



Commonwealth of Kentucky

EDUCATIONAL BULLETIN

1. Improving Quality of School's Program Through New Accrediting Regulations
2. Granting Credit for Military Experience
3. Kentucky High Schools, 1945-46



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DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

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FOREWORD

Each year, the State Department of Education, through the Division of Supervision, prepares and issues a bulletin designed to give pertinent information for the high schools of the state. This bulletin is intended for this purpose.

The material is divided into three parts. Part I presents a discussion of new Standards for Accrediting that have been adopted by the State Board of Education. Part II presents the regulations of the State Board of Education regarding the matter of granting high school credit on the basis of educational training and experience in the armed services. Part III gives a brief statement of facts regarding our high schools, and also a list of the public and private high schools of the state. Here one will find the accredited rating of each high school.

It is hoped that principals and superintendents will study the material in this bulletin. The material was prepared by Mark Godman and Sam Taylor of this Department.

JOHN FRED WILLIAMS

Superintendent of Public Instruction

Part I

NEW ACCREDITING STANDARDS FOR IMPROVING THE QUALITY OF A SCHOOL'S WORK

During the past year the Committee on Research in Secondary Education of the Kentucky Association of Colleges and Secondary Schools prepared a revision of the high school standards for accrediting. The Association at its October meeting at the University of Kentucky approved these standards. On December 12, 1945 the revised standards were approved by the State Board of Education.

One of the most important regulations in these revised standards provides in substance that beginning with the school year 1946-47 every accredited high school shall, through its principal and faculty, begin to make a study of its pupil population, and out of the knowledge gained formulate a statement of its philosophy to serve as a basis for improving the quality of the school's curriculum. To aid the schools in making a study of their pupil population, the Committee on Research prepared two schedules or forms for studying pupil population. Form I was devised for the local school to gather information regarding the *educational intentions* of its pupils, and Form II was devised for gathering information regarding the *vocational intentions* of pupils.

The following are the new standards and forms for gathering information regarding the pupils' educational and vocational intentions.

I. Quality of the School Program

A. Developing the School Program

Recommendation: Beginning with the session 1946-47, every accredited high school shall, through its principal and faculty,

- a. Study the needs of the pupil population and of the community which it serves.
- b. Formulate a statement of its philosophy which shall be consistent with the needs of the pupils and of the community, the needs and characteristics of youth and the adult population of the community.
- c. Continuously re-examine and re-state and modify its philosophy and plans in the light of changes in pupil and community needs.
- d. Submit a statement of the school's philosophy, plans and progress with the annual high school report. The first statement should be submitted with the 1946-47 report and shall include the plans developed during the previous year. This statement shall be accompanied by such basic data as shall be required by the State Board of Education. In subsequent years this statement may include only modifications of former plans, new plans, and progress made the previous year. New principals will submit the first report with the annual report of the year after first taking office.
- e. Offer a curriculum consistent with the philosophy formulated by the school.

Form I

EDUCATIONAL PLANS OR INTENTIONS OF PUPILS

(To be submitted with the statement of the school's philosophy)

Enrollment

Boys

Girls

Total

(Name of High School)

(Post Office)

(Principal)

(Date)

Plan or Intention	9th Grade			10th Grade			11th Grade			12th Grade			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1. To complete high school															
2. To attend a Liberal Arts College															
a. For the purpose of general training															
b. For the pre-professional work															
c. For training as a teacher															
3. To attend a Teachers College															
a. For training as a teacher															
b. For pre-professional work															
c. For the purpose of general training															
4. To attend a Technical College (Agriculture, Engineering, Industrial Chemistry, Metallurgy, etc.)															
5. To attend a Business College															
6. To attend a School of Nursing															
7. To attend a Trade School															
8. To enter Industrial Training (Educational programs conducted by industrial concerns for the purpose of training prospective employees)															

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Form II

VOCATIONAL PLANS OR INTENTIONS OF PUPILS

(To be submitted with the statement of the school's philosophy)

Enrollment

(Name of high school) (Post Office) (Principal) (Date) Boys _____
 Girls _____
 Total _____

Type of Occupational Activity the Student Expects to Enter	9th Grade			10th Grade			11th Grade			12th Grade			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
AGRICULTURE (Farm owner, tenant, manager, laborer, etc.)															
BUILDING TRADES (Carpenter, plumber, electrician, brick and stone mason, etc.)															
CLERICAL (Clerk, stenographer, bookkeeper, accountant, etc.)															
COMPETITIVE BUSINESS (Salesman, insurance agent, real estate agent, banker, merchant, etc.)															
DOMESTIC AND PERSONAL (Nurse, dressmaker, tailor, barber, beauty operator, etc.)															
HOMEMAKING															
MANUFACTURING (Owner, manager, or laborer)															
MINING (Owner, manager, or laborer)															
PROFESSIONS, SCIENTIFIC (Engineer, chemist, physician, dentist)															
PROFESSIONS, LITERARY (Reporter or editor, clergy- man, lawyer, librarian, teacher)															
PROFESSIONS, OTHERS (Actor, artist, musician, social worker, etc.)															
PUBLIC SERVICE (Public official, inspector, policeman, fireman, etc.)															
SKILLED TRADES (Mechanic, boilermaker, designer, draftsman, machinist, toolmaker, etc.)															
TRANSPORTATION AND COM- MUNICATION (Railway, avia- tion, shipping employee, telephone or telegraph operator, bus or truck company employee, etc.)															

Educational programs conducted by
 industrial concerns for the purpose
 of training prospective employees

A. Studying the Pupils and the Community

During the months of January and February a series of regional conferences were held for the purpose of discussing these new standards and forms. Attending the conferences were superintendents of county and independent school systems, high school principals, and one or more members of each high school faculty. The staff for each conference consisted of representatives of the State Department of Education and of institutions of higher learning. The representatives of institutions of higher learning cooperated with the State Department in presenting the program to the school people of the state because it was realized that the successful development of this program requires that the leadership in both high schools and colleges must unite in developing it.

PURPOSES FOR THE STUDY OF PUPIL-POPULATION AND COMMUNITY

The question may be asked, Why should a school make a study of its pupil-population and community? The purposes are many. A few are listed below:

1. To help teachers better understand their pupils. (No teacher can consider himself prepared to really teach pupils unless he has an understanding of them and their home and community life. Teachers should welcome the opportunity to participate in this study.)
2. To aid in determining the educational program and the offering of the school. (Specifically, the guidance program, the classes and courses offered, the provision for part-time, evening, and adult classes, and the health and recreational program of the school and community will grow out of this study and should be determined largely in the light of its findings.)
3. To provide valuable teaching materials.
4. To use as a basis for planning the proper use of the school plant. (The plant should be adapted to the possibilities of the enrollment and educational program. This study is necessary to proper planning and wise expenditure of public funds.)
5. To provide a basis for initiating and developing a sound guidance program.
6. To employ in coordinating and unifying a community program to the end that overlapping and duplication of effort may be eliminated.

PLANNING AND FIXING THE LIMITS OF THE STUDY

The procedure of studying the pupils and the community should be carried over a period of years. Such a procedure should be viewed as a way of providing basic data for a program of long-term planning and should be continuous. New courses should be added and needed modifications should be made gradually. Consequently, data should be secured for only a small number of areas in any one year. The criteria for selection should be (1) significance, and (2) immediate importance. We are asking that data be gathered in only two fields: (1) educational intentions of pupils, and (2) vocational intentions of pupils. It is believed that data regarding these two items are essential for all schools. Next year it is hoped that we may be able to suggest other areas in which information may be gained. For example, (1) a study of graduates and drop-outs; (2) the occupational status of youth and adults; (3) the total population trends; (4) the social-economic conditions including maps, health and recreational status, and the like. Forms will be devised and distributed for these purposes.

Attention should be called to certain data that the schools are now gathering regarding their pupils. This important information is contained in the age-grade and grade-progress distribution reports that are made each year to the State Department. These reports will give the local school a picture of enrollments by age, grade, and sex, and also the number of years spent in school. A comparison of the above factors will indicate whether pupils are progressing normally through school and the extent of over-ageness in school. A study of the data included in these reports should be made along with the study of the data gathered through the two forms printed in this bulletin.

INTERPRETING AND USING DATA

Simply collecting the data is not a difficult task. The more difficult task is interpreting and organizing the data that is collected into an interrelated picture of the school and community. To get a picture of the total situation one must scrutinize each item and group of data. Then in the light of the findings begin to plan and rebuild the program. By studying data over a period of time, definite trends will be shown and reasons for these trends may be discovered. Often items or groups of data fit themselves together to establish a general conclusion. For example, the age-grade and grade-progress tables show a high degree of over-ageness and a high degree of elimination. The school also has a high failure rate. These facts taken together indicate that the educational program of the school may be poorly adapted to its pupils' needs.

Again, the study of the educational and vocational intentions of the pupils shows that they tend to stop their education with the high school course and to enter trade, industrial, and commercial vocations. A study of the curriculum discloses a narrow offering of the college preparatory type. These facts led to the conclusion that the school's program is poorly adjusted to the needs of the pupils and should be revised to include vocational training. The cause for over-ageness, failure, and elimination from school becomes apparent.

The two forms or schedules printed herein are the only ones so far devised for gathering data regarding high school population. Before the information requested on these forms is gathered, the pupils should be advised of the nature and purpose of each form. Naturally, the question will be asked, What are the procedures that the school can follow in gathering the information? A number were suggested at the regional conferences. Perhaps the most popular one suggested was for the local school to mimeograph the forms and place them in the hands of the home-room teachers or the class sponsors. These teachers can gather this information from the pupils through personal interviews. The pupils may want to discuss the matter with their parents before filling them out. They should be permitted to do so. The data gathered should be kept by the school for comparison with future studies along these lines.

The collecting of data and the interpretation of the same should be followed by careful planning. The findings of the study should be made available to all teachers. Pertinent information reached through the study should be made available to all community agencies that desire it, such as the board of education, women's clubs, etc. Certainly the findings should be employed to organize the instructional program in such a way as to improve both school and community.

B. Philosophy

The new standards which we are now discussing place the chief emphasis upon *qualitative* rather than *quantitative* phases of the processes of education. The starting place in achieving quality is the development of an agreed upon and explicitly stated philosophy.

What is a philosophy? The philosophy of an individual or of a group is a "set of beliefs or values that serve as a guide to action or as a basis for making choices and decisions." The school's philosophy is a statement of what the school believes it should do for the people who are affected by it. A detailed analysis of this philosophy is its aims or objectives.

Everybody has a philosophy. In general, however, individuals and groups have one of two types of philosophy. The first and most typical one is characterized by an uncritical acceptance of things as they are. Naturally, such a type of philosophy rarely leads to improvement. In fact, it generally retards improvement. Frequently, in the case of teachers, the uncritical type of philosophy is hidden in their practices. With them, this type of philosophy operates unconsciously and is the most potent influence in guiding their work and determining values and choices.

The second type of philosophy is derived by a critical appraisal of practices, values, beliefs, ideas, and existing ways of doing things. For the teacher in the school, this means a continuous evaluation of practices and a study of the extent to which the school is meeting pupil and community needs. It means ways in which teachers and school officials can improve themselves and their services and of possible ways in which the school can better discharge its functions. The type of philosophy that is derived by a critical appraisal takes into account the results of research and discoveries in the fields of psychology, sociology, biology, and other fields that have value in improving teaching. An individual or group that is guided by a type of philosophy that is based on critical appraisal and evaluation formulates a statement of philosophy that is clear and usable.

Superintendents, principals, teachers, and parents should develop and formulate a philosophy that is based on reflective thinking, not one that is merely appropriated from a book or from another person. The philosophy must be organized for use and actually used when a decision is to be made.

The individual teacher and the entire school group should utilize various sources in developing their philosophy. The philosophy should be developed gradually and revised from time to time. Some of the sources that may contribute to the philosophy of the teachers of the school are: studying the nature of the individual, studying the nature of the processes of learning, studying the needs and behavior of the pupils, discussing the purposes of education with parents, superintendents, and people of the community, studying the conditions and the needs of the school community, examining their own teaching practices and school practices, etc.

A critically formulated philosophy should be the school's guide in shaping its practices. There can be little hope for improvement when the teacher's or school's philosophy is so imbedded in its practice that the assumptions which support this practice are not consciously recognized. The first step in moving from an unconsciously

used to a consciously used philosophy is a careful analysis of present practices. The teacher should make a list of his procedures—methods of teaching, discipline, attitude towards pupils, and the like. The faculty as a group should check the offerings of the school against the discovered needs of the pupils in the community and the offerings of other schools. Through such a process, a critical appraisal of the teaching, offerings, and policies of the school is made.

This can be organized and stated as the beginning of the philosophy of the school. This will doubtless result in changing some of the practices. The results of these new practices will in time modify the school's philosophy. The modified philosophy will itself in turn indicate further changes toward better practices. The inter-action between philosophy and practice goes on continuously. In short, in a program of improvement the school officials and the teachers spend much time in keeping their philosophy alive by modifying it and improving it to keep abreast of changing needs on the part of the pupils in the school and of the community that supports the school.

