Some significant changes which have occurred in Mercer County School System of West Virginia in relation to education under the Negro assistant superintendency during the period 1934-1940

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SOME SIGNIFICANT CHANGES WHICH HAVE OCCURRED IN
MERCER COUNTY SCHOOL SYSTEM OF WEST VIRGINIA
IN RELATION TO EDUCATION UNDER THE NEGRO
ASSISTANT SUPERINTENDENCY DURING
THE PERIOD 1934-1940

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
JOSEPH STULLETTE SAUNDEE

DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA
JULY 1941
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CHAPTER I

INTRODUCTION

Mercer County is located in the southern part of West Virginia. With the exception of McDowell County it extends farther south than any of the fifty-five counties of the state. Being located in the southern part of West Virginia, Mercer County is bounded on the south by the state of Virginia. Since this county is so situated it is only natural to feel that it is influenced by ideas from its southern neighbor.

Mercer County has a population of 61,323. Of this number 7,587 or 12.4 per cent are Negroes (1930 census). With such a small population of Negroes in the county, one should expect a small school population. This small school population, however, is scattered in three sections of the county—east, west, south, and over a diameter approximately of fifty miles. Mercer County is one of the six counties of West Virginia in which a Negro Assistant County Superintendent has been appointed to supervise Negro schools. This county, like the state, is slowly yet surely surrendering largely the administration of its Negro schools into the hands of its own group. Those in authority feel that Negroes will achieve a better school system in this way.

A. The Problem

This study will attempt to investigate with the hope of answering such questions as:

1. What factors or conditions gave rise to the appointment of a Negro Assistant County Superintendent of Schools in Mercer County, West Virginia?
2. What are the changes, if any, that have occurred in such matters as to:

A. Pupils
   1. Their attendance
   2. Their medical care

B. Teachers
   1. The increase or decrease in number
   2. The qualifications of teachers

C. Curricula differentia: As they relate to
   1. Custodial engineering course
   2. Barber science course
   3. Commercial course
   4. Special courses

D. Activities
   1. Parent-Teacher Associations
   2. A brief history of the West Virginia Congress of Colored Parents and Teachers
      a. Mercer County council of parents and teachers
   3. Conference of Principals
   4. Elementary Teachers' Reading Circle and Professional Library
   5. C.W.A. and W.P.A. Nursery Schools
   6. W.P.A. adult education and recreational instructors
   7. National Youth Administration

E. Other Activities connected with the schools
   1. Extra-class activities in the Elementary school
   2. West Virginia clubs
3. Cooperative extension work among Negroes in West Virginia
4. 4-H clubs
5. Brass band

F. The physical features
1. Library
2. Standards for classified elementary schools
3. Consolidation and transportation
4. Bus Drivers
5. Proposed new buildings
6. Beautification of school grounds

B. Importance of the Study

This is an attempt to evaluate the educational progress or lack of progress in the county under consideration. In addition, the investigator will avail himself of any data which may make more clear the functions and duties of the Negro Assistant County Superintendent. Moreover, such a study should reveal helpful information as to changes in the growth of schools, teachers and pupils, and such other factors which might reflect some light as to the value of the Negro Assistant County Superintendent in the county school system.

C. Method of Procedure

The procedure appears to lend itself more largely to the historical method. The investigator has resorted to primary sources, wherever they could be found. In order to obtain certain data, however, it became necessary to resort to an occasional interview.
D. Sources of Data

Owing to the recency of the appointment and the short period of service of the Negro Assistant County Superintendent, data can be obtained easily from the reports of the State Superintendent; reports of the Mercer County Superintendents; annual reports of the West Virginia State Conference of Parent-Teacher Associations connected with Negro schools; State Board Enactments; legislative enactments; and interviews.

E. Limitations

This study is limited to the factors which contributed to the appointment of a Negro Assistant County Superintendent of Negro Schools of Mercer County, West Virginia; the functions of the Negro Assistant County Superintendent; and the actual changes that have occurred in the county school system with reference to certain phases of the following: pupils, teachers, curriculum, activities, other activities connected with the schools, and the physical aspects.
CHAPTER II

THE ORIGIN OF THE POSITION OF THE NEGRO ASSISTANT COUNTY SUPERINTENDENT IN MERCER COUNTY, WEST VIRGINIA

The problem, significance of the study, method of procedure, sources of data, and its limitations have been set forth in the previous chapter. This chapter is concerned with the conditions that contributed to the appointment of a Negro Assistant County Superintendent of Schools for Negroes in Mercer County, West Virginia.

A. Origin of the County Unit System

On May 22, 1933, a law creating a county unit system of education was passed. It became effective immediately. The law provided for the abolition of all magisterial\(^1\) and independent school districts\(^2\) and their officials, and made the county the school unit for administrative purposes and partly for financial support. The law provided further that the county unit was to be under the control of a county board of education. The county unit system of schools created on the date designated above succeeded the magisterial and independent district system which had been in operation since the first act (1865) creating a system of free schools

\(^1\)Magisterial districts, created in 1865, were divisions of the county. They were created for the purpose of facilitation of judicial affairs and were made the units of school administration.

\(^2\)Independent school districts were those districts which included cities and towns with sufficient taxable private and corporate property to support their own public school system. These districts were created by a vote of the people living in them with the permission of the state legislature.
in West Virginia. The law creating the county unit system appears to be a forward looking piece of legislation.

1. Causes for the Adoption of the County Unit System

Any study of the causes for reorganization of schools under the county unit system in West Virginia will reveal that the county unit is (1) a product of the economic depression of 1929, and (2) a means of equalizing educational opportunities among rural and urban children. In order to understand and appreciate the above statements, it will be necessary to have a knowledge or understanding of the existing conditions which the county unit system of education attempted to correct.

a. The Depression of 1929.—The county unit was largely occasioned by the depression. Opulent financial conditions which had long prevailed and unrestricted levying power of former magisterial and independent school districts did not require the necessity of enlarging the unit of taxation or administrative control.

When money became scarce, the burden of property taxes became unbearable, and the people of West Virginia, through their legislature, expressed themselves in a drastic tax limitation and classification of property amendment. In November, 1932, the legislature realized the drastic quality of the enactment when it attempted to allocate certain levies in order that the functions of state government might be properly carried on. Moreover, the enactment was so worded that unless sixty per cent of the qualified voters favored an increase, such increase could not be made. In other words, the enactment was so shrewdly drawn that both the people themselves

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1An Act of the Legislature of West Virginia, 1933, Extraordinary Session, Senate Bill No. 3, pp. 1-3 (advance copy).
and the legislature were kept within a certain limit beyond which they could not pass. This action was the result of a sentiment, already full grown, against the ever increasing tax on property. The maximum rates in this amendment were such as to reduce materially the income from the property tax. According to Cavins, an idea of the amount of this reduction can be estimated when one realizes that before the amendment the average levy throughout the state was $3.65 on each $100.00 worth of property. The amount of the levy after the amendment can be seen by referring to Table II on page 8.

From the above statement one can easily see the great burden of taxes property carried. According to the State Department of Education, the West Virginia school system had depended on property taxes for 97 per cent of its support.

The following tables show the classification and limits on each hundred dollars worth of property in four classes: A, B, C, and D.

**TABLE 1**

**SOURCES AND RATES OF TAXES SINCE 1932**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
<th>Levy Allowed by Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (I)</td>
<td>Personal Property</td>
<td>$ .50</td>
</tr>
<tr>
<td>B (II)</td>
<td>Farm Property</td>
<td>1.00</td>
</tr>
<tr>
<td>C (III)</td>
<td>Outside Municipalities</td>
<td>1.50</td>
</tr>
<tr>
<td>D (IV)</td>
<td>Within Municipalities</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Table 1 shows the levy allowed on each hundred dollars worth of property after the amendment of 1932.

According to the 1933 assessment, the limit of taxes collected on property in various classes was as follows:

### TABLE 2  
ESTIMATED REVENUE FROM TAXES SINCE 1932  
BASED UPON 1933 ASSESSMENT

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
<th>Valuation</th>
<th>Taxes Levied</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (I)</td>
<td>Personal Property</td>
<td>$239,505,698</td>
<td>$1,185,527</td>
</tr>
<tr>
<td>B (II)</td>
<td>Farm Property</td>
<td>320,863,096</td>
<td>3,084,740</td>
</tr>
<tr>
<td>C (III)</td>
<td>Outside Municipalities</td>
<td>736,301,001</td>
<td>12,210,224</td>
</tr>
<tr>
<td>D (IV)</td>
<td>Within Municipalities</td>
<td>488,494,634</td>
<td>10,740,282</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$1,785,164,439</strong></td>
<td><strong>$27,220,773</strong></td>
</tr>
</tbody>
</table>

This levy produced only one-half the revenue previously collected, and further showed how utterly unworkable the magisterial district would be as a unit of taxation.

Many magisterial districts were small, and contained little property other than that in Classes I and II. Year by year, income of these districts shrank, and became more insufficient to maintain the schools situated therein. Being faced with such conditions, the lawmakers were forced to adopt a larger unit of taxation. Since two million dollars more

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income would be available for taxes for school purposes if the county, rather than the district (magisterial), were made the unit of taxation, the appeal to the legislature in favor of the county unit was impressive.¹

b. To Equalize Educational Opportunities among Rural and Urban Children.—Although the matter of taxation and financial support of the schools had much to do with the reorganization of the schools under the county unit system, the main reason was the desire on the part of legislators to give rural children of the State educational opportunities equal to those of urban children. Moreover, the State of West Virginia is divided into fifty-five counties. Each of these counties was formerly divided into magisterial districts and independent districts totaling 398. Each of these magisterial and independent districts had its board of education, consisting of from three to seven members aggregating nearly 1500 board members, which had direct control of all schools in their respective districts. Under the county unit each county has but one board, consisting of five members making a total of 275 members for the entire State.

These rich independent magisterial districts had nine months school terms while the poorer districts had only five or six months.

Most of the school buildings in the richer districts were modern structures. Many were exhibitions which were magnificent in appearance. Balanced against these, in the poorer districts, were many buildings of a dilapidated type, a large number bordering on the structures of shacks.² And, too, the teachers of the poorer districts received much smaller

¹Lorimer V. Cavins, op. cit., pp. 335-340.

²Thus far under the county unit not very much has been done by way of a building program, due to the heavy bonded indebtedness inherited from the former magisterial and independent districts.
salaries than those of the more wealthy districts. These small salaries were not sufficient to attract the best teachers. Again, the libraries and science equipment in the schools of the poor rural areas were far inferior to those of the schools of the rich magisterial and independent districts. Naturally, one could not expect very good schools under such existing circumstances. It was to correct such conditions as these, and to guarantee the youth of the rural areas better educational advantages that the county unit system was adopted May 22, 1933.¹

2. The County Unit System

The county unit school system idea did not become a reality in West Virginia over-night. The State Education Association and educational leaders of the State had for many years advocated the county unit. For a decade or more a strong appeal had been made and widespread public sentiment had been developed for the equalization of educational opportunity for all children. The idea, however, was slow in materializing, no doubt, because of selfish local interests.²

a. Tax Levies.—The Constitution of West Virginia requires the legislature to provide by law for an adequate system of free schools. In order to carry out this constitutional demand, sufficient finance is necessary which must be raised by taxation.³ Under the county system the board of education lays a uniform levy for the maintenance and operation of all schools in the county. The funds must be distributed and expended without regard to the locality from which it is collected. However, if

²Ibid., p. 9.
³Legislative Acts of West Virginia, 1901. Article XII, Section 1, p. 453.
a majority of the voters of any political subdivision (magisterial district) file with the board of education of the county of which it is a part requests for increased salaries, funds for libraries, medical and dental clinics, supervision, and extension of the school term, the board of education must lay the additional levy within such political subdivision for the purpose or purposes specified in the petition. Such additional levies must adhere strictly to the statutory limitation for the various classes of property of the political subdivision granting the levy.

Upon a petition of one hundred tax payers of any political subdivision of a county, the board of education shall call an election within the subdivision for the purpose of authorizing the laying of a special increased rate of levy for educational purposes outlined in the petition. This levy must be passed by 60 per cent of qualified voters.

