds	31175.00
Value of furnishings	3500.00"

54

From 1900 on the county boards of education began erecting modern buildings, fencing school grounds, planting trees, furnishing modern equipment, and creating a more general interest and a better appreciation in the rural schools. This is shown by the report of Nora Wilkerson Scott in 1900 as follows:

"I believe that the schools of Clark County are growing better. Especially has there been much progress among our teachers. A majority of them have the true 'spirit of the teacher', manifesting this in a desire to grow professionally, by attending normal schools in the spring and summer; by taking and reading school journals; by attending all teachers' associations within reach; without compulsion, by taking an active part in said associations and teachers' institutes; by making an effort to come in closer touch with the patrons and trying to educate them up to the necessity of better houses and environment generally, the need of greater interest

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54. Biennial Report of 1895.

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of the public.

"We have too many changes however, in positions. This is sometimes the fault of the teacher and sometime of the trustees. Nepotism plays a great part in these changes, but they come more frequently through the teachers obtaining a higher grade certificate, and consequently a desire for a higher grade school. Sometimes prejudice over some trivial matter loses the position for the teacher. I believe that our trustees have been very much awakened to a higher conception of their duties and are reading the school law more closely. Many of them cooperate with the superintendent and teachers for the betterment of the schools. The most of them have when we condemned their property for building, repairing or furnishing acquiesced in the matter and have taken any abuse from the people in the most humble yet dignified manner. Many of them attend our teachers' associations and institutes, and will sometimes participate in the exercises. They comply with the requirements of the law in the matter of visiting the schools much more than they did formerly. We have built since January 1898, six new school houses - all commodious, well arranged, nicely furnished with space required by law.

"We have repaired nineteen school houses, furnished ten with desks, etc., and furnished four in part. We have fenced nine and repaired the fences of some others. We have built three cisterns and dug one well.

"There is a general disposition on the part of the teachers, trustees, and children to plant trees, flowers, and to adorn our school rooms with flowers and pictures. Especial attention is given to the sanitary condition of school houses and yards in the matter of cleanliness. Our teachers see, too, that the children are clean in person. We have tried to give greater emphasis to moral education lately than we did heretofore.

"We have tried to make our work more thorough and systematic. To aid this we have 'A Course of Study for the Schools of Clark County'. We will enclose a copy for your inspection. This course is a modification of the one issued by Superintendent J. C. Lay, Casey County. We are using it this year for the first time and our teachers express themselves as very much pleased with it.

"We have urged our teachers to see that our pupils become proficient in the common school course, and to inspire them to

have an ambition, but regret to say that we have accomplished very little along that line.

"Curry Merritt of the Ford Graded School was the only applicant who came before our board of examiners this last year. He made a good average, and was, as you will remember, granted a diploma. Many of our teachers have, however, had their energies aroused by this start and, I think, will make a special effort in the future to have a thorough completion of the work.

"Our institutes, both white and colored, have been very satisfactory. We do not believe our white institute this year could have been surpassed for being practical, interesting and enthusiastic.

"The standard in Clark County has been high, and we know the teachers of Clark County both white and colored, will compare favorably with the teachers of any county in the state.

"Our examinations have been held strictly according to Law; we have been careful to let neither prejudice nor bias have any part in the gradation of teachers, or the issuing of certificates, but always let merit decide the matter. Our teachers approve of this, in fact, appreciate our effort to raise the standard, thereby, shutting out the incompetent and making it possible for all our legally qualified teachers to secure a school.

"We have three graded schools, Winchester White, Winchester Colored, and Ford White. All of these are more prosperous than our fifty-one ungraded schools, because of the gradation, and the local tax, which enables them to have longer terms, better houses and furniture, all of which is an incentive to both teachers and pupils.

"The high school department of the Winchester schools is especially attractive to our large boys and girls of the County.

"I believe that every effort should be made to bring about greater prosperity of our country schools, for in them is the hope of our country. The town is not the best place to raise boys and girls. They have a much more sturdy growth physically, mentally, morally in the country than in the town." 55

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55. Biennial Report 1900.

Teachers' Meetings, County Institutes, Patrons and Trustees' Days, and other similar meetings were a part of the school system during this period. These helped to secure better and more regular attendance. This enabled the teachers to present, discuss and solve their problems, and gave the County Superintendent an opportunity to keep in touch with the work and to offer suggestions.

In 1901 and in 1907 Superintendent C. A. Tanner made the following reports which show the rapid development of the schools during this period:

"It is gratifying to me to report the schools of Clark County in a prosperous condition. In the past year and a half we have built three new houses and repaired quite a number.

"Our Institutes, conducted by Professor T. J. Coates for the past two years, have been a great success. Our associations are well attended and are a source of much profit to teachers and patrons.

"Our colored schools are doing good work; we have some very efficient colored teachers.

"Our white teachers are earnest, conscientious men and women; many of them are making their work a profession." 56

In his report of 1907 Superintendent Tanner gives thefirst indication of a desire for a change in the trustee system.

"The schools of Clark County are doing good work. I desire to say while progress is slow, we trust we are advancing. We had more county graduates the past year than ever before in one year. Most of our school houses are in good condition.

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56. Biennial Report of 1901.

"The greatest needs of the schools are combinations of districts and local taxation. The state is paying enough and if the people of the county were taxed they would take more interest to see what use was made of their money.

"A large majority of the people are in favor of a change in the trustee system, changing to county boards of education; and I believe the next legislature will make this change.

"We have a graded school at Ford, with Professor I. M. Hubbard in charge. Our colored schools are doing good work, as good as you will find in any school. Most of them are graduates." 57

The latest reports say that the schools are making progress under the present laws. The trustees and county board are business like and conservative. The schools are supported by public sentiment. The examinations are rigid and the qualifications of such nature as to eliminate the untrained and unfit. The teachers are taking normal and college training and are thus becoming better qualified and trained than ever before.

The school law enacted by the General Assembly of Kentucky in 1908 provided for a County Board of Education to replace the district trustee system. The report of Superintendent J. E. Lanter will show the appreciation of the forward step in education in Kentucky.

"I have just assumed the duties of County Superintendent. I am filling out the unexpired term of C. A. Tanner.

"I can see a bright future for public schools of this county under the new school law. The County Board of Education is composed of four good, alive, progressive men, who are doing all

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57. Biennial Report of 1907.

their means will permit for the betterment of the schools.

"We have three graded common schools in this County, Ford, Harris Branch, and Hunt.

"We expect to gradually improve school houses and their surroundings. We have quite a number of schools in the county that are out on the "commons". We expect to have them fenced and shade trees planted.

"The Improvement League under the Leadership of Mrs. W. R. Gordon has placed libraries in a number of districts.

"There is a pressing need in my judgment for a strong compulsory education law.

"We expect to have a number of county graduates in January. I prepare and send out each month to the teachers of the county a printed list of questions to be used by them in preparing their eighth grade pupils for the county examination to be held before County Board on last Friday and Saturday in January. I hope by this method to increase the number of graduates in order to have a sufficient number of teachers to justify us in establishing a county high school next year. [58]

"The report of Superintendent Lanter in 1911 very clearly sketches the development of the county schools. New buildings had been erected. The teachers were progressive; many of them had attended the Eastern Normal and Wesleyan College for more efficient teacher training. The number of common school graduates was large and many of them were to attend Winchester City High School. Educational Rallies had been instituted for the purpose of creating interest.

Superintendent Lanter's report is as follows:

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58. Biennial report of 1910.

"During the past two years our schools have made wonderful progress. Since the new school law went into effect we have built six new modern one room school houses, and repaired some others; with only a few exceptions our houses are in good condition.

"The teaching force of our county is better than for years. Quite a number of our teachers attend the Eastern Normal School. Kentucky Wesleyan College offered a special course to the teachers of the county, and fourteen took advantage of the same.

"We have 154 graduates of the common schools of the county. The Board of Education has made arrangements with the Winchester High School to take charge of county graduates; quite a number of them will avail themselves of this opportunity.

"The County Board is not only erecting modern and up-to-date buildings, but are fencing all school lots and requiring all teachers to observe Arbor Day by planting trees.

"The County Board has adopted a set of rules and regulations for guidance of teachers and trustees and require them to post same in their respective buildings.

"I have selected eight different points in the county, two in each Educational Division, for Educational Rallies. I will send out two speakers to each point on the afternoons of August 30, 1911. I hope by this means to create more interest and better appreciation of our rural schools, and thereby secure better and more regular attendance.

"I will follow by a mass meeting on Thursday of the following week during Teachers' Institute, which is Patrons and Trustees Day, and will endeavor to have every child enrolled in the schools of the county present and an address delivered by some noted speaker.

"My County Board requires the teachers to meet with the County Superintendent once a month, in order that he may be in touch with their work and offer such suggestions as he thinks best." 59

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59. Biennial Report of 1911.

The report of Superintendent Lanter for 1912-13 reveals that there had been a rapid growth of the schools and that a regime of action and development obtained. Of the material results of this activity may be noted favorable public educational sentiment, elimination of the poorly trained teacher, operation, for the first time, of a county high school, and the enormous increase of common school graduates.

The report is given below in full:

"The members of the County Board of Education are business-like and conservative men. They have built a number of new school houses and have repaired every old house in the county. They have had most all of the school lots fenced and have succeeded in creating in the minds of the teachers and pupils a desire to make the school premises attractive by planting trees and flowers. Every movement along the line of progress is supported by public sentiment. We aim to carry public sentiment with us.

"The Board of Examiners are thoroughly competent and believe the standard of education can only be elevated by rigid examinations, thereby, eliminating the old back numbers.

"Quite a number of teachers have had training at the Kentucky State Normal School.

"We rent a building and conduct our own county high school, which is making progress under Professor J. L. Bosley, Charles Venable and Miss Pauline Peeples. They had an enrollment of 72 the past year. We expect about 125 the coming year.

"I expect to supervise my own schools the incoming year. We have added domestic science and agriculture to our curriculum. The people are becoming more and more interested in education in this county and we believe Clark County will in a short time be the leading county of the State along educational lines.[60]

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60. Biennial Report of 1912-13.

In the report of Superintendent Nancy Stevenson in 1919 a new note im educational development was struck - consolidation.

"We can see conditions of rural schools of Clark County taking on the form of consolidation as a great big June apple ripens through and through.

"We have talked of consolidation in the associations, mass meetings, and whirlwind campaigns until the people are for it in the different localities.

"We will start a beautiful county high school in the beginning of the year, built in one of the most attractive cities in the State.

"We have no vacancies in our rural districts. Teachers and superintendent are working for the same end - consolidation." 61

Buildings. Clark County has sixteen one-room buildings, seventeen two-room buildings, and one three-room building. Their value is $50,000.00. The value of equipment and furnishings is $5,000.00.

Teachers. All the teachers are graduates of four year high schools. Most of them have finished sixty-four hours of college.

The salary schedule is as follows:

Length of term - eight months (nine months after July 1, 1928)

Basal salary (monthly) paid to all teachers $60.00

Additional salary, paid as follows:

1. For each unit of standard high school credit above eight units, not exceeding 16 $1.50

2. For each semester hour of standardard college credit not to exceed 128 $0.25

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61. Biennial Report of 1919.

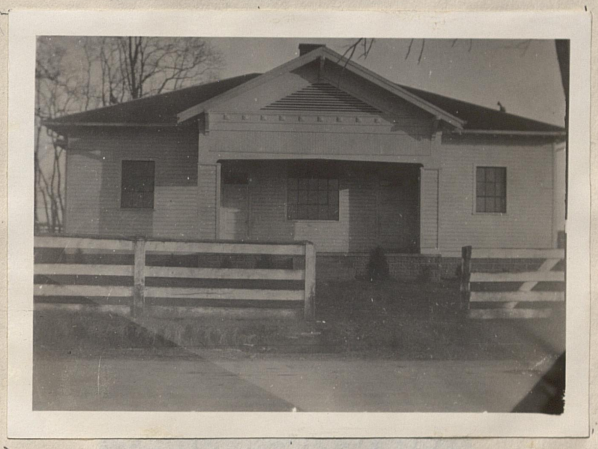


The Old Bean School House

This is one of the oldest schools in the County.



One of Clark County's typical one room school buildings.



One of Clark County's two room rural school buildings.



This is Clark County's only three room rural school building.

3. For each year of teaching experience not exceeding four	$2.50
4. To principal or supervisor, per teacher supervised (Paid at close of term)	$5.00
5. For superior service and professional cooperation based on 70% attendance, annual	$5.00
6. For term average attendance per pupil above 35, annual	$1.00

Attendance.

Number in census report: Male 1081, Female 900, Total 1981.

Number enrolled in common schools: Male 891, Female 797, Total 1688.

Average daily attendance 1158.

Per cent of attendance based on enrollment 68.

Per cent of attendance based om census 58.

Financial Support. The state school fund apportioned to Clark County is supplemented by a tax of forty cents on each $100.00 worth of assessable property and a school poll tax of one dollar.

Table 4.