What are some of the suggestions for formulating a philosophy? It is suggested that the principal, through conferences with teachers, committee work and faculty meetings, follow such procedures as the following in formulating a philosophy for the school:

1. Interest the teachers in the desirability of formulating an explicitly stated philosophy for the school.
2. Lead the teachers in a critical appraisal of their present practices for the purpose of deciding which practices are desirable and which are undesirable.
3. Help teachers to clarify their present beliefs and ideas. Each teacher may write a statement of his own philosophy—what he does and why he is doing it. A committee of teachers may then organize the individual statements into a statement of the total school philosophy.
4. Provide opportunities for reading recent publications which have a bearing on educational philosophy. One recent publication should be a required reading along this line. It is "Education for All American Youth is All America's Business." This book is available from the Educational Policies Commission at \$1 per copy, 1201 Sixteenth Street, N. W., Washington, D. C.
5. Interest laymen and pupils in helping to formulate the school's philosophy.
6. Plan with layman, teachers, and pupils for a study of significant phases of community life.
7. Study and freely discuss with the faculty such matters as how pupils learn, the nature of adolescence, ideals of a democracy, the needs, background, behavior, and possibility of improvement of pupils.
8. Continuously study, critically evaluate and revise the philosophy in terms of changing practices and in the light of pupil and community needs.

AVAILABLE SOURCES OF HELP

1. Experiences of other schools.
2. Professional literature.
3. Accrediting agencies. Excellent aids are "Evaluative Criteria" and the manual, "How to Evaluate the Secondary School." These may be secured from **The Cooperative Study of Secondary School Standards**, 744 Jackson Place, Washington, D. C.
4. State Department of Education. The State Vocational Division has made a number of studies of counties in Kentucky. These may be secured from Mr. Watson Armstrong, Director, Frankfort, Kentucky.
5. Teacher-education institutions. Faculty members from these institutions may be secured to help in planning the program.
6. Community agencies and individuals. An effort should be made to find out what the community wants and expects from the school. Community participation in formulating and administering the school philosophy should materially aid its development and acceptance.
7. United States Census reports.
8. Leaders in the community.

EVALUATION OF PHILOSOPHY

1. Opinions of teachers, pupils, and patrons. Pupils participate more actively in school work when their wishes and future plans are considered. An effective curriculum consistent with the philosophy increases community support.
2. Follow-up study of graduates and drop-outs. This enables schools to check their products. Forms for making this study are being prepared.
3. Results of standardized tests. Tests are only one of several methods of evaluation and should not be considered as conclusive proof.
4. Research studies. Examples are:
 - a. "The Effectiveness of Secondary School Curricular Offerings in the Occupational Activities of Graduates Who Do Not Attend Accredited Institutions of Higher Learning," T. O. Hall, Graduate School, University of Kentucky.
 - b. "The Utilization of Potential College Ability Found in the June, 1940, Graduates of Kentucky High Schools," H. L. Davis. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. XV, No. 1, September, 1942.
5. Comparison of the new philosophy with the old.
6. Comparison with standards set up by educational leaders.
7. Comparisons with philosophies which have successfully guided the activities in similar schools.

CHARACTERISTICS OF A SUCCESSFUL SCHOOL PHILOSOPHY

1. It is developed specifically for the particular school. A study of existing philosophies will aid in forming a school's philosophy but no philosophy can be transplanted without some change.
2. It is written in understandable language.
3. It is actually used.
4. It meets the needs of the community.
5. It changes to meet changing needs.
6. It actually guides the school program.
7. It is democratically developed and carried out.

8. It links the secondary school with the elementary school and with higher education or education outside the school.
9. It leads to suitable programs for all children.
10. It opens the way to cooperation with other community agencies.
11. It increases the vision of education.

How can the principles of the philosophy be carried out in the school program?

1. Regularly scheduled meetings in the community to discuss the school and its program.
2. Faculty meetings. An active, cooperative faculty cannot be over emphasized.
3. Modification of the curriculum.
4. Flexibility of schedule and administration.
5. Broader training for teachers. Emphasis should be placed on effective education for life in the total community.

From the outline above it is evident that a school's philosophy cannot be developed and put to use in a short time. Yet lack of time is one of the greatest problems of school administrators and teachers. However, a faculty which realizes and accepts its responsibilities can find the necessary time to work out a statement of beliefs that to the faculty is clear, sound, and workable.

Part II

HIGH SCHOOL CREDIT TO BE AWARDED ON BASIS OF EDUCATIONAL TRAINING AND EXPERIENCE IN THE ARMED SERVICES

1. Regulations

Many requests come to the State Department of Education regarding the adopted policies of the State Board of Education that have to do with the granting of high school credit for the educational training and experience received by persons while in the armed services. The following policies were adopted by the State Board of Education on February 25, 1946:

1. High School credit may be given for training and experience receive while in military service to any person who has not graduated from high school.
2. Superintendents of schools and high school principals are urged to use the **Handbook** that has been prepared by the American Council on Education for the purpose of determining the amount of credit that should be granted for the various courses and types of training in the armed services. The name of this publication is **A Guide to the Evaluation of Educational Experiences in the Armed Services**.
3. High schools may issue regular diplomas according to either of the following plans:
 - a. The high school may issue a regular diploma to a person in military service or to a veteran who has completed 12

or more units in regular high school attendance and who presents sufficient additional units of credit from the United States Armed Forces Institute, from Service Schools, and from other educational programs in the armed forces to complete the school's requirements for graduation. Variations from this Standard are subject to the approval of the Director of Supervision.

- b. The high school is permitted to issue a regular diploma, regardless of the number of units that a person in the service or a veteran has earned in high school, provided he has established through use of the **General Educational Development Tests** educational progress equal to or above that required for the high school.

It is further recommended that the high school require the examinee to satisfy **either** (not necessarily both) of the following requirements: (1) that he make a standard score of 35, or above, on each of the five tests in the battery, or (2) that he make an **average** standard score of 45, or above, on the five tests in the battery.

4. The diploma granted on the basis of military credits or on the basis of results on the General Educational Development Tests must be granted by the school in which the student last earned credit. In the case of a person with no high school credits and who has passed the General Educational Development Tests satisfactorily, he may be granted a diploma from a high school that is designated by the school authorities of the district in which he, if a veteran, now resides or in which he as a person in active service may designate as his residence.
5. The General Educational Development Tests will be given by the U. S. Armed Forces Institute or by the designated testing centers in the state that are approved by the State Board of Education.
6. Two units may be allowed for the successful completion of the **basic** or **recruit** training course in the Armed Services or the Merchant Marine.

2. Discussion and Explanation

Many thousands of our young men and women are returning from the armed services. Some of them left the college classrooms, others left high school, still others went into the service even before they entered high school. Three to five years have been taken out of the lives of these young men and women and they are back among us trying to find their places. Regardless of their chronological ages, they are no longer youths. They have come back to us adults. Very few of these young men and women will want to return to the regular high school. Their continued education will be determined by whether they can be grouped with other adults. This means that these young people are by age ready for college but have not completed their high school course. While they were away they had experiences and training which matured them considerably and, in a large number of instances, these experiences have paved the foundation for continued study at the college level.

We must find ways of placing these young men and women at the school level suitable to their adult life. Some of them can accumulate

enough credits to meet college entrance in the regular way. The ability of others must be measured in other ways. In the statement that follows suggested ways and means are presented by which the school may aid returned veterans to determine their ability to do college work. The obligation and the burden of doing this falls very largely upon local superintendents and principals.

In order to make the evaluation of military educational training and experience as easy and accurate as possible, the regional accrediting associations and the armed forces some two years ago worked out a fairly satisfactory accreditation program. This program was based on the principle that reliable records or demonstrated educational competence of individual members of the armed forces represent the only sound basis for such a program. Three practical instruments were worked out for applying this principle:

The *first* is a reference Handbook, *A Guide to the Evaluation of Educational Experiences in the Armed Forces*, compiled by the American Council on Education.

The *second* is a simplified credit application form prepared by the United States Armed Forces Institute, Madison, Wisconsin. This is known as USAFI Form No. 47, *Application for Credit for Educational Achievement during Military Service*. On this form, members of the armed forces report *certified* records of their in-service training and experience direct to the school from which they desire high school credit.

The *third* consists of a series of *tests* devised by the United States Armed Forces Institute measuring in-service training and general educational competence.

The Handbook, the Application Form, and the USAFI Tests are the three instruments that provide the information regarding in-service educational training and experience which the American Council on Education and the Armed Forces believe that the school needs for a fair and intelligent evaluation of credits. Each of the above instruments more or less supplements the other, and all deserve more consideration than their mere listing.

A. HANDBOOK FOR DETERMINING CREDIT.

Schools throughout the nation are using the *A Guide to the Evaluation of Educational Experience in the Armed Services* as their "Bible" to determine credit when applications from those in the armed forces or from veterans are presented for credit. The *Guide* makes available to schools reliable information about (1) the United

States Armed Forces Institute, the Coast Guard Institute, the Marine Corps Institute, the Maritime Service Institute, and the Navy Off-Duty Program; (2) formal service courses and Service Schools; and (3) institutional policies. This publication goes so far as to actually recommend to secondary schools the value of each course and each type of experience in terms of credits.

This *Guide* is a loose-leaf publication which already exceeds 1,000 pages. It can be secured from the American Council on Education, 608 Mathews Street, Urbana, Illinois; cost \$5. Each school system in Kentucky should secure a copy of this publication. If superintendents and principals have this publication before them they can then evaluate the transcripts that come to them without finding it necessary to mail such transcripts to the State Department of Education for evaluation.

B. CREDIT APPLICATION FORMS.

The United States Armed Forces Institute Form No. 47, *Application for Credit for Educational Achievement During Military Service*, enables anyone in the armed forces to apply for academic credit to his high school. It will be found, if one will read the form, that full instructions for its use are printed thereon. Veterans, i.e., those who have been discharged from service, may use their discharge papers which are given them at their Separation Centers, Form No. 100, for submitting official information about the veteran's in-service training and experience.

C. THE USAFI TESTS OF COMPETENCE AND HIGH SCHOOL DIPLOMA.

Tests prepared by the United States Armed Forces Institute provide the third means of supplying the information which schools need in assigning credit for in-service education. They supplement the information found in the Handbook and Credit Application forms already discussed.

The USAFI Tests are of three principle types: Subject Examination Tests, End-of-Course Tests, and General Educational Development Tests. The Subject Examination Tests are exactly what their name indicates. They test achievement in regular school subjects. The End-of-Course Tests are those which the United States Armed Forces Institute provides to test the completion of requirements in its correspondence, self-teaching, or group instruction courses.

The State Board of Education permits a high school to issue a diploma to a person in military service, or to a person recently engaged in military service, who has taken the *General Educational Develop-*

ment Tests and accomplished the recommended scores. This battery of tests of high school level consists of five comprehensive examinations, one for each of the fields of the social studies, the natural sciences, literature, mathematics, and English. These tests are intended for use primarily with service men or veterans who either have never attended high school or have completed only a part of their high school course before entering the service. With such individuals these tests may be used to determine whether they have acquired the *equivalent* of a general high school education, or are as able to carry on any program of general education at the college level as are students who have normally completed their high school.

The purpose of these tests is not to serve as a basis for granting a specific amount of credit in separate, narrow subject matter fields, e. g., algebra, American History, etc. The subject matter examinations of the United States Armed Forces Institute are designed for this purpose. The battery of tests called *Tests of General Educational Development* are intended to be used as a unit battery to answer the general question: "Does the veteran have the equivalent of a general high school education, and should he be granted a high school diploma?" If the high school grants a veteran a high school diploma on his scores on the *General Educational Development Tests*, this does not mean necessarily that he can enter college on the diploma. Whether he can enter a certain college on this diploma is for the college to decide. Conferences with registrars and other college officials indicate that our colleges are making every effort possible to admit veterans who show reasonable promise of the ability to do work on the college level. This means that our colleges will examine every angle that bears upon a decision in this regard and will try to resolve all doubts in favor of the veterans.

D. CREDIT FOR WORK TAKEN IN SERVICE SCHOOLS.

As the adopted policies of the State Board of Education provide, schools should recognize the credits earned in the many *Service Schools* operated by the Army, the Navy, the Air Corps, the Marine Corps, and other branches of the armed forces. Schools should consult the *Guide* in evaluating the credit that should be given to the courses that the member of the armed services carried in these schools. High school credit should be granted on the basis of a minimum of 180 clock hours for a unit, and 90 clock hours for a half unit.

Every official transcript that outlines work done in Service Schools must show 3 pieces of essential information as follows: (1) the title, or a brief discussion of each course successfully completed; (2)

the grade made in each course successfully completed; and (3) the number, or approximate number, of clock hours devoted to the study of each course successfully completed. Some official transcripts do not show the total number of clock hours devoted to the study of a certain course or courses but show the total number of weeks instead. In such cases, it is a good policy to count 5 weeks' attendance at a Service School as equivalent to one unit. Any major fraction of 5 weeks' attendance (3 weeks or 4 weeks) may count as the equivalent of a half unit.

Every official transcript of work done by a student in a Service School must be attached to, and become a part of, that student's permanent high school record. All units so earned must be designated on the student's permanent high school record as *Service School* units.

E. CREDIT FOR BASIC OR RECRUIT TRAINING.

It will be noted that the State Board of Education states that a high school may grant as many as two units of credit for the satisfactory completion of the various *basic* (Army) or *recruit* (Navy) training programs. The units thus earned should be designated on the student's permanent high school record as units in *Basic* or *Recruit* Training.