The county board may impose separate levies in former magisterial and independent school districts for the payment of principal and interest of bonded indebtedness incurred prior to the creation of the county school districts.

The sheriff has control of all school money of the county and pays it out only upon the order of the board.¹

b. **General School Fund.**—With the tax limitation amendment voted by the people in 1932, which greatly reduced the amount of taxes that could be laid on property in the several counties, the burden of supporting the schools rested largely with the State because a sufficient amount of funds

¹*Acts of the West Virginia Legislature, Regular and First Extraordinary Sessions, 1933 and Extraordinary Session, 1932, Chapter 8, Senate Bill No. 3, Article IX, Section 2(a), pp. 90-91.*
could not be raised by taxes in the several counties to carry on the schools. In order to remedy this shortage of funds caused by the tax amendment, the State created a General School Fund which is divided into two different funds, known as the Primary and Secondary Aid. The law also provided that part of the General School Fund known as Primary Aid be a supplement to the county funds for each needed teacher for a period of eight months. Secondary Aid provides assistance for those counties which, having exhausted their Primary Aid and county funds, are still unable to carry on for the minimum school term. This is a type of equalization fund and is administered as such. The amount for each teacher is based upon certificate held. The number of elementary teachers needed is determined by dividing the average daily attendance of pupils during the preceding year by eighteen in districts having an average daily attendance of one to five pupils per square mile; by twenty-two in districts with an average daily attendance of six to nine pupils per square mile; by twenty-five in districts with an average daily attendance of ten to nineteen pupils per square mile; by thirty in districts with an average daily attendance of twenty to thirty-nine pupils per square mile; and by thirty-five in districts with an average daily attendance of forty or more pupils per square mile. For junior and senior high schools the number of teachers needed is determined by dividing the average daily attendance in the district during the preceding year by twenty-three. The minimum term of school for both elementary and high schools is nine months, or for as

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1 *Acts of the West Virginia Legislature, Regular and First Extraordinary Sessions, 1933, and Extraordinary Session, 1932, Chapter 9, House Bill No. 4, Article 9, Section 6, pp. 93-95.*

many months as the revenues supplied by the State, together with the revenues levied in the county under the law, will permit. If the state and regular county levies, however, are not sufficient to provide the minimum term, the board of education, upon petition of five per cent of the qualified voters may submit to a vote the question of additional levies not to exceed fifty per cent of the minimum school rate for a three year period. This requires ratification by sixty per cent of the qualified voters to be permissive.¹

**c. County Boards of Education.**—All county boards of education consist of five members elected by the voters of each county for a period of four years. The board members must be citizens of the particular county before they can qualify for election as members of the county board. The State Superintendent was authorized to appoint the first county boards in 1933 to serve until those elected at the next general election in 1934, took office. Not more than two, however, are permitted to be elected from the same magisterial district. Board members, under the law, receive pay on the basis of $5.00 a meeting; however, the pay is restricted to twelve meetings a year. In addition board members are remunerated for necessary traveling expenses incurred on official school business.²

The following is a summary of the several powers conferred upon county boards of education by the State of West Virginia:

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¹ *Acts of the West Virginia Legislature, Regular and First Extraordinary Sessions, 1933, and Extraordinary Session, 1932, Chapter 9, House Bill No. 4, Article 9, Section 6, pp. 93-95.*

² *Acts of the West Virginia Legislature, Regular and First Extraordinary Sessions, 1933, and Extraordinary Session, 1932, Chapter 8, Senate Bill No. 3, Article 5, Section 1, pp. 78-79.*
The county board of education shall be a corporation by the name of "The board of education of the county of [name]", and as such may sue and be sued, plead and be impleaded, contract and be contracted with. It shall succeed and be subrogated to all the rights of former magisterial and independent district boards and may institute and maintain any and all actions, suits and proceedings now pending or which might have been brought and prosecuted in the name of any former board for the recovery of any money or property, or damage to any property due to or vested in the former board, and shall also be liable in its corporate capacity for all claims legally existing against the board of which it is a successor. The board shall, according to law, hold and dispose of any real estate or personal property belonging to the former corporation or its predecessors, or that may hereafter come into its possession.

The board, according to law and the intent of the instrument conferring title, shall receive, hold and dispose of any gift, grant or bequest.

The county board shall have title to any land or school site which for five years has been in the undisputed possession of the county board or any board of education of a magisterial district, or subdistrict, or independent district, and to which title cannot be shown by any other claimant. Such land shall be held and used for school purposes . . . .

The board shall ascertain at the beginning of each school year the buildings to be retained for school purposes, and the buildings which because of their condition or location should be sold. The board may sell the undesirable buildings and the land on which they are located, at public auction, after proper notice, and on such terms as it orders, to the highest responsible bidder. But in rural communities the grantor of the lands, his heirs or assigns, shall have the right to purchase at the sale, the land, exclusive of the buildings thereon, and the mineral rights, at the same price for which it was originally sold. The board by the same method prescribed for the sale of school buildings and lands, may also lease for oil or gas or other minerals any lands or school sites owned in fee by it. The proceeds of such sales and rentals shall be placed to the credit of such fund or funds of the district as the board may direct.

The board shall purchase by condemnation, or otherwise, the lands necessary for school buildings, playgrounds, experiments in agriculture, and other educational purposes, and may make necessary expenditures for the improvement of the land.

The board may petition the circuit court to condemn land necessary for educational purposes if the owner refuses to sell, demands an unreasonable price, is non compos mentis, a minor, or a nonresident.

The board shall provide: (1) by purchase, lease, building or otherwise, a sufficient number of suitable school houses and other buildings to meet the educational needs of its district; (2) the

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1Ibid., p. 31.
necessary furniture, fixtures, apparatus, fuel and all necessary supplies for the schools; (3) for the health and cleanliness of the pupils; (4) for the repair and good order of the school grounds, buildings and equipment. The board shall provide for medical and dental clinics.

The boards of two or more adjoining counties may jointly establish and maintain schools. The title to the school shall be vested in the board of the county in which the school is located. The agreement by which the school is established shall be reduced to writing and entered of record in the minutes of each board.\(^1\)

The boards of the several districts shall determine the site of the proposed school and the amount to be expended for its establishment and equipment. The cost shall be apportioned upon the basis of the respective valuations of the taxable property in each district.

The board in the district in which the building is located shall be vested with the control and management of the school.

The annual operating cost shall be apportioned among the districts on the basis of the average daily attendance of pupils from each district.

Boards shall require all persons contracting for the building or repairing of school property, where the contract exceeds one hundred dollars, to execute a bond, with approved security, in double the amount of the contract price.

The board \(\ldots\) shall have authority to: (1) control and manage all of the schools and school interests of the county; (2) to establish needed high schools; (3) to close any school which is unnecessary and to assign the pupils thereof to other schools; (4) to consolidate schools; (5) to close any elementary school whose average daily attendance falls below twenty pupils for two months in succession, and send the pupils to other schools, in the district or to schools in adjoining districts. The compensation of teachers in schools so closed, shall cease;

To provide at public expense adequate means of transportation for all children of school age who live more than two miles distant from school by the nearest available road or path. The board of any district may expend under such regulations as it establishes, for each child an amount not to exceed the proportion of all school funds of the district that each child would be entitled to receive if all the children of school age in the district upon a per capita basis \(\ldots\) \(^2\)

White and colored pupils shall not receive instruction in the same school, or in the same building. The board shall establish one free school, or more if necessary, in any part of the county where there are ten or more colored children of school age living within two miles of a point where a school might be established. And when such schools are established for colored children, the teachers thereof shall be supplied from members of their own race. The board

\(^1\)Ibid., p. 81.

\(^2\)Ibid., p. 82.
may, if practical, establish a school in a part of the county where there are less than ten colored children of school age.

The board, for the purpose of carrying out the provision of this section, may transfer pupils from one county to another. . . .

Whenever, in any district, the benefit of a free school education is not secured to the colored children of school age residing therein in the manner mentioned in this section, the funds applicable to the support of the free schools in the district shall be divided by the board in the proportion which the number of colored children bears to the number of white children therein, according to the last enumeration made for school purposes, and the share of the former shall be set apart for the education of colored children of school age in the district, and applied for the purpose from time to time in such manner as the board may deem best.

The board shall provide a term for its schools. The term shall be computed as follows:

(1) As many months as the revenues supplied by the state will provide

(2) And, in addition, as many months as the regular levies authorized by law will support

(3) The minimum term for both elementary and high schools shall be nine months or such part thereof as the maximum levy as provided by law and the equalization fund of the state will permit.

If the state revenues and regular levies authorized above are insufficient to enable the board of education to provide the minimum term, the board may at any general or special election, if petitioned by at least five per cent of the qualified voters in the district, submit the question of additional levies to the voters . . . .

If at the election sixty per cent of the qualified voters cast their ballots in favor of the additional levy, the board shall fix the term and lay a levy necessary to pay the cost of the additional term. The additional levy fixed by the election shall not continue longer than three years without submission to the voters. The additional rate shall not exceed by more than fifty per cent the maximum school rate prescribed by article eight, chapter eleven of the code, as amended.

The board may divide its territory into such subdistricts as are necessary to determine the schools the pupils of its district shall attend. But upon the written request of any parent or guardian, or person legally responsible for any pupil, or for reasons affecting the best interests of the schools, the superintendent may transfer pupils from one school to another within the district. Any aggrieved person may appeal the decision of the superintendent to the board, and the decision of the board shall be final.

Transfers of pupils from one county to another may be made by the board of the county in which the pupil desiring to be transferred resides; but the transfer shall be subject to the approval of the board of the county to which the pupil wishes to be transferred. . . .

In all cases of transfer by the act of the board or by operation

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1Ibid., p. 84.
of law, either to elementary schools or to high schools, the board making the transfer shall pay to the board to which such transfer is made, reasonable tuition fees, which for elementary schools shall not exceed two and one-half dollars a month, and for junior and senior high schools shall not exceed ten dollars a month.

Transfer of pupils from this state to another shall be upon such terms as shall be mutually agreed upon by the board of the transferring district and the authorities of the school to which the transfer is made, and shall be based upon the aggregate per capita student cost of the preceding year, of the school to which the transfer is made.

The board of education of every county may purchase the necessary textbooks prescribed to be used in the free schools by the pupils thereof and shall provide such books for the pupils whose parents, in the judgment of the board are financially unable to provide same.

The board shall enter an order to that effect upon its records and shall cause such books to be purchased and kept in charge by the superintendent and furnished to the pupils of free schools of its district as hereinafter provided. All such books shall be purchased by the board as prescribed by law, and at the net wholesale price.

The board may employ janitors, and such other employees as may be necessary. The board shall fix their duties and compensation. Their wages shall be paid from the building fund.

The board may also appoint a custodian for each school building. The custodian shall report the condition of the building and grounds to the board whenever he thinks it necessary. The custodian shall serve without pay.

The board, upon the recommendation of the superintendent may employ assistant superintendents for a term of one year.

The board shall not employ more than one assistant for each two hundred teachers. Provided, however, that in such districts in which assistants are employed and fifty or more Negro teachers are employed therein, the board may employ one Negro assistant superintendent.

The board may also cooperate with the extension division of the college of agriculture in employing an agricultural club agent for the organization and direction of boys' and girls' agricultural clubs.

The board may fix special salary schedules for the superintendent, assistant superintendents, teachers and other employees so long as the salary schedule does not conflict with the general provisions of this chapter.

The board of any district may establish and maintain a reasonable number of high schools, junior high schools and the buildings properly connected therewith.

The boards of two or more adjoining counties may jointly

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1Ibid., p. 85.

2Ibid., p. 87.
establish and maintain a high school. The building for the joint high school and the site therefor shall be owned jointly in proportion to the amounts contributed by the respective districts.

The boards of the districts shall determine the site of the proposed school and the amount to be contributed toward its establishment by the districts concerned. The total cost shall be apportioned on the basis of respective valuations of the taxable property in each district.

The board in the district in which the building is located shall have the control and management of the school.