CLARK COUNTY WHITE

Year	Value of School Houses	Value of Furniture	Av. Month Salary	Salary of Co. Supt.
1890-91	$27075.00	$2250.00	$27.50	$ 630
1891-92	30060.00	2250.00	27.50	630
1892-93	31175.00	2500.00	27.49	630
1893-94	31175.00	2500.00	38.00	630
1894-95	32000.00	2500.00	38.00	630
1895-96	32000.00	2750.00	39.00	630
1896-97	33050.00	3750.00	39.00	630
1897-98	33350.00	2750.00	38.50	630
1898-99	33350.00	3000.00	38.50	630
1899-1900	43685.00	3060.00	38.40	630
1900-1901	16045.00	3060.00	35.00	630
1901-02	16045.00	3060.00	35.00	630
1902-03	15300.00	2785.00	35.14	630
1903-04	15225.00	2652.00	31.37	630
1904-05	15323.00	2710.00	37.00	630
1905-06	18033.00	2710.00	37.50	630
1906-07	12497.00	2782.00	37.58	630
1907-08	12645.00	2962.00	37.58	630
1908-09	20600.00	3500.00	54.00	630
1909-10	22500.00	2500.00	43.00	630
1910-11	22500.00	2500.00	39.00	630
1911-12	22800.00	2280.00	43.50	630
1912-13	22800.00	2280.00	43.50	630
1913-14	22800.00	2280.00	43.50	1000
1914-15	25000.00	2800.00	45.27	1000
1915-16	34000.00	3200.00	45.27	1000
1916-17	37500.00	3200.00	.....	....
1917-18	37500.00	3200.00	41.11	1000
1918-19	37500.00	3200.00	.....	1000

Table 5

CLARK COUNTY WHITE

Year	Received from State	Received from Local Taxes	Received from Other Sources	Total
1919-20	$15593.06	$26473.02	$4973.21	$52272.69
1920-21	13837.20	53610.00	1476.00	68724.20
1921-22	13737.20	53510.36	1376.84	68624.40
1922-23	13881.90	45044.40	11759.17	70685.47
1923-24	19584.69	76282.16	31976.12	127842.97
1924-25	15610.00	73039.38	36091.30	124740.48
1925-26	15550.00	73056.40	36091.10	137784.48
1925-27	15562.28	74058.20	33020.10	137653.59

Table 6

WHITE, CLARK COUNTY

Year	Number of Districts	Census	Number Enrolled	Average Attend.	Per Cent Enrollment
1890-91	39	3400	2322	1400	61
1891-92	39	3390	2285	1390	60
1892-93	39	3382	2263	1387	61
1983-94	39	3613	2293	1407	61½
1894-95	39	3611	2289	1410	61
1895-96	41	3586	2428	1571	60
1896-97	39	3576	2435	1572	60
1897-98	39	3703	2511	1609	61
1898-99	..	....	....	....	..
1899-1900	40	2914	1985	1234	63
1900-01	38	2864	1957	1201	61
1901-02	38	2860	1948	1202	61
1902-03	39	2800	1900	1200	61
1903-04	39	2813	1908	1143	64
1904-05	39	2810	2005	1210	60
1905-06	39	2810	1846	982	53
1906-07	39	2917	1853	1003	54
1907-08	38	2807	1780	1061	59
1908-09	38	2807	1879	1176	62
1909-10	38	2808	1965	1327	65
1910-11	38	2755	2064	1132	53
1911-12	38	2760	2809	1175	52
1912-13	35	2606	2060	1260	59
1913-14	35	2685	2100	1265	60
1914-15	35	2665	2082	1267	57
1915-16	36	2624	1776	1445	81
1916-17	36	2642	1602	1142	71
1917-18	36	2683	1994	1415	70
1918-19	36	2672	2072	1450	70
1919-20	36	2678	1860	1360	71
1920-21	36	1965	1667	1164	70
1921-22	36	1960	1662	1275	71
1922-23	36	2054	1691	1239	70
1923-24	36	1981	1639	1143	69
1924-25	36	1981	1688	1158	69
1925-26	36	1980	1695	1163	68
1926-27	36	2078	1673	1093	53
1927-28	36	1976	1560	1057	67

EXTRA-CURRICULAR ACTIVITIES

The Annual School Fair Exhibit. The annual school fair exhibit consists of one week's program in spelling, declamations, singing, and playing. The singing is divided into glee club, solo, and quartet. The schools compete with each other in these contests. There is also an annual baseball and basketball tournament for the county schools.

The Teachers' Monthly Meeting. A monthly teachers' meeting is held in which there is a general discussion on what they need and what they are attempting to do.

There are four educational divisions in the county. There is a teachers' meeting held in one of these divisions each Friday. At first the teachers in these meetings discussed methods for grades one to four inclusive. Then they began to visit various schools, such as Richmond Normal School.

There is a two days' teachers' meeting held previous to the opening of school each year. At this meeting literature, courses of study, and record books are given out. The plans for the year's work are discussed and certain activities are emphasized.[62]

COUNTY GRADED SCHOOLS

Harris Branch. Harris Branch is a small county graded school. It has two grade teachers who have had two years of

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62. County's Superintendent's Records.

college and one high school teacher who has had four years of college work. The length of the term is eight months. The enrollment is sixty-three. The average daily attendance is thirty-nine. The number in the census is seventy-nine. The per cent of attendance based on the census is forty-nine. The per cent of attendance based on enrollment is sixty-two.

The grounds and building (a frame) are valued at $4000.00

Value of high school equipment	140.00
Value of library	55.00
Principal's salary	1000.00
Average salary of teachers	1000.00
The per capita cost of high school (an enrollment of six)	183.00
Total receipts	2487.42
Total disbursements	2302.23

The high school work is not accredited and is not accepted in Clark County High School.[63]

Hunt. Hunt is another small graded school district located in a rural neighborhood. It has a frame building.

The census contains 155. The elementary enrollment is 114. The high school enrollment is twenty. The average daily attendance in the elementary school is sixty-three. The per cent of attendance based on enrollment is fifty-five.

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63. Records of Harris Branch High School.

Value of buildings and grounds	$3000.00
Value of high school equipment	515.00
Value of library	200.00
Value of laboratory	200.00
Principal's salary	1350.00
Average teacher's salary	1000.00
Per capita cost of high school	110.00
Total receipts	4303.18
Total disbursements	4303.18

The high school is not accredited and work done in this high school is not accepted in Clark County High School.[64]

CLARK COUNTY HIGH SCHOOL

Origin. In 1908 following the passage of the law requiring the county to provide for a high school, the County Board of Education rented a part of Kentucky Wesleyan College and maintained a high school until 1922, when the present building was erected and occupied.

This is a county high school with a term of nine months. Pupils from the city who wish to attend this school must pay a tuition fee of fifty dollars a year. Pupils from the county who attend the city high school must pay a similar fee.

Buildings. The buildings consist of one high school building valued at $100000.00

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64. Records of Hunt Graded School

Value of high school equipment	$2200.00
Value of library	500.00
Value of laboratory	1300.00
Principal's salary	2000.00
Average teacher's salary	1616.00
Per capita cost	106.00

Teachers' Qualifications and Salaries. The enrollment is drawn from the common school graduates of the county. The enrollment is: Boys 81, girls 92, total 172. The per cent of attendance is 94. The per capita is $106.00.

The high school is accredited as Class A.

Financial Support. The state school fund is supplemented by appropriations from the county fund made by the County Board of Education. The county school tax is $0.40 on each $100.00 worth of property plus $1.00 poll tax for school.[65]

Summary. Interest in better buildings and more and better equipment grew during this entire period. The number of textbooks used have been increased from time to time. It has been shown that the attendance has never been satisfactory because the compulsory attendance law has never been enforced. During this period the state fund has grown and local taxation has increased. The school term has increased to eight months. Beginning with the term in 1928 the school term will be nine

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65. County High School Records.

months. The teachers at the beginning of this period had very little training. Now all of the teachers have finished high school and most of them have had two years of college training. The teachers' salaries have increased more than two-fold. The average salary is about one hundred dollars a month. The school officials have begun to keep better records and reports. The superintendents for the last few years have improved and installed a better system of records and reports in the office. The salary of the county superintendent has increased from $630.00 to $2400.00. The method of administration is by the county board plan.

The general progress of this period has been very gratifying. The teachers have a greater interest in attending school and are attending school to such an extent that in the future Clark County will have one of the best educational systems in Kentucky.

COUNTY NEGRO SCHOOLS 1890 - 1928

Origin. The colored schools of this period are a continuation of the schools of the previous period.

The colored teachers were now more interested. Most of them had finished one or two years college.

The colored school houses were in poor condition and the equipment and furnishings were inadequate.[66]

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66. Biennial Report of 1891.

The report of June 30, 1893, shows the following statistics:

"Number of districts	15
Number of 3 months schools	0
Number of 4 months schools	2
Number of 5 months schools	13
Number of frame school houses	15
Number of stone school houses	1
Total seating capacity	2000
Number of houses in good condition	10
Number furnished adequately	7
Number furnished with maps, globes, etc.	2
Number built during the year	2
Number repaired during the year	3
Number in census report	1920
Number enrolled	912
Average attendance	575
Per cent of attendance based on census	30.1
Per cent of attendance based on enrollment	63.1
Teachers, 10 male and 10 female	20
Number holding first class certificate (Male 3, female 2)	5
Number holding second class certificate (Male 6, female 5)	11
Number holding third class certificate (Male 1, female 3)	4
Average monthly wages male $47.00, female	$36.00
Average	$41.00
Total expenses for the year	$6138.46
Value of school houses and grounds	$3250.00
Value of furniture, maps, apparatus, etc.	$700.00" [67]

The reports for several continuous years are similar to the above report, except the county educational meetings and county institutes are conducted by an instructor and much interest is shown by the teachers.

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67. Biennial Report of 1893.

Table 7

CLARK COUNTY NEGRO

Year	Number of Disticts	Census	Enrolled	Average Attend.	Per Cent Enrollment
1890-91	15	1790	900	580	64
1891-92	15	1736	902	574	63
1892-93	15	1920	912	575	63
1893-94	15	1920	910	578	63
1894-95	..	1974	1002	556	57
1895-96	10	2020	1011	551	49
1896-97	10	1983	1065	642	67
1897-98	10	1940	1050	640	64
1898-99	10	1620	925	550	59
1899-1900	15	939	555	310	55
1900-01	13	891	551	307	57
1901-02	13	890	550	306	56
1902-23	13	889	547	302	55
1903-04	13	841	522	250	55
1904-05	12	721	456	238	52
1905-06	12	715	436	224	49
1906-07	12	699	458	228	50
1907-08	12	635	409	205	50
1908-09	12	635	402	199	49
1909-10	12	549	385	192	49
1910-11	12	568	340	150	41
1911-12	12	566	330	160	49
1912-13	12	545	327	175	48
1913-14	10	510	251	185	70
1914-15	10	474	365	273	79
1915-16	10	426	362	198	61
1916-17	10	426	350	201	59
1917-18	10	337	201	165	78
1918-19	7	256	206	163	79
1919-20	7	282	205	170	80
1920-21	7	276	200	174	80
1921-22	7	298	272	176	65
1922-23	7	298	273	193	70
1923-24	7	249	225	160	64
1924-25	7	249	207	159	64
1925-26	7	251	205	150	71
1926-27	7	247	204	69	

Table 8

CLARK COUNTY, NEGRO

Year	Value of School Houses	Value of Furniture	Average Salary	Cost Teaching Each Child
1890-91	$3750	$500	$29.90	$9.20
1891-92	2750	500	29.90	10.20
1892-93	3045	655	30.50	9.83
1893-94	3250	700	32.93	9.92
1894-95	3250	725	41.00	9.10
1895-96	....	...	43.50	9.97
1896-97	....	...	43.50	10.03
1897-98	....	...	43.50	10.03
1898-99	2330	500	27.50	9.38
1899-1900	2100	500	26.33	7.96
1900-01	2100	500	26.33	8.95
1901-02	2000	500	26.33	9.05
1902-03	2250	500	36.05	8.97
1903-04	2250	500	36.05	8.97
1904-05	2250	475	31.37	9.23
1905-06	2200	475	33.60	....
1906-07	2200	784	33.83	....
1907-08	2200	784	33.75	....
1908-09	2200	784	39.47	5.93
1909-10	....	...	43.54	....
1910-11	....	...	39.00	....
1911-12	3000	400	39.00	....
1912-13	3000	400	40.50	....
1913-14	2700	360	45.27	....
1914-15	2700	360	45.27	....
1915-16	2700	360	45.27	....
1916-17	2700	250	45.27	....
1917-18	1500	150	.....	....
1918-19	1500	150	.....	....

The report of 1897 states that a serious question is how to secure school houses for the negroes. Many of their schools are taught in churches and other buildings. The negro parents are taking more interest in school and the outlook for the future is bright. The county institute was interesting, enthusiastic, and practical.

The negro census gradually declined after 1900. The report of 1909-10 is as follows:

"Census: male 297, female 252	549
Enrollment: male 181, female 204	385
Average attendance: male 91, female 101	192
Per cent of census	46
Per cent of enrollment	50
Average monthly salary: male $43.53, female	$39.00
Value of buildings and grounds	$1000.00
Value of furniture	$800.00"

The report of 1912-13 follows:

"Census: male 253, female 246	499
Enrollment: male 101, female 122	223
Average attendance: male 41, female 62	103
Per cent of census	33
Per cent of enrollment	46
Average monthly salary	$47.14 [68]
Value of buildings and grounds	$1000.00
Value of furniture	800.00"[69]

At present there are eight one-room frame school houses for colored children in Clark County. The buildings and grounds are valued at $1200.00. The furniture is valued at $1000.00.

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68. Biennial Report of 1910.

69. Biennial Report of 1912.

"The number in the census is 249
The enrollment is 159
The average attendance is 64
The length of the term is 8 months"

The teachers have the same salary schedule as the one given above for white teachers. The lowest salary is $91.02, and the highest is $108.76 for 1927-28. All of the teachers have as much as 15 high school units. One teacher has three hours college credit, one twelve hours, and one sixty-seven hours.

Their financial support is the same as that of the white county school. They are supported from the general county school fund.[70]

Summary. At the beginning of this period in 1890 negro education was relatively unimportant, being only in its infancy. For a number of years negro education continued to be a back number, but at the present time they have well qualified teachers and are as well equipped as the white schools. They have the same salary schedule, length of term, and other features which the white schools have. They are under the same board of education.

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70. Robert Berryman, County Superintendent's Records.

WINCHESTER CITY SCHOOLS

Historical Statement. The Winchester City Schools began their work in the old Academy building which is now the Hickman Street school site.

In 1890 the old building was torn down and a six room brick building was erected in its place. In 1892 the board purchased a lot on the corner of Washington and Highland Street and erected a two room brick building known as Washington Street School. The length of the school term was ten months. In 1893 there were 524 enrolled in the city, grades and high school.

R. M. Shipp was elected superintendent in 1896 and remained in this position until 1912. During this time the public schools became more popular than they had ever been previously, which resulted in many private schools closing their doors.

> W. M. Beckner, the founder of the schools, said, "The school is one of the glories of Winchester, and no man with any respect whatever for public opinion would now dare to propose its abolition. It has a great advantage over a private school in that there is supervision, and the same teacher does not have to hear classes of all ages and sizes as the school is carefully graded. The school brings together all the elements of the community. The rich migle with the poor and learn their needs and wants. The poor find that the rich are made of such stuff as themselves. The good effects of the school are already visible in Winchester, and there is a general desire to have its efficiency increased and it standards elevated." 71

During Superintendent Shipp's administration the room capacity increased three fold, and the teachers increased from

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71. Handbook of Clark County and Winchester, p. 22.

eight to twenty-five. In 1905 he succeeded in having Winchester High School placed upon the accredited list by the accrediting committee with a credit of more than twenty Carnegie units. At this time there were 104 enrolled in the high school, and there were five teachers doing high school work.

Physical culture, vocational gymnasitcs, music, drawing, and manual training were added to the course of study. During Superintendent Shipp's last year, 1911-12, there were 1100 in the census and 900 enrolled in the school. His school has as strong a twelve year course of study as any school in the State at this time.

In the summer of 1912 E. F. Darnaby, Lexington, Kentucky, was elected to the superintendency of Winchester City Schools, filling this position for four years. During this time the schools continued to grow in their enrollment, but they made far greater progress along the line of efficiency and effectiveness. Superintendent Darnaby was a genius in method and organization. During his administration the room capacity of Hickman Street School was increased by an annex of four rooms for the primary department.

In 1915 O. H. Harris, who was principal of Washington Street School, was elected to succeed Superintendent Darnaby. During his five years as superintendent the annex at Hickman Street School was increased from four to ten rooms.

Superintendent Harris was succeeded by C. E. Ackley, of Louisville, Kentucky, who was regarded as one of the greatest educators in this part of the state. Due to Mr. Ackley's vision and executive ability the schools were sold to the people of Winchester as never before. One of his outstanding achievements was the erection of the gymnasium on Hickman Street. Another achievement was the organization of a class for delinquent and retarded children, called the opportunity class.