In the case of those who completed their basic or recruit training several months or years ago and who, therefore, cannot readily secure statements of the successful completion of this work, the local school authorities may regard their continuous service as prima facie evidence that the basic or recruit training has been satisfactorily completed.

F. CREDIT FOR WORK TAKEN BY CORRESPONDENCE FROM THE UNITED STATES ARMED FORCES INSTITUTE.

Any member of the armed forces may earn high school units of credit through the United States Armed Forces Institute, Madison, Wisconsin. The Institute offers both high school and college courses. No one outside the armed forces is eligible to take correspondence courses through the Institute. The Institute's catalog of courses and of instructions concerning enrollment procedure, submitting prepared lesson assignments, reporting results of end-of-course tests and subject examinations, etc., can be secured by writing directly to the Commandant, United States Armed Forces Institute, Madison 3, Wisconsin. It is recommended that courses of the United States Armed Forces Institute be accepted for credit when satisfactorily completed and certified, without previous approval by the principal of the high school, provided credit has not already been granted for the same courses in high school.

G. APPROVED TESTING CENTERS FOR VETERANS AND PROCEDURES.

The following schools and officials have been designated and appointed to serve as Testing Centers and Directors to administer the United States Armed Forces Institute's General Educational Development Tests to veterans who elect to qualify for a high school diploma by means of taking the tests.

I. CENTERS

Name of Center	Director	Address
Ashland Junior College.....	Dr. O. B. Dabney.....	Ashland
Centre College	Dr. T. E. Cochran.....	Danville
Eastern State Teachers College.....	Dr. Dorland Coates.....	Richmond
Kentucky State College for Negroes	Dr. J. T. Williams.....	Frankfort
Kentucky Wesleyan College.....	Dr. H. M. Pyles.....	Winchester
Lindsey Wilson Junior College.....	Dr. John Montgomery.....	Columbia
Morehead State Teachers College.....	Dr. W. C. Lappin.....	Morehead
Murray State Teachers College.....	Dr. W. D. Lewis.....	Murray
Pikeville Junior College.....	Miss Alice Record.....	Pikeville
Sue Bennett Junior College.....	Miss Ora Lee Barnett.....	London
Union College	Dr. C. R. Wimmer.....	Barbourville
Villa Madonna College.....	Sister M. Irmina.....	Covington
University of Kentucky.....	Dr. Lysle W. Croft.....	Lexington
Western State Teachers College.....	Dr. E. H. Canon.....	Bowling Green
Hazard High School.....	Mr. Roy G. Eversole.....	Hazard
Madisonville High School.....	Mr. Sam B. Pollock.....	Madisonville
Monsarrat Jr. High School.....	Mr. Charles H. Hargan.....	Louisville
Owensboro High School	Mr. J. W. Snyder.....	Owensboro

II. PROCEDURES

1. The veteran will initiate his application for the GED Tests or Subject Matter Tests with his high school principal or superintendent.
2. The principal or superintendent, whichever he may be, together with the applicant, will make out the application in duplicate; mail the original copy direct to the officer in charge of the Testing Center most convenient to the veteran; keep the duplicate copy for his own files. The fee should be inclosed with the application, preferably to be paid by the applicant's board of education.¹
3. When the officer in charge of the Testing Center receives the application he will set a day on which to examine the applicant, send a notice to the applicant, a duplicate of which will also be sent to the high school principal or superintendent certifying the application.
4. The officer in charge of the center will hold the examination, score the papers, and certify the results to the high school indicated in the application.

¹ The fee for the entire GED battery of five tests is \$2.25. The fee for Subject Matter Tests is \$1.25 for the first one and .25 for each additional one taken at the same time.

H. FORM TO BE USED IN SUBMITTING TO TESTING CENTER.*

Application for GED Tests and other tests for high school credit. Fill out in duplicate. Keep one copy for the Superintendent's files. Send the other one to the officer in charge of the Testing Center as indicated on schedule of centers.

SECTION I: INFORMATION TO BE SUPPLIED BY APPLICANT.

Every item must be completed.

1. Name..... Address.....
Last First Middle
2. Date of Birth.....Date of Discharge.....Serial No.....
3. Check Branch in which served: Army....., Navy....., Marine Corps....., Coast Guard.....
4. Check highest grade completed in school: 6 7 8 9 10 11
5. School last attended..... Address.....
6. Check test for which application is made:
 Test 1—Correctness and Effectiveness of Expression.
 Test 2—Interpretation of Reading Materials in the Social Studies.
 Test 3—Interpretation of Reading Materials in the Natural Sciences.
 Test 4—Interpretation of Literary Materials.
 Test 5—General Mathematical Ability.

Subject Examination—Write in the names of the subject examinations which are needed in the following blanks. The list of subject examinations which are available appears in the **Guide to the Evaluation of Educational Experiences in the Armed Services**:

SECTION II: CERTIFICATION OF LOCAL SCHOOL OFFICER TO THE VALIDITY OF THIS APPLICATION

To
Name of Officer in charge of Center

Address

I have checked the information contained in the above application and certify it to be true and correct. You are authorized to admit and examine the applicant with the examination checked and certify the results to:

.....
Name of Principal High School Address

Fee to cover cost of examination is enclosed herewith.

....., Superintendent

This the.....day of....., 19.....Schools

* Schools that do not have the facilities to mimeograph this form may request extra copies from the Department of Education.

Part III

KENTUCKY HIGH SCHOOLS—1945-46

Schools and Types of Organizations. There are 674 high schools in Kentucky. They are of various types and organizations. Of the 674 high schools, 613 are complete organizations in that they offer high school work through the twelfth grade. The remaining 61 high schools, because they do not offer work through the twelfth grade, are considered incomplete organizations. Of the 61 incomplete organizations, 39 are separate junior high schools that are organized as one school unit offering work through grades 7, 8, and 9. The remaining 22 high schools are incomplete organizations offering a program of work through the tenth grade or the eleventh grade.

Of the 613 complete high school organizations, 352 are operated by county boards of education while 182 are maintained in independent school districts. The remaining 79 complete high school organizations are either private secondary schools or schools that are operated by the state.

This year the number of six-year high schools, grades 7-12, happens to be the same as the number of four-year high schools, grades 9-12, there being 47.5 per cent of each. The other five per cent of the complete high school organizations represents a modification of the six-year and four-year organizations.

The following table presents data regarding the number of the various types of high school organizations in the state.

Table I
TYPES OF HIGH SCHOOL ORGANIZATIONS AND NUMBER OF EACH

Types of Organization		County Districts	Independent Districts	Private Schools	State or Regional	Total
Grades	7-12....	176	99	11	6	292
Grades	9-12....	164	71	55	2	292
Grades	8-12....	11	3	4	0	18
Grades	10-12....	1	9	1	0	11
Grades up to	11....	2	0	0	0	2
Grades up to	10....	15	4	1	0	20
Grades up to	9....	16	22	1	0	39
Totals		385	208	73	8	674

The preceding table not only shows the number of different types of high schools that are found in Kentucky but it also indicates the number of high schools operating under different types of control. It will be noted that 385 are operated by county boards of education while 208 are maintained by the boards of education in the independent school districts.

The total number of high schools for the current year represents a decrease of seven high schools when compared with the number in operation last year. Six of the high schools that have been discontinued were in county school districts while one was located in an independent school district.

Of the 385 county high schools, 12 are operated for colored pupils and 373 for white pupils. The independent school districts maintain 51 of their 208 high schools for colored pupils and 157 for white pupils. Of the state or regional high schools, 6 are for white pupils while 2 are for colored. One of the private secondary schools of the state is operated for the benefit of colored pupils.

Table II
HIGH SCHOOL ENROLLMENTS BY GRADES, RACE AND CONTROL

Grades	County Districts		Independent Districts		State or Regional		Private		Total
	White	Negro	White	Negro	White	Negro	White	Negro	
7	5,969	113	7,726	1,574	149	0	143	0	15,674
8	6,099	122	7,406	1,405	149	0	308	0	15,489
9	14,157	231	11,076	1,924	194	120	3,242	25	30,969
10	12,105	169	9,639	1,533	168	105	2,901	29	26,649
11	8,132	88	7,065	1,167	139	106	2,329	9	19,035
12	7,094	79	6,021	999	167	93	1,897	6	16,356
7-12	53,556	802	48,933	8,602	966	424	10,820	69	124,172
Per- centages	43.14	.64	39.40	6.93	.78	.34	8.71	.06	100.00

Information Concerning High School Development. The three tables that follow should prove interesting to all who are concerned with the development of secondary education in Kentucky.

Table III

NUMBER OF HIGH SCHOOLS BY YEARS

School Year	Public White High Schools	Public Colored High Schools	Private High Schools	Totals
1915-16.....	316	No report	No report	316
1916-17.....	376	32	No report	408
1918-19.....	400	30	No report	430
1922-23.....	529	56	No report	585
1923-24.....	492	51	86	629
1924-25.....	496	50	84	630
1925-26.....	551	57	91	699
1926-27.....	552	55	88	695
1927-28.....	607	64	98	769
1928-29.....	614	73	97	784
1930-31.....	661	72	73	806
1931-32.....	676	70	86	832
1932-33.....	678	73	82	834
1933-34.....	682	74	84	838
1934-35.....	684	75	89	848
1935-36.....	680	75	83	833
1936-37.....	663	78	77	818
1937-38.....	652	80	76	808
1938-39.....	628	80	75	783
1939-40.....	605	78	75	758
1940-41.....	592	74	72	738
1941-42.....	574	71	71	716
1942-43.....	555	71	71	697
1943-44.....	541	70	70	681
1944-45.....	542	66	73	681
1945-46.....	536	65	73	674

Table III shows that there was a continuous growth in the number of high schools from 1915 to 1935. It was in 1935 that the state had its greatest number of high schools—848. Since there are now 674 high schools, public and private, it is clear that there has been a decrease in numbers of 174 since 1935. The decrease in the number of public high schools has resulted very largely from their being merged into larger school centers.

Table IV
ENROLLMENT BY YEARS IN DIFFERENT TYPES OF
HIGH SCHOOLS

School Year	Public White High Schools	Public Colored High Schools	Private High Schools	Totals
1914-15.....	15,547	No report	No report	15,547
1915-16.....	18,850	1,054	No report	19,904
1916-17.....	20,800	1,225	No report	22,025
1917-18.....	22,929	1,209	No report	24,138
1918-19.....	21,255	1,218	No report	22,473
1920-21.....	25,939	1,446	No report	27,385
1922-23.....	35,806	2,373	5,007	43,186
1923-24.....	38,575	2,586	6,548	47,709
1924-25.....	37,264	2,952	5,857	46,073
1925-26.....	42,416	1,929	7,168	51,513
1926-27.....	46,096	2,664	7,440	56,210
1927-28.....	50,368	3,516	8,835	62,719
1928-29.....	54,903	4,083	8,590	67,576
1929-30.....	58,370	4,100	-----	62,470
1930-31.....	61,589	4,054	-----	65,643
1931-32.....	67,268	4,677	-----	71,945
*1932-33.....	*83,092	*6,994	*7,407	*97,493
1933-34.....	83,930	6,961	7,445	98,336
1934-35.....	88,583	7,983	7,846	104,412
1935-36.....	101,017	6,546	8,173	115,735
1936-37.....	106,799	8,711	8,994	124,504
1937-38.....	109,587	8,938	9,610	128,135
1938-39.....	117,284	9,587	9,166	136,037
1939-40.....	121,204	10,342	9,999	141,545
1940-41.....	123,822	10,440	10,185	144,447
1941-42.....	119,398	10,173	10,339	139,910
1942-43.....	113,662	9,947	10,048	133,657
1943-44.....	102,546	9,422	9,900	121,868
1944-45.....	102,619	9,448	10,376	122,443
1945-46.....	103,455	9,897	10,820	124,172

* Beginning with the school-year 1932-33, the enrollment of the seventh and eight grades of six-year high schools and of junior high schools are included in the totals.

Table IV presents an interesting picture of the increase in total high school enrollments in different types of high schools since 1915. From 1915 to 1941 the high school enrollment increased 128,900 or over 800%. After 1941, however, the enrollment began to decrease and continued to decrease until 1944. During these years, which represents the war period, the high school enrollment decreased about 23,000 pupils. Since 1944 the enrollment has begun to increase, there now

Table V

**HIGH SCHOOLS ACCREDITED THROUGH GRADE TWELVE,
1909-1946**

School Year	Public White High Schools	Public Colored High Schools	Private High Schools	Totals
1909-10.....	54	No report	29	83
1910-11.....	69	No report	32	101
1911-12.....	85	No report	33	118
1912-13.....	100	No report	34	134
1913-14.....	123	No report	38	162
1914-15.....	134	No report	41	175
1915-16.....	149	No report	45	194
1916-17.....	171	No report	50	221
1917-18.....	185	No report	52	237
1918-19.....	201	No report	52	253
1919-20.....	220	No report	55	275
1920-21.....	225	No report	57	282
1921-22.....	228	No report	55	283
1922-23.....	263	7	61	331
1923-24.....	286	8	69	363
1924-25.....	311	11	68	390
1925-26.....	342	14	73	429
1926-27.....	382	14	80	476
1927-28.....	415	13	83	511
1928-29.....	457	16	87	560
1929-30.....	491	18	89	598
1930-31.....	522	26	91	639
1931-32.....	527	34	84	645
1932-33.....	539	35	83	648
1933-34.....	535	34	82	651
1934-35.....	529	34	84	647
1935-36.....	559	51	77	687
1936-37.....	558	54	78	690
1937-38.....	546	56	75	677
1938-39.....	543	60	73	676
1939-40.....	529	59	73	661
1940-41.....	516	61	72	649
1941-42.....	510	56	70	636
1942-43.....	500	54	70	626
1943-44.....	494	55	69	618
1944-45.....	490	56	70	616
1945-46.....	487	55	71	613

The preceding table shows the situation as regards the number of accredited high schools by years since 1910. When one thinks of a high school in its true sense one thinks of an institution that provides its students a program of work through the twelfth grade. High schools that are organized to give work that does not extend through the twelfth grade should be looked upon as incomplete, feeder schools for regularly organized high schools; i.e., schools that offer pupils a program through the twelfth grade.