The board of a district maintaining a high school which is not accessible to all the pupils eligible to attend, shall either transport them to a high school within the district or pay their tuition fees in high schools of adjoining counties. The tuition fees shall not exceed ten dollars per month per pupil, or in any case more than the actual cost of instruction. Tuition shall not be paid for more than four years for any pupil. Any board of education desiring to establish and conduct a self-supporting dormitory for the accommodation of the pupils attending a high school under its supervision, and of persons employed to teach therein, shall have authority subject to the approval of the state superintendent of free schools, to do so.

The board of education shall place a reputable and responsible person, or persons, in charge of such dormitory to conduct the same and furnish meals and lodging to pupils and teachers therein and shall determine the rate that shall be charged pupils and teachers for such accommodations, and shall require of such person a bond in the sum of one thousand dollars for the proper accounting of all money and property coming into their hands and for the proper performance of their duties.

The board may discontinue any high school which is no longer necessary for the accommodation of the pupils of the county.

The board may withhold the monthly salary of any teacher or employee until he has made the reports required by the board or the state superintendent.

d. County Superintendent.—West Virginia has always had to supervise its schools a County Superintendent who was elected every four years by the people. In previous years he did not, however, have the authority and duties to perform that he does today, for practically all of the work pertaining to the schools was done by the magisterial and independent

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1Ibid., p. 88.
2Ibid., p. 89.
district supervisors; then, too, his salary was usually far below that of the above named supervisors. But with the coming of a reorganized school system under the county unit, district supervisors were abolished and county superintendents, responsible to county boards, were placed in control of schools. County superintendents who were in office at the time this law was passed, were permitted to remain until the close of their term, after which all county superintendents were required to be appointed by the county board of education. Provisions were made in the law for the removal of the County Superintendent. The act provided:

This same board may remove the Superintendent from office for immorality, incompetency, insubordination, intemperance or wilful neglect of duty, but the charges shall be stated in writing and the superintendent shall be given an opportunity to be heard by the board upon not less than ten days notice: Provided: however, that a Superintendent so suspended shall not forfeit his salary for the period of suspension.¹

(1) Qualifications: All County Superintendents at the time of their appointment must have as a minimum a bachelor's degree, including at least twelve hours of credit in school administration and supervision, and five years' teaching experience and supervision in the State of West Virginia. Withal, they must file a health certificate with the board from a reputable physician certifying physical fitness for their duties as County Superintendent.²

(2) Powers and Duties: The County Superintendent shall:

1. Act as the chief executive officer of the board, and execute


²The West Virginia Code of 1937 (Charlottesville, Virginia), Section 1752, p. 647.
under the direction of the state board all of its educational policies.

2. Receive applications for teachers and submit them to the board together with his recommendation.

3. Assign, transfer, suspend, promote or dismiss teachers, subject to the approval of the board.

4. Organize and attend district institutes, organize and direct reading circles and boys' and girls' clubs.

5. Close temporarily any school when conditions are detrimental to the health, safety or welfare of the pupils.

6. Certify all expenditures and monthly payrolls of teachers and employees.

7. Be the secretary of the board and attend all meetings of the board or its committees, except when his tenure, salary or administration is under consideration.

8. Administer oaths and examine under oath witnesses in any proceedings pertaining to the schools of the district, and have the testimony reduced to writing.

9. Exercise all other authority granted by this chapter or required by the county board or state board.

10. Act in case of emergency as the best interest of the school demands.

11. Visit the schools as often as is practical; observe and make suggestions concerning the instruction and classroom management of the schools and their sanitary conditions.

12. Report to the board cases of incompetence, neglect of duty, immorality or misconduct of any teacher or employee.

13. Recommend for condemnation buildings unfit for school use.

14. Direct the taking of the school census.

15. Call, at his discretion, conferences of principals and teachers and discuss the work of the schools of the districts.

16. Report to the board the progress and general condition of the schools.

17. Make such reports as are required by the state superintendent. In case the superintendent fails to report, as required, the state superintendent may direct that the superintendent's salary be withheld until an acceptable report is received.

18. Perform all other duties prescribed or required by the county board or the state board.¹

e. Assistant County Superintendents.—The abolition of the offices of magisterial and independent district supervisors in the several counties under the reorganized school plan, and the placing of the entire county in the hands of a County Superintendent, made it impossible for him to supervise all schools adequately, most especially in counties where there were

¹Ibid., Sections 1760, 1761, pp. 647-48.
very many schools. To remedy this situation the office of Assistant County Superintendent was created and the officer appointed annually.

(1) Qualifications: The qualifications of Assistant County Superintendents are not very different from those of his superior, the County Superintendent. They are required to have, at the time of their appointment, at least a bachelor's degree from an accredited college and must have had two years' public school teaching experience.

(2) Work and Duties: The law provides that the County Superintendent shall guide the Assistant County Superintendent in his work and also define his duties.

(3) The Basis for Appointing White and Negro Assistant County Superintendents: The law further provides that the board of education of each county may appoint one white Assistant County Superintendent, but not more than one, for each two hundred teachers in that county. Before this bill dealing with the appointment of the Assistant County Superintendent was enacted, it was amended to allow for the appointment of a Negro Assistant County Superintendent in all counties where fifty or more Negro teachers were employed. This amendment, it seems, was evidence of a long existing attitude in this State favorable to giving Negroes a voice in the administration and supervision of their schools. Since the Negro was given a large measure of participation in the control of his schools, the realization of his democratic ideal began. The law clearly states that a Negro Assistant County Superintendent may be appointed in counties having fifty or more Negro teachers, and it is noteworthy and praiseworthy that all county boards of education in such counties have appointed Negro Assistant County Superintendents thus far.

Ibid., Section 1793, p. 656.
(4) Some Factors Which Aided the Appointment of a Negro Assistant County Superintendent: The above statement is further attested by the fact that the law was amended to allow for the appointment of Negro Assistant County Superintendents almost by the mere asking by a few prominent Negroes and without very much outside solicitation. The time was ripe for such appointment, no doubt, in the minds of the legislators because of the administrative and teaching experience already gained by Negroes in helping to carry forward the educational life of the state. In this legislature there was only one Negro member.

The rise of the Negro Assistant County Superintendent in West Virginia represents the highest step reached in the struggle of the Negro for participation in the administration of his schools. An appreciation of its worthwhileness is had, probably, after a brief outline of the development of the educational administration in the state is clearly understood.

(a) Negro Trustees: The participation of Negroes in the administration of schools for Negroes did not begin with Assistant County Superintendents but with the Negro trustees. These Negro trustees were appointed by magisterial district boards of education. The schools in these magisterial district, as previously stated, made up the unit, the control of which rested with the board of education. In each magisterial district the board of education was an elective body of three members. It set the salaries of teachers, provided for teaching quarters, and set the length of the school term. It was considered tactful to elect men who lived in various parts of the district in order that the interests of all would be well protected.

Details such as the hiring of teachers, visiting schools, hiring of school janitors, provision of supplies and repairs, settling disputes
white trustees often preferred a teacher who held a number 2 or 3
certificate to one who held a number 1. As a rule, Negro trustees
stood high in their communities. Most of them, it appears, were noted
for their honesty, a characteristic which has been discussed often since
their passing.

As far as it can be ascertained, Negro trustees were first connected
with the public schools of the state during the decade beginning with 1880
and thriving until about the year 1900.¹ It was then that magisterial
district boards of education began to appoint supervisors, for the school
systems were beginning to become more complex due to the rise of large
consolidated schools which needed the supervision of persons more highly
trained and who could give their full time to the schools.

(b) Supervisors of Negro Schools: With the exception
of a few districts, supervision of Negro schools was largely neglected
during the regime of the almost czaristic magisterial and independent
school district supervisors. Many persons, both white and colored, felt
that with the reorganization of the schools under a county unit system,
each county being composed of several of the former magisterial districts,
the lack of supervision and neglect of Negro schools might be increased
unless definitely planned for. Under the magisterial and independent
school districts it appeared that in many instances the white superintend-
ents were apathetic toward the Negro schools. For political as well as for
other reasons, it seemed that they were fearful of making a mistake. Further
consideration of the appointment of a Negro Assistant County Superintendent

¹Interviews in the several counties above of Negro trustees, teachers
who taught under them, and patrons; and Lola L. Mack, "The Rise of Negro
Elementary Education in West Virginia." Master's thesis, University of
of Negro schools was urged by the feeling that a Negro, being a member of the same group, would probably be more able to understand, appreciate, and handle problems that inevitably arise in his group. Under the old independent and magisterial district school system some Negro teacher, usually the high school principal, or some outstanding elementary school principal was appointed to look after many problems which naturally arose in the schools. Such supervision could never be thorough, if the principal was responsible for his own school. In many cities and other localities of the State where Negroes were concentrated in large numbers, some outstanding Negro teacher who had executive ability even acted in the capacity of supervisor of all Negro schools. Such persons became the chief medium of contact between the several schools and the superintendent. They had the authority but not the status in the profession. By status is meant neither the title nor the pay. Such was the case in Bluefield, Bramwell, Mount Hope, Fairmont, Giatto, Martinsburg, Huntington, and a few other places from 1900 to 1933. The independent district of Charleston during the same period, however, went beyond any of the above-mentioned towns and cities in surrendering its Negro schools into the hands of a member of its own group. Here the Negro Supervisor (as formerly called) differed from all others in the state in that he was relieved of any classroom or principalship responsibility and had the title "Supervisor of Negro Schools" written on his contract and was given complete supervisory and administrative control of the schools. Being aware of the foregoing practices, both races felt that Negro schools under the county unit system of education would do better under the supervision and administration of a Negro. In other words, the appointment of a Negro Assistant County Superintendent of schools for Negroes grew out of a felt
need. This need has been justified, it appears, by the definite progress that has already been made in more efficient teaching and a better organized administrative set-up in the public school system for Negroes.

(c) Negro Voters: Another reason for the appointment of Negro Assistant County Superintendents of Schools was the Negro's influence in politics, since he can vote without restriction in the State. In fact, the Negro constitutes the balance of power politically. Politics permeates the life of the people of the State in many activities. The schools are no exception. The counties in which Negroes were appointed Assistant County Superintendents are those in which the Negro population is most dense and has a heavy voting strength. Sixty-three per cent of the Negro citizenry of the State reside in the six counties in which Negro Assistant County Superintendents were appointed. And, too, the Negro population constitutes from eight to twenty-four and nine-tenths per cent of the total population of each of these counties and is the largest minority group.\(^1\) In spite of the political angle in connection with the appointment of Negroes to this office, all of them did not come from the same political party even though the Democratic Party was in full control of the public school system everywhere in the state. Such appointments very definitely show that ability to do the job was placed above petty politics.

The prime movers in the fight for the creation of the position of Negro Assistant County Superintendent in 1933 were Leonard Barnett, Principal of the Washington High School, London, West Virginia; Stewart Calhoun, member of the House of Delegates, McDowell County; and I. J. K. Wells, State Supervisor of Negro Schools.

\(^1\)These figures are based on the 1930 census.
Mercer County Appoints Negro Assistant County Superintendent: Although the law was passed in May, 1933, making it possible for Negroes to be appointed Assistant County Superintendent of Negro schools in any county where fifty or more Negro teachers were employed, only three County Boards, namely, Raleigh, McDowell and Kanawha Counties, took immediate advantage of it and appointed one of its Negro teachers to the position. About one year later, July 1, 1934, the Mercer County Board of Education appointed one of its Negro teachers as Assistant County Superintendent of Negro Schools.¹

An investigation of the office of the Negro Assistant County Superintendent of Mercer County reveals his functions to be as follows:

1. To receive applications from different persons applying for teaching positions and assist in the appointment of Negro teachers.
2. To assist in giving different types of county-wide tests.
3. Encourage and establish reading circles among the teachers.
4. To assist in making curriculum changes that apply to Negro schools.
5. Conduct teacher meetings.
6. Distribute library funds in such way that all schools might receive their proper share.
7. Recommend repairs.
9. To visit all schools at least three times a year and as often otherwise as necessary.
10. Visit Parent-Teacher Associations of the county.

¹Minutes of the Mercer County Board of Education, July 1, 1934.
11. Score all Negro schools of the county and assist teachers in their efforts to raise the standard of their schools.