Superintendent Ackley served two years and was succeeded by L. A. Hendricks. Mr. Hendricks remained superintendent for one year, and during that time a one hundred and fifty thousand bond was voted by the people of Winchester for the purpose of erecting a new high school building. In this same year Washington Street school building was so damaged by a cyclone that the work of the entire white city schools was conducted at the Hickman Street school.

In the fall of 1922 the citizens of Winchester elected a new board of education composed of the following members: Messrs. George E. Motch, Sam Powell, Edgar H. Taylor, John W. Harding, Cecil Parks, and Strother Scott. These gentlemen were elected upon a progressive ticket with the idea clearly in mind from the people of developing the schools of Winchester as rapidly as possible.

Mr. E. F. Birckhead, M.A., Columbia University, Ed. M., Harvard University, was elected by this Board to serve as Superintendent of Schools beginning July 1, 1923.

The Board of Education immediately began work to carry out the ideas of their constituency in promoting educational opportunities for the children of Winchester. A skilled firm of architects was employed under whom a building survey of the town was made and plans developed for meeting the housing needs of the city schools. At this time all of the white children of the city were attending half day sessions because of overcrowded conditions. An eleven and one-half acre site was selected and purchased on the Colby Pike for school ground facilities for the junior and senior high school. A fifteen acre site, including a very large mansion, was purchased on North Main for elementary school purposes. Ground at the same time was purchased for the construction of a unit of the new building to house the colored schools. Since then, in cooperation with the Harmon Foundation, a four acre playground has been purchased and graded for the use of colored school children.

The building plan submitted by the architect and adopted by the Board provided for the final erection of a twenty-four room, fire proof, junior-senior high school building, including an auditorium and a gymnasium, on the Colby Street site, a five

room unit of the twenty room school building for the colored children, and also the plan for remodeling the residence on the site bought for the elementary school into an eight room school building. This building program with the exception of six rooms and a gymnasium and an auditorium for the high school building was completed by January 1, 1925.

Under the superintendency of Mr. Birkhead, who continues in office at the date of this writing, the Board of Education has conducted a successful administration of its schools. In 1923 the valuation of the school property in the City of Winchester was $95,000.00. At present the valuation of that property is $240,000.00. The Board works on the budget basis. Its tax levy is based upon this budget and its purchases made in accordance with it during the year.

A unit salary schedule was adopted in July, 1923, which materially raised the salaries of the city teachers. These salaries in the schedule are based upon scholastic preparation and length of service in the city schools. Therequirements for placement under the salary schedule forbids the employment of any new teacher who has not had professional training. The schedule also forbids the employment of any local applicant until that applicant has taught successfully one year in some other position.

For several years preceding the administration of the present

Board of Education a great deal of friction existed in the city regarding educational matters. During the past five years a spirit of harmony and cooperation has existed which has given opportunity for rapid school advancement.

During the present administration the course of study has gradually been expanded along modern lines. There has been an expansion of the already existing course of Home Economics through the junior and senior high school. The Music program of the school has expanded from vocal music alone to include instrumental and band music. A Nursing course conducted for girls was introduced in 1924. Only one department of vocational education under the Federal Board for Vocational Education exists. A very successful class in Auto Mechanics has been conducted for the past four years. The growth of the school enrollment has advanced, especially in the junior and senior high schools until in 1927 a graduating class of forty-four members received their diplomas. The high school has ranking equal to that of any school in the State of Kentucky, being a Class A school and also a member of the Southern Association of Colleges and Secondary Schools.[72]

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72. Records of City Schools.



E. F. Birckhead, Superintendent of Winchester City Schools since July 1, 1923.



Board of Education, Winchester City Schools.
George E. Motch, President
Sam W. Powell
E. H. Taylor
John Harding
J. H. Gardner



Winchester High School Building.



The Clark Mansion. This was the home of Governor James Clark. It is now owned by the City Schools of Winchester and is occupied by the Home Economics Department.



Hickman Street School. This is one of Winchester's Elementary School Buildings.

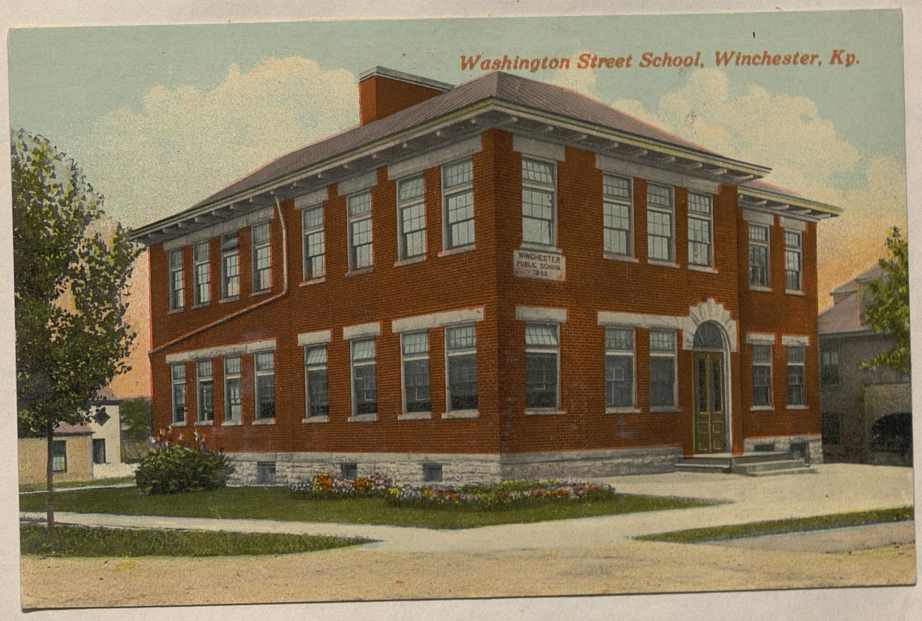


1.

Hickman Street Gymnasium.



Fannie Bush School. Grades I to VI are taught in this building. It also has two opportunity rooms.



Washington Street School Building which was destroyed by a cyclone during the school year 1922-23.

Buildings and Equipment. The value of Winchester City School buildings and grounds is as follows:

Hickman Street Gymnasium	$12,000.00	
" " Buildings	40,000.00	
" " Grounds	10,000.00	
" " Equipment	3,000.00	
" " Annex	8,000.00	
Total		$73,000.00
Fannie Bush Buildings and Grounds	$45,000.00	
" " Equipment	2,500.00	
Total		$48,000.00
Winchester High School Grounds	$28,169.00	
" " " Auto-Shop	2,000.00	
" " " Building	137,579.00	
" " " Equipment	5,000.00	
Total		$172,748.00
Oliver Street Negro High School	$24,260.00	
" " " Elementary	8,000.00	
" " " Grounds	6,000.00	
" " " Equipment	2,000.00	
" " " Gymnasium	6,000.00	
Total		$46,260.00
Total of all buildings, equipment, etc.		$340,008.00

Attendance.

Total white and colored children:

Boys	Girls	Total
817	870	1687

Actual enrollment

Boys	Girls	Total
686	721	1407

Average attendance

Boys	Girls	Total
622	669	1291

Total white schools

Total Boys	Total Girls	Total
609	683	1291
Actual Boys	Actual Girls	Total
513	555	1068
Average Boys	Average Girls	Total
463	515	978

Total colored schools

Total Boys	Total Girls	Total
208	187	395
Actual Boys	Actual Girls	Total
173	176	349
Average Boys	Average Girls	Total
158	154	312

Junior and Senior High School

Total Boys	Total Girls	Total
202	262	464
Actual Boys	Actual Girls	Total
175	233	408
Average Boys	Average Girls	Total
170	227	397

Hickman Street School

Total Boys	Total Girls	Total
256	284	540
Actual Boys	Actual Girls	Total
224	236	460
Average Boys	Average Girls	Total
191	310	401

Fannie Bush School, grades one to six

Total Boys	Total Girls	Total
151	137	288
Actual Boys	Actual Girls	Total
114	86	200

Average Boys	Average Girls	Total
102	78	180

Fannie Bush School, grades seven and eight (This includes only opportunity classes and gives employment to two full time teachers).

Total Boys	Total Girls	Total
150	191	341
Actual Boys	Actual Girls	Total
127	163	290
Average Boys	Average Girls	Total
123	159	282

Note: "Total Boys" means the total number enrolled.

"Actual Boys" means the number in actual attendance.

"Average Boys" means the average attendance.

Table 9

WINCHESTER WHITE

Year	Census	Enrollment	Attend.	No. of Teachers	Cost Each	Aver. Salary	Total Receipts
1895	646	474	294	8	$.....	$.....	$6900.00
1896	652	302	302	8	.....	.....	6920.80
1897	680	496	325	10	.....	.....	8925.50
1898	695	502	...	10	.....	.....	9980.75
1899	704	604	520	13	13.90	70.00	13568.42
1900	710	617	500	13	15.04	70.00	.....
1901	...	...	...	..	.....	.....	.....
1902	...	...	...	..	.....	.....	.....
1903	...	...	...	..	.....	.....	.....
1904	...	...	...	..	.....	.....	.....
1905	...	...	...	..	.....	.....	.....
1906	1102	861	699	..	.....	.....	39441.70
1907	1116	875	750	18	19.78	45.00	27489.00
1908	1116	884	726	20	18.32	50.00	31770.78
1909	1056	870	696	20	.....	50.00	36127.56
1910	1100	894	697	23	.....	50.00	36148.22
1911	1126	890	694	23	.....	50.00	36150.32
1912	1100	...	...	23	.....	50.00	.....
1913	1153	...	...	23	.....	.....	.....
1914	1239	675	610	..	.....	.....	3587268
1915	1230	690	621	25	27.00	50.00	.....
1916	1239	964	786	25	26.00	50.00	38397.53
1917	....	974	775	25	.....	50.00	40178.00
1918	....	974	776	27	.....	65.00	.....
1919	1126	986	790	27	.....	65.00	.....
1920	1849	1576	1177	27	.....	65.00	95890.11
1921	1757	1463	1099	..	.....	.....	97000.00
1922	2054	1691	1239	..	.....	.....	98300.00
1923	1981	1639	1143	..	.....	.....	114703.67
1924	1985	1688	1158	..	.....	.....	152599.89
1925	1988	1656	1162	..	.....	.....	152599.89
1926	1995	1650	1205	..	.....	.....	175407.64
1927	1984	1626	1308	...	.....	.....	170085.62

Teachers' Salary Schedule.

"A. Purpose of Salary Schedule.

"The teacher is by far the most important factor in building up a school system. Professional training is as necessary in the teaching profession as in any other.

"These salary schedules have been constructed and adopted for the purpose of securing and holding the best available teachers for the Winchester Schools.

"First, they are intended to offer salaries sufficient to attract the best teachers to the schools.

"Second, definite requirements as to professional training are set up, in order that the city may be assured that the teachers of its children will have a professional training for their work equal to that required of those who engage in any other profession demanding both technical skill and learning.

"Finally, the teachers' salary schedule is a single schedule. In the past a distinction has been made in the salaries paid in the elementary or junior high schools on the one hand and in the high schools on the other, with the result that the teachers in the elementary schools as a group have not made the professional preparation necessary for their work. This schedule will attract and hold as good talent for the elementary schools as for the high schools, for it puts a requirement as to professional training into the qualifications alike demanded of both high school and elementary school teachers.

"B. First Appointments.

"In making a first appointment to a position in the Winchester Schools, the Board of Education and the Superintendent of Schools will consider only the welfare of the boys and girls in the schools. From the list of available candidates, including any who have formerly taught in the Winchester Schools, the best fitted person will be chosen, training, experience, character, and personality considered. The sole purpose will be to serve the schools.

"C. A Single Schedule.

"The provisions of this schedule apply to all grades in the

schools. In other words, it is a single schedule. By a single schedule is meant a schedule under which teachers with equivalent training and experience are paid the same salaries, whether they teach in the high school, junior high school, elementary school, or special school.

	"Minimum	Maximum	Yearly Increase
Class I	$750.00	$900.00	3 x $50.00
Class II	$850.00	$1000.00	3 x $50.00
Class III	$900.00	$1200.00	6 x $50.00
Class IV	$1100.00	$1500.00	4 x $100.00

"Class I shall include all appointees who are high school graduates with less than one year in a Normal School. Class II shall include all appointees who are high school graduates and who have finished one year advanced work in a Normal School or its equivalent (32 semester hours). Class III shall include all appointees who are graduates of a Normal School, who have completed two years in college, or who have done equivalent work (64 semester hours). Class IV shall include all appointees who are the graduates of a standard college, or who have done equivalent work in other higher institutions (125 semester hours).

"D. Regulations For New Appointments Beginning For Session 1924-25.

"No new appointment shall be made unless the applicant can be classified in either Class III or IV.

"The foregoing requirement shall not prejudice the eligibility of faithful and competent teachers now in our schools.

"Special teachers, that is, teachers of home economics, manual training, music, and physical education shall be classified as other teachers in the city schools. Extra salary may be allowed, if the special teachers do supervisory work.

"The adoption of this salary schedule shall not be interpreted as depriving the Board of Education of the right to deviate from the schedule in particular cases when in their opinion further financial remuneration is due because of:

"First, unusual length of service required during the year. Second, unusual length of service required by reason of longer hours for the accomplishment of the daily schedule.

"E. Adjustments For Teachers Now in Our System For The Year 1924-25.

"Salary for Teacher in

Class I	$900.00
Class II	950.00
Class III	1000.00
Class IV	1300.00

"Class I. Teachers remaining in Class I shall retain their present salary. Teachers in Class I with 80 months experience by September 1924 shall then receive the maximum salary for that class, $1000.00, one thousand dollars.

"Class II. Teachers who qualify for Class II shall receive $950.00, nine hundred fifty dollars.

"Class III. Teachers who qualify for Class III shall receive $1000.00, one thousand dollars.

"ClassIV. Teachers who qualify for Class IV for the first time by September 1924 shall receive $1100.00, eleven hundred dollars. Teachers now in Class IV shall receive $1300.00, thirteen hundred dollars.

"A teacher who has reached the maximum in any one class and is transferred to a higher class shall receive under the new classification the next higher salary beyond her present maximum. Teachers shall be classified in September of each school year.

"F. Regulations. Classification of Experienced Teachers Appointed From Other School Systems.

"Teachers who receive appointment in the Winchester City Schools shall not receive a higher rating than teachers already in the system, their professional training and experience the same.

"C. Special Regulations For Salaries For Sessions 1924-25.

"No teacher in Class IV for the session 1924-25 shall receive a salary in excess of $1,300.00, nor shall such teacher for the session 1925-26 receive a salary exceeding $1,400.00.

"No teacher in Class III for the session 1924-25 shall receive a salary in excess of $1,000.00, nor shall such teacher

for the session 1925-26 receive a salary exceeding $1,050.00, nor for the session 1926-27, a salary exceeding $1,100.00, etc.