The high schools in Kentucky are accredited by the State Board of Education. This applies to both public and private schools. In arriving at the official ratings given the high schools the State Board of Education usually follows the recommendations of the Commission on Secondary Schools of the Kentucky Association of Colleges and Secondary Schools. The members of this Commission meet with the Public School Supervisors and canvass the annual high school reports that are made to the State Department of Education and also the reports of the Supervisors' inspections. During the war period it was the policy of the Commission and also the State Board of Education to maintain school standards unimpaired but to apply them with liberality during the war emergency. In accordance with this policy, some schools continued their A or B accredited classifications but continued them *on an emergency basis*.

The Commission of the Association of Kentucky Colleges and Secondary Schools held its annual meeting on March 2 of this year. At this meeting the Commission decided to discontinue rating any of the high schools on an emergency basis due to the war. The Commission will, however, agree to give an emergency rating to a high school where it can be shown that transportation is impossible or building facilities are completely inadequate.

Teachers. There are 5,605 teachers employed in the public and private high schools of the state. Included in this number are 471 teachers of the colored high schools and 583 employed by private schools. Of the public school teachers, 2,368 are employed by county boards of education and 2,568 are in schools operated by independent district boards of education.

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KENTUCKY HIGH SCHOOLS, 1945-46

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
ADAIR COUNTY															
County—Knifley	BE			15	16	12	6	49	3	9		\$ 60	2,953	104	8
Columbia	A	30	36	70	129	45	47	357	16	9		250	318	8	9
White		30	36	58	122	31	43	320	13			250			
Colored	BE			12	7	14	4	37	3						
ALLEN COUNTY															
Co. H. S. (Scottsville)	A			54	104	18	46	222	9	9		250	1,717	58	7
Scottsville	B	32	39	29	25	14	21	160	7 1/2	9		200	359	8	9
ANDERSON COUNTY															
County				52	61	18	46	177	8	9		160	946	35	8
Kavanaugh (Lawrenceburg)	A			46	29	14	25	114	5			110			
Western (Sinai)	B			6	32	4	21	63	3			50			
Lawrenceburg	A			32	36	19	22	109	7	9		100			
White				31	31	19	22	103	6			100			
Colored	10T			1	5			6							
BALLARD COUNTY															
County				125	109	84	78	396	20	9		590	1,252	49	8
Bandana	B			31	26	19	17	93	4			150			
Barlow	B			26	25	17	18	86	4			126			
Blandville	B			18	20	13	9	60	3			55			
LaCenter W.	B			26	18	22	20	86	4			185			
LaCenter C.	10E			6	3			9	1			12			
Wickliffe	B			18	17	13	14	62	4			62			
BARREN COUNTY															
County				98	95	47	68	308	18 1/2	9		550	3,214	94	8
Austin-Tracy (Austin)	B			21	18	13	13	65	4			125			
Hiseville	B			23	23	3	20	69	4			100			
Park City	B			23	23	14	22	82	5 1/2			175			
Temple Hill (Glasgow)	B			31	31	17	13	92	5			150			
Cave City	B	27	20	19	19	14	16	115	6	9		150	257	7	9
Glasgow	A	69	90	104	82	50	59	454	20	9		83	924	19	9
White		69	90	88	70	41	53	411	17			83			
Colored	BE			16	12	9	6	43	3						
BATH COUNTY															
County				110	76	56	45	287	15	9		215	1,586	47	8
BETHEL COUNTY															
Bethel	B			25	16	13	6	60	3			60			
Owingsville	A			56	39	25	27	147	9			130			
Salt Lick	B			29	21	18	12	80	3			25			
Sharpsburg	BT	25	19	18	15	13	7	97	5	9		75	229	6	9
BELL COUNTY															
County		80	46	253	167	147	99	792	31	9		710	5,843	170	8
Balkan	10	15	10	28	14			67	3			50			
Bell Co. H. S. (Pineville)	A			128	109	105	66	408	13			250			
Henderson Settl. (Frakes)	BT	16	6	17	4	6	4	53	3			200			
Pruden (Pruden, Tenn.)	AT	30	13	53	22	23	20	161	6			100			
Red Bird (Beverly)	B	19	17	27	18	13	9	103	6			110			
Lone Jack (Four Mile)	A	30	29	31	25	23	24	162	7	9		150			
Middlesboro	A	17	28	176	112	124	77	534	23	9		535	2,257	49	9
White	A	17	28	152	99	114	70	435	19			450			
Colored	BE			24	13	10	7	99	4			85			
Pineville	B	63	55	62	63	28	20	291	15 1/2	9		294	482	14	9
White	A	63	55	56	58	28	20	280	14			269			
Colored	10T			6	5			11	1 1/2			25			
BOONE COUNTY															
County			16	114	86	58	52	326	14	8		950	1,269	37	8
Burlington	B			23	25	16	20	84	3			100			
Florence	B			34	26	16	10	86	4			100			
Hebron	B			33	22	18	15	88	4			250			
New Haven (Union)	BT		16	24	13	8	7	68	3			500			
Walton	BT	41	26	19	14	17	6	123	5	9		125	227	8	9
BOURBON COUNTY															
County		94	65	102	86	59	58	464	24	9		50	1,636	50	9
Center Hill (Paris)	BT	32	27	20	10	13	9	111	5						
Clintonville	B	25	25	24	21	6	15	116	6			1			
Millersburg	B	37	13	26	23	22	12	133	7			3			
N. Middletown	A			32	32	18	22	104	6			50			
Paris		112	111	75	91	63	63	515	26	10		700	695	24	10
White	A	79	78	48	67	48	45	365	18			500			

* Interpretation of High School Ratings.

A—Accredited through the entire high school course (through grade twelve).

B—Accredited through the entire high school course (through grade twelve).

11 Gr.—Accredited through grade eleven.

10 Gr.—Accredited through grade ten.

9 Gr.—Junior high school—recognized through grade nine.

T—This initial when attached to the designation of any rating indicates that such rating is given in the face of some deficiency, and that the accredited rating of the school should be terminated at the close of this school year.

E—This initial suggests that an emergency is recognized to exist that may justify the operation of the school even with an observed shortage in the number of pupils or of teachers.

U—Unaccredited.

KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- bular Taught	Library Approp- riation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
Colored	AE	33	33	27	24	15	18	150	8	---	2	200	---	---	---
Millersburg Mil. Inst. (Pr.)	A	---	---	39	22	23	26	110	8	9	---	200	---	---	---
BOYD COUNTY															
County		39	37	124	73	66	37	376	13	9	---	425	1,566	40	9
Co. H. S. (Ashland)	A	---	---	101	73	66	37	277	10	---	3	300	---	---	---
England Hill (Catlettsburg)	9	39	37	23	---	---	---	99	3	---	---	125	---	---	---
Ashland	9	502	473	423	510	223	294	2,425	84	9	---	1,416	3,349	98	9
White	A	---	---	494	210	284	988	37	---	2	---	741	---	---	---
Colored	BE	15	17	16	16	13	10	87	4	---	---	75	---	---	---
Coles Jr.	9	199	203	175	---	---	---	577	18	---	---	---	---	---	---
Putnam Jr.	9	288	253	232	---	---	---	773	25	---	---	600	---	---	---
Catlettsburg	A	---	---	84	69	42	30	225	8	9	---	250	914	25	9
Fairview (Ashland)	9	37	76	48	---	---	---	161	5	9	---	616	16	9	9
Holy Family (Ashland) (Pr.)	A	---	---	15	21	11	6	53	5	9	1	189	---	---	---
BOYLE COUNTY															
County		77	118	80	79	57	36	447	22	9	---	521	1,258	33	9
Forkland (Gravel Switch)	BE	13	14	6	13	11	7	64	4	---	---	150	---	---	---
Junction City	B	---	30	30	32	15	9	116	6	---	1	108	---	---	---
Parksville	BT	26	22	16	14	10	6	94	5 1/2	---	2	113	---	---	---
Perryville	B	38	52	23	20	21	14	173	6 1/2	---	2	150	---	---	---
Danville	A	142	108	121	106	73	71	621	31 1/2	9	---	600	844	24 1/2	9
White	A	102	85	93	92	55	61	488	24	---	2	450	---	---	---
Colored	AE	40	23	28	14	18	10	133	7 1/2	---	1	150	---	---	---
BRACKEN COUNTY															
County		89	98	69	68	50	41	415	22	9	---	350	745	25	9
Brooksville	A	33	35	23	68	50	41	250	13	---	3	350	---	---	---
Germantown	9	24	25	18	---	---	---	47	3	---	---	---	---	---	---
Milford	9T	13	17	10	---	---	---	40	3	---	---	---	---	---	---
Western (Bradford)	9	19	21	18	---	---	---	58	3	---	---	20	---	---	---
Augusta	B	24	18	20	13	14	16	105	5	9	---	100	170	7	9
BREATHITT COUNTY															
Co. H. S. (Jackson)	A	---	---	130	116	57	57	360	13	9	2	500	4,072	125	9
Jackson	B	28	34	31	27	15	16	151	5	9	1	150	392	8	9
Highland Inst. (Guerrant) (Pr.)	B	---	---	16	10	7	6	39	4	9	---	100	---	---	---
Magoffin Inst. (Sky) (Pr.)	B	9	6	8	2	6	2	33	4	9	---	118	---	---	---
Mt. Carmel (Lawson) (Pr.)	A	---	17	28	20	16	13	94	8	9	1	137	---	---	---
Oakdale (Pr.)	B	---	12	19	13	9	7	60	6	9	1	103	---	---	---
Riverside Inst. (Lost Cr.) (Pr.)	B	---	---	15	12	4	4	35	4	9	---	---	---	---	---
BRECKINRIDGE COUNTY															
County		52	59	102	130	68	66	477	19	9	---	450	2,117	77	7-8
Hardinsburg W.	A	35	40	68	75	42	45	305	11	---	3	300	---	---	---
Hardinsburg C.	10E	---	---	6	10	---	---	16	1	---	---	---	---	---	---
Irvington	A	17	19	28	45	26	21	156	7	9	3	150	---	---	---
Cloverport	B	24	30	28	22	8	15	127	4	9	1	150	230	7	9
BULLITT COUNTY															
County		27	22	65	53	45	19	231	12	8 1/2	---	200	1,250	39	8 1/2
Mt. Washington	B	27	22	25	22	26	3	125	5	---	1	80	---	---	---
Shepherdsville	A	---	---	40	31	19	16	106	7	---	---	120	---	---	---
Lebanon Junction	B	31	25	27	27	16	14	140	6	9	1	100	207	6	9
BUTLER COUNTY															
County		18	27	100	76	52	56	329	11	8	---	225	2,216	83	7
Morgantown	A	18	27	78	61	37	40	261	8	---	1	225	---	---	---
Rochester	B	---	---	22	15	15	16	68	3	---	---	---	---	---	---
CALDWELL COUNTY															
County		43	41	65	87	37	35	308	15	8	---	80	993	45	7
Cobb	B	18	20	26	30	16	11	121	7 1/2	---	3	60	---	---	---
Fredonia	A	25	21	39	57	21	24	187	7 1/2	---	3	20	---	---	---
Princeton	A	115	120	95	92	63	58	543	19	9	---	573	662	15	9
White	A	100	102	70	75	52	42	441	16	---	3	450	---	---	---
Colored	BE	15	18	25	17	11	16	102	3	---	---	123	---	---	---
CALLOWAY COUNTY															
County		155	131	122	121	80	64	673	29	9	---	1,130	1,744	40	7
Almo	B	18	28	18	26	5	15	110	5	---	2	100	---	---	---
Faxon (Murray)	BT	22	9	8	19	11	6	75	4	---	---	150	---	---	---
Hazel	B	48	31	24	25	23	14	165	6	---	3	300	---	---	---
Kirksey	B	24	22	29	18	16	11	120	5	---	---	200	---	---	---
Lynn Grove	B	20	25	31	18	21	9	124	5	---	2	105	---	---	---
New Concord	BT	23	16	12	15	4	9	79	4	9	---	275	---	---	---
Murray	A	54	45	62	62	48	35	307	17	9	---	386	478	13	9
White	A	54	45	62	53	44	26	274	14	---	2	356	---	---	---
Colored	BE	---	---	10	9	5	9	33	3	---	1	30	---	---	---
Murray Training School (St.)	A	27	29	35	30	18	17	156	11	9	2	220	---	---	---
CAMPBELL COUNTY															
County		17	56	104	92	81	64	414	18	9	---	315	969	30	9
Alexandria	A	---	34	86	77	67	55	319	13	---	2	300	---	---	---
California	BT	17	22	18	15	14	9	95	5	---	3	15	---	---	---
Bellevue	A	50	59	63	80	65	56	373	21	10	2	280	960	33	10
Cold Spring	10T	15	14	9	6	---	---	44	2	9	---	25	124	6	9
Dayton	A	94	95	91	82	58	55	475	20	10	2	500	790	21	10