12. Assist in issuing school supplies.

13. Supervision of class instruction.

14. To meet monthly with the Board to discuss problems relating to Negro schools.

f. Some Advantages of the County Unit to the Schools in General.—

Since the plan of administrative and supervisory organization adopted for county school systems was designed to contribute to the professional development of all the schools, the county unit has made possible the extension of the same standard of professional supervision to both urban and rural schools. The spirit of unity in school administration has been encouraged within the different counties and throughout the State at large. The realization that every child is entitled to the same educational opportunity has gradually become a part of the thinking of everyone. The result of all of this has been, according to the report of investigators:¹

1. The raising of all the schools of a county to the same level of efficiency.

2. Emphasis has been placed on the importance of carrying on an effective program of supervision in every county. This provides the rural teachers and rural communities with a higher type of leadership. As a result educational snobbery has been reduced to a minimum. No longer do the rural schools possess the inferiority complex that has characterized them throughout the State. The new unified school organization and the general supervision has tended to cement society in all elements and at all levels of school progress.

3. Indirectly, the county unit has had a wholesome influence upon higher education. The new system has demanded better trained teachers for its schools. The Teachers' Colleges realize now that their product is being more carefully scrutinized. As a result, a marked improvement in classroom instruction is noticed.

4. A definite improvement has been noted in the matter of transportation under the county unit. Under the district system a great many districts were too small to equip themselves properly to handle their own transportation. Consequently the majority of them contracted their transportation. Under the county unit more counties have purchased their own buses. Experience has proven that county owned transportation cost has been reduced. Too, efficiency has been heightened, as the bus drivers are directly under the authority of the principals, and any irregularities may be reported to the principals by the bus drivers promptly and accurately enabling them to make immediate check-ups and corrections.

5. Another advantage to be observed under the county unit plan is the extent to which the county unit law has put school accounting on a sound financial basis. The law has corrected a laxness in financial matters that one would hardly believe existed.

6. Finally, the county unit of school has had an influence upon other forms of government. The need of cooperative control of educational matters between county and state offices has brought state leadership vigorously into the picture. It has demanded certain changes in the state administration that have brought real problems into the sphere of administration, and it is important to observe that these problems are different from the ones that concerned the attention of state officials under the district system.

g. Some Advantages of the County Unit to Negro Schools.—

1. It gives the densely populated Negro counties an Assistant County Superintendent of its own group who might be more sympathetic toward and interested in the problems of Negro schools.

2. It gives the rural Negro educational advantages similar to those of other urban children.

3. A better attitude toward Negro schools as a whole has been developed.

4. Schools are provided for as small a number as ten Negro children. A school may be provided for less than ten if the board deems it practical.

5. The law compels boards of education in sparsely settled counties to provide for the training of its Negro children, even to the
extent that it calls for the cooperation of a neighboring state.

6. Negro high school pupils are transported to large school centers in the county at public expense.

7. The abolishment of many unnecessary elementary schools and the transportation of the pupils to consolidated schools where better instruction can be had by the pupils.

8. By giving the Negro a larger measure of participation in his schools it is believed that the democratic ideal is more nearly approached.

9. The same training is required of the Negro Assistant County Superintendent as of the white Assistant County Superintendents.

10. The county unit brought about better qualified men and women to head the schools. These persons, seemingly, are more sympathetic toward Negro schools.

11. The salaries of Negro teachers are the same as those of other teachers.
CHAPTER III
SIGNIFICANT ACTIVITIES UNDER THE
NEGRO ASSISTANT COUNTY SUPERINTENDENT

The factors which led to the appointment of a Negro Assistant County Superintendent of Schools for Negroes in Mercer County have already been traced in the previous chapter. This chapter will deal, therefore, with specific changes that have occurred in the county during the period under study, 1934-1940, along certain phases of the following headings: pupils, teachers, differentiated curricula, activities, other activities connected with the schools, and physical features. Although many of the ideas enumerated in this chapter — pupil attendance, tuberculin testing, increase in number and qualifications of teachers and others — might have materialized eventually, it is true, nevertheless, that with the advent of the Negro Assistant County Superintendent not only has more attention been given to these items, but the birth of many has been hastened because the Negro Assistant County Superintendent devoted all his time to Negro schools.

A. Pupils

1. Pupil Attendance.—Pupil attendance is very important under the county unit system in West Virginia. The average daily attendance in the counties each preceding year determines the number of teachers that county will have the succeeding year. In Mercer County the average daily attendance of elementary pupils in any year divisible by thirty determines the number of elementary teachers the county will have the succeeding year; the average daily attendance of high school pupils in any year divisible by twenty-three determines the number of high school teachers the county will have the succeeding year.
Table 3, above, shows the enrollment, the average daily attendance, and percentage of attendance from 1934 to 1940. The table also shows that the enrollment of the year 1935-36 dropped sixty-one in number the following year and since that time there has been an almost constant falling in the number of pupils enrolled. The percentage of attendance of the elementary schools never reached ninety per cent during the six years under observation. In addition it shows that 10.5 per cent, the lowest, to 16.7 per cent, the highest, of the pupils absent from school during the period under study. The table also shows that the enrollment for the year 1934-35 has been the highest. The table of elementary school attendance and the table of the high school attendance, which is to follow, will reveal not only a study of the elementary school attendance and high school attendance for the past six years, but a comparative study of elementary and high school pupils' attendance as well.

From Table 4 following, one may see that the high school enrollment has increased almost constantly since 1934-35, which is just the opposite of the elementary school enrollment. Although the largest enrollment in the high school was during the year 1939-40, the highest percentage of
attendance was during the year 1935-36. The lowest percentage of attendance of high school pupils was during the year 1939-40, the same year in which the enrollment was the largest. The lowest percentage of attendance of the high schools dropped 3.4 in percentage lower than the lowest percentage of attendance of the elementary schools. The highest percentage of the high school was never reached or excelled by the elementary schools. In the high school 8.4 per cent, the lowest, to 20.1 per cent, the highest, of the pupils of the high school were absent from school during the period under study.  

### Table 4

**HIGH SCHOOL PUPIL ATTENDANCE IN NEGRO SCHOOLS OF MERGER COUNTY, 1934-1940**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Average daily attendance</th>
<th>Percentage of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934-1935</td>
<td>607</td>
<td>542.30</td>
<td>89.3</td>
</tr>
<tr>
<td>1935-1936</td>
<td>630</td>
<td>577.20</td>
<td>91.6</td>
</tr>
<tr>
<td>1936-1937</td>
<td>741</td>
<td>668.30</td>
<td>90.1</td>
</tr>
<tr>
<td>1937-1938</td>
<td>738</td>
<td>644.09</td>
<td>87.2</td>
</tr>
<tr>
<td>1938-1939</td>
<td>779</td>
<td>660.34</td>
<td>84.7</td>
</tr>
<tr>
<td>1939-1940</td>
<td>803</td>
<td>642.12</td>
<td>79.9</td>
</tr>
</tbody>
</table>

2. **Medical Care.**—Since the spring of 1938 all pupils of the tenth, eleventh, and twelfth grades of the two county high schools who desire may take a tuberculin test annually to ascertain whether they are infected with tuberculosis. In spite of the non-compulsion of the tests all pupils, thus far, have taken them. These tests are given under the direction of the field nurse for the West Virginia Tuberculosis and Health Association and

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1. Reports of the County Superintendent, 1934-1940.
are made possible through the cooperation of both the State and County.

The tuberculin test is a safe and accurate method of discovering whether a person has been or is infected with tuberculosis. The test is harmless and is made by injecting a small amount of a substance called tuberculin into the forearm. It contains no germs, either living or dead, as all have been filtered out and the liquid boiled. It cannot, therefore, cause infection. Since early tuberculosis is curable, it is for this reason that the test is used extensively in high schools to find infected children.\(^1\)

All pupils whose reaction is positive to the test are urged to undergo a careful examination by some physician which includes an X-ray. The X-ray will give the examining physician reliable help in determining what the individual should do to avert a breakdown.

**B. Teachers**

1. **Increase in Number of Teachers.**—Table 5, page 36, shows the growth in the number of Negro teachers in Mercer County from 1934 to 1940. From this table it is seen that the increase in the elementary schools over the period of six years, 1934-1940, is two, while the increase in the high school over the same period is five. The increase in teacher personnel in both the elementary and high schools was due to an increase in the number of pupils, enrichment of the curriculum and differentiation of the curricula.

2. **Qualification of Teachers.**—Table 6 shows the status of teachers with and without degrees in the county from 1934 to 1940. It shows the number of elementary teachers with and without degrees from 1934 to 1940.

\(^1\) Interview with Miss Mary Virginia Gill, Field Nurse, West Virginia Tuberculosis and Health Association, March 2, 1937.
### TABLE 5
NEGRO TEACHERS IN MERCER COUNTY, BY YEARS, FROM 1934 TO 1940*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary teachers</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>High school teachers</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Total No. of teachers</td>
<td>60</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>Year and No. of increase</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The year 1933-34 is not a part of this study. It is used simply as a background for the year 1934-35.

### TABLE 6
ELEMENTARY TEACHERS WITH AND WITHOUT DEGREES IN MERCER COUNTY FOR THE YEARS 1934 TO 1940*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number with degrees</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Number without degrees</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Total elementary teachers</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Per cent with degrees</td>
<td>57.2</td>
<td>58.4</td>
<td>58.4</td>
<td>58.4</td>
<td>56.8</td>
<td>56.8</td>
<td>56.8</td>
</tr>
<tr>
<td>Per cent without degrees</td>
<td>42.8</td>
<td>41.6</td>
<td>41.6</td>
<td>41.6</td>
<td>43.2</td>
<td>43.2</td>
<td>43.2</td>
</tr>
</tbody>
</table>

*The year 1933-34 is used as a background for the year 1934-35 and is not a part of the study.
It also shows the percentage of elementary teachers with and without degrees for the same period. Although the number of degree teachers increased by one and the number without degrees increased by one the percentage of degree teachers was decreased and the percentage without degrees increased.

### TABLE 7

HIGH SCHOOL TEACHERS OF MERCER COUNTY WITH AND WITHOUT DEGREES FOR THE YEARS 1934 TO 1940*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase of degrees</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td>26</td>
<td>29</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Decrease of degrees</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Number with degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number without degrees</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>29</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

Per cent with degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent without degrees</td>
<td>76.0</td>
<td>77.8</td>
<td>77.8</td>
<td>96.3</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*The year 1933-34 is used as a background for 1934-35.

Table 7 shows that the number of high school teachers with degrees continued to increase until all held degrees. Those who did not hold degrees in 1934 were allowed to remain in the school system, and in their particular school, provided they should go to school during summer vacation and do work toward their degree. All teachers did this except one. This individual was transferred to an elementary school in the fall of
1937 and a teacher holding a degree put in her place.¹

C. Differentiated Curricula

Prior to September, 1937, the two high schools of Mercer County offered college preparatory courses only. This meant that if the prospective high school graduate did not have in mind going to college, there was nothing offered in the high schools to assist him, upon graduation, in making a living. Therefore, for economic and social reasons, some course or courses had to be offered to make the schools attractive to those who, for various causes, would not go on to college. Taking advantage of the funds provided by the George-Deen National Vocation Education Act and state funds provided by the West Virginia State Legislature for vocational education, the two senior high schools of Mercer County, Genoa and Bramwell, were able to offer courses in: (1) custodial-engineering training to students who wish to become custodians, and (2) barber science, to those who wish to become barbers.² These are two-year courses. When the pupil finishes either course, he is given a certificate of graduation from the high school and also a certificate of graduation from the State Department of Vocation Education showing that he is proficient in the specified trade.

The objectives of the courses are as outlined:

1. To professionalize the above occupations, dignify them.

2. To have the courses reach adults who already have jobs in the above-mentioned trades and who wish to improve themselves.

3. To improve the economic opportunity of a large number of Negroes.

4. To make it possible for Mercer County and West Virginia to have

¹Reports of the County Superintendent, 1934-1940.

²In 1937 a law was passed by the State Legislature requiring 1200 hours of study in a barber school approved by the State Committee of Barbers and Beauticians and passing a state examination to become a licensed barber in the state.
always a supply of trained Negro barbers and custodial engineers.