"H.Addenda. I.

"Each white teacher in the City Schools shall attend a summer school once every three years.

"Each teacher must have her summer school or extension work approved by the Superintendent of Schools before she may receive credit on same toward advanced classification.

"I. Addenda II.

"This salary schedule was adopted in Winchester in 1923 when elementary school teachers were receiving a salary of $90.00 a month and high school teachers were receiving a salary of $115.00 to $130.00 per month minimum and maximum.

"A similar salary schedule was adopted by the Board of Education for the colored teachers of Winchester schools with a cut of twenty per cent from the white teachers' salaries schedule. The Board of Education of Winchester felt that there was a difference in the standard of living of the two groups of teachers to justify this difference in salary.

"The greatest difficulty the Winchester schools find in operating this salary schedule is the difference in standards of the higher institutions of learning which the two groups of teachers attend. The Normal schools and colleges which the colored teachers attend appear from evidence to be of a much lower grade than those attended by white teachers. The only way to make the scholastic standard similar is to require the colored teachers to attend Northern schools instead of Southern institutions.

Financial Support. The financial support of Winchester City Schools comes from two sources. One of these is the per capita of the public school funds which is based upon the number of pupils of school age as shown by the census. This fund is sent direct to the Treasurer by the State Department of Education. The other source of funds is local taxation. The local tax rate is $1.25 poll tax levied for school purposes. The local funds are collected by the city collector and turned over to the Treasurer of the Board of Education.

Rules and Regulations of The Board of Education - Officers.

"The officers of the Board of Education of the city of Winchester shall consist of a President, Vice-President, Secretary, and Treasurer, and a Superintendent of Schools.

"The President, Vice-President, Secretary and Treasurer to be elected by the members of the Board on the first Monday in January every even numbered year, to serve two years or until their successors are elected and qualified. The Superintendent of Schools shall be elected and qualified. The Superintendent of Schools shall he elected at the regular meeting in March, and shall hold his office for such period as the Board may elect.

Duties of Officers.

"It shall be the duty of the President to preside at all meetings of theBoard, to sign the record of its proceedings, to call meetings when requested to do so by three or more members, to appoint standing committee and fill vacancies on same, and to suggest means for the improvement of the Public Schools of the city as often as convenient and advisable. If the President desires to speak for or against a motion, or engage in debate, he shall do so by calling any member to the chair, and shall, in such cases, be subject to the rules governing the members.

"The Vice-President shall preside in absence of the President, and perform such other duties as usually devolve upon the President.

"The Secretary shall notify each member of the Board and the Superintendent of all meetings, regular or special, attend all meetings of the Board of Education, and make a full and faithful record of its proceedings, record all bills and salaries passed by the Board, keep safely all books, documents and papers belonging to his department, and keep a full and fair account of all receipts and expenditures. He shall notify all employees of their appointment by the Board and of the terms and conditions of said appointments, and perform such other duties as may be incumbent by law or imposed by the Board may require.

"He shall prepare statistics and other matters of the Board, and shall furnish the superintendent and teachers

copies of the Rules and Regulations adopted for the regulation of the schools.

"He shall collect all tuition, paying same to the treasurer and taking his receipt therefor.

"When any subject or matter shall be referred to a Committee, either special or standing, it shall be the duty of the Secretary within a reasonable time thereafter, to notify the chairman of such committee in writing of such reference, and furnish him with an abstract of the subject matter thereof.

"It shall be the duty of the Treasurer to receive all money belonging to the Board, and pay no orders except such as drawn on him by said Board and signed by the President and Secretary, to keep a true and correct account of all money received and paid out by him, to report to the Board monthly the condition of the school fund, to give a good and sufficient bond for the faithful peformance of his duties, and at expiration of his term of office deliver to his successor all money, bills paid and unpaid, bonds, and all books and papers, and everything belonging to the Board of Education.

"The Superintendent is the executive officer of the Board of Education, under its control, and shall attend its meetings, unless especially excused, and be governed by its proceedings. He shall devote himself to the Public School system and keep himself acquainted with the progress of instruction in other cities in order to suggest appropriate means for the advancement of the Public Schools of the city.

"He shall have the general supervision of the schools, the school buildings, furniture and apparatus, and shall see that the teachers perform their duties and carry into effect the regulations of the Board. He shall visit the schools as often as may be practicable, observing their progress, and inquiring into the methods of instruction and government in each, giving the teachers such advice or directions as his observations may suggest. It shall be his special duty to report any indication of unfaithfulness, incompetency, or lack of zeal on the part of any teacher. He shall inspect the grounds, buildings, furniture and apparatus of the schools and report to the Board whenever the provisions for warming, ventilating, or lighting the school houses are unfavorable to the health and physical development of the pupils. He shall report such

buildings as are not kept strictly clean and in good order, and such as are not convenient, attractive, and adapted to the best requirements.

"He shall investigate all cases of misconduct, or discipline reported to him by any teacher or brought to his notice by any parent or guardian, and on knowledge of the circumstances shall exercise full discretion in the settlement of the case.

"Pupils who commit offenses which, in his judgment, ought to debar them from their privileges of the schools, shall be temporarily suspended and shall not be restored except by his consent or by order of the Board.

"He shall attend to the grading of the schools and prescribe the course of study to be pursued in each, shall assign pupils to their proper places in their schools and classes, and may promote them from one grade to another at any time during the year.

"He shall hold teachers' meetings once a month, for the purpose of advancing and improving the Winchester school system, and shall conduct such other classes and grade meetings as he may consider advisable for the professional advancement of the teachers.

"The Superintendent shall fill all vacancies by temporary appointment, using such regular substitutes as may be competent and available, or selecting teachers without the list of substitutes, if in his judgment, competent substitutes are not available.

"As soon as practicable after the close of the school year, he shall hand to the Board an annual report, embracing a general review of the conditions and progress of the schools, together with such facts and suggestions as may be of general interest. This report shall be published in the annual report of the Board.

Regulations of Government of Schools.

"The school year shall consist of forty weeks, beginning the first Monday in September each year.

"The daily sessions of the school shall be from 8:15 a.m. to 12 o'clock for the grades, and from 8:05 a.m. to 12 o'clock for the High School. The afternoon sessions from 1:15 to 3 p.m. for the grades, and from 1:05 to 2;35 p.m. for the High School.

"The regular holidays of the school shall be the legal holidays of the State, together with one week Christmas. There shall be no dismissal of the schools, other than herein mentioned, except on order of the superintendent with the consent of the Board of Education.

"Frequent reviews, both oral and written, shall be held in all grades under the direction of the regular teacher.

"At regular intervals report of pupils' standing shall be sent to the parents or guardian, to be inspected, signed, and returned to the teacher.

"Parents are urged to visit the schools as often as possible to observe the progress of the work, but persons desiring to offer complaint, must apply to the Superintendent for redress and must not embarrass the teacher in the discharge of her duties at the school room.

"At the regular meeting in March the census enumerator shall be elected, and at the regular meeting in July a Truant Officer shall be elected to serve one year.

Teachers.

"Applicants to be eligible to teach in the elementary schools must be at least twenty years of age before September first, and must have graduated from an accredited high school or recognized equivalent, and in addition must have had at least two years college or two years in a good normal school, and at least one year's successful teaching under competent supervision.

"Applicants to be able to teach in high school must be a graduate of a College or University of recognized standing requiring a four years course above the accredited four year high school, and at least one year's successful teaching under competent supervision.

Duties of Teachers.

"It shall be the duty of teachers to make themselves familiar with all school regulations, and to cooperate with the Board of Education and the Superintendent in such measures as will best secure their observance. A faithful compliance with these rules on the part of the teachers shall be one of the

conditions of their engagement and retention.

"Teachers shall have care of their respective school room, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall cooperate with the Superintendent in securing good order and neatness in the halls and about the school premises.

"Teachers shall pay careful attention to the warming and ventilation of their rooms, taking special care that children shall not be permitted to sit in currents of cold air. A proper supply of fresh air shall be admitted at each intermission and a proper temperature to be maintained is sixty-eight to seventy degrees.

"Teachers shall be in attendance at their respective school rooms, and open the same for the reception of the pupils at 8 a.m. and 1 p.m. They shall also invariably report their own absence, tardiness or other irregularities in monthly reports to the Superintendent.

"No teacher shall read or distribute any advertisement or notice, or allow any advertisement or notice to be read or distributed in the school room, nor shall any agent or other person be permitted to exhibit to the teacher or pupils, any new book, map or article of apparatus, or to announce in any manner any public entertainment except by permission of the Superintendent.

"Teachers shall attend all regular meetings called by the Superintendent, and no excuse for absence shall be allowed, other than such as would justify absence from the regular sessions of the school.

"Teachers shall be responsible for the conduct of their scholars from the time of their arrival to the time of their dispersion, and shall maintain good discipline. Teachers are particularly enjoined to admonish their pupils as to their conduct and habit at all times.

"No pupil shall be kept in at noon recess, and the parents are earnestly enjoined to see that their children return from school at the proper time.

"Teachers are expected to devote their time exclusively to the proper duties of the school room, attending to personal

or private matters during school hours is strictly forbidden. Making out the school report, marking the examination papers and all similar work must be attended to outside of school sessions.

"No teacher shall resign without giving four weeks written notice to the Board.

"The annual election of teachers by the Board of Education may be at their regular meeting in May.

"All record books, and reports by teachers shall be kept in strict accordance with the prescribed forms and directions of the Superintendent, and filed promptly.

"Salaries of principals and teachers shall be fixed by the Board prior to July 1 of each year. Substitute teachers shall receive $4.50 for each day taught. Teachers absent from their duties shall not receive pay for the time absent, except in case of sickness. Teachers absent on account of sickness, on filing with the Superintendent a certificate from a regular physician stating that absence was caused by sickness, will receive pay for lost time which must not exceed ten days during the school year, and for loss of time in excess of ten days one fourth pay will be allowed, not to exceed five days. If lost time does not exceed one day, a written excuse to the Superintendent will be accepted in lieu of a physician's certificate.

"All teachers shall be allowed one day in each year to visit other schools to observe the modes of discipline therein pursued.

"Supervisors and principals shall, under direction of the Superintendent, be responsible for the observance and enforcement of the rules and regulations within their respective departments, and shall see that the course of study is intelligently followed.

Duties of Pupils.

"Children who will become six years of age at any time between September 1 and January 1 may enter at the beginning of the first term, provided they can be accommodated. Pupils will not be received in first year schools at any other time.

"No pupil affected with any contagious or infectious

disease, or who has been directly exposed to same, shall be allowed to attend school.

"Non-resident students on payment of prescribed fees may be admitted whenever the Superintendent is satisfied that such admission will not occasion inconvenience to resident pupils. The date of tuition for the first, second, and third grades shall be $30.00 per year, for the fourth, fifth, and sixth grades $35.00 per year, for junior high school $45.00 per year, and for senior high school $50.00 per year. All tuition shall be paid in advance and may be paid in two installments on or before September 1 and on or before January 1. No pupil will be admitted who does not produce a receipt showing payment of tuition.

"Every pupil is required to attend school regularly and punctually, to conform to all rules of the school, and to obey all directions of the teachers, to observe good order, to be diligent in study, to be respectful to teachers, and kind and obliging to school mates, from the use of profane language to refrain entirely, also from the use of tobacco in every form, from dangerous and immoral games and amusements, to be clean and neat in person and attire.

"Each pupil shall be assigned a seat for study and it shall be his duty to keep it, together with his books and everything pertaining to his desk, neat and in good order.

"In case of absence or tardiness of pupils, written excuse must be filed with principal on pupils return to school. The only excuse for tardiness or absence accepted by the principal and teacher shall be sickness or some urgent cause. When excuses are considered insufficient, the teacher shall mark on record not accepted, and receive the pupil under the following rule:

"Pupils absent more than three days, or tardy more than once in any four consecutive weeks, without reasonable excuse, or for causes other than those specified, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, who shall have power to remove them from school until the next meeting of the Board. But no teacher shall thus report any pupil until he shall have given due notice to the parent or guardian of the delinquency of said children, and employed all other appropriate means to secure regularity of attendance.

"Pupils are expected to make up such lessons missed while absent from school as the Superintendent may require.

"Any pupil making an average yearly grade of seventy-five per cent in each subject shall be promoted. In finding this average the average monthly grade counts two-thirds and the term examination one-third. A pupil shall be exempt from term examination in such subjects in which he makes an average of B (90 per cent), and nothing below C (85 per cent).

"Pupils who shall absent themselves from regular reviews or examinations, without satisfactory excuse to the Superintendent, shall not be allowed to reenter school except by permission of the Board.

"Any pupil completing the prescribed course of study in the Winchester school (high) shall receive a diploma attesting his graduation.

"Pupils habitually neglectful of their studies and of the rules of the school, and whose example and general conduct are injurious to the school, shall be reported by the teacher to the parents, and, as a last resort, to the principal or superintendent for suspension or other punishment.

"Pupils who shall be guilty of injuring or defacing any school property shall be required to pay in full for all damages.

"Pupils will not be allowed to assemble about the school premises at unreasonable hours before commencement of school, nor to remain after dismissal. They may be admitted to their rooms at 8:00 in the morning and at 1:00 in the afternoon.

Janitor Service.

"All supplies needed must be reported to the superintendent of schools.

"The proper temperature of a room is sixty-eight to seventy degrees. It shall be the duty of the janitor to keep the temperature as nearly as possible at this standard.

"All basements, halls, school rooms, stairways, and offices shall be swept clean daily.

"All dusting shall be done with a damp cloth moistened with

an antiseptic solution. All laboratories shall be kept clean and washed in same solution as above, at least twice a week. All seats, desks, doorknobs, banisters, etc., shall be washed once a month with same solution.

"In times of epidemics or contagious diseases janitors shall disinfect according to instructions from the Superintendent.

"All windows shall be washed inside and out before the opening of school, during the Christmas vacation, and at least three times during the year. All walls and ceilings shall be brushed before the beginning of school and during Christmas vacation.

"All black boards shall be washed at the end of each week unless the teachers direct otherwise.

"Janitors shall have special supervision of the school grounds and buildings at all times, including Saturday and vacations, seeing that the lawns are kept free from rubbish and that all shrubbery and flower gardens are given the proper care and attention. They shall keep the lawn moved and the walks clean at all times.

"The janitors must have the buildings in comfortable condition for pupils and teachers upon their arrival. No janitor shall leave the school grounds while school is in session, but by the direction or permission of the Superintendent.

"The janitor shall open, close, heat, light, and take care of his building in connection with school work of any kind, either day or night, as part of his regular duty. All simple repairing and varnishing shall be done by the janitor.

"He shall supervise the boys' basement during intermission and guard against misconduct, reporting any that may occur.

"Principals of the various buildings will report to the superintendent of schools any indifference on the part of the janitor to any direction herein contained.

"No janitor shall indulge in smoking about the building or school grounds.