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades						Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District			
		7	8	9	10	11	12					Total	Pupils	Tchs.	Term
Ft. Thomas	A	80	73	81	108	90	83	515	28	10	2	506	618	27	10
Newport	A	14	22	287	173	106	82	648	32	10	2	750	2,595	105	10
Silver Grove	BT	14	15	11	18	12	7	77	4	9	---	100	106	4	9
Southgate	9T	12	8	12	---	---	---	32	3	10	---	50	123	6	10
Newport Catholic (Pr.)	A	---	---	117	60	44	28	249	12	9	---	150	---	---	---
Notre Dame of Providence (Newport) (Pr.)	A	---	---	66	72	77	53	268	9	9	1	268	---	---	---
CARLISLE COUNTY															
County		45	49	94	65	100	59	412	16	8	---	229	869	25	7
Arlington	B	27	24	28	18	25	16	138	4	---	1	34	---	---	---
Bardwell	A	---	---	30	22	32	21	105	5	---	---	130	---	---	---
Cunningham	B	18	25	20	16	20	10	109	4	---	---	65	---	---	---
Milburn	B	---	---	16	9	23	12	60	3	---	1	---	---	---	---
CARROLL COUNTY															
County—Sanders	BT	---	---	11	9	4	4	28	3	---	---	---	719	23	9
Carrollton	A	---	---	70	53	50	30	203	10	9	1	250	401	13	9
CARTER COUNTY															
County		233	216	231	251	124	138	1,193	37	9	---	1,950	4,389	129	8
Carter	B	14	22	14	23	12	12	97	4	---	---	50	---	---	---
Grahn	9	26	23	26	---	---	---	75	3	---	---	50	---	---	---
Grayson	A	41	40	43	92	20	45	281	8	---	2	1,000	---	---	---
Hitchins	A	49	33	38	39	24	18	201	6	---	1	250	---	---	---
Olive Hill	A	52	57	75	97	68	63	412	11	---	2	500	---	---	---
Soldier	9	13	4	15	---	---	---	32	2	---	---	50	---	---	---
Upper Tygart	9	38	37	20	---	---	---	95	3	---	---	50	---	---	---
Erie (Olive Hill) (Pr.)	A	---	---	17	20	13	16	66	6	9	2	150	---	---	---
CASEY COUNTY															
County		---	---	79	48	36	38	201	6	9	2	200	3,310	125	9
Liberty	A	---	---	39	29	18	12	131	4	9	---	50	102	3	9
Middleburg	B	16	17	---	---	---	---	---	---	---	---	---	---	---	---
CHRISTIAN COUNTY															
County		24	21	102	99	65	60	371	18	9	---	698	3,043	115	7-9
Crofton	B	---	---	25	17	11	12	65	3	---	---	75	---	---	---
Lacy (Hopkinsville)	B	24	21	17	24	12	14	112	4	---	1	---	---	---	---
Sinking Fork (Hopkinsville)	B	---	---	27	21	22	18	88	5	---	2	523	---	---	---
So. Christian (Herndon)	A	---	---	33	37	20	16	106	6	---	2	100	---	---	---
Hopkinsville	A	---	134	191	165	132	84	706	35	9	---	675	1,412	50	9
White	A	---	134	99	104	68	59	464	23	---	2	475	---	---	---
Colored	A	---	---	92	61	64	25	242	12	---	1	200	---	---	---
Pembroke	B	30	23	25	25	15	22	140	5	9	---	600	178	8	9
CLARK COUNTY															
County		26	21	98	82	47	68	342	15	9	---	550	1,536	49	9
Co. H. S. (Winchester)	A	---	---	78	72	41	60	251	11	---	3	400	---	---	---
Trapp (Winchester)	BT	26	21	20	10	6	8	91	4	---	---	150	748	28	10
Winchester	A	30	18	87	57	48	50	290	21	10	---	554	---	---	---
White	A	---	---	67	44	35	38	184	13	---	3	450	---	---	---
Colored	A/E	30	18	20	13	13	12	106	8	---	2	102	---	---	---
St. Agatha (Winchester) (Pr.)	B	---	---	7	10	7	5	29	3/2	9	---	71	---	---	---
CLAY COUNTY															
County		---	---	65	51	22	36	174	11	8	---	221	5,154	167	7 1/2
Laurel Creek (Mill Pond)	BT	---	---	10	5	6	10	31	3	---	---	100	---	---	---
Manchester	A	---	---	55	46	16	26	143	8	---	1	221	---	---	---
Oneida Inst. (Pr.)	A	23	27	46	51	20	20	187	7 1/2	9	---	---	---	---	---
CLINTON COUNTY															
County		---	---	81	45	35	29	190	6	9	2	1,000	1,801	52	7
Albany	A	---	---	---	---	---	---	---	---	---	---	---	346	13	9
CRITTENDEN COUNTY															
County		---	---	64	50	41	25	180	11	8	---	---	1,345	63	7
Frances (Fredonia)	B	---	---	24	18	15	14	71	3	---	---	---	---	---	---
Mattoon (Repton)	LIT	---	---	13	3	7	---	23	2	---	---	---	---	---	---
Shady Grove	BT	---	---	14	12	8	3	37	3	---	---	---	---	---	---
Tolu	BT	---	---	13	17	11	8	49	3	---	---	---	---	---	---
Marion	A	---	---	76	46	34	37	193	8	9	3	166	300	10	9
CUMBERLAND COUNTY															
County—Marrowbone	B	20	10	13	23	15	13	94	5	9	2	200	1,706	63	7
Burkesville	A	21	32	45	37	33	34	202	7	9	---	269	---	6	9
DAXIESS COUNTY															
County		64	72	236	188	146	124	830	36	8	---	1,362	2,321	72	8
Co. H. S. (Owensboro)	A	---	---	152	115	89	79	435	16	---	3	435	---	---	---
Utica	A	27	22	34	26	23	17	149	7	---	2	357	---	---	---
West Louisville	B	22	25	26	28	19	15	133	7	---	1	320	---	---	---
Whitesville	B	15	25	24	21	15	13	113	6	---	2	250	---	---	---
Owensboro	A	115	108	351	266	211	166	1,217	58	9	---	1,040	3,360	114	9
White	A	---	---	160	184	144	108	596	24	---	2	565	---	---	---
Colored	A	32	39	77	36	32	27	243	11	---	3	200	---	---	---
Technical	A	---	---	74	46	35	31	186	15	---	6	250	---	---	---
Jefferson Jr.	9	83	69	40	---	---	---	192	8	---	---	---	---	---	---
Mt. St. Joseph (Maple Mt.) (Pr.)	A	---	---	62	42	34	30	168	12	9	1	510	---	---	---

KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
Williamston	BT			16	18	12	7	53	5	9	1	300	191	7	9
GRAVES COUNTY															
County		248	234	260	201	155	122	1,220	48	8		1,190	2,760	80	7
Cuba (Mayfield)	A	60	42	37	34	25	13	211	7		2	275			
Dublin	10T	8	15	16	6			45	2						
Fancy Farm	A			32	25	22	24	103	5			115			
Farmington	BT	20	23	11	19	17	11	101	5			100			
Hardeman (Mayfield)	10T	15	11	7	11			44	2			30			
Lowes	B	19	30	30	17			123	5		1	100			
Melber	B	21	17	21	19	12	17	107	4						
Sedalia	A	33	52	34	25	21	22	187	7		2	250			
Symsonia (Elva)	B	22	23	30	26	14	9	124	4			120			
Wingo	A	50	21	42	19	28	15	175	7		2	200			
Mayfield	A	136	133	130	86	93	55	633	31	9		600	766	29	9
White	A	112	122	113	69	82	46	544	26		2	500			
Colored	BE	24	11	17	17	11	9	89	5			100			
GRAYSON COUNTY															
County		37	48	63	100	46	61	355	18	9		675	2,507	82	7
Big Clifty	BT			5	15	5	10	35	3			125			
Caneyville	B	11	16	36	35	20	23	141	5 1/2		1	250			
Clarkson	B	12	15	15	39	12	16	109	5 1/2		1	150			
Short Creek	BT	14	17	7	11	9	12	70	4			150			
Leitchfield	B			30	25	15	13	83	5 1/2	9	2	83	361	9	9
GREEN COUNTY															
County				85	67	53	53	258	11	9	3	300	1,752	74	8
Greensburg	A														
GREENUP COUNTY															
County		69	74	98	153	70	73	537	20	8		65	2,562	94	7
McKell (So. Shore)	A	37	45	42	78	35	42	279	10		3	40			
Wurtland	A	32	29	56	75	35	31	258	10		3	25			
Greenup	B	29	24	22	17	16	18	126	5 1/2	9	1	100	242	7	9
Raceland	A			50	46	27	21	144	9	9	2	300	483	18	9
Russell	A	85	96	89	116	84	86	556	24	9		290	694	24	9
Senior	A				116	84	86	286	13		2	290			
Junior	9	85	96	89	116	84	86	270	11						
So. Portsmouth	BT			16	19	2	13	50	3	9		150	140	4	9
HANCOCK COUNTY															
County		30	22	68	71	41	45	277	10	8		250	918	28	8
Hawesville	A			45	49	31	34	159	5 1/2		2	100			
Lewisport	B	30	22	23	22	10	11	118	4 1/2		1	150			
HARDIN COUNTY															
County		274	222	206	164	111	112	1,089	39	9		1,266	2,543	79	8
Glendale	A	35	43	35	32	20	17	232	8		1	211			
Howe Valley (Cecilia)	BT	30	26	19	13	8	12	108	5			80			
Lynnville (White Mills)	AT	44	38	32	28	27	17	186	6		1	175			
Rineyville	A	44	43	45	32	18	27	209	7			300			
Sonora	B	26	24	27	14	12	11	114	5			150			
Vine Grove	A	45	48	48	45	26	28	240	8		3	350			
Elizabethtown				49	68	55	41	213	12	9		412	684	19	9
White	A			38	58	47	38	181	9		1	362			
Colored	BE			11	10	8	3	32	3			50			
Upton	BT			12	17	10	12	51	3	8		100	149	4	8
West Point	B	16	10	14	16	19	15	90	4	9		100	115	4	9
Bethlehem Ac. (St. John) (Pr.)	B			12	11	9	12	44	5	9	1	76			
Ft. Knox (Pr.)	A		48	38	30	21	14	151	7	9	1	215			
St. James (Elizabethtown) (Pr.)	10			5	7			12	1	9		50			
HARLAN COUNTY															
County		221	203	716	532	375	273	2,320	51	9		2,323	11,405	287	8-9
Benham, W.	A	44	50	45	30	22	32	223	12		3	500			
Benham, C.	B	22	24	18	15	19	14	112	5		1	100			
Black Star (Alva)	A	33	35	55	33	28	29	213	9		2	250			
Cumberland	A			83	75	44	41	243	12		2	500			
Evarts	A	92	44	185	134	90	45	530	16		2	380			
Hall (Grays Knob)	A			156	124	67	37	384	13		2	380			
Loyal	A	30	50	98	80	64	54	376	15		2	93			
Wallins	A			76	41	41	21	179	9		1	100			
Harlan		176	138	139	112	77	71	713	26	9		1,075	1,056	26	9
White	A	156	115	94	75	56	56	552	20		2	1,000			
Colored	B	20	23	45	37	21	15	161	6		1	75			
Lynch	A	101	117	95	89	71	63	536	25	9		520	871	19	9
White	A	70	76	57	65	43	41	352	17		2	400			
Colored	A	31	41	38	24	28	22	184	8		1	120			
Pine Mountain (Pr.)	A			36	30	26	15	107	9	9	2	50			
HARRISON COUNTY															
County		128	106	100	84	65	57	540	22	9		550	1,004	34	9
Berry	BT	29	25	16	19	15	8	112	4 1/2		2	112			
Buena Vista (Cynthiana)	BT	24	18	26	9	9	15	101	4			100			
Connerville (Cynthiana)	B	32	22	11	20	16	13	114	4 1/2		2	125			
Oddville (Cynthiana)	B	22	23	31	24	17	13	130	5		2	130			
Renaker (Cynthiana)	BT	21	18	16	12	8	8	83	4			83			
Cynthiana		11	8	46	33	31	23	152	12	10		310	387	18	10
White	A			39	25	26	20	110	8		2	250			
Colored	BE	11	8	7	8	5	3	42	4		1	60			