5. To prepare young men and women to pass the examinations of barbers and beauticians, since all future barbers must pass the state examination of barbers and beauticians.

6. To help Negroes hold certain jobs or positions in which they are now established.

7. To develop the right attitude toward this type of work.

8. To replace barbers and custodians who are dropping out due to retirement or death by setting up a school of barbering and custodial-engineering so that the public may receive the customary service from the group.

1. Custodial-Engineering Course.—Pupils or persons who enter this course are required to be sixteen years of age or over; however, in extreme cases, pupils younger than sixteen will be admitted. It is expected that interested pupils show aptitude for the course. This is determined by an aptitude test which is required. Another requirement is that the registrants be those who have completed at least the tenth grade. In special cases, however, pupils who have not completed tenth grade may be admitted.

Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1 unit</td>
</tr>
<tr>
<td>Theory</td>
<td>1\1/2 units</td>
</tr>
<tr>
<td>Practical Work</td>
<td>1\1/2 units</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Work</td>
<td>1\1/2 units</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>1\1/2 units</td>
</tr>
<tr>
<td>Electives:</td>
<td>1 unit</td>
</tr>
<tr>
<td>Arithmetic, English</td>
<td></td>
</tr>
<tr>
<td>Science, Occupation</td>
<td></td>
</tr>
</tbody>
</table>

The theory of the course consists of a knowledge of the items below,
and the practical work and application of these items:

1. Cleaning, preserving and maintaining
   a. floors
   b. linoleum
   c. walls, ceilings, windows and trimmings
   d. furniture and equipment
   e. stairs and steps

2. Knowledge of janitor supplies: selection and cost

3. Knowledge of janitor equipment: selection and cost

4. Building operation

5. Fire protection

6. Sanitation connected with
   a. drinking fountains, toilets, sinks, etc.

7. Relationships of the custodian to administrative officials, teachers, pupils, other custodians, visitors

8. Lawn, shrubbery, and gardening

9. General repair work
   a. carpentry
   b. plastering
   c. painting
   d. electric wiring, wiring machinery

10. Plumbing

11. Heating and ventilating

2. Barber Science Course.—Any boy or girl sixteen years of age or who has completed the tenth grade and desires to enter the barber science course is selected on the recommendation of the principal and teachers.¹

¹Persons with an eighth grade education may enter the Barber School according to rules and regulations of the State Department of Education, but this is not recommended by the high school.
The applicant must take an aptitude test. One's record must indicate that one is of average ability. Subsequently, the applicant is required to take a blood test. If one's blood is found to be unsatisfactory, one must drop the course and go to some physician for treatment until given notice of his physical fitness to proceed with the class.¹

In addition to the above requirements each pupil is required to spend at least five hours a day in the course for twenty days a month, making a total of one hundred hours a month for a period of eighteen months. Each first year class is limited to twelve persons. The first two months of the course are a try-out period for all pupils. Those who do not develop the proper attitude and show some signs of fitness and progress within the period are required to drop the course and return to their regular academic classes.²

Upon graduation from the School of Barbering, the student must take the state examination if he wishes to practice. If he passes the examination, he may practice anywhere in the State. A fee of twenty dollars must be paid to the Bureau of Barbers and Beauticians before any one can take the examination.³

Of the 206 registered¹¹ Negro barbers in the State, ten per cent are

¹_Legislative Acts of West Virginia, 1933, Second Extraordinary Session, Chapter 82, Section 1.

²The above rules and regulations are set up for the Barber School by the State Department of Barbers and Beauticians. This is the first barber school in the State for Negroes. This school undergoes rigid inspection several times a year by the state inspectors.

³_Legislative Acts of West Virginia, 1933, Second Extraordinary Session, Chapter 82, Section 5.

⁴All barbers have been required to register with the Bureau of Barbers and Beauticians since 1933. This gives the State control of barber practicing in the State. With such control the State can determine the number of barbers it will have. And, too, the number of Negro barbers to practice on white persons can be controlled.
lost to the trade annually due to death and retirement. With the creation of rigid laws by the State requiring a person to be eighteen years of age, and must have completed the eighth grade and graduated from a school of barbering approved by the State Committee of Barbers and Beauticians, the Negro Assistant County Superintendent of Mercer County schools felt that an opportunity presented itself for establishing a course of barbering in connection with the regular high school course to train barbers who should take the places of those annually lost to the trade and thereby furnishing an opportunity for boys and girls so inclined.

That one may know just what the barbering course in the schools is like, it is briefly outlined as follows:

**Theory and Practice**

**First Year**

- Theory of barbering: 1 1/2 units
- Laboratory (practice 3 hours): 1 1/2 units
- English: 1 unit
- 4 units

Pupils registered for this course may take other academic courses if they desire.

**Second Year**

- Theory of barbering: 1 1/2 units
- Laboratory (practice 3 hours): 1 1/2 units
- Electives: 1 unit
  - English, Occupations, Science, Mathematics: 4 units

The theory and practice may be divided thus:

*Theory*
1. Sanitation, the study of the cleanliness of instruments, linens, and in fact, the entire establishment. It involves sterilization, disinfectants, antiseptics, and the use of chemicals in the destruction of bacteria which may cause infection.

2. Electricity, a phase of physics, which is concerned with the use of the different kinds of currents, their effect upon the appliance and also a knowledge of their source.

3. Pharmacology, a phase of the theory that deals with the science, including chemistry and recognition of drugs.

4. Light therapy, the application of artificial light rays in the treatment of skin diseases.

5. Physiology and anatomy, a study of the structure and functional activities of the human body.

6. Ethics, a study of ideal moral behavior.

7. Pathology of skin, the science that deals with diseased conditions of the skin.

Practice

1. Cutting of the hair 5. Shampoo
3. Tonics 7. Shaving
4. Facials 8. Dyeing or hair tint

These, together with the application of theory, constitute the practical side of the course.

3. Commercial Course.—Another course recently introduced into one of the county high schools—Genoa High School, Bluefield, is a commercial course. Any student may enter this course who has completed the second year high school or tenth grade. The commercial course is a two-
year course beginning with the eleventh grade or third year high school.

**Curriculum**

**First Year (eleventh grade)**

Typing 1 unit

Bookkeeping and business mathematics (one semester each) 1 unit

Shorthand 1 unit

Economics 1 unit

4 units

**Second Year (twelfth grade)**

Business English 1 unit

Shorthand and Office Practice (one semester each) 1 unit

Typing and Salesmanship 1 unit

Commercial Law 1 unit

4 units

4. Special Courses.—Some special courses which have been added to the general senior high school curriculum are Occupations, Senior Science, Negro History. In the junior high schools a course in Junior Business has been added.

**D. Activities**

1. **Parent-Teacher Associations.**—It seems pertinent to the study that a cursory mention of the origin of the Parent-Teacher Association, and some significant facts of its development and activities under the Assistant County Superintendent be here included. For it appears that few, if any organization, has been so dynamic in bringing about changes in school work as the Association.
2. **A Brief History of the West Virginia Congress of Colored Parents and Teachers.**—The first Parent-Teacher Association in a Negro school of West Virginia was organized in the Hemphill School (McDowell County) in 1911. William W. Sanders was the teacher. The purpose of organizing this association was to gain the support and cooperation of the parents of the children in the matter of securing better discipline and creating more healthful ideals in the community.

In 1914, the State Department of Education, through its division of Negro schools, began to organize community clubs in connection with the Negro schools of the State. These clubs afterward became Parent-Teacher Associations. The idea took rapid root and by 1919 a large number of schools had Parent-Teacher Associations connected with them.

This movement continued to grow so that in 1922 William W. Sanders, then State Supervisor of Negro Schools, called a meeting of representatives of Parent-Teacher Associations at the Garnet High School, Charleston, West Virginia, for the purpose of organizing a State Parent-Teacher Association. The organization was formed under the name State Conference of Parent-Teacher Associations connected with Negro Schools in West Virginia. Its first president was William W. Sanders, who served continuously as president until 1937.

These Associations have taken an active interest in the development of education among Negroes in the State. They sponsored the movement to legally secure equality of teachers' salaries in the several counties of the State. They sponsored a suit at law to compel boards of education to employ Negro teachers in schools provided for Negroes. In 1931, Gilmer County, West Virginia, Board of Education employed a white teacher to teach in a Negro school. The Parent-Teacher Association took this matter to the
court where it was decided that since schools were separate for the races, it was the duty of the Board to employ Negroes to teach Negro children, if qualified Negro teachers could be found.

Parent-Teacher Associations in West Virginia actively have supported the movement to secure adequate library facilities for Negro children in the schools of the State. They have promoted health activities in the several counties and have cooperated with other agencies in seeking legislation that would improve the public schools of the State.¹

The investigator does not know of any institution or organization that is more active or more closely associated with the public schools of the State than the Parent-Teacher Associations. According to William W. Sanders, executive secretary of the West Virginia State Congress of Colored Parents and Teachers, the Parent-Teacher Associations are an asset to the schools because:

1. They seek to create in the community a spirit of cooperation among all the persons whose children are enrolled in the schools.
2. They provide a medium through which the community may express itself on matters relating to the education of the youth.
3. They serve to create a larger interest on the part of the people of a community in the activities of the school, thereby making the school the center of community interest.
4. Parent-Teacher Associations bring together parents and teachers so as to create a mutual understanding of the problems affecting the education, health and physical welfare of the children.

These facts seem to make the Association quite a factor in developing proper community and educational ideals.

In order that the reader might gain some idea of the interest manifested in the Associations of Mercer County, West Virginia, a review of the membership from the school years 1934-40 is presented:²

¹Minutes of the West Virginia State Congress of Colored Parents and Teachers, 1914-1940.

²To be represented in the State Parent-Teacher Association a fee of twenty cents must be paid for each local member. Therefore twenty cents represents the membership fee of each member.
### Membership and Amount of Fees Paid

<table>
<thead>
<tr>
<th>Year</th>
<th>Membership</th>
<th>Amount of Fees Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933-1934</td>
<td>240</td>
<td>$48.05</td>
</tr>
<tr>
<td>1934-1935</td>
<td>268</td>
<td>53.75</td>
</tr>
<tr>
<td>1935-1936</td>
<td>205</td>
<td>41.00</td>
</tr>
<tr>
<td>1936-1937</td>
<td>287</td>
<td>57.60</td>
</tr>
<tr>
<td>1937-1938</td>
<td>335</td>
<td>67.00</td>
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<tr>
<td>1938-1939</td>
<td>323</td>
<td>64.60</td>
</tr>
<tr>
<td>1939-1940</td>
<td>420</td>
<td>84.20</td>
</tr>
</tbody>
</table>

3. Mercer County Council of Parents and Teachers.—The problem of an effective balance between any school or school system and its communities is of much concern in the present complex social order. As a major aid in this direction the Parent-Teacher Association has come to be of first importance. Hence, no school or school system survey scarcely could lay claim to completeness without some acknowledgement of the influence engendered by its absence or presence. The Association is not without recognition here. The County Council of Parents and Teachers of Mercer County was organized February 3, 1937, at Genoa High School, Bluefield,

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1Report of the Twelfth Annual Meeting of the West Virginia State Congress of Colored Parents and Teachers.

The year 1933-34 is not a part of the study. It is shown to serve as a background for the year 1934-35 which is the first year of the period under consideration, p. 7.

2Report of the Thirteenth Annual Meeting of the West Virginia State Congress of Colored Parents and Teachers, p. 16.

3Ibid., 1936, p. 15.

4Ibid., 1937, pp. 22-23.

5Ibid., 1938, p. 15.

6Ibid., 1939, p. 20.

7Ibid., 1940, p.
West Virginia. Its first president was Clara Bundy, of Bluefield. The County Council is a conference-body, composed of the local congress units of the county.

The purpose of organizing a County Council in Mercer County is to (1) give help and inspiration to member associations, (2) assist in the organization of new units, (3) promote in the local unit the program of the state and national organizations, (4) serve as a clearing house for Congress units and increase their capacity for service through united strength, (5) create such an atmosphere that the Board of Education of Mercer County will offer the same opportunities and facilities for all of its boys and girls.