"All janitors shall be under direct control of the superintendent of schools who may give further and specific instructions for other work."

Banking. One of the most successful achievements of the Winchester City Schools last year was the institution of the school bank in cooperation with Clark County National Bank. Some class rooms were more successful than others in putting over this particular thrift habit with their children. Each teacher is expected to do her utmost in making the school banking a success in her particular class room. Records are kept showing the standards of different rooms in banking for the successive months. A teacher's ability in leadership can be very clearly determined by her achievement in school programs of this kind.

This method of banking makes it easy for every child to save something, no matter how small.

The plan is this: Each week a representative of this Bank visits the schools and receives the deposits. Upon making the first deposit, the student receives a bank book with his name upon it showing the amount of the deposit. After that each deposit is entered in the same book.

These deposits bear interest at the rate of three per cent per annum. The interest is credited at the end of each semester. This money can be withdrawn at the beginning or close of each semester by pupil's going to the Bank with one of his parents.

"The slogan is, "Saving, like Spending, is a habit."

Library Facilities. The Hickman Street School and Fanny

Bush School each have libraries suitable for grades one to six.

The Winchester High School library contains 1343 volumes valued at $2500.00. The cases, tables, shelves and other equipment are modern. New books are added by the Superintendent of Schools from time to time as there arises a need for them in the students' and teachers' work.

The library is supplied regularly with a dozen periodicals and magazines which meet the needs of pupils and teachers.

The teachers are requested to give to the Superintendent of Schools a list of books needed in their respective lines of work for reference. These books, insofar as possible, are added to the library.

Cost Per Pupil. The per capita cost based on the entire city system is $70.03. The cost based on the High School expenditures is $104.38.

Course of Study. Winchester City Schools operate on the 6-2-4 plan.

The grades one to six offer courses in reading, arithmetic, writing, English, history, geography, spelling, music, drawing, and hygiene.

In the Junior High School courses are offered in English, arithmetic, geography, history, community civics, manual training and home economics. The Fanny Bush School maintains seventh and eighth grade opportunity rooms in which handwork is emphasized

in addition to the regular courses of school work.

. The Senior High School offers four courses of study, the college preparatory course, the science course, the home economics course, and the commercial course.

College Preparatory Course.

First Year

Subjects	Credits
Occupations	1
Algebra	2
English	2
Latin, elective	2
French, elective	2
History, elective	2
General Science	2

Second Year

English	2
Geometry, Plane	2
Caesar, elective	2
French, elective	2
Biology, elective	2
Mech. Drawing, elective	2

Third Year

English	2
Algebra, elective	2
Geometry, elective	2
Cicero, elective	2
French, elective	2
Social Science, elective	2
Chemistry, elective	2

Fourth Year

English	2
American History	1
Virgil, elective	2
Physics, elective	2

Geometry, Solid, elective	1
Civics, elective	1
Typewriting, elective	1

Science Course.

Subjects	Credit
First Year	
English	2
Algebra	2
Latin, elective	2
French, elective	2
History, elective	2
General Science	2
Second Year	
English	2
Geometry, Plane	2
Caesar, elective	2
French, elective	2
Biology	2
Mech. Drawing, elective	1
Third Year	
English	2
Algebra	2
Cicero, elective	2
French, elective	2
Social Science	2
Chemistry	2
Fourth Year	
English	2
American History	2
Physics	2
Geometry, Solid, elective	1
Virgil, elective	2
Typewriting, elective	1
Civics, elective	1

Home Economics Course.

Subjects	Credits
First Year	
English	2
Algebra	2
Foods I	1
Clothing I	1
General Science	2
Latin, elective	2
French, elective	2
Second Year	
English	2
Geometry, Plane	2
Foods, II	1
Clothing II	1
Biology	
Caesar, elective	
French, elective	
Mech. Drawing, elective	
Third Year	
English	2
Chemistry	2
Costume Designing	1
House Management	1
Cicero, elective	
French, elective	
Social Science, elective	
Algebra, elective	
Fourth Year	
English	2
Dietetics	1
Millinery and Home Nursing	1
Physics	2
American History	2
Geometry, Solid, elective	
Virgil, elective	
French, elective	

Commercial Course.

Subjects	Credits
First Year	
English	2
Algebra	2
General Science	2
French, elective	2
History, elective	
Second Year	
English	2
Geometry, elective for special students	2
Bookkeeping I	1
Typewriting I	1
French, elective	2
Biology, elective	2
Mech. Drawing, elective	1
Third Year	
English	2
Bookkeeping II	1
Typewriting II	1
French, elective	2
Social Science, elective	2
Chemistry, elective	2
Shorthand I	1
Fourth Year	
English	2
Shorthand II	1
American History	2
Physics, elective	2
Civics, elective	2

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The Opportunity School. The Opportunity School of Winchester was established under the superintendency of C. E. Ackley in 1921. The work was successful from the beginning.

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73. Information on City School was secured from records and reports in the Superintendent's office.

Before special classes were established for backward children in Winchester, these children were kept in school only through the efforts of the truant officer. Their progress was slow, their accomplishments negligible, and they were unhappy and troublesome in the school room. As soon as the legal working age of sixteen was reached, they left school. Under the environment of the Opportunity School the boys and girls of this type are rather happily pursuing their work.

The boys and girls, particularly the boys, are doing a great deal of basket work and furniture repair, such as, the recovering of chairs and refinishing of table tops. They also make many new articles of woodwork such as wall-racks, magazine baskets, and book ends. The girls engage in weaving baskets, painting furniture, and in doing various household tasks.

This educational procedure is a work upon which all the teachers of the city system are agreed. This work eliminates the backward children from the regular classrooms, makes discipline easier, and enables the class work to be conducted in a more uniform manner.

The teachers in this school are devoted to their work and their spirit and devotion have made this work a success.

Pupils are assigned to this school after a mental test has been given, the teachers recommendation has been made, and after the parent has been called in for advisement. The

The placement is made as a tryout. If the child responds better to his work, he remains in this school.

A full report of the school by Superintendent Birckhead is given below:

"Winchester is a town with a population around 9000, situated in a rich agricultural belt. There are two elementary schools in the town, one a thirteen room building in the southern part of the town, and the other an eight teacher building in the northern part of the town. The social line of cleavage between the two sections of this city is very marked. In the southern section the predominant population is a high type, cultured, one with considerable wealth. The children who attend the school in the north end of town or the Fannie Bush School, are largely the sons and daughters of working men. A great many of them came to Winchester with the oil boom a few years ago. There is a much higher percentage of backward children living in the neighborhood of the Fannie Bush School. This school is housed in a remodeled residence containing four good class rooms and four rather inferior class rooms. The building is located in the midst of a magnificent lawn and playground of fourteen acres. In this school there are six regular grade teachers and two instructors who have charge of what we call opportunity rooms. Each of these two rooms has enrolled a maximum of eighteen backward children. This is approximately three per cent of our white school population.

"The first room of this kind was established under the superintendency of C. E. Ackley in 1921. The work accomplished under this teacher was so successful and his room so overcrowded that in 1924 a second room of this type was added.

"Before a child is placed in this special class he is given the Stanford Revision of the Simon-Binet test. If this test and other tests showed that his intelligence quotient was low he was placed in this class. However, a close watch is always kept by the teachers of the class and by the principal and when it is found that there is a probability of this child's being able to do work in a regular grade he is given the opportunity and transferred. Some few transfers have been made but not many.

"The success or failure of such class work is probably more dependent upon the type of teacher placed in charge of

these children than because of any other one element. In this respect Winchester has been particularly fortunate. The two teachers have been selected because of their personal qualities. Each has to a high degree the attitude of the school mother to her children, kindly patient, and always willing to place themselves in the position of the child in trying to understand the child. Our teachers are happy in seeing their children accomplish small tasks which they are able to do rather than the other requirements of the grade group.

"The work in the opportunity rooms has been changing gradually from largely a study of fundamental subjects to handwork of various types.

"In this group there is a number of large girls varying from 14 to 18 years. These girls are all doimg grade work which approximates third to fifth grade. One of the teachers, who is a graduate of the Home Economics Department of the University of Kentucky, gives them daily work in cooking and sewing. They have become much interested in this work and their accomplishment is very good considering their mental limitations and they are happy in what they are doing.

"A group of interested women maintain a free soup lunch for indigent children in this school from the first of January until the first of April each year. These older girls take quite a delight in helping the ladies serve this lunch and in directing the younger children at the tables. In this work they are learning the service of the waiter."[74]

Summary. Winchester City Schools were established by an act of the General Assembly April, 1873. From the beginning there has been an interest in new and better buildings and in more and better equipment. The Winchester City Schools began their work in the old Academy building which is now the Hickman Street School site. The buildings have increased until they now include two buildings for the grades, a building for music

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74. Interview, Superintendent E. F. Birckhead.

and home economics, a building for auto-mechanics, a gymnasium, and a splendid modern junior and senior high school building. The equipment was very meager at first. Is is now modern in all the departments of the school.

The teachers have increased from two or three in the beginning to more than forty. Their salaries and qualifications were very indefinite until a few years ago when the Board of Education adopted a single salary schedule which is given in this chapter. This has increased the interest of the teachers in attending professional schools and colleges.

The Winchester City Schools operate on the 6-2-4 plan. The courses of study have been changed and added to so as to meet the needs of the pupils. The number of courses offered are given in this chapter. The opportunity school has proven its value to the community.

A spirit of harmony and cooperation rarely met with exists between the city and the schools.

WINCHESTER NEGRO SCHOOLS

Historical Statement. In 1870 the agitation caused by the adoption of a new constitution for the state revived the call for the school being governed by the negro people. A board of trustees composed of colored men: J. T. Taul, Dan Baker, and M. M. Bell were elected. This new administration retained only

one of the previous faculty. G. S. Benton (Berea) was made principal. Misses Lizzie Hammons, Carrie N. Wills, and Mesdames Julia A. Benton, and M. Nattie David were the teachers. The controversy which followed caused all the buildings to be locked up by the sturdy opposition, so the board of trustees rented the following buildings: The old laundry on South Highland Street, the building at the corner of Washington and Oliver. The term was cut to six months. Mrs. Benton of Berea College operated a very successful select school during the interim at her home on Third Street.

The city voted a bond issue and in 1892 a six room negro school building was erected on Oliver Street. It was not finished.

Mr. Benton started a system of grading. It was very crude when compared with modern methods, but it was a step in the right direction. In 1893 Mr. Benton was succeeded by J. H. Minto (Chandler) with the following teachers: Misses C. N. Wills, Flora Z. Barbee, Willie Woodford, and Mesdames Nettie David and Julia A. Benton.

The closing exercises in 1894 were the most elaborate the school had ever had. The huge success was due to Mr. Mingo's hard work. This year Mr. Mingo was succeeded by J. H. Garvin (K. N. I. I.). He was a very successful principal.

In 1895 the entire negro school system was placed under the Board of Education of the white schools. They finished the Oliver Street building which had been begun by the negro trustees. They defined a course of study for the grades as outlined by Mr. Garvin, and this year saw its first graduating class. It was composed of eleven members. Mr. Garvin also succeeded in having the Board adopt a two year high school course. It added Rhetoric, and Algebra to what would now be an eighth grade course. A class of six finished this June 10, 1897. Thereafter all the commencements have been looked forward to with a kind of civic pride and there have always been a creditable class to graduate.

In 1904 the building was remodeled and a larger faculty took charge. Music, drawing, and domestic science were added. In 1909 Manual Training was added and the faculty was increased to twelve.

In 1917 Mr. Garvin resigned as principal to engage in work incident to the World War. E. S. Taylor who had been assistant principal for eight years succeeded him. Mr. Taylor held the principalship until January 1928 when he died. Mr. Taylor succeeded in raising the standard of the school to a relative position with most any secondary school in the country. He strengthened the course of study, organized the Junior and Senior High Schools on a sound basis, and the gymnasium which was erected

was due to his untiring effort. He unified the school and developed one of the best student bodies in the State. Under his direction the school became the center of all community interests. This is manifested in the splendid Parent-Teachers' Association, a teachers' reading circle, and a large patronage to the activities at the gymnasium and elsewhere. The four year high school course is something of which every home loving negro should be proud and the accomplishments of the products of this school is a credit to the faculty that will be paid with interest in the years to come.

"Buildings and Equipment Oliver Street

School Building	$24260.00
Oliver Street Elementary Building	8000.00
Oliver Street School Grounds	6000.00
Colored Gymnasium	6000.00
Colored Equipment	2000.00
Total	$46260.00"

Funds for the building of the gymnasium were raised by community welfare workers. This fund was supplemented by the Board of Education. Attendance is as follows:

Total census, boys 208, girls 187, total	395
Actual enrollment, boys 173, girls 166	339
Average attendance, 158 boys, girls 154	313

The teachers' salary schedule is given under the white salary schedule above. The qualification for teachers is governed by the rule of the Board on teachers mentioned under the

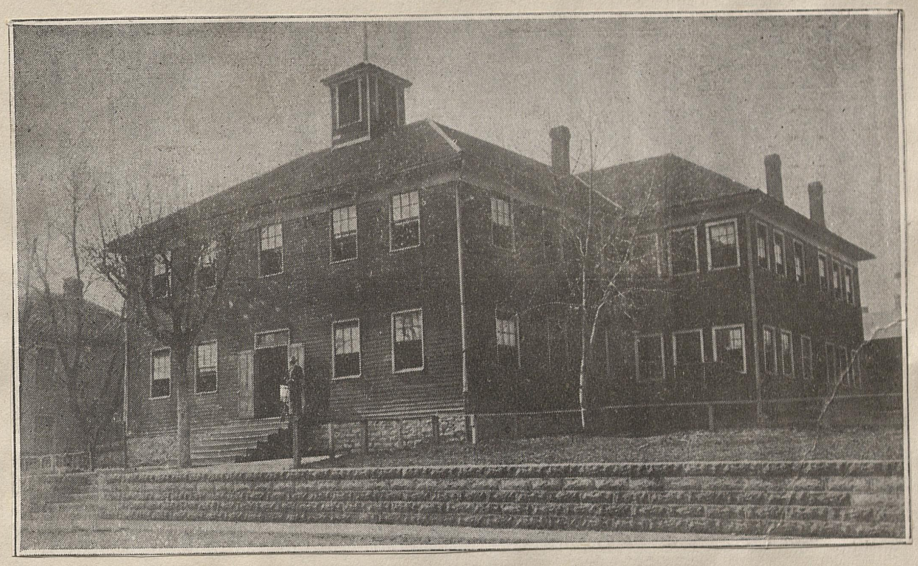
white city schools above.

The school has the same financial support as the white schools. It is governed by the rules and regulations of the Board of Education of the City of Winchester. There is only one fund for all the schools.