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
HART COUNTY		19	16	51	61	31	24	202	10	9		225	1,684	85	7-9
County												125			
Cub Run	B	19	16	22	25	14	6	67	3		1	100			
Memorial (Hardyville)	A	30	20	37	50	27	16	180	11	9		200	260	8	9
Horse Cave	A	22	15	29	38	20	13	137	7		1	150			
White	BE	8	5	8	12	7	3	43	4		2	50			
Colored	A	23	32	26	45	14	21	161	7	9	2	165	181	4	9
Munfordville															
HENDERSON COUNTY		169	146	132	97	97	61	702	33	8		699	2,082	59	8
County												110			
Corydon	B	30	20	31	18	16	12	127	5		2	75			
Hebbardsville	B	44	27	23	16	18	5	133	6		1	84			
Niagara (Henderson)	BT	20	26	13	9	10	10	88	5		1	80			
Robards	BT	16	15	17	14	13	9	116	6		1	150			
Smith Mills	B	31	22	27	14	13	9	152	6		2	200			
Spottsville	B	28	36	21	22	26	19	152	6		2	200			
Henderson		47	184	179	180	154	109	853	40 1/2	9		893	1,577	58 1/2	9
White	A	47	153	143	148	132	94	670	30		2	693			
Colored	A	47	31	36	32	22	15	183	10 1/2	9	1	200			
Holy Name (Henderson) (Pr.)	A			23	25	23	11	82	5			80			
HENRY COUNTY		98	91	104	93	79	63	528	22	9		523	1,316	50	9
County												125			
Campbellsville	B	19	19	24	26	23	13	124	5		2	190			
New Castle	B	36	29	22	24	13	15	139	5 1/2		2	200			
Pleasureville	A	27	23	39	25	32	27	173	7		1	98			
Sulphur	BT	16	20	19	18	11	8	92	4 1/2	9		150	199	7	9
Eminence		24	14	13	22	12	12	97	5 1/2		1	100			
White	BE	24	14	9	14	12	12	85	5 1/2			50			
Colored	10T			4	8			12	1						
HICKMAN COUNTY		82	52	75	68	62	47	386	15 1/2	9		335	988	31	7
County												100			
Clinton	A	30	27	38	33	42	33	203	9			60			
Columbus	10T	20	11	11	10	10	10	52	2		1	175			
Fulgham (Clinton)	B	32	14	26	25	20	14	131	4 1/2						
HOPKINS COUNTY		198	211	209	168	115	84	985	39	8		656	2,827	90	7
County															
Anton (Madisonville)	B	10	16	23	19	12	10	90	4		1	16			
Charlestown (Dawson Springs)	B	26	25	20	19			90	8			25			
Dalton	B	13	15	19	18	24	20	109	4		1	75			
Hanson	B	37	38	43	22	17	12	169	7		3	250			
Mortons Gap	B	30	29	22	16	13	11	121	5		2	50			
Nebo	BT	26	30	18	18	11	6	109	6		2	100			
Nortonville	A	36	50	58	56	38	25	263	8		2	140			
White Plains	9T	20	8	6				34	2						
Dawson Springs	A	56	34	70	43	30	24	257	8	9	3	300	317	6	9
Earlington		44	51	37	38	27	25	222	12	9		301	393	12	9
White	B	31	27	19	20	19	16	132	7		2	206			
Colored	BT	13	24	18	18	8	9	90	5		2	95			
Madisonville		168	124	131	114	95	60	692	29	9		446	1,097	28	9
White	A	146	106	100	80	78	48	558	22		2	396			
Colored	AE	22	18	31	34	17	12	134	7		1	50			
JACKSON COUNTY		22	37	77	49	30	38	253	10	9		316	2,790	96	7
County												60			
McKee	B	11	18	32	20	13	18	112	5			250			
Tyner (McKee)	B	11	19	45	29	17	20	141	5						
Annsville Inst. (Pr.)	A	5	19	45	33	14	19	135	9	9	3	100			
JEFFERSON COUNTY		26	23	588	354	304	222	1,517	74	9		2,390	9,517	317	9
County												10			
Ballard (Louisville)	9	26	23	16				65	5			380			
Fairdale (Coral Ridge)	A			81	45	30	20	176	8		2	400			
Fern Creek (Buechel)	A			75	43	46	38	202	10		3	400			
Jeffersontown	A			70	58	48	34	210	13			600			
Okolona (Louisville)	A			145	95	75	43	364	16		2	600			
Valley (Valley Station)	A			200	113	105	82	500	22		2	600			
Anchorage	A			80	107	54	41	282	15	9	2	300	112	6	9
Jefferson Co. Children's Home (Ormsby Vil.) (Anchorage)	AE	29	36	24	22	9	5	125	10	9	2	125			
Ky. Military Inst. (Pr.) (Lyndon)	A		15	55	79	75	65	289	22	9	1	300			
Louisville		3,307	3,024	3,199	2,613	1,978	1,679	15,800	678	9 1/2		11,116	24,302	705	9 1/2
Atherton	A			232	254	232	232	778	33		2	704			
Central, C.	A			445	347	232	1,026	42			2	1,137			
Halleck	A	605	522	572	408	280	268	2,655	104		2	750			
Male	A			525	431	324	1,280	49			1	1,000			
Manual	A			478	353	238	1,069	46			3	1,000			
Shawnee	A	271	207	231	305	207	167	1,388	66		2	1,225			
Barrett Jr.	9	208	174	239				895	42			600			
Eastern Jr.	9	316	303	276				607	29			500			
Highland Jr.	9	152	183	272				651	27			575			
Jackson St., Jr., C.	9	215	221	215				1,304	47			500			
Madison St., Jr., C.	9	518	439	347				874	38			575			
Parkland Jr.	9	276	285	313				1,110	50			575			
Southern Jr.	9	383	369	358				985	46			500			
Western Jr.	9	363	321	301											

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
Ahrens Adult Night H. S.	A			53	99	72	63	287	18		1	900			
Central Adult Night H. S., C.	A			22	61	34	153	270	11		3				
Ky. School for Blind (St.) (Louisville)	BE	10	8	9	5	8	3	43	5	9 1/2					
Private Schools:															
Catholic Colored	B			25	29	9	6	69	4	9	1	75			
Flaget	A			175	140	96	52	463	13	9	2	500			
Holy Rosary	A			50	50	28	160	7	9	9	2	320			
Ky. Home School for Girls	A		8		21	20	18	78	9	9		173			
Loretto	A			40	40	28	39	147	7	9		438			
Louisville Collegiate	A		19	14	24	19	13	89	9	9		90			
Our Lady of Mercy Ac.	A			142	110	95	76	423	11	9	1	50			
Portland Christian	B			12	4	8	5	29	3 1/2	9		20			
Presentation Ac.	A			189	172	122	99	582	22	9	1	589			
Rugby Univ. H. S.	A	8	6	18	14	5	2	53	6	9		50			
Sacred Heart Ac.	A			31	30	29	14	104	6	9	1	60			
St. Helena Night H. S.	A			393	332	265	229	1,219	39	9	1	300			
St. Xavier	A									9	2	514			
Ursuline Ac.	A			142	146	165	130	583	23	9					
JESSAMINE COUNTY															
County—Wilmore	A			73	59	49	43	224	11	9	3	420	1,184	40	9
Nicholasville		35	34	27	27	34	13	170	13	9		700	363	10	9
White	B	25	30	21	23	17	9	125	9		2	700			
Colored	BE	10	4	6	4	17	4	45	4		1				
JOHNSON COUNTY															
County		17	48	145	104	111	91	516	25 1/2	9		294	3,654	112	7 1/2
Flat Gap	A			27	26	29	23	105	6 1/2		2	125			
Jenny's Creek (Leander)	BT		3	13	9	12	11	43	3			30			
Oil Springs	A			54	36	23	26	139	7		3				
Williamsport	A	17	45	51	33	47	31	224	9		2	139			
Paintsville	A			59	65	45	37	206	10	9	1	1,000	700	19	9
Van Lear	B			24	21	11	7	63	4	9		100	278	9	9
KENTON COUNTY															
County		237	200	202	196	135	118	1,088	50	9		950	1,493	49	9
Dixie Heights (Covington)	A	129	100	78	101	72	61	589	27		2	500			
S. Kenton (Independence)	A	108	100	96	95	63	57	519	23		3	450			
Beechwood (Ft. Mitchell via Covington)	A	29	21	39	30	25	25	169	8	9	1	350	160	7	9
Covington		233	210	528	425	330	253	1,979	90	10		1,834	5,739	214	10
Carlisle Jr.	9	233	210	161				604	16			360			
Grant, C.	A			70	20	27	25	142	13		1	100			
Holmes	A			297	405	303	228	1,233	61		2	1,374			
Erlanger	A	67	68	49	41	33	41	299	14	9	2	500	496	21	9
Ludlow	A	41	76	57	53	55	48	330	21	9 1/2	2	500	341	13	9 1/2
Private Schools:															
Covington Catholic	A			44	38	36	20	138	5	9 1/2		200			
Covington Latin	A			47	41	49	25	162	12	9		500			
Holy Cross (Latonia)	A			57	54	52	36	199	9	9	2	420			
LaSalette Ac. (Covington)	A			87	57	54	52	250	11	9	1	200			
St. Henry (Erlanger)	A			54	52	34	29	169	6	9	1	220			
St. James (Ludlow)	A			36	24	12	11	83	5	9		100			
Notre Dame Ac. (Covington)	A			116	122	112	102	452	15	9	2	432			
Villa Madonna Ac. (Covington)	A			22	19	39	23	103	6	9		510			
KNOTT COUNTY															
County		36	27	188	139	114	63	567	26 1/2	9		486	4,468	154	7
Carr Creek	A	36	27	57	40	30	13	203	7						
Cordia	BE			28	11	7	7	53	3			50			
Hindman	A			74	61	57	35	227	12		1	361			
Pippapass	B			29	27	20	8	84	4 1/2			75			
KNOX COUNTY															
County				278	203	102	101	684	26	8		1,500	5,351	141	8
Knox Central (Barbourville)	A			151	163	70	73	457	15		3	1,000			
Lynn Camp (Corbin)	A			65	34	32	28	159	9		3	500			
Barbourville, C.	10T			22	6										
Flat Lick	9			40				40	1						
Artemus	B	21	15	31	22	8	3	100	4	8		200	157	3	8
Barbourville	A	62	47	42	44	25	23	243	10	9	1	237	479	11	9
LARUE COUNTY															
County		52	65	48	44	26	32	267	10	9		175	1,151	39	7
Buffalo	B	24	37	28	26	16	19	150	5		2				
Magnolia	B	28	28	20	18	10	13	117	5			175			
Hodgenville	A	34	28	44	42	32	36	216	7	9	3	100	254		
LAUREL COUNTY															
County				153	169	48	109	479	21	9		555	4,330	134	7 1/2
Bush (Lida)	A			36	66	11	41	154	7		1	75			
Hazel Green (E. Bernstadt)	A			52	48	9	39	148	7		1	280			
Lily	A			65	55	28	29	177	7		1	200			
East Bernstadt	B	17	14	39	13	14	8	105	4	8		100	195	4	8
London	A	63	60	70	66	27	32	318	7	9	1	500	573	19	9
LAWRENCE COUNTY															
County		80	118	166	128	61	55	608	25	9		1,019	3,337	107	8

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tionals Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
Blaine	B		26	32	16	7	12	93	4		244				
Clifford	10	11		19	12			42	2		125				
Louisa	A	56	70	86	85	42	37	376	15	2	500				
Webbville	B	13	22	29	15	12	6	97	4		150				
LEE COUNTY															
County—Beattyville	A			48	70	53	38	209	10	9	200	2,075	66	7	
Glen Eden (Williba) (Pr.)	B			16	6	2	3	27	3	9	1				
LESLIE COUNTY															
County				91	59	35	30	215	13	9	480	3,366	112	8	
Hyden	A			55	35	25	22	137	9		230				
Stinnett (Hoskinson)	B			36	24	10	8	78	4		250				
LETCHE COUNTY															
County		7	17	246	205	110	84	669	28	9	925	7,173	207	7 1/2-9	
Fleming	A			111	65	51	25	252	11		250				
Kingdom Come (Linefork)	BE	7	17	18	30	3	4	73	3		75				
Whitesburg	A			117	110	56	55	338	14	2	600				
Jenkins	65	61	134	87	56	50	453	17	9		490	1,675	36	9	
White	BE	30	31	85	72	49	40	246	10		300				
Colored	A	3	2	22	15	7	10	115	4		115				
McRoberts Jr.	9	35	30	27				92	3		75				
Stuart-Robinson (Blackery) (Pr.)	A			84	53	25	34	196	6	9	319				
LEWIS COUNTY															
County		56	52	106	110	84	61	469	17	9	235	2,646	74	8	
Laurel (Camp Dix)	BE	24	30	8	22	5	15	104	4		20				
Lewis Co. H. S. (Vanceburg)	A			65	51	42	30	188	6 1/2		100				
Tollesboro	B	32	22	33	37	37	16	177	6 1/2	2	115				
Vanceburg												318	8	9	
LINCOLN COUNTY															
County		191	174	142	154	82	90	833	33	8	754	2,798	79	8	
Crab Orchard	A	52	37	36	40	23	32	220	7		100				
Highland (Waynesburg)	B	20	18	17	28	14	7	104	4		125				
Hustonsville	B	35	30	27	22	14	14	142	6		100				
Kings Mountain	BT	19	9	15	18	9	9	79	4		100				
McKinney	B	30	23	18	25	14	5	115	5		140				
Waynesburg	B	35	57	29	21	8	28	173	7		189				
Moreland	B	11	15	11	22	15	13	87	4	9	125	119	4	9	
Stanford	A	50	43	44	46	28	38	249	11	9	275	288	9	9	
White	A	42	33	28	31	15	28	175	7		175				
Colored	BE	8	10	16	15	13	12	74	4		100				
LIVINGSTON COUNTY															
County				88	78	54	43	263	12	9	150	1,274	49	7	
Hampton	BT			21	16	6	6	49	3						
Salem	B			20	24	12	15	81	3		50				
Smithland	A			37	38	36	22	133	6	2	100				
Grand Rivers	BT	3	10	10	12	6	6	47	3 1/2	9		56	2 1/2	8	
LOGAN COUNTY															
County		163	146	157	131	95	84	781	25	9	350	2,484	80	7-9	
Adairville	A	33	27	35	25	22	18	160	7		125				
Auburn	A	34	26	30	36	19	17	160	7		175				
Chandlers Chapel (Russellville)	B	41	8	22	12	11	7	101	4		15				
Lewisburg	A	29	54	38	28	16	20	185	7		25				
Olmstead	A	31	31	34	30	27	22	175	7		10				
Russellville	BE	96	56	61	67	40	36	356	16	9	312	511	15	9	
White	A	74	44	39	41	28	26	252	12		300				
Colored	B	22	12	22	26	12	10	104	4		12				
LYON COUNTY															
County												762	32	7	
Eddyville	B	17	11	21	26	11	12	98	5 1/2	9	100	157	4	9	
Kuttawa	B			28	24	21	24	97	4	9	190	155	5	9	
MCCRACKEN COUNTY															
County		50	168	173	167	139	103	800	31	8	650	1,882	59	7-8	
Heath (Paducah)	A		68	45	63	42	29	247	10		200				
Lone Oak (Paducah)	A	50	67	60	54	43	34	307	11		250				
Reidland (Paducah)	A		33	68	50	55	40	246	10		200				
Paducah		391	378	344	309	226	185	1,833	92	9	1,443	2,733	86	9	
Lincoln, C.	A	67	42	59	66	31	37	302	17		300				
Tilghman	A				243	195	148	586	33		575				
Brazelton Jr.	9	62	56	63				181	9		100				
Franklin Jr.	9	101	105	80				286	11		168				
Washington Jr.	9	161	175	142				478	22		300				
West Ky. Voc. Trg. Sch., C. (St.) (Paducah)	*			18	21	25	16	80	10	10					
St. Mary (Paducah) (Pr.)	A			38	32	28	34	132	7	9	250				
MCCREARY COUNTY															
County		35	23	142	94	67	55	416	18	9	1,050	3,392	84	8-9	
Cooperative	10E	12	8	13	7			40	2		250				
Pine Knot	A	23	15	51	35	20	11	155	7		400				
Whitley City	A			78	52	47	44	221	9		400				
Stearns	B			29	26	20	12	87	4 1/2	9	190	464	10	9	