The Council holds three regular meetings a year and as often as otherwise necessary. Each meeting has two sessions, afternoon and evening. These meetings are held in different sections of the county. Usually different local Congress units invite the County Council for each succeeding meeting.

4. Conference of Principals.--On December 11, 1935, the elementary, the junior, and the senior high school principals organized the Conference of Principals of Mercer County Negro Schools. It was decided that:

1. The meetings should be held on the first Wednesday of each month from two to four o'clock in the afternoon.
2. Such things as buildings, locks, doors, chairs, and related matters will have no place in these meetings except where they will have a direct bearing upon some educational problem.

The objectives of the meetings as expressed by the principals are as follows:

1. To develop the best schools possible for the children.
2. To serve as an open forum for the discussion of County educational problems.
3. Professional improvement of the group from common discussions.

That these meetings fill an important need among the principals is evidenced
by the fact that often problem discussions are carried on long after the adjournment hour.

5. **Elementary Teachers' Reading Circle and Professional Library.**—On January 2, 1939, with the idea of keeping abreast in the educational field, Mercer County Negro Elementary Teachers organized a Reading Circle and set up a teachers' professional library with headquarters at the office of the Assistant County Superintendent. This office was granted the teachers at their request because of centralization only. A contribution of one dollar was made by each teacher for the purchase of and to place at their disposal the latest professional books.

The Elementary Teachers meet every six weeks at different elementary schools on invitation to discuss some book or topic agreed upon in a previous meeting. The book or topic is presented to the group for its consideration by a committee of five selected by the group for that purpose. This committee also selects and purchases books for the group which are not to be borrowed. The specific purposes of the discussions are (1) to attempt to arrive at definite materials and ideas which may be carried over into the classroom work and (2) for professional growth. Before a book or topic can be discussed at any meeting it must be approved by vote of the body in a previous meeting. And, too, individuals who are responsible for making a book report or leading a discussion are selected by vote, if there are no volunteers, at each meeting for the succeeding meeting. Although it takes about five minutes to carry out the above routine, the general body feels that it is necessary in order to keep the meetings democratic.

6. **Civilian Work Administration and Work Progress Administration Nursery School.**—On January 8, 1934, a Civilian Work Administration Nursery School was begun in Bluefield, West Virginia, at the Young Street Elementary
School with a trained young woman in charge. It was established for the children of low salaried parents and underprivileged children between the ages of two and four years. Five children were enrolled in the first day. The number continued to increase until it reached twenty-six in May when the project was closed after being active for five months. This nursery school remained closed until January 1, 1936, a period of nineteen months. It was re-opened by the county authorities only after much effort had been put forth by the colored group under the leadership of the Negro Assistant County Superintendent. When the project was opened the second time, it was under the Work Progress Administration. The personnel was increased to six as compared to the previous one. Thirty-one pupils were enrolled by the end of the first week. This school was finely named the "Young Street Nursery School". Today, January 26, 1940, it is well equipped and has an enrollment of thirty-three boys and girls.

The objectives of this nursery school were for the (1) mental, emotional, social and physical development of pre-school underprivileged children, and (2) to assist the parents by example and conference with the nutritional, physical, educational and social needs of the children.

This nursery school has served ninety-five children. It has already demonstrated to the public that the investment is a good one.

7. Work Progress Administration Adult Education and Recreational Instructors.—In October, 1934, adult education classes had their beginning in the county. Four teachers were appointed to serve in several localities.

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1Report of Mrs. Catrina Young, the instructor, May, 1934.
2Ibid., January 1, 1936 to January 26, 1940.
3Objectives as outlined by the course of study for nursery schools, 1935.
Two were appointed to teach in Bluefield, one in Princeton, and one served somewhat as an itinerant teacher, instructing two nights a week in two different places and one night a week at a third place. Beginning with the school year, 1935-36, one teacher has been dropped almost annually from the W. P. A. rolls until the year 1939-40 finds only one instructor in adult education in the county. Of the three recreational directors who were employed also in the fall of 1934, two still are employed and are serving in Bluefield and Princeton.

8. National Youth Administration--The National Youth Administration was created by President Franklin Delano Roosevelt by Executive Order #7086 on June 26, 1935, as a division of the Works Progress Administration. In July, 1939, the National Youth Administration was separated from the Works Progress Administration and placed under the Federal Security Administration. The objective of the National Youth Administration is to aid young people in the four categories of life in which their needs are greatest, namely: education, employment, vocational guidance and the profitable use of leisure time. When the Student Aid Program was taken over by the National Youth Administration in the summer of 1935, it was expanded to include those students attending secondary schools and those pursuing graduate studies. Only student aid, however, concerning secondary pupils is of any particular value in this study. The underlying principle of student aid is to furnish employment for needy young people wishing to attend school, but who are unable to do so within their own means. School authorities assume responsibility for the selection of the students to be

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1 National Youth Administration of West Virginia, District No. 3, Glen S. Callaghan, State Youth Director, Frank J. Pietro, District Supervisor, June 14, 1936, p. 3.
helped, and plan and supervise the work upon which they engage.¹

In spite of the fact that the wages paid on the Student Aid Program are not large, it appears that there is adequate proof in the junior and senior high schools of the county that these wages have been the sole means by which many boys and girls have been able to remain in school.

West Virginia has always treated her minority group with a high degree of fairness. In fact, fair play has been the major method used to promote race relationship. Mercer County is no exception to this general trend of generous treatment of minority groups.

The amount of money allotted the Negro high school pupils of Mercer County has been granted on quotas based on certain percentages of their regular enrollment. Beginning with the school year 1935-36, the amount of student aid granted Negro high school pupils has been as pointed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935-36</td>
<td>$847.74</td>
</tr>
<tr>
<td>1936-37</td>
<td>780.60</td>
</tr>
<tr>
<td>1937-38</td>
<td>805.80</td>
</tr>
<tr>
<td>1938-39</td>
<td>592.80</td>
</tr>
<tr>
<td>1939-40</td>
<td>1158.00</td>
</tr>
</tbody>
</table>

Another section of the National Youth Administration is the Work Program. The purpose of the Work Program is to provide part-time employment

¹National Youth Administration of West Virginia, Glen S. Callaghan, State Director, Negro Youth Activities, Student Aid Work Project Guidance and Training, July 19, 1937, p. 1.

²Federal Security Agency, National Youth Administration of West Virginia, 1424 Kanawha Street, Charleston, West Virginia, March 5, 1940.
for out-of-school youth between the ages of 18 to 25 inclusive in need of such assistance.

Under this program a group of boys, from July 1 to December 20, 1938, within the age limits above, under direction, moved an abandoned four-room school building from Coopers, West Virginia, Mercer County, and re-erected it on a part of the Bramwell Colored High School lot at Bramwell, West Virginia, to serve as a vocational center, home economics and shop, for Negro boys and girls in this area of the county. This is somewhat in the nature of an educational experiment, by the use of which it is expected that a great deal of teaching will be done through the mediums of tools and material. If this experiment is a success, and one has every reason to believe that it will be, the cost incurred in moving this building will be money well spent. Under the same program, books in several school libraries have been repaired.

E. Other Activities Connected with the Schools

1. Extra-Class Activities in the Elementary School.—There have always been extra-curricular activities in the high schools of the county to enrich the lives of its boys and girls. These activities, however, were absent in the elementary schools which apparently were concerned only with the fundamentals. For this reason, one of the first efforts of the Negro Assistant County Superintendent of a county-wide nature was to encourage extra-curricular activities on the part of the elementary schools. As a result of this encouragement, the elementary schools of the county, to date, have undertaken the following extra-class activities, namely: art clubs, music clubs, writing clubs, chorus clubs, glee clubs, thrift clubs, safety clubs, West Virginia clubs, home improvement clubs, 4-H clubs, boys' choir, melody band, boys' patrol, boy scouts and Junior Red Cross.
2. West Virginia Clubs.—Recently an attempt has been made to make West Virginians more interested in the State. Naturally the schools have been chosen to solve this problem. West Virginia Clubs have been organized for the purpose of creating a "greater knowledge and appreciation of West Virginia—its beauty, its resources, and its promise."¹ Club members are composed of all pupils in grades five through eight, including grades seven and eight of junior high schools (Model, First, and Second Class). Pupils above the eighth grade are not eligible for membership. All club members are expected to pass through four successive phases. In this manner, fifth grade pupils become "Discoverers"; sixth grade, "Explorers"; seventh grade, "Pioneers"; eighth grade including junior high, "Junior Citizens". No pupil below the eighth grade is eligible to be a "Junior Citizen" and to receive honors as such.² Each phase consists of six units (one for each six weeks), three problems under each unit, and activities and questions on that particular activity.

Membership in the West Virginia Clubs is open to white and colored pupils alike. After the pupils pass a satisfactory examination in all four phases as mentioned above, they are eligible to enter a state Examination. These examinations are supervised by the County Superintendent. All successful candidates are eligible to become "Knights or Ladies of the Golden Horseshoe." These pupils who make the highest grade (three white pupils and one Negro pupil from each county) are invited to Charleston, West Virginia, the capital, where the State Superintendent of Schools dubs all candidates, Knights or Ladies of the Golden Horseshoe as a Golden

¹ Teachers Manual and Course of Study for West Virginia Clubs, revised edition, August, 1939, p. 3.
² Ibid.
Horseshoe Pin is awarded each of them. It is significant that these pins are made in the same design as that awarded by Governor Spotswood to the men who accompanied him across the mountains in 1716. Each man having pledged himself *Sic jurat transcendere montes,* "thus he swears to cross the mountains."\(^1\) This day of ceremony at the capitol is quite a gala one for the pupils. They visit the Capitol Building, shake hands with the Governor and ranking officials of the State, attend lectures in the house of delegates, a legislative chamber, and after luncheon are given a free tour of the city and environs.

The first Negro in Mercer County to win this honor, "Knight of the Golden Horseshoe," was Leonard Claytor, a pupil of the Dunbar School, Princeton, West Virginia, May 5, 1939.\(^2\) The second Negro in Mercer County to win this honor, "Lady of the Golden Horseshoe," was Katie Haskins, a pupil of the same school, May 10, 1940.\(^3\)

3. **Cooperative Extension Work among Negroes in West Virginia.**—In this State, extension work is a result of the cooperation between national and state governments.\(^4\) Extension work among Negroes is supervised by a Negro director and his assistants located at West Virginia State College. The work is divided into adult and junior projects, the latter known as 4-H Club Work.

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\(^1\)[Ibid.], p. 11.

\(^2\)[Ceremony, Knights and Ladies of the Golden Horseshoe, West Virginia Clubs, State Department of Education, Charleston, West Virginia, May 5, 1939. (See Appendix.)

\(^3\)[Ibid., 1940. (See Appendix.)

\(^4\)[Organization of 4-H Clubs, a Guide for Local Leaders, United States Department of Agriculture, Miscellaneous Publication, No. 320, Washington, D. C., October, 1939, pp. 1-2.]
4. 4-H Clubs.—The 4-H Club Work is carried on in cooperation with the school and is a part of the educational program of the State. When clubs are organized in schools, the teachers become club leaders and direct its activities. The object of the club is to improve the home and the community life. The club is open to boys and girls alike between the age limits of ten and twenty years. The requirement for membership is that each member must do a piece of work that will teach the better way in home-making or agriculture during the year. The motto of the 4-H Club is: "To Make the Best Better." The pledge of the club is:

My Head to clear thinking
My Heart to greater loyalty
I pledge ... My Hands to larger service, and
My Health to better living, for
My Club, my Community, and my Country.

More than thirty different phases of home-making and farm demonstration may be undertaken by the 4-H Club members as a part of the extension program.\(^1\) The Club offers opportunities for the development of leadership and individual growth.\(^2\) Perhaps the most outstanding results of the 4-H Club work are those concerned with attitude building which in turn leads to constructive effort. Other results include the development of an enriched outlook and more far-reaching vision on the part of youth. In addition the club members get acquainted with sources of accurate information on agriculture and home economics.\(^3\) The members have done much to improve the home in Mercer County by way of clean-up campaigns, home beautification, garden and canning projects. Again, eleven 4-H Clubs have been organized in eleven different

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\(^1\)Ibid., pp. 3-5.  
\(^2\)Ibid., pp. 23-24.  
\(^3\)Ibid., pp. 33-34.
schools located in different parts of the county. These schools had a total membership of 189 the first year, 1938-39, and a membership of 253 the second year, 1939-40.  