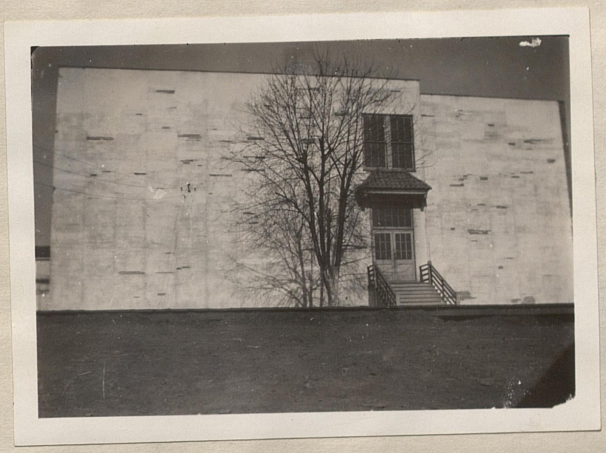
TABLE 10.

WINCHESTER NEGRO EDUCATION.

Year	Census	Enrolled	Attendance	No. teachers	Cost per pupil	Average salary
1896	...	...	...	...	...	...
1897	...	...	...	...	...	...
1898	...	...	...	...	...	...
1899	827	288	209	7	$11.29	$50.00
1900	820	400	260	7	$ 8.98	$50.00
1901	...	...	...	...	...	...
1902	...	...	...	...	...	...
1903	...	...	...	...	...	...
1904	...	...	...	...	....	...
1905	...	...	...	....	...	...
1906	740	481	335	8	$16.12	$30.00
1907	730	398	297	10	$16.32	$35.33
1908	764	385	245	10	...	$45.00
1909	769	423	270	111	...	$47.50
1910	801	407	278	11	...	$42.50
1911	800	402	290	11	...	$42.50
1912	840	...	...	111	...	...
1913	858	...	...	...	...	...
1914	822	412	315	11	...	$45.00
1915	820	410	316	11	...	...
1916	822	445	326	11	...	$45.00
1917	...	409	245	11	...	$60.00
1918	574	409	247	11	...	$60.00
1919	576	414	250	11	...	...
1920	526	330	292	...	...	...
1921	298	262	193	...	...	...
1923	249	225	159	...	...	...
1924	249	207	159	...	...	...
1925	250	201	160	...	...	...
1926	248	196	157	...	...	...
1927	251	198	162	...	...	...



Oliver Street School for Negro Children.



Oliver Street High School for Negro Children.



The above building was built by funds received from the Freedman's Bureau in 1869. It was the first negro school house in Winchester and Clark County.

Course of Study. The negro school is organized on the 6-2-4 plan. In grades one to six arithmetic, English, reading, spelling, geography, history, music and drawing are taught. In the junior high school English, arithmetic, history, music, sociology, occupations, and industries are taught. In the senior high school we have the following courses:

Subjects	Credits
First Year	
English	2
Algebra	2
Latin	2
Music I	1
General Science	2
Industries	2
Second Year	
English	2
Geometry, Plane	2
Biology	2
Latin	2
Music II	1
History	2
Third Year	
English	2
Algebra	2
Chemistry	2
French	2
Industries	2
Music III	1
Fourth Year	
English	2
Physics	2
Geometry, Solid	1
French	2
Civics	1
History	2
Music IV	1

The negro high school has been offering four years Latin. It now offers two years Latin in first and second years high school and two years French in third and fourth years. Manual training is emphasized. It is taught in the old building which was built by funds received from the Freedman's Bureau in 1869.

The Playground. One of the last acts of Mr. Taylor was the securing of a four acre playground for the negro children. The school raised $1000, the Board of Education gave $1000, and the Harmon Playground Fund Commission of New York gave the last necessary $1000. The negro people are very proud of this playground as it is one of five in the whole south.[75]

Summary. Winchester negro schools have their origin in a district school which was established under the State laws of 1866. The school has increased until it now includes the following buildings: Oliver Street High School Building, Oliver Street Elementary School Building, Oliver Street School Ground, and a Gymnasium. The total value of the buildings and equipment is $46,260.00.

The teachers have increased from one to near twenty. The qualifications and salaries of the teachers have been standardized by the adoption of a single salary schedule by the Board of Education.

This school has the same financial support as the white city schools. It is governed by the rules and regulations of

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75. Records Oliver Street Colored School.

the Board of Education of the Winchester City Schools.

The negro school is organized on the 6-2-4 plan. The courses have been changed and new courses have been added to meet the needs of the pupils.

The negro people cooperate in all progressive school activities. They are very proud of their school and of the Harmon Playground which they have recently secured.

EXTINCT PRIVATE SCHOOLS

French Academy. The French Academy was conducted by Miss Pattie French, principal, and Miss Sarah French, assistant. This chool was organized in 1890. In a few years Miss Sarah French succeeded her sister as principal. She was later succeeded by her brother, W. H. French as principal.

The purpose of this school was to prepare for college. French, Latin, Mathematics, and history were taught. The enrollment at the end of the first year was thirty.

The tuition was graded, $30, $45, and $60 for a term. The building was equipped with the necessary furnishing.

The last principal, W. H. French, moved the school from Boone Avenue to Fairfax Street and opened a boarding school in connection with the old academy. It became the best school in Winchester under his leadership. Mr. French was ably assisted by Mrs. W. H. French, A.B., Georgetown, and by Mr. Henry Jones.

The course of study was increased to include Greek, German,

and higher mathematics.

Mr. French was the author of the "Talker", a practical guide to the use of correct English. It includes eight hundred incorrect sentences corrected, and four hundred fifty sentences illustrating the proper use of words that should be carefully distinguished. It was published in 1900. Mr. French held the B. S. and M. A. Degrees.[76]

The Poindexter School. Miss Mattie E. Poindexter left junior high school work in the Winchester High School and opened a private school on Maple Street in September 1913.

This school was progressive and up-to-date and was patronized by the most prominent people of Winchester and Clark County. Work done in this school was accepted by the public and private schools of Winchester and Clark County. Her pupils took the eighth grade examinations which were held by the County Superintendent. They averaged with the highest in the county. Many of her students entered senior high school at the age of eleven years. They finished high school and entered college and did college work well.

This school is mentioned by Winchester citizens as being noted for thorough training, good discipline, and as being one

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76. Interview, Mrs. Sarah French Yates.

of its most successful schools. This school has been closed since 1925. Miss Poindexter has been tutoring in Winchester, Kentucky, Bay View, Michigan, and Tampa, Florida since that date.

Miss Poindexter limited the enrollment to a maximum of twenty-five. The tuition charge was seventy dollars for ten months.

State and city adopted textbooks were used. The school was equipped with charts, globes, maps, and all necessary equipment for graded school work.

The grades were so arranged and managed that the pupils who started in any particular grade were allowed to finish the eighth grade. The lower grades were discontinued from time to time until the upper grades were finished, then the lower grades were reopened for enrollment. This school is expected to reopen next September.[77]

ACTIVE PRIVATE SCHOOLS

Winchester Academy. The Winchester Academy was established September 1, 1927. It is under the direction of the Church of God which maintains headquarters at Anderson, Indiana. The church's official publication is the Gospel Trumpet. The length of the term is nine months.

The aim of the Academy is Christian Character; but the

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77. Interview, Miss Mattie E. Poindexter, Teacher.

attainment of this goal will include many aims which are common to all schools. Among these are the following:

"1. To give to each of its students facts of knowledge, ideals, attitudes, and habits which are to be a necessary part of his life to such a degree that he will be a useful member of society, economically, morally, and spiritually.

"2. To give to each student knowledge and appreciation of the past, present, and most probably future of the civilization of which he is a part.

"3. To develop in the students open mindedness, sympathy, understanding, and good will toward their fellows.

"4. To give our students social experience which will train them to have confidence and ease in their contacts with other people.

"5. To help each student to understand and appreciate his government to such an extent that he will intelligently cooperate in its perpetuation and advancement.

"6. To help the students to become acquainted with Jesus Christ and accept Him and His teachings as the guide to their life activities. They should also go forth as trained, willing, and efficient church workers."

The Academy is organized on the 8-4 plan. The first eight grades provide grade work only. The upper four grades offer a regular four year high school course. The following subjects are offered: English, Algebra, Geometry, History, Biology, General Science, and Bible. The State adopted texts are used. Each grade is provided with suitable supplementary books. The tuition fees are as follows: Grades one to six, seventy-five cents a week, and grades seven to twelve inclusive, one dollar a week. The dormitory students pay board and room rent.

The Academy has two buildings. The dormitory is a brick and frame mixed. It has thirty-four rooms well equipped for boarding students. This building is valued at $20,000. The recitation building is a new frame structure well arranged and modernly equipped. It has six class rooms, one of them large enough for an assembly room and equipped with opera chairs. Four of the class rooms are equipped with tablet armed chairs and one with new desks. All rooms have teachers desks and all necessary teaching materials.

There are forty girls and twenty boys enrolled. The average attendance is ninety-five per cent. There are twenty-two boarding students. The remainder of the enrollment lives in Winchester. Two of the boarding students are from Clark County. Sixty-six per cent of the students are from this county.

It costs the Academy $11.67 to teach each student.

The library contains 200 volumes valued at $150.

There are three full time high school teachers and two half time teachers. One of the teachers is a college graduate. The faculty which has been elected for next year have qualifications which will meet the standards set up by the high school Accrediting Committee. The grade teachers salaries very from $630 to $900. They hope to raise this minimum salary in the near future.

The high school teachers receive$1000 a year. The principal's salary is $2500 a year.

There is no endowment. The school is supported by contributions from the Church of God and by donations from individuals. The school expects to start a campaign for an endowment this year.

Graduates of eighth grade are admitted to high school.

Nineteen units are required for graduation from high school. These include the regular standard units for entering college plus four units of Bible which must be taken each year.

The grading system is by letters. A - 93 to 100; B - 86 to 93; C - 79 to 86; D - 72 to 79; F - Failure.

An average grade of 72% or above must be made in each subject every term to pass in that subject.

The young people have a religious organization which meets once a week.

A gymnasium will be provided by September 1928.

The following rules and regulations apply to all students:

"All students must hold proper respect for civil and private rights.

"The Lord's Day shall be regarded with respect and shall be free from noisy gatherings and games.

"Students must be respectful towards all workers of the Institution.

"Students must have proper regard for rights and comforst of their fellow students.

"Students must have proper regard for their employers and the inhabitants of Winchester and surrounding country regardless of race or condition of life.

"Students must not leave gates open, break down fences,

commit any trespass or destroy property.

"Students must obey the laws of the land.

"Students must not burn gunpowder or keep weapons in their rooms. Any weapons brought to Winchester must be dsposited with the student's Advising Officer.

"Students must observe the common law of morality.

"Students must not engage in card playing, dancing, and drinking liquor.

"Students are prohibited from indulging in profanity, fighting, taking part in vulgar or clamorous demonstrations, practical jokes or hazing.

"Students must not enter places of ill repute, gambling rooms, pool rooms, etc.

"Young women must guard their reputation and young men must regard their own repute and that of the women students by observing the principles of good behavior.

"Young women under sixteen may not receive social attentions. This does not apply to town students when out of school.

"Young men and young women may accompany each other with special permission. They may play together in outdoor games by permission of the Dean of Women.

"Students are prohibited from leaving town without permission of the Dean concerned.

"Students must be in their rooms after 10:00 p.m. and have their lights out except by permission of the teacher in charge.

"All students must conform to the standard dress prescribed by the Academy Faculty." 78

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78. Interview, W. H. Hunt, President.





Winchester Academy

The brick is a dormitory. The frame is the recitation building.

St. Agatha Academy. Winchester, the "Gate City of Kentucky", with a population of 15,000, had no Catholic school in charge of a religious sisterhood prior to 1919. In February of that year Reverend George O'Bryan, Pastor of St. Joseph's Church of that city, received the enthusiastic and unqualified approbation of the right Reverent Bishop Brossart of Covington to establish a Catholic school in connection with the parish. The number of Catholic families in Winchester was small and the number of children could scarcely justify the opening of a Parochial school. The superior provincial of the Sisters of Divine Providence of Kentucky was invited to assume the responsibility of the new school and having very cordially assented, the new school became an essential fact, to be known as St. Agatha Academy.

In April 1919, the Sisters purchased a private residence of ten rooms on South Main Street, quite near the St. Joseph Church. The needed alterations were begun at once, and toward the end of July the announcement was made that the school would open in September. School furniture was installed, and arrangements made to seat about thirty pupils, as that number exceeded the number of Catholic children whom the Sisters were certain would attend. The Sisters came to Winchester August 5, 1919; the entire city showed marked interest in their arrival, and in the new school. It was a debatable question as to whether or not the full course of study could be organized at once, since the number would be

limited.

Tuesday, September 3, St. Agatha Academy opened its doors with an actual and active enrollment of fifty-four, all day pupils. The following Monday, September 8, the small boarding school which was hastily organized on persistent demand, received twelve young girls, eight from Madison county, and four from Clark County. As the new Academy itself could offer no room for the home quarters of these boarders, the Sisters rented the double cottage adjoining St. Joseph in church and fitted it out as the Dormitory section with two Sisters in charge as prefects. Cultured Winchester had taken the new Agatha to its heart. The attendance rose slowly, but at the end of the school year, there were in daily attendance ninety-seven pupils, attendance virtually 100%.

The course of study is that of the standard school and high school: Eight elementary and grammar grades, and four years' high school work, and has been such since the opening year. There was no laboratory the first year, but a fine biological laboratory was installed the summer of 1920. In April, 1920, Dr. McHenry Rhoads, then the supervisor of high schools on the part of the University of Kentucky, was invited to visit St. Agatha with a view to accrediting the Academy with the University. Dr. Rhoads paid the requested visit, and a full affiliation was granted under the condition that the Library and Laboratory be

installed for the coming year. The courses of study offered by St. Agatha are: the classical course, which is college preparatory; the English course; and a commercial course.

St. Agatha Academy is dependent for support solely on the fees paid for tuition; there is no endowment fund of any kind whatever. As extra-curricular activities may be mentioned the courses in music, voice culture, art, embroidery, and the languages. The terms for tuition range from twenty-five dollars a year in the primary grades to $60.00 in the graduating year. If parents of Catholic children are unable to meet the financial requirements, their children are received gratis; nor is this privilege restricted to Catholic children. Boarders pay $250.00 to $300.00 a year.

The Sister teaches as such receive no salary for their services; they are college women, the present staff embracing one A. M., five A. B.s, and one normal degree. The present enrollment is 110. The average attendance in the grades is 94%, in the high school, 98%.

The private residence which became the first St. Agatha Academy was inadequate for school purposes from the first; in the summer of 1920 two large class rooms were built, 25 x 30 feet; in these rooms are found the primary and elementary grades. Another room was added in 1923.

The Library comprises 500 volumes, exclusive of miscellaneous

references: Religion, Science, Literature. Biology, the science taught at St. Agatha is building up a modest Library of its own. The pupils also have a circulating library for general reading.