* This is a technical school. Its work is trades training and subjects related to the trades taught. Eligible pupils may earn four high school credits a year, including two shop units, for the two years of training for a trade. The total registration of the school is 221.

KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
McLEAN COUNTY															
County		98	107	117	100	71	65	558	23	8		525	1,139	33	8
Beech Grove	BT	11	12	12	10	8	9	62	5 1/2		75				
Calhoun	A	56	56	59	43	32	26	272	9 1/2		250				
Sacramento	A	31	39	46	47	31	30	224	9		200				
Livermore	B	33	29	31	29	17	20	159	6	9	175	227	7	9	
MADISON COUNTY															
County				153	114	102	80	449	28	9		698	2,908	91	8
Central (Richmond)	A			54	33	32	26	145	9		35				
Kingston (Berea)	A			36	40	19	17	112	6		189				
Kirksville	B			33	15	21	20	89	6		274				
Waco	A			30	26	30	17	103	7		200				
Berea	A	46	30	29	28	34	15	182	8	9	250	291	6	9	
Richmond		132	114	103	87	93	67	596	33	10	600	643	23	10	
White	A	99	80	64	55	63	43	404	23		400				
Colored	A	33	34	39	32	30	24	192	10		200				
Berea Ac. (Pr.)	A			68	88	106	66	328	13	9					
MAGOFFIN COUNTY															
County		61	44	139	91	51	46	432	19	9		360	3,845	133	7
Royalton	B	21	9	30	18	11	5	94	5		85				
Salysersville	A	40	35	109	73	40	41	338	14	9	275				
MARION COUNTY															
County				122	99	65	57	343	15	9		334	2,169	65	9
Bradfordsville	B			21	24	14	13	72	3		72				
Holy Cross (Loretto)	B			-9	21	16	6	62	3		62				
St. Charles (Lebanon)	A			60	44	22	38	164	7		164				
St. Francis	11			22	10	13		45	2		36				
Lebanon				61	74	53	43	231	12	9	447	502	15	9	
White	A			37	39	38	28	142	9		207				
Colored	B			24	35	15	15	89	3		240				
St. Augustine (Lebanon) (Pr.)	A			26	27	17	19	89	5	9	35				
MARSHALL COUNTY															
County				109	100	70	64	343	12	9		365	1,673	51	7-10
Brewers	B			28	20	16	21	85	3		100				
Calvert City	B			19	19	15	13	66	3		70				
Hardin	B			38	34	28	18	108	8		155				
Sharpe (Calvert City)	B			26	27	16	17	86	3		70				
Benton	A			62	57	44	36	199	8	9	200	412	9	8	
MARTIN COUNTY															
County				49	62	49	42	202	9	9		500	2,622	86	7 1/2
Inez	A			29	40	30	22	111	5 1/2		200				
Warfield	B			20	22	20	20	91	4 1/2		300				
MASON COUNTY															
County		111	118	115	89	64	58	555	29 1/2	9		767	1,391	56	9
Mayslick	A	23	22	28	31	24	25	153	8		300				
Minerva	B	20	19	28	22	13	15	117	7		150				
Orangeburg (Maysville)	B	17	14	19	36	27	18	122	7		150				
Lewisburg Jr. (Maysville)	9T	12	17	10				39	2 1/2		75				
Washington Jr.	9	9	15	14				38	2		42				
Woodleigh (Maysville)	9	30	31	25				86	3		50				
Maysville		96	60	98	84	56	56	450	26	10	554	584	21	10	
White	A	81	49	50	54	36	42	312	18		400				
Colored	A	15	11	48	30	20	14	138	8		154				
St. Patrick (Maysville) (Pr.)	A			13	17	23	15	68	5	10	200				
MEADE COUNTY															
County		39	35	94	91	60	60	379	17	8		265	1,371	53	7
Brandenburg	A	27	32	53	65	40	34	251	8		150				
Ekron	BT	12	3	17	10	5	10	57	4		15				
Flaherty (Vine Grove)	B			24	16	15	16	71	5		100				
MENIFEE COUNTY															
County				41	47	18	20	126	7	9		150	1,205	48	7
Frenchburg (Pr.)	A														
MERCER COUNTY															
County				91	69	49	55	264	19	9		297	1,240	44	8
Cornishville	BT			12	14	9	9	44	4		44				
Fairview (Bondville)	BT			14	12	4	5	35	3		40				
McAfee	B			23	13	16	10	62	4		70				
Rose Hill	B			21	17	8	17	63	4		63				
Salvisa	B			21	13	12	14	60	4		80				
Burgin	B			25	22	21	16	13	97	5	9	200	222	8	9
Harrodsburg				89	79	68	52	288	15	9	307	678	20	9	
White	A			64	59	55	42	220	12		235				
Colored	B			25	20	13	10	68	3		72				
METCALFE COUNTY															
County		9	37	31	77	39	48	241	12	9		375	1,677	64	7
Center	BT			12	16	11	12	51	3		120				
Edmonton	B	9	37	19	38	18	27	148	6		135				
Summersshade	BT			0	23	10	9	42	3		120				

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District					
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term			
MONROE COUNTY																		
County		23	20	91	103	52	81	370	18	9		455	2,796	80	8-9			
Fountain Run	B			16	26	5	16	63	3			80						
Gamaliel	B	23	20	23	29	14	25	134	6½			150						
Tompkinsville	A			52	48	33	40	173	8½			225						
MONTGOMERY COUNTY																		
County				63	40	34	33	170	8	9		150	1,287	37	8			
Camargo (Mt. Sterling)	A			45	32	21	22	120	5			50						
Co. Trg., C. (Mt. Sterling)	BT			18	8	13	11	50	3	10		200	599	20	10			
Mt. Sterling				99	63	51	49	262	14			250						
White	A			85	56	47	43	231	11									
Colored	BT			14	7	4	6	31	3			50						
MORGAN COUNTY																		
County		31	70	88	80	33	43	345	17	9		715	3,023	113	7-9			
Cannel City	B	12	30	24	26	9	18	119	5			500						
Crockett	10T			10	8			18	1									
West Liberty	A	19	40	54	46	24	25	208	11			215						
Ezel (Pr.)	A	17	17	26	34	18	24	136	8	9	1	200						
MUHLENBERG COUNTY																		
County		159	99	214	207	136	137	952	41	9		745	4,213	121	8-9			
Bremen	A	77	39	42	26	36	24	244	8½		3	100						
Drakesboro	A			45	52	28	25	150	7			175						
Drakesboro, C.	B	26	18	30	19	16	8	117	6		1	250						
Dunmor	B			13	33	14	15	75	3			100						
Graham	A			44	48	21	44	157	7		2	120						
Hughes-Kirk. (Browder)	A	56	42	40	29	21	21	209	9½		3							
Bevier-Cleaton (Cleaton)	BT			17	14	6	6	43	3	8½		85	206	5	8½			
Central City	A	97	66	87	58	40	32	380	15	9	2	300	474	15	9			
Greenville	A	56	48	57	63	40	33	297	12	9	2	350	469	13	9			
NELSON COUNTY																		
County		78	72	62	64	34	31	341	15	9		115	2,074	72	8			
Bloomfield	B	33	33	25	27	14	9	141	5		2	15						
Boston	BT	23	18	15	19	8	6	89	4									
Chaplin	BT	22	21	12	9	9	8	81	4			50						
New Hope	BT			10	9	3	8	30	2			50						
Bardstown	BT	14	10	81	56	35	33	229	11	10		775	325	12	10			
White	A			68	40	27	28	163	7		2	700						
Colored	BE	14	10	13	16	8	5	66	4			75						
Bethlehem Ac. (Bardstown) (Pr.)	B			16	14	22	9	61	4	9		150						
Nazareth Ac. (Pr.)	A	7	7	30	23	22	20	109	12	9	1	666						
St. Catherine Ac. (New Haven)	B			25	24	15	15	64	4	9		85						
St. Joseph's Prep. (Bardstown)	A	9	22	40	31	24	24	150	11	9		150						
NICHOLAS COUNTY																		
Co.—Headquarters (Carlisle)	B	16	24	20	15	13	20	108	6½	9	2	150	780	23	8			
Carlisle	A	30	17	45	44	27	32	195	9	9	3	228	220	8	9			
OHIO COUNTY																		
County				232	206	135	106	679	35	8		1,213	3,453	98	7-8			
Beaver Dam	A			38	28	25	18	109	6½		3	196						
Centertown	B			22	29	17	12	80	4		1	140						
Central Park (McHenry)	B			32	18	6	7	63	3			100						
Cromwell	BT			13	15	6	10	44	3			50						
Dundee	BT			17	16	16	8	57	4		2	130						
Fordsville	B			32	29	20	12	86	4			100						
Hartford	A			44	45	26	24	139	7½		3	150						
Horse Branch	BT			20	19	10	9	58	3			216						
Rockport	BT			14	14	9	6	43	3			131						
OLDHAM COUNTY																		
County		26	23	90	65	53	46	303	17	8		248	1,095	36	8			
Crestwood	B			20	23	23	14	80	5		1	90						
LaGrange, W.	A			45	24	25	24	118	6		2	118						
LaGrange, C.	10E			10	7			17	1			25						
Liberty (Prospect)	BT	26	23	15	11	5	8	88	5		1	15						
OWEN COUNTY																		
County				45	33	27	20	125	6	9		50	1,089	38	7			
Bethany (Beechwood)	B			22	8	16	15	61	3			50						
New Liberty	B			23	25	11	5	64	3									
Owenton	A			47	45	32	29	153	7	9	2	150	203	6	9			
OWSLEY COUNTY																		
County—Booneville	A		41	51	46	37	21	196	8	9	2	200	1,652	57	7			
PENDLETON COUNTY																		
County				61	75	63	49	248	12	8½		150	986	37	8			
Butler	A			25	43	40	36	144	7		1	50						
Morgan	A			36	32	23	13	104	5		1	100						
Falmouth	B	28	23	28	16	17	9	121	5½	9	1	125	232	6½	9			
PERRY COUNTY																		
County		62	77	246	190	113	103	791	33	9		1,200	8,032	224	9			
First Creek (Clemons)	B	39	52	48	33	14	15	201	6			100						
Combs	B			30	31	13	12	86	4		1	100						

KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District			
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term	
Robinson (Ary)	A	23	25	45	56	31	25	205	8	---	1	500	---	---	---	
Vico	B	---	---	49	34	22	18	123	4	---	---	100	---	---	---	
Viper	B	---	---	47	---	13	15	75	4	---	---	150	---	---	---	
Witherspoon (Buckhorn)	A	---	---	27	36	20	18	101	7	---	2	250	---	---	---	
Hazard	A	24	15	130	110	81	57	417	16	9	---	525	1,857	48	9	
White	A	---	---	104	87	70	52	313	12	---	1	425	---	---	---	
Colored	B	24	15	26	23	11	5	104	4	---	1	100	---	---	---	
PIKE COUNTY		71	51	532	409	256	217	1,536	60	9	---	1,714	14,417	394	7-9	
County		---	---	176	146	96	58	476	19	---	3	500	---	---	---	
Belfry	A	---	---	40	35	19	18	112	5	---	1	125	---	---	---	
Dorton	A	---	---	41	31	24	17	113	4	---	---	14	---	---	---	
Feds Creek	A	---	---	56	40	28	21	145	6	---	---	100	---	---	---	
Hellier	A	---	---	32	21	12	15	80	4	---	---	225	---	---	---	
John Creek (Meta)	A	71	51	39	29	4	28	222	7	---	1	300	---	---	---	
Dhells	A	---	---	60	41	31	20	152	6	---	2	250	---	---	---	
Praise	A	---	---	22	8	42	40	236	9	---	3	200	---	---	---	
Virgie	A	---	---	88	66	42	7	105	3 1/2	9	---	100	257	6	7	
McVeigh (Pinsonfork)	BT	37	30	140	154	105	96	495	19 1/2	9	---	463	924	21	9	
Pikeville	A	---	---	130	145	100	88	463	17	---	1	463	---	---	---	
White	BE	---	---	10	9	5	8	32	2 1/2	---	1	---	---	---	---	
Colored	A	---	---	15	16	13	6	50	6	9	1	111	---	---	---	
Pikeville Ac. (Pr.)	A	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
POWELL COUNTY				42	42	19	25	128	8	9	3	275	1,283	43	7	
County—Stanton	A	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
PULASKI COUNTY		14	21	212	179	112	83	621	28	8	---	750	502	196	7	
County	A	---	---	80	69	41	33	223	9	---	---	275	---	---	---	
Eubank	BE	---	---	16	12	2	2	32	3	---	2	100	---	---	---	
Mt. Victory	A	---	---	70	48	39	28	185	8	---	---	175	---	---	---	
Nancy	A	14	21	46	50	30	20	181	8	---	2	200	---	---	---	
Shopville	BE	24	16	47	20	11	3	91	4 1/2	9	1	100	149	4	9	
Burnside	BE	---	---	33	30	15	8	96	4	9	1	175	217	8	9	
Ferguson (Luretha)	B	24	23	23	22	23	12	127	4 1/2	9	2	100	116	3	9	
Science Hill	B	---	---	139	106	103	81	455	23	9	---	400	1,280	41	9	
Somerset	A	13	13	123	93	89	74	379	19	---	5	400	---	---	---	
White	BE	13	13	16	13	14	7	76	4	---	1	---	---	---	---	
Colored	BE	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ROBERTSON COUNTY				25	23	13	22	83	5	9	1	200	336	12	8	
County—Mt. Olivet	B	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ROCKCASTLE COUNTY				44	26	21	19	110	3	9	---	200	2,448	90	8	
County	B	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Brodhead	B	---	---	24	11	18	10	63	3	9	---	200	266	7	9	
Livingston	B	---	---	44	11	18	10	63	3	9	---	178	5	9	---	
Mt. Vernon	A	---	---	104	74	38	36	252	7	9	1	400	375	10	9	
ROWAN COUNTY		45	51	94	95	45	33	363	16 1/2	9	---	130	1,989	66	7-9	
County	9	---	---	14	17	19	---	50	2	---	---	30	---	---	---	
Elliottville	10	---	---	31	34	27	19	111	4 1/2	---	---	25	---	---	---	
Haldeman	A	---	---	48	76	45	33	202	10	---	3	116	---	---	---	
Morehead	A	---	---	29	25	24	21	99	5	---	---	75	---	---	---	
Morehead College Trg. (St.)	A	25	20	20	32	23	37	157	8	9	1	175	---	---	---	
RUSSELL COUNTY		30	26	104	79	40	54	333	15	9	---	550	2,733	95	7-9	
County	B	---	---	41	36	10	25	168	7	---	2	250	---	---	---	
Jamestown	B	---	---	63	43	30	29	165	8	---	2	300	---	---	---	
Russell Springs	B	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
SCOTT COUNTY		95	75	103	87	70	65	495	20 1/2	9	---	347	1,389	42	9	
County	BT	---	---	32	24	25	19	7	7	---	2	25	---	---	---	
Great Crossings (Georgetown)	B	---	---	32	27	28	26	25	21	159	5 1/2	1	100	---	---	
Oxford (Georgetown)	B	---	---	31	24	21	17	14	16	123	5	1	222	---	---	
Sadieville	B	---	---	29	25	24	21	99	5	---	---	---	---	---	---	
Stamping Ground	A	---	---	64	63	86	58	61	59	401	19	9	522	377	12	9
Georgetown	A	---	---	53	45	45	42	40	37	262	13	---	392	---	---	
White	B	---	---	11	18	41	26	21	22	139	6	2	130	---	---	
Colored	B	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Cardome Ac. (Georgetown) (Pr.)	B	---	---	16	20	17	7	60	4	9	---	---	---	---	---	
SHELBY COUNTY		160	170	145	119	126	65	794	34	8 1/2	---	485	1,584	43	8 1/2	
County	B	---	---	26	32	18	16	14	131	6	---	25	---	---	---	
Bagdad	BT	---	---	17	13	12	2	44	3	---	2	55	---	---	---	
Cropper	BT	---	---	21	14	15	13	1	79	4	---	50	---	---	---	
Finchville	BT	---	---	24	27	22	14	13	6	106	4	1	60	---	---	
Glennyrie (Shelbyville)	BT	---	---	24	17	20	11	14	10	96	4	1	75	---	---	
Henry Clay (Shelbyville)	BT	---	---	19	23	20	10	21	14	107	4	---	65	---	---	
Mt. Eden	B	---	---	37	31	20	11	20	11	130	5	2	60	---	---	
Simpsonville	B	---	---	18	26	13	20	17	7	101	4	1	75	---	---	
Waddy	BT	---	---	59	54	50	47	34	29	273	13	2	275	601	18	9
Shelbyville	A	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Lincoln Inst., C. (St.) (Lincoln Ridge)	A	---	---	102	84	81	77	344	14	9	4	344	---	---	---	
SIMPSON COUNTY		148	156	116	134	56	71	681	30	9	---	600	1,276	36	9	
County	A	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Senior (Franklin)	A	---	---	---	108	47	59	214	11	---	3	250	---	---	---	
Junior (Franklin)	9	139	128	100	---	---	---	367	14	---	---	250	---	---	---	

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
Franklin, C.	B	9	28	16	26	9	12	100	5			100			
SPENCER COUNTY County—Taylorsville	A	31	31	39	41	26	16	184	7	9	2	100	855	35	8
TAYLOR COUNTY Co. H. S. (Campbellsville)	A			44	42	30	20	136	6	9	2	112	1,735	71	7
Campbellsville	A			69	58	34	36	197	11	9	2	200	622	18	9
White	A			50	41	28	26	145	8			150			
Colored	BE			19	17	6	10	52	3		1	50			
TODD COUNTY County				103	82	68	66	319	13	9		380	1,537	45	8-9
Clifty	B			31	21	18	6	74	3		1	80			
Elkton, W.	A			44	47	40	39	170	7		3	250			
Elkton, C.	B			23	14	12	21	75	3		2	50			
Guthrie	BT	14	18	16	11	16	5	80	5	9	9	150	177	7	9
Trenton	BT			15	10	17	6	48	4	9	1	150	274	9	9
TRIGG COUNTY County—Cadiz	A	39	58	59	74	47	54	331	13	9	2	200	1,235	51	7
Cadiz													384	9	9
TRIMBLE COUNTY County		22	17	55	51	33	22	200	9	8		150	760	22	8
Bedford	B			34	30	20	11	95	5		1	50			
Milton	B	22	17	21	21	13	11	105	4		1	100			
UNION COUNTY County			151	164	140	102	87	644	30	9		600	1,732	48	9
Morganfield, W.	A		65	68	52	32	27	244	13		3	250			
Morganfield, C.	BT			16	10	10	4	40	2						
Sturgis	A		86	80	78	60	56	360	15	9	3	350			
Uniontown	BT			13	16	11	11	51	3	9	1	50	256	7	9
St. Agnes (Uniontown) (Pr.)	B			16	15	13	5	49	3	9	1	125			
St. Peter (Waverly) (Pr.)	B			6	3	4	4	17	2 1/2	9		27			
St. Vincent (Pr.)	A			42	21	22	25	110	5 1/2	9		113			
WARREN COUNTY County		13	23	167	130	90	80	503	26	9		720	3,180	99	7
Alvaton	B			30	19	8	15	72	4		2	80			
Bristow	B	13	23	31	20	14	9	110	4			110			
Richardsville	B			26	22	25	20	93	5		1	150			
N. Warren (Smiths Grove)	B			41	19	16	16	92	5			330			
S. Warren (Rockfield)	A			39	50	27	20	136	8		3	50			
Bowling Green		224	183	182	179	126	97	991	39	9		825	1,326	42	9
White	A	188	147	130	131	95	69	760	29		1	775			
Colored	A	36	36	52	48	31	28	231	10		1	50			
Western St. T. C. Trg. Sch. (Bowling Green) (St.)	A	25	31	71	50	48	69	294	15	9	1	500			
Bowling Green Bus. U. (Pr.)	A				88	54	32	174	7	9	1	237			
WASHINGTON COUNTY County				71	80	30	50	231	12	9		195	1,817	61	7-9
Fredericktown (Springfield)	B			22	33	8	12	75	4		1	70			
Mackville	B			23	23	12	17	75	4		1	75			
Willisburg	B			26	24	10	21	81	4		1	50			
Springfield	A			46	35	20	19	120	6 1/2	10	2	172	254	11	10
St. Catharine Ac. (Pr.)	A			21	16	23	11	71	10	9	1	122			
WAYNE COUNTY County H. S. (Monticello)	A			68	74	47	46	235	9	9	1	214	3,140	101	7
Monticello	A			31	36	26	12	105	6	9		200	371	10	9
WEBSTER COUNTY County		111	118	120	88	80	75	592	23	8		450	1,141	39	7
Dixon	B	39	44	37	17	24	15	176	6		2	75			
Onton	B	19	15	12	18	14	18	96	4		1	150			
Poole	B	22	22	19	10	16	15	104	4			125			
Staughters	B	14	14	20	16	8	16	88	4		1	100			
Wheatcroft	B	17	23	32	27	18	11	128	5		2	100	248	8	9
Clay	B			29	17	16	12	74	5	9	2	100	557	14	9
Providence		69	57	56	53	47	37	319	14	9		505			
White	A	69	57	44	39	34	30	273	12		1	500			
Colored	BT			12	14	13	7	46	2			5			
Sebree	BT	21	15	15	16	15	6	88	4	8	1	110	178	5	8
WHITLEY COUNTY County				261	151	96	69	577	10	8		400	5,028	138	7
Pleasant View	B			54	24	22	8	108	4		1	75			
Poplar Creek (Carpenter)	B			62	22	12	13	109	3			125			
Rockhold	B			46	32	11	11	100	3			100			
Woodbine	A			99	73	51	37	260	8		2	100			
Corbin		74	71	124	105	96	82	552	16 1/2	9		1,100	1,219	25	9
Senior	A				105	96	82	283	10		2	550			
Junior	9	74	71	124				269	6 1/2			550			
Gatliff	B			21	20	12	11	64	3	9		220			
Williamsburg	A			75	42	36	39	192	8	9	1	300	210	4	9
St. Camillus Ac. (Corbin) (Pr.)	B			13	18	2	15	48	4	9		100	611	16	9

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KENTUCKY HIGH SCHOOLS, 1945-46—Continued

County District School	*Rating	High School Enrollment by Grades							Tchs.	Term in Mos.	Voca- tions Taught	Library Appro- priation	Elementary School District		
		7	8	9	10	11	12	Total					Pupils	Tchs.	Term
WOLFE COUNTY															
County—Campton	B			29	14	8	12	63	5	9	1	100	2,138	83	7½
Alvan Drew (Pine Ridge) (Pr.)	A	17	20	20	20	15	12	104	9	9	3	157			
Hazel Green Ac. (Pr.)	A	19	34	27	16	13	8	117	7	9	2	237			
Bethany (Pr.)	9	8	7	9				24	2	9		253			
WOODFORD COUNTY															
County	B	46	42	25	25	19	16	173	7	9		150	791	30	9
Midway		70	57	114	96	74	66	477	17	9		475	248	8	9
Versailles	A	70	57	87	76	62	48	400	14		3	400	478	16	9
White	B			27	20	12	18	77	3			75			
Colored	A	17	21	63	43	28	19	191	14	9	2	321			
Midway Orphans' Sch. (Pr.)	A	4	3	12	9	8	9	45	9	9		40			
Margaret Hall (Versailles) (Pr.)															

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DISTRIBUTION OF SCHOOL ENROLLMENT, 1945-46

	High Schools, Enrolled Pupils								Library Appr.	Elementary Enrolled	
	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total	Tchs.		Pupils	Tchs.
County Dist.	6,082	6,221	14,388	12,274	8,220	7,173	54,358	2,360	\$ 59,870	302,213	9,475
Ind. Dist.	9,300	8,311	13,000	11,172	8,232	7,020	57,535	2,568	58,098	106,378	3,238
State or Reg.	149	149	314	273	245	260	1,390	86	1,929		
Private	143	308	3,267	2,930	2,338	1,903	10,889	583	14,986		
Totals	15,674	15,489	30,969	26,649	19,035	16,356	124,172	5,597	\$134,883	408,591	12,713