5. Brass Band.—The Genoa High School brass band of Bluefield, West Virginia, had its beginning in February, 1939, when a group of interested women assembled and organized themselves into "Band Mothers" for that purpose. These women were led by one of their group, Mrs. George H. Sinkford.

From the date of organization until the close of school, the band personnel did not make very much progress due to the lack of a band instructor. The principal, however, with the aid of a local orchestra leader, held the band members together. In appreciation of this effort, the Board of Education appointed a band instructor for the next school term, 1939-40. The band has grown from eleven members the first year, to fifty-one at present. The interest of the students in the band is manifested when we realize that approximately one-fifth or 19.3 per cent of the school's enrollment, 264, is in the band. Thirty-five gold and blue uniforms have been obtained from funds raised by a general "tag-day" which was sponsored by the "Band Mothers."

Great good is expected to be the outgrowth as the band continues to expand and embrace more and more boys and girls. Besides imbuing them with rhythm and enhancing their appreciation for harmony and music, the band serves, also, in developing within the children a sense of civic appreciation.

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pride and cooperation. The community as a whole is highly elated over
the band. Nothing has been established or organized recently in which
the community has exemplified such sterling support.

F. Physical Features

1. The Library.—It is doubtful that any rational person would
attempt to question the significance of a library in connection with a
school. Library facilities have marked advantages in the development
of a successful school. Some of these may be listed as follows:

1. Rating, scoring, and recognized classification are based primarily
   on the standardization of the school's library.

2. Measurement of actual student progress in general achievement
   is highly indicative of the library having been used to its
   maximum degree.

3. The active public participation in the use of the library is
determined by the interest and skill they show in using it.

The number of books in the libraries of the Negro schools of Mercer County
for the years 1934-35 to 1939-40 is revealed below:

**TABLE 8**
NUMBER OF BOOKS IN THE ELEMENTARY SCHOOL LIBRARIES
OF MERCER COUNTY BY YEARS FROM 1934 TO 1940

<table>
<thead>
<tr>
<th>Year</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934-1935</td>
<td>2,445</td>
</tr>
<tr>
<td>1935-1936</td>
<td>3,105</td>
</tr>
<tr>
<td>1936-1937</td>
<td>3,120</td>
</tr>
<tr>
<td>1938-1938</td>
<td>3,343</td>
</tr>
<tr>
<td>1938-1939</td>
<td>3,163</td>
</tr>
<tr>
<td>1939-1940</td>
<td>3,243</td>
</tr>
</tbody>
</table>

Table 8 reveals a small, but constant increase in the number of books
from the year 1934–35 through the year 1937–38. The year 1937–38 also reveals the largest number of books. The year 1938–39 shows a decrease of 380 books from the previous year and the number of books in the elementary school libraries diminished to the number shown in 1935–36 and 1936–37. It appears that the books are lost almost as fast as they are obtained. The study probably reveals the need of a better method of caring for books in the elementary school libraries.

Table 9, which follows, reveals the number of books in the high schools of the county by years.¹

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934–1935</td>
<td>4,598</td>
</tr>
<tr>
<td>1935–1936</td>
<td>4,605</td>
</tr>
<tr>
<td>1936–1937</td>
<td>4,800</td>
</tr>
<tr>
<td>1937–1938</td>
<td>5,087</td>
</tr>
<tr>
<td>1938–1939</td>
<td>5,179</td>
</tr>
<tr>
<td>1939–1940</td>
<td>5,400</td>
</tr>
</tbody>
</table>

This table very definitely points out that the high school libraries are not what they should be. Table 9 seems to indicate, however, that a better method of accounting for books is practiced in the high schools than in the elementary schools. It is also revealed in the table that there has been a small but constant annual increase in the number of books in the high schools of the county.

2. Standards for Classified Elementary Schools.—The elementary

¹Reports of the County Superintendent, 1934–1940.
schools of the county are one-room and consolidated elementary schools. Requirements for the standardization of these schools are fixed by the State Board of Education. The State Superintendent is required by law to publish the requirements and forward them to the county boards of education. The schools which meet the requirements are classified by the State Superintendent as, standard one-room schools, which consist of first class model schools, first class schools and second class schools; and standard consolidated schools, which consist of first class model schools, first class schools, and second class schools. Schools which cannot meet standardization requirements of eighty points are unclassified schools. These unclassified schools, however, are checked annually until classified standards are achieved.

Standard achievement points are set up to the number of one hundred points as a basis. Schools are rated annually according to the number of points achieved. Classifications and ratings are in this manner: First Class Model Schools must have a rating of not less than ninety-five points on achievement of standards, with full achievement of starred (*) points, and achievement in part, at least, of all the others. First Class Schools must achieve a rating of not less than ninety points such as are required of the First Class Model School. Second Class Schools must

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1Acts of the West Virginia Legislature, Regular and First Extraordinary Sessions, 1933 and Extraordinary Session, 1932, House Bill No. 4, Section 17, Article 5, Chapter 9, p. 96.

2Model Schools—Special Requirement: Each Model School, if to be so rated, is required to select a problem or project of current educational significance for study and experimentation during the year. The problem, project, or study shall have the approval of the county supervisor, and a copy shall be forwarded to the State Supervisor of Elementary Schools early in the year. A report will be attached to this bulletin (See appendix) when returned to the State Division of Elementary Schools toward the close of the year. The same study may be continued over a period of years, if
achieve a rating of not less than eighty points required of the other two.\(^1\)

The above standards can be achieved only through the cooperation of teachers, patrons and school authorities. Such cooperation is significant especially in rural areas. All rural communities take special pride in knowing that their school has reached classification standards, Model Class, or First or Second Class. Once the school has achieved the highest classification the community will do everything in its power to keep it there.

The objectives are Health, Character, Efficiency, Proper Civic and Social Attitudes, Esthetic Appreciation, Community Interest and Cooperation.

The schools are rated for the following:

I. Standards for the School Plant
II. Standards for Equipment
III. Standards for the Principal and Teachers
IV. Standards for School Organization and Administration
V. Standards for Supervision
VI. Standards for the School and Community\(^2\)

Table 10, on page 62, shows that the schools have improved so that no unclassified schools exist. It also shows that one school has achieved the highest rating, First Class Model, during the school year, 1938-39, only to drop back into First Class the next year, 1939-40, because the State Department of Education began requiring of each model school to desirable, but a report is to be made each year before certificate of Model School rating can be issued.

\(^1\)See appendix for full information.

\(^2\)Standards for Classified Elementary Schools, State of West Virginia, 1939-40, Form 6, pp. 2-10 (see appendix).
select a problem or project of current educational significance for study and experimentation during the year. The particular school did not conform to the State's ruling and of course it had to suffer the consequence. The greatest improvement has been in the unclassified rank. It occurred during the year 1935-36, no doubt because the classification rank of each school was published at the close of the school term, 1934-35. This publication aroused community interest for school improvement which resulted in the improvement of several school's classification the following year.

When the schools are classified each year, a certificate of classification from the State Department of Education is given each school.

### TABLE 10

CLASSIFICATION OF ELEMENTARY SCHOOLS
OF MERCER COUNTY SINCE 1934-35 TO 1939-1940

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Model</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>First Class</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Second Class</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Unclassified</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

3. Consolidation and Transportation.—The transportation of pupils in Mercer County has always been fairly satisfactory due to the good roads which the county is fortunate to possess. But with the coming of the county unit system, transportation has improved so that nearly every child who lives two miles or more from the school is transported. At the present the number of pupils transported exceeds two thousand, which is one-eighth
of the total number of pupils attending school in the county.

There has been some consolidation of Negro schools. It is hardly possible to do any more because of the sparsely distributed Negro population. The constant increase in the number of pupils transported is due to consolidation, increased facilities and methods of transportation as well as to increased offerings in the schools. During the past six years the number of Negro pupils transported has been as indicated in Table 11, which follows.

**TABLE 11**

**AVERAGE NUMBER OF NEGRO PUPILS TRANSPORTED ANNUALLY FROM 1934 TO 1940***

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>83</td>
<td>85</td>
<td>88</td>
<td>101</td>
<td>103</td>
<td>104</td>
</tr>
<tr>
<td>High School</td>
<td>112</td>
<td>124</td>
<td>140</td>
<td>159</td>
<td>183</td>
<td>185</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>209</td>
<td>228</td>
<td>260</td>
<td>286</td>
<td>289</td>
</tr>
</tbody>
</table>


4. **Bus Drivers.**—With the coming of the county unit in 1933 the Mercer County Board annually contracted with the Craft Bus Lines of Beckley, West Virginia for the transporting of its pupils who lived two or more miles from the schools. These contracts continued with the Craft Bus Lines for three years, 1933 to 1936. Upon the expiration of the 1935-36 contract the Board began to transport its own pupils. Twenty-five bus drivers were employed. Of these, two were colored, who were employed to transport Negro children. This was the first time colored
drivers were hired under the new system of schools.

5. Proposed New Buildings.—One of the greatest educational needs in West Virginia for the past decade has been adequate school buildings to house its pupils. This need for Negro schools probably does not exist anywhere more than in Mercer County. There has been a need for a senior high school building at both Bluefield and Bramwell, West Virginia, as well as a four-room elementary school at McGonas, West Virginia. Although the above named building needs have been known to exist for some time, nothing has been done materially. Recently, however, a beginning has been made. Plans have been drawn and submitted to the Works Progress Administration for loans to construct a high school building at Bluefield at a cost of $125,000 and also one at Bramwell for $90,000. Although the Board expects the loans to be granted, they are yet to be acted upon.

6. Beautification of School Grounds.—Several of the schools have had their grounds improved or beautified under the Works Progress Administration and the National Youth Administration. Some school grounds are still being improved. Among those already improved or under improvement are the Dunbar Elementary School, located at Princeton; Bramwell High School, located at Bramwell; and Young Street Elementary School, located in Bluefield; and the Willowton Elementary School at Willowton. The cost of completing the above projects is $5,172.
CHAPTER IV

GENERAL SUMMARY, TRENDS,
RECOMMENDATIONS, CONCLUSIONS

A. General Summary

The study, *A Study of the First Six-Year Period of Negro Assistant Superintendency in Relation to Education in Mercer County, West Virginia, 1934 to 1940*, attempts to solve: (1) the origin of the position of the Negro Assistant County Superintendent in Mercer County, West Virginia, and (2) what changes have occurred in the county school system during the period under consideration with reference to certain phases of the following: pupils, teachers, curriculum, activities, other activities connected with the schools and the physical aspects.

Summary of Chapter I.—1. The problem consists of (a) the factors that gave rise to the appointment of a Negro Assistant County Superintendent in Mercer County, West Virginia, and the changes that have occurred in certain phases of the following headings: pupils, teachers, curriculum, activities, other activities connected with the schools, and the physical aspects.

2. This study is significant for it points out the progress or lack of progress in the Mercer County Schools for Negroes during the first six-year period under Negro leadership.

3. The historical method is used. However, in order to obtain certain data, it became necessary to resort to interviews.

4. Data were gathered from the reports of the State Superintendent; reports of the Mercer County Superintendents; annual reports of the West Virginia State Conference of Parent-Teachers Association connected with
Negro schools; State Board enactments; legislative enactments; and interviews.

5. The scope of the problem is limited to (1) the factors which contributed to the appointment of a Negro Assistant County Superintendent of Schools for Negroes of Mercer County, West Virginia, and (2) the changes that have occurred during the period under consideration in certain phases of the following: pupils, teachers, curriculum, activities, other activities connected with the schools, and the physical aspects.

Summary of Chapter II.—1. The county unit system was adopted May 22, 1933, and became effective from passage. The law abolished all magisterial and independent school districts and their officials and made the county the school unit for administrative purposes and partly for financial support.