Pupils wishing to enter St. Agatha either as boarders or day pupils must offer satisfactory references, both moral and financial, unless they be known. Non-Catholics are received on the same basis as the Catholic pupils; by written agreement with the parents or guardians, the non-Catholic boarder is permitted to attend the Church of her affiliation for Sunday services, but not for the evening services; otherwise, they must attend the Church services with the Catholic pupils; and this is solely for the sake of good order. The Academy reserves the right to terminate the attendance of any pupils whom it may consider undesirable influences, or possible detriments to the school.

The rules are simple, direct, clear; respect for religion and for authority are of paramount importance and an indispensable requirement. The discipline is firm, but motherly; the end of all rules and all instruction is the formation not only of scholarly students, but of the deeply Christian character, the noble, womanly character so desirable.

The ideal of the Academy asks that every pupil attend for at least two consecutive years the classes in the high school in order to be admitted to graduation. However, to meet demands which cannot be reasonably denied, the Academy has accepted from time to

time pupils for the last year only, when the credits transferred from some other standard school are of such rank as to merit the favor. In 1919, when the Academy opened, two young girls who were to enter the senior year at the Winchester High School, withdrew from that school to spend the last year in the "First Catholic School the City had"; the Winchester High School gave very cordially the record of these girls to the Academy; they had completed the one year of Science required for graduation, and both girls were awarded the certificate for college entrance to the University of Kentucky, through the courtesy and the warm interest of Mr. McHenry Rhoads.

By purchase of a lot adjoining the Academy, the Sisters are preparing outdoor sport for their pupils; the play ground for the smaller children and an ample tennis court for the high school pupils. Social entertainments of a simple nature are fostered in the Academy through the medium of Liberary Clubs, Music Clubs, etc. The national feasts are observed with appropriate programs, pageants, etc.

In accordance with the traditional spirit of the convent school great attention is paid to the deportment, politeness, and conduct. These, as well as the standing of her pupils in studies, are graded on the 100% scale; reports of the standing of their children or wards, are sent quarterly to parents or guardians.

Pupils are not permitted to spend the night away from the

Academy during the school year, unless in the company of their parents. Their reading and letter writing are under supervision of the Directress.

Sixteen units required by the state for graduation are supplemented by two additional credits in Religion. On completing this work, with a general grade of not less than 75%, the pupil is graduated, receiving the diploma and medal. The diploma bears the work which tells in what rank or merit the diploma is awarded: Satisfactory, good, very good, or excellent.[79]

KENTUCKY WESLEYAN COLLEGE

Act of Incorporation. By Act of Incorporation the approval of the Legislature of Kentucky on January 12, 1860, the Board of Education of Kentucky Annual Conference of the Methodist Episcopal Church, South, became a corporate body. A part of this Act is given below:

"Section I. That the Rev. W. C. Dandy, Rev. Daniel Stevenson, Rev. John H. Linn, Rev. John W. Cunningham, Rev. John C. Harrison, Rev. Robert Nimer, David Thornton, Moreau Brown, Hiram Show, B. P. Tevis, Williams Nunn, and A. G. Stitt, and their successors in office be, and they are hereby constituted a body politic, and corporate, by the name and style of the Board of Education of the Kentucky Conference of the Methodist Episcopal Church, South, with the right and power of exercising all and singular the privileges, incidents, and capacities of corporation aggregate, to sue and be sued, implead and be impleaded, grant or receive, contract or be contracted with, and do and perform all other necessary acts and things as natural persons; to purchase and hold land or

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79. Interview, Sister Efriam, Directress.

other real estate and personal property as the Educational fund of said conference; to have and to use a common seal, and change the same at pleasure; to appoint an Executive Committee of its own body, or other persons members of said church; to take charge of the College buildings and grounds, with such other powers as may be granted by the Board of Education, and within the provisions of this Act of Incorporation; to make by-laws and ordinances for the proper conduct and government of said College; provided said by-laws and ordinances shall not be inconsistent with the Constitution and Statutes of the State; to elect or appoint a President and such Professors, who shall compose the Faculty of said College, as they may think proper, and any teachers or assistants that they may think fit; to establish, change or abolish professorships, as the exigencies or interests of the College may require; to fix the salaries of professors and teachers and to do and perform all other acts necessary or expedient in sustaining said fund, and for the proper conduct of said College, so as to render them successful in accomplishing the great object of their establishment, subject to the confirmation of the conference.

"Section II. That the members of this Board, to be hereafter appointed, shall be elected by the Kentucky Conference of the Methodist Episcopal Church, South, at its annual sessions. The said Conference may, at their pleasure, change the number of this Board; but there shall never be less than twelve or more than eighteen. A majority of the Board shall constitute a quorum for the transaction of business; provided, such official notice of time and place has been given as the Board may direct.

"Section VII. That the Faculty of said College shall have authority to confer degrees, as they may think just and proper, and to make all such needful rules and regulations in regard to the conduct of the pupils, and to the course of exercise and instruction that they may deem best; subject, however, at all times to the control of the Board of Education, who may reject, revoke, modify or change the same as they may think proper.

"Section VIII. That the property and estate, real and personal, held and owned by the Board of Education under this Act shall be free and exempt from taxation, whether the same be for State, county or corporation purposes.

"Section XII. That this Act shall take effect from its

passage but the Legislature reserves the right to amend or repeal the same."

Under the above Charter, the Board of Education established Kentucky Wesleyan College.

Extracts from the Articles of Agreement for consolidation of the Board of Education of the Kentucky Annual Conference of the Methodist Episcopal Church, South, and the Board of Education of the Louisville Annual Conference of the Methodist Episcopal Church, South, under the name of Joint Board of Education of Kentucky and Louisville Conference of the Methodist Episcopal Church, South, this agreement was made and entered into on the 25th day of February 1926.

"The Board of Education of the Kentucky Annual Conference of the Methodist Episcopal Church, South, and the Board of Education of the Louisville Annual Conference of the Methodist Episcopal Church, South, shall be and are hereby consolidated into a single corporation, to be known as the Joint Board of Education of the Kentucky and Louisville Conferences of the Methodist Episcopal Church, South, and the said corporation, under the name and style aforesaid, shall have its principal office and place of business at Winchester, Clark County, Kentucky.

"The object and purpose of said consolidated corporation shall be the maintainance of Kentucky Wesleyan College, at Winchester, Kentucky, as a co-educational college.

"It may acquire by gift, devise, bequest, purchase or otherwise, and hold for general purposes or specific purposes real and personal property, and may sell, convey, lease, pledge or mortgage its real and personal estate; and, in general, it may exercise all the powers conferred by general law upon corporate bodies.

"All funds and properties which have been donated, contributed, or conveyed, to either of said constituent corporations for the support of maintenance of special chairs or

schools or for any specific purposes, shall be held by said corporation and dedicated to and used for such specific purpose or purposes, strictly in accordance with and persuant to the terms and conditions of such donation, gift or conveyance under which same has been received.

"The Management and control of said corporation shall be vested in a board composed of sixteen members, eight of whom shall be elected by the Kentucky Annual Conference of the Methodist Episcopal Church, South, said members to be nominated to their respective conferences by such method as each conference may determine. One-half of each of said groups of eight shall be composed of clergy and one-half of laymen."

Historical Statement. On January 12, 1860, the Board of Education of the Kentucky Annual Conference of the Methodist Episcopal Church, South, was chartered. During the period of the Civil War progress was retarded and it was not until 1866 that Kentucky Wesleyan College began to function as an educational institution. Since that time it has had a leading part in the educational work of the State.

First at Millersburg and at Winchester, since 1890, it has developed steadily. Perhaps no other institution of like size has made a greater contribution in the way of leadership. Her graduates are in all walks of life. "Kentucky Wesleyan College has been the mother of Schools, Colleges, and College Presidents." Four of five schools or colleges have been founded by her Alumni and eight of her graduates have become college trained ministers in the Kentucky and Louisville Conferences have been Kentucky Wesleyan men. A large number have gone to other conferences. She is represented on every Mission Field where our Church operates.

Leading bankers, lawyers, merchants, and men in all the industrial phases of life look to Wesleyan as their Alma Mater.

Kentucky Wesleyan College is a member of the Kentucky Association of Colleges and Universities. Standard requirements fixed by this Association are strictly complied with by this institution. All their work is standardized on the bases of A-grade College work.

Historical Summary. The establishment of Kentucky Wesleyan College in 1860 was the result of an educational movement having its origin among Kentucky Methodists in the last decade of the eighteenth century. Three times before the Civil War the Methodists attempted to establish in Kentucky an educational institution, but for sundry reasons each attempt resulted in failure. The first of these attempts was in 1790, when Bethel Academy was founded near the present High Bridge some nine miles from Nicholasville. It was abandoned in 1803. The next attempt was made in 1822, when Augusta College was founded at Augusta, Kentucky. This college was under the joint control of the Ohio and Kentucky Conferences. This college was abandoned in 1849. The third venture of Kentucky Methodists was made in 1840, when the conference assumed the control of Transylvania University. In 1850 the Methodist Conference gave up its control of Transylvania and remained for fifteen years without an institution of higher learning in Kentucky.

In 1856 the conference established a college for men at Millersburg, Kentucky. On account of the Civil War, the college did not open its doors for students until the autumn of 1866. The first year of its history ninety students were enrolled; by 1870 the number had grown to 144. Rev. Charles Taylor, a graduate of the University of New York, was the first President and remained in charge of the College until 1870. The faculty during this period was composed of five members. The B. A. and B. S. degrees were conferred; in 1870 there were seven graduates. After 1870 the number of students declined and the greatest efforts on the part of the faculty did not suffice to keep up the enrollment.

In 1890 the Conference removed the College to Winchester, Kentucky, where it was hoped greater success would attend its efforts. In order to secure the college for their city, the people of Winchester and Clark County contributed $42000 for land and buildings. The people of Millersburg were much opposed to the removal and carried the question into the courts. In 1894 Justice Harlan Stone of the United States Supreme Court handed down a decision sustaining the action of the Conference.

In erecting the main building for the college at Winchester, several bricks from the old Bethel Academy were placed in the walls, typifying in a most striking manner the continuity of Methodist effort for education in Kentucky. For the first year

in Winchester the College occupied temporary quarters, the new buildings not being completed. There were during this first year four members in the faculty and 120 students. The new building, though unfinished, was occupied in 1891, and continued to be used until 1905. During these fifteen years the history of Kentucky Wesleyan was one of steady progress. A complete gymnasium was fitted up. Preparatory schools were established at Campton, Burnside, and London. In 1901, a boys' hall, the gift of T. L. Clark, was opened.

In February 1905, the main building of the college was destroyed by fire. Temporary quarters were secured and meanwhile, with funds donated by the people of Winchester and Clark County, a new building was erected. Kentucky Wesleyan rose from its ruins seemingly with new strength. The number of students has increased from year to year, from 120 in 1890 to 411 in 1927. The faculty has increased from four in 1890 to twenty-seven in 1927. New buildings have been built from time to time. The number of buildings has increased from one in 1891 to eleven in 1927. It may be mentioned that the college became co-educational at the time of its removal to Winchester. The attendance in College has increased from less than 100 in 1918 to 390 in 1928.

Aim and Purpose. "The goal of Kentucky Wesleyan College is Christian character, but the attainment of this goal will include many of the aims which are common to all colleges. Among these are scholarships, moral culture, physical training, cultivation

of respect for law, training for citizenship, equipment for service, esthetic development, and preparation for wholesome and social enjoyment.

"In the pursuit of these aims Kentucky Wesleyan has set up such standards of thoroughness and efficiency as will command the recognition of the educational world, to the end that its certificates and diplomas are accepted at face value wherever presented. She offers a comprehensive course of study, first class facilities and equipment for instruction, and employs a faculty equal to the best in ability and teaching power.

"She sets forth consciously a goal which is definitely and consistently christian. She strives to bring her students into intimate fellowship with Jesus Christ, as Savior and friend, as an inspiration and guide, in all endeavor to attain the goal of christian character. She writes the christian purpose at the center of her program, and strives definitely to attain it, and desires to include in her faculty those, and those only, who will join heartily in the effort to attain her aims."

Course of Study. The following courses of instruction are offered:

a. Biological Sciences, fifteen courses.
b. Bible, twelve courses
c. Chemistry, eight courses
d. Education, seventeen courses
e. English, twenty-five courses
f. French, ten courses
g. Greek, fourteen courses
h. German, six courses
i. Journalism, four courses
j. Latin, fourteen courses
k. Mathematics, thirteen courses
l. Physics, five courses
m. Social sciences, twenty-two courses
n. Spanish, ten courses
o. Physical Education, a complete program

Extra Curricular Activities:

A. Student Organizations
    1. Executive Council
    2. Student Council
    3. Honor Council
    4. Senior Class

5. Junior Class
6. Sophomore Class
7. Freshman Class
8. Y. M. C. A.
9. Y. W. C. A.
10. Eucleian Society
11. Philomathean Society
12. Pierian Society
13. Zetagothean Society
14. Pi Mu Alpha Socieyt
15. Booster Club
16. Blackstone Law Club
17. The Ministerial Association
18. Student Volunteer Group
19. Athletic Association
20. The Keys
21. C. Y. C. Club
22. Alpha Beta Chi Club
23. Dramatic Club
24. Alpha Psi Omego Club
25. Pi Kappa Delta Club
26. College Boys' Sunday School Class
27. College Girls' Sunday School Class
28. Pep Club
29. Kentucky Wesleyan Orchestra

All athletic activities of the College are under direct control of the faculty through the Athletic Council. The College offers all advantages for athletic development and wholesome competition on the part of the students. The highest standards of honor and sportsmanship are at all times upheld and encouraged. Kentucky Wesleyan College is a member of the Southern Intercollegiate Athletic Association and strictly adheres to the rules governing that body.

The athletic Council is composed of four members of the faculty and three students. The purpose of the College is to encourage physical development and wholesome sports.

In the Y. M. C. A. the students and faculty come together on equal terms. This offers the faculty a real opportunity for fellowship and Christian fellowship. This means much to the students.

One of the most important features of the association work is Mission Study and Mission gifts.

The main purpose of the Y. W. C. A. is to give the girls an opportunity to solve together similar problems and most of all learn "to live Jesus' law of love in all our relationships!! It provides leadership in mental, social, and spiritual phases, and sponsors wholesome play and entertainments. It trains for leadership in church and community.

The purposes of the Ministerial Association are: First, to assist in the development of its members for their life work, through helpful activity and christian fellowship; Second, to challenge other students to give their lives to the Christian Ministry; and Third, to work in harmony with all other Christian Organizations in the promotion of the Spirit of Christion the campus and in the community.

The Student-Volunteer Group is composed of those students who are definitely planning to do work on the foreign mission field. They study and discuss modern missionary problems.

The College Weekly, the Kentucky Wesleyan was established in 1911. It is published weekly by the students of the college

and is supervised by the Faculty through a magazine committee. It is a median of expression for the students. It encourages tendencies of literary nature, and serves as a bond of union between ex-students and their Alma Mater.

The college now has a special faculty committee which is making a complete study of extra-curricular activities.

No social fraternities are allowed by the college authorities.

Pupil Charges. Kentucky Wesleyan College has divided the college year into three quarters from September until June.

Cost per Quarter

Tuition	$20.00	
Incidental fee	20.00	
Room rent	21.00	
Board $5.50 per week	44.00	
Athletic fee	3.00	
General repair fee	1.00	
Annual fee	5.00	
Medical fee	5.00	
		$141.00
Total for year		$403.00

Laboratory Fees per Quarter Additional

General chemistry	$5.00
Advanced Chemistry	7.50
Biology	5.00
Advanced Biology	7.50
Physics	5.00
Education 25	2.00
Education 30, 130	5.00
Education 184	2.50
Breakage fee for each science	2.00
Room deposit	5.00

All students are expected to pay all fees in full on day of registration for each quarter. Teachers are not permitted to enroll students in classes until they have presented a certificate signed by the treasurer or a defferred payment permit approved by the President.

Students holding scholarships must present certificates for same to the treasurer on day of registration.

Students in Clark County who offer a scholarship in lieu of tuition must present certificate for same and leave on deposit during school year.

The matter of concessions and scholarships has been systematized. The following has been made by authority of the Board of Trustees.

(a) That the custom of granting concessions on the ground of two or more students coming from the same home is abandoned, and that no other concessions in fees or room rents be allowed except as provided herein.

(b) That the following groups and classes of scholarships are authorized and allowed:

1. Foundation scholarships covering tuition when the application is accompanied by the original instrument by which the scholarship was created or other satisfactory evidence of rightful possession.

2. Honor scholarships covering tuition to first honor graduates

of accredited high schools upon certification of high school principal or superintendent.

3. Special and scholarships covering tuition or tuition and incidental fee upon satisfactory evidence of urgent need, and of outstanding ability to profit by collegiate instruction.

4. Ministerial scholarships covering tuition to sons and daughters of ministers, to bona fide candidates for the ministry and to student volunteers for life service in Christian work.

5. Ten scholarships covering both tuition and incidental fees and ten scholarships covering tuition only to be awarded to students otherwise unable to attend college upon the basis of merit, the ratings of applicants for same to be determined by the following schedule, scholarship 35%, athletic ability 35%, general qualities of leadership, loyalty, character, etc. 30%.

Financial Support. Kentucky Wesleyan College has an endowment of $155,000. In addition to the income from this she received $10,000 each year from the Kentucky Conference. This is the equivalent of an endowment of $355,000.

By the agreement entered into on the 25th of February 1926, Kentucky Wesleyan College became the joint property of the Kentucky and Louisville Conferences, representing these conferences in education as their only A-grade four-year standard college. Before this date Kentucky Wesleyan College was supported by about one-third of the Methodists of the State. It is now the college of all the

Methodists of the State. This has increased its support for the future at least 200%. The Louisville Conference is expected to make a large donation each year.

In 1929 the college will start a drive for a million dollar endowment fund. The treasurer says that it will be a success under this new management as they can now solicit all the Methodists of the state.

Teachers' Salaries and Qualifications. The basic salary for a full professor is $2500 to $3000. For assistant professors it is $1500 to $2500.

There are eighteen members of the faculty. Two of these have Doctor's degrees, eight have master's degrees and eight have bachelor's degrees.



Kentucky Wesleyan College Administration Building.

TABLE 11

KENTUCKY WESLEYAN COLLEGE

Year	President
1866-70	Rev. Charles Taylor, A.M., M.D., D.D.
1870-73	Rev. B. Argobast, A.M.
1873-75	John Darby, Ph.D.
1875-76	Rev. T.J. Todd, D.D.
1876-79	Rev. W. H. Anderson, A.M., M.D., D.D.
1879-83	D. W. Batson, A . M.
1883-84	Rev. Alexander Redd, A.M., D.D.
1884-93	D. W. Batson, A. M.
1893-95	B.T. Spencer, A.M., Chairman of the Faculty
1895-00	Rev. E. H. Pearce, A.M., D.D.
1900-01	Executive duties administered by the Faculty
1901-06	Rev. John Langdon Weber, D. D., Litt. D.
1906-09	H. K. Taylor, A. M.
1909-11	J. J. Tigert, A. M.
1911-19	Rev. J. L. Clark, A.B., D.D., L.L.D.
1919-24	Rev. Will B. Campbell, A.B., D.D.
1924-24	Bishop U.V.W. Darlington, D.D.
1925-27	Rev. D. C. Hull, B.Sc., M.Sc.
1928-29	W. V. Cropper, Acting President.
1929	C.N. Donnelly assumes presidency in June 1929.

TABLE 12

KENTUCKY WESLEYAN COLLEGE GRADUATES

Year	Number of Graduates
1868	1
1869	2
1870	7
1871	5
1872	3
1873	2
1874	3
1875	5
1876	4
1877	3
1878	6
1879	3
1880	7
1881	4
1882	5
1883	6
1884	5
1885	5
1886	3
1887	5
1888	9
1889	3
1890	6
1891	7
1892	7
1893	4
1894	6
1895	6
1896	6
1897	9
1898	4
1899	7
1900	12
1901	14
1902	12
1903	9
1904	5
1905	7
1906	6

TABLE 12 (cont.)

Year	Number of Graduates
1907	4
1908	12
1909	9
1910	20
1911	7
1912	7
1913	7
1914	4
1915	10
1916	9
1917	5
1918	5
1919	4
1920	7
1921	14
1922	15
1923	15
1924	31
1925	32
1926	45
1927	60
1928	58

Attendance. The enrollment for 1926-27 was 380. In the last ten years the enrollment has increased 500%.

Cost Per Pupil. The cost per pupil to the college is $157.

Buildings. The buildings of the institution are arranged in the order of a semi-circle upon the grassy southward slope of an eight acre tract of land well covered and surrounded with tall, beautiful shade trees. In the rear of the campus are tennis courts and places of attraction on pleasant afternoons.

Administration Building. The main building is a tall and impressive building of the modern type, conspicuously located upon the center of the campus. It is constructed of good quality brick with stone trimmings, with large column front, and good facilities for ample light and heating. It is a three and one-half story structure with a chapel on the second floor and is considered one of the handsomest administration buildings in the State of Kentucky. It is valued at $100,000.00.

Science Hall. This is a two story brick and stone building which was erected in 1906 for the use of the Preparatory Department. Since the Academy has been discontinued this has been converted into class rooms and laboratory for the Department of Biology. It is valued at $10,000.00.

Batson Hall. This new Men's Dormitory is entirely up to date and ideal in its arrangement. The building includes a reception room and reading room with an adequate assembly hall. It is a fire-proof building. Two students occupy each room with

separate beds. It is valued at $85,000.00.

Clark Hall. This is the original Men's Dormitory, and is named after Thomas L. Clark, the principal contributor to its construction. It is a three story brick building builtof brick and stone. It is equipped with modern conveniences, including shower baths. It is valued at $15,000.00.

Garnett Hall. This modern and attractive hall occupies a place of prominence next only to the Main Building near which it is situated in the direction of the gateway of the campus. The interior of the Hall is an exhibition of the best and most up to date workmanship. The rooms are large, the halls are spacious - the recreation halls on the second and third floors are a feature of the building. There is hot and cold water in each room. This building is an ideal college home for Wesleyan girls and is valued at $40,000.00.

Senior Hall. This is an attractive residence for the girls. This home takes care of twenty-five young women, and is one of the most ideal in its appointments of any of the buildings. The value is $18,000.00.

Lewis Hall. This is a two story building which accommodates about fifteen young women. It is significant in the history of Kentucky Wesleyan College in that it was the home of Dr. J. W. Fitch, one of Wesleyan's greatest benefactors, and was also the home of President H. K. Taylor. The purchase of this

hall was made possible by a bequest from the late F. E. Lewis, Smithfield, Kentucky. The value is $6,000.00.

Library. The Library is a new building built entirely of stone at the cost of $25,000.00 and is the gift of Mr. Carnegie. It is supported by the income from an endowment of $15,000.00, the contribution of freinds of the College. The reading rooms are supplied regularly with a representative selection of more than a score of the best copies of periodical literature. It has 8000 live volumes valued at $10,000.00.

President's Home. This property was purchased during the summer of 1925. It is an ideal home and its value is $8,000.00.

Dean's Cottage. This is a neat frame building, conveniently arranged and suitably located. It is valued at $5,000.00.

Spencer Memorial Gymnasium. The $100,000.00 Spencer Memorial Gymnasium was formally opened in January, 1926. This building was made possible through the efforts and contributions of students and friends of the College in Winchester and Clark County. The building is up to date in every appointment of construction and equipment.

An excellent swimming pool adds to the completeness of the building and will furnish pleasure and exercise for the students.

Athletic Field. A modern athletic field scientifically planned, drained, and equipped, was opened with the football season in 1926. Concrete stands are being planned for the near

future. The field will be complete with a football gridiron, oval cinder track, baseball field, and practice field.

Rules of Conduct. Students, unless living in Winchester, are not allowed to absent themselves from the College without permission from the Dean.

Students are graded zero on unexcused absences. Every student is required to attend the daily chapel exercise of the College unless furnished with an individual excuse by the Dean. He is also expected to attend public worship on the Sabbath, and to become a member of a Sunday school class in some one of the churches of the town.

Admission. All students must present a certificate of graduation with at least fifteen high school credits for entrance. The fifteen units required for admission by the Carnegie Foundation are taken as a basis by the College.

The graduates of accredited high schools are admitted without condition and without examination.

A free scholarship for one year is offered to the honor student of any accredited high school.

The graduates of high schools which are not accredited are given supplementary tests in the cardinal branches of the high school curriculum by the Committee on Admission. They must present a detailed statement of their work signed by the principal.

Students who do not present an approved certificate must

stand an examination before they can be admitted to college classes.

Students are admitted with advanced standing from institutions of collegiate rank.

Marking System. A uniform system of grading is employed which determines the standing of the individual, and his promotion from one class to another. A denotes Excellent work; B, Good; C, Fair; D, Poor; E, Unfinished; F, Failure. In the enumeration of grade points the following schedule is followed: A equals 6, B equals 4, C equals 2, D equals 0, and E or F equals minus 2. D is the lowest passing grade .

All class work tests and examinations are conducted on the honor system.

Graduation. The college year is divided into three quarters of twelve weeks each.

Kentucky Wesleyan College offers work leading to the degree of Bachelor of Arts. A candidate for this degree must spend at least one year - the senior year - in residence at the College.

The baccalaureate degree is conferred upon a student who has completed thirty-eight majors of work and seventy-six grade points.

The thirty-eight majors must include the following:

Two majors in mathematics, or three majors in science;

Four majors in English;

Two majors in Bible;

Two majors in physical education;

Six majors in foreign language.

At least twelve of the thirty-eight majors must be of senior college grade (i.e., numbered 100 or above).

The candidate must have a principal sequence of nine coherent and progressive majors selected from one department or group department; and the secondary sequence of six coherent and progressive majors selected from an affiliated department.

Per Cent of Students from Clark County. Thirty-three per cent of all the students enrolled in Kentucky Wesleyan College are from Clark County. All of these give their address as Winchester. Ninety-five per cent of the students are from Kentucky.

The Academy. The Academy was discontinued in 1921. At one time the College maintained three academies, one here, one at Campton, Kentucky, and one at Burnside, Kentucky.[80]

Dr. D. C. Hull served as president of Kentucky Wesleyan College three years. His death occurred during his incumbency. Before coming to Wesleyan he was president of Mississippi A and M College. Under his leadership the College made spectacular advancement in every phase of its work.

Summary. Kentucky Wesleyan College was founded at Millersburg, Kentucky, January 12, 1860 by the Board of Education of

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80. Information on Kentucky Wesleyan College received from College records and catalogs.

the Kentucky Annual Conference of the Methodist Episcopal Church, South. During the period of the Civil War progress was retarded and it was not until 1866 that Kentucky Wesleyan College began to function as an educational institution. Since that time it has had a leading part in the educational work of Kentucky. The college was moved to Winchester, Kentucky in 1890.

The graduating class of Kentucky Wesleyan College has grown from one in 1868 to fifty-eight in 1928. The College has made a great contribution in the way of leadership. Her graduates are in all walks of life.

The faculty has increased from four to twenty-seven.

The student enrollment has increased from 156 in 1869 to 411 in 1927. Thirty-three per cent of the students are Clark County and ninety-five per cent from Kentucky.

The buildings have increased from one to twelve. The value of the buildings and grounds is about $500,000.00. The buildings are modern and furnished with modern equipment.

The College is now the joint property of the Kentucky and Louisville Conferences, representing these conferences in education as their only A Grade standard four-year college.

CONCLUSION.

In this thesis an attempt has been made:

1. To give a concise history of educational activities in the county from the earliest day to the close of the school year 1927.

2. To show that the early settlers demanded schools for their children.

3. To show that the county was one of the pioneers in educational movements.

4. To show that the early institutions of learning laid the foundations upon which later educational developments were built.

5. To present the achievements in education to date.

Every possible means has been used to make the data correct. Only the most reliable histories have been consulted. Early files of county newspapers have been searched. Detailed reports found in the county superintendent's office, and reports of state superintendents of instruction, as well as reports of various educational commissions have been carefully studied.

Much time has been spent in seeking interviews with the oldest citizens of Clark county and with other individuals who know about either the early or later education in the county.

ACKNOWLEDGEMENT

The writer desires to express his appreciation of the assistance rendered, in the preparation of this thesis, by Doctor William S. Taylor, Dean of the College of Education, University of Kentucky, under whose direction the study has been made, for his continued interest and criticism during the course of the work.

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Principal Contributors.

1. Beckner, Lucien
2. Berryman, Robert
3. Birckhead, E. F.
4. Bush, Fannie
5. Cox, Louise Gibson
6. Clay, Stanley Elizabeth
7. Doyle, Dr. George Fergison
8. French, Miss Eva
9. Jones, Miss Anna E.
10. Jones, Mrs. Henry M.
11. Powell, Sam W.
12. Seale, Mrs. Walter C.
13. Witherspoon, Mrs. Pattie
14. Yates, Mrs. Sarah

VITA

The writer of this thesis was born near Gray, Knox County, Kentucky, February 12, 1893, and received his elementary education in the schools of that county. He graduated from Barbourville Baptist Institute in 1913 and from Cumberland College with the degree of A. A. in 1919 and from the University of Kentucky with degree of A. B. in 1923. The years 1911 to 1917 were spent teaching in the rural schools of Knox County and the Gray Graded School, Gray, Kentucky. He served in the army at Vancouver Barracks, Vancouver, Washington, from July to December 1918. He taught in Cumberland College, Williamsburg, Kentucky from January until June 1919. He was principal of Corbin High School from September 1919 until May 1925. He taught in Sue Bennett Memorial School, London, Kentucky, the second semester of 1925-26. He taught in Winchester High School from September 1926 until February 1928. In February 1928 he accepted a position as teacher in Eastern Kentucky State Normal School and Teachers College, Richmond, Kentucky.

Fred Allen Engle