2. The reorganization of the school system of West Virginia under the county unit was a result of the economic depression of 1929 and designed to serve as a means of equalization of educational opportunities among rural and urban children.

3. A tax limitation and classification of property amendment was drawn up to relieve property of the unbearable burden of taxes placed on it under the magisterial and independent school districts. Lawmakers were forced to adopt a larger unit of taxation.

4. Under the county unit system, the board of education lays a uniform levy for the maintenance and the operation of all schools in the county. The funds must be expended without regard to the locality from which it is collected. The State furnishes about 45 per cent of the funds necessary for the purpose of operating the schools. Additional levies requested of the county board by any political subdivision must be approved by a majority
of the voters in the subdivision wherein the request is made. The custodian of the county funds is the sheriff.

5. A general school fund was created by the State to remedy the shortage of funds caused by the tax amendment of 1932. This is a type of equalization fund and is administered as such. The question of additional levies may be submitted by the board of education upon petition of five per cent of the qualified voters. This requires ratification of sixty per cent of the qualified voters to be permissive.

6. All county boards of education consist of five members elected by the voters of each county for a period of four years. Powers conferred upon county boards of education are as follows: (a) It may sue and be sued as any other corporation, plead and be impleaded, contract and be contracted with; (b) succeed former magisterial and independent districts boards in their rights and duties; (c) have title to any land which has been in undisputed possession of the county board or any other school for the past five years; (d) ascertain at the beginning of each school term the buildings to be retained for school purposes and those, because of their condition or location, to be sold; (e) purchase by condemnation any land needed for educational purposes; (f) provide for medical and dental clinics; (g) provide by lease or purchase a sufficient number of suitable school houses and other buildings to meet the educational needs of its district; (h) may establish and maintain schools with adjoining counties; (i) require persons contracting for building or repairing in excess of one hundred dollars to execute a bond; (j) control and manage all schools and school interests of the county; (k) provide separate schools for white and colored children; (l) establish a school in any part of the county where there are ten or more colored children; (m) may transfer pupils
from one county to another; (n) provide nine months school for all children or as long as the funds last; (o) submit the question of additional levies to the voters if requested on petition by five per cent of the qualified voters; (p) may purchase books for needy pupils; (q) may employ a custodian for each school and fix his salary; (r) may employ agricultural club agents; (s) may fix the salaries of its employees; (t) may establish and maintain a reasonable number of high schools in the district; (u) shall transport pupils not in easy reach of the district high school or pay their tuition in adjoining counties, the tuition not to exceed ten dollars a month per pupil; (v) may establish and conduct self-supporting dormitories for the accommodation of pupils when necessary; (w) may withhold the monthly salary of any teacher or employee until all required reports are made.

7. County Superintendents become appointive officers. They may be removed from office for certain specified reasons.

8. All County Superintendents must have as a minimum a bachelor's degree, including at least twelve hours of credit in school administration and supervision, and five years teaching experience and supervision in the State of West Virginia.

9. Duties of County Superintendent are largely administrative.

10. The office of Assistant County Superintendent is filled annually by appointment.

11. The Assistant County Superintendent must have at the time of appointment a bachelor's degree from an accredited college and two years teaching experience in public schools.

12. The duties of the Assistant County Superintendent by law are defined and guided by the County Superintendent.
13. The law allows one white Assistant County Superintendent in every county for each two hundred white teachers and one Negro Assistant County Superintendent where fifty or more Negro teachers are employed.

14. Apparently the fear that Negro schools might be neglected unless definitely planned for, the feeling that a Negro would be more able to understand, appreciate and handle problems that inevitably arise within his group, and possibly the Negro's influence in politics were factors which aided in the appointment of a Negro Assistant County Superintendent. The time was ripe for such an appointment no doubt, in the minds of the legislators, because of the administrative and teaching experience already gained by Negroes in helping to carry forward the educational life of the State.

15. The participation of Negroes in the administration of schools for Negroes did not begin with Assistant County Superintendents but with the Negro trustees. These Negro trustees were appointed by magisterial district boards of education, which was an elective body of three members. The duties of these Negro trustees consisted largely of hiring teachers, visiting schools, hiring of school janitors, provision of school supplies and repairs, settling disputes arising between the school and the community, and seeing that the teacher secured a decent place to stay. As far as it can be determined, Negro trustees were first connected with the public schools of the State about 1880 and thriving until about the year 1900. Negro trustees were discontinued because of the growing complexity of large consolidated schools which needed the supervision of persons more highly trained who could give their full time to the schools.

16. Mercer County Board appointed one of its Negro teachers Assistant County Superintendent about a year after the law was passed ....
His duties and qualifications are the same as those of the white Assistant County Superintendents.

17. Some advantages of the county unit have been: (a) the giving of urban and rural children similar educational advantages; (b) the receiving of supervision on the part of rural schools by well-trained individuals; (c) the spirit of unity in school administration has been encouraged within the different counties throughout the State; (d) the raising of all the schools of a county to the same level of efficiency; (e) the placing of emphasis on the importance of carrying on an effective program of supervision in every county; (f) the demanding of better trained teachers for its schools; (g) improvement of transportation; (h) the placing of school accounting on a sound financial basis; (i) the influencing of other forms of government; (j) better pay for rural teachers.

18. Some advantages of the county unit in Negro schools are: (a) it gives the densely populated Negro counties an Assistant County Superintendent of the Negro race who is interested in Negro schools; (b) the rural pupils are given similar educational advantages as those of the urban pupils; (c) a better attitude toward Negro schools has developed; (d) schools are provided for as small a number as ten Negro children. A school may be provided for less than ten; (e) the law provides for the cooperation of neighboring counties and states in sparsely settled sections that Negro children may be trained; (f) Negro children are transported to large school centers in the county at public expense; (g) the abolition of many unnecessary elementary schools and transportation of pupils to consolidated schools where better instruction is had; (h) the democratic ideal is more nearly approached by giving the Negro an opportunity to participate in his schools; (i) the same training is required of the Negro Assistant County Superintend-
ent as other Assistant County Superintendents; (j) more sympathetic, qualified men and women toward Negro schools, seemingly, now head the school system; (k) Negro teachers receive the same salary as other teachers.

Summary of Chapter III.—1. Pupil attendance is very important under the operation of the county unit system in West Virginia. The average daily attendance in the counties each preceding year determines the number of teachers they will have the succeeding year. In Mercer County the average daily attendance of elementary pupils in any year divided by thirty determines the number of elementary teachers the county will have the succeeding year; the average daily attendance of high school pupils in any year divided by twenty-three determines the number of high school teachers the county will have the succeeding year.

2. The only new medical attention given to pupils other than the old medical aid usually rendered by vaccination against smallpox, typhoid, and diphtheria, has been the tuberculin testing which was begun in the spring of 1937. The tuberculin test is a safe and accurate method of ascertaining whether a person has been infected with tuberculosis. These tests are given pupils under the direction of a competent field nurse for the West Virginia Tuberculosis and Health Association. Cooperation of State and county makes these free tuberculin tests possible. All high school pupils in the tenth, eleventh, and twelfth grades of the county are given the test annually; however, it is not compulsory.

3. Two high school and five elementary teachers have been added to the teaching force of the county in the past six years. Six high school teachers who did not have degrees in 1934 now have them.

4. The two senior high schools of the county have had their
curriculum so modified that they can offer something other than a mere college preparatory curriculum. This modification of the curriculum began in September, 1937, when two trades, custodian-engineering and barber science were added to the senior high schools, and commercial education was added in the fall of 1939. These courses are open to pupils having completed the tenth grade. The first two courses are primarily for pupils who are without college inclination but with vocational bent.

5. Some special courses which have been added to the general senior high school curriculum are Occupations, Senior Science, Negro History. In the junior high schools a course in Junior Business has been added.

6. The first Parent-Teacher Association in a Negro school of West Virginia was organized in the Hemphill School, McDowell County, in 1911. William W. Sanders was the teacher. The purpose for organizing this association was to gain the support and cooperation of parents in the matter of securing better discipline and creating more healthful ideals in the community.

In 1914, the State Department of Education, through its division of Negro schools of the State, began organizing community clubs in connection with Negro schools. These clubs later became Parent-Teacher Associations. This movement continued to grow so that in 1922 William W. Sanders, then State Supervisor of Negro Schools, called a meeting of representatives of Parent-Teacher Associations at the Garnet High School, Charleston, West Virginia, for the purpose of organizing a State Parent-Teacher Association. The organization was formed under the name, State Conference of Parent-Teacher Associations connected with Negro schools in West Virginia. Its first president was William W. Sanders, who served continuously as president until 1937.
Parent-Teacher Associations have taken an active interest in the development of education among Negroes in the State. They sponsored the movement to legally secure equality of teachers' salaries in the several counties of the State; it sponsored a suit at law to compel boards of education to employ Negro teachers in schools provided for Negroes. In Gilmer County the boards of education employed a white teacher to teach in a Negro school. In this case the court decided that since schools were separate for the races, it was the duty of the board to employ Negroes to teach Negro children if qualified Negro teachers could be found.

Parent-Teacher Associations in West Virginia have actively supported the movement to secure adequate library facilities for Negro children in the schools of the State. They have promoted health activities in the several counties and have cooperated with other agencies in seeking legislation that would improve the public schools of the State.

The investigator does not know of any institution or organization that is more active, or more closely associated with the public schools of the State than the Parent-Teacher Associations. In fact, they are an asset to the schools.

7. The County Council of Parents and Teachers of Mercer County was organized February 3, 1937, for the purpose of (a) giving help and inspiration to member associations, (b) assisting in the organization of new units, (c) promoting the programs of the State and national organizations in the local units, (d) serving as a clearing house for local units, (e) creating such an atmosphere that the Board of Education of Mercer County will offer the same opportunities and facilities for all of its boys and girls.

8. The principals of the county have organized for the purpose of
improving the schools for the children and for professional improvement as well.

9. Elementary teachers organized a reading circle and set up a professional library (a) in order to select definite material which may be used to supplement classroom work and (b) to stimulate professional growth.

10. The Nursery School which was organized for the benefit of aiding underprivileged children has already proved to the public that the investment is a good one.

11. During the past six years many unemployed teachers were given employment by the Works Progress Administration in adult education, recreation, and nursery school.

12. It is through the National Youth Administration that many boys and girls have been able to remain in school in this county.

13. Extra-curricular activities are well under way in the elementary schools of the county.

14. An attempt has been made recently to make West Virginians more interested in the State. The schools have been chosen to solve this problem. West Virginia Clubs have been organized for the purpose of creating a "greater knowledge and appreciation of West Virginia—its beauty, its resources, and its promise." Club members are composed of all pupils in grades five through eight of grammar and junior high schools. Pupils above eighth grade are not eligible for membership. These clubs are open to white and colored pupils alike.

15. Extension work in this State is a result of the cooperation between the national and state governments. The work for Negroes in the State is directed from West Virginia State College. This work is divided
into adult and junior projects, the latter known as 4-H Club Work.

The 4-H Club Work is carried on in cooperation with the school and is a part of the educational program of the State.

The object of the club is to improve the home and community life. It is open to boys and girls alike between the ages of ten and twenty years. The requirement for membership is that each do a piece of work that will teach the better way in home-making or agriculture during the year. The club offers opportunities for development of leadership and individual growth. Perhaps the most outstanding results of the 4-H Club work are those concerned with attitude building. The membership of these clubs in Mercer County has grown from 189 in 1938-39 to 253 in 1939-40.

16. At the present time one-fifth of the pupils of Genoa Senior High School belong to the school band which was begun in February 1939. Nothing has been established or organized recently in which the community has exemplified such sterling support.

17. Any study of the elementary and high school libraries will reveal the need for more current books and a better method of accounting for them in the schools.

18. Elementary schools are classified as model, first, and second class schools. The class of each school is determined annually on the basis of the number of points achieved out of a possible one hundred points. The classification of a school determines in a large way the type of community interest or cooperation in the school.

19. Pupil transportation has continued to increase both in the elementary and high schools. This increase in number is due to consolidation, increased facilities and methods of transportation as well as to increased offerings in the schools.
20. Bus drivers employed for pupil transportation have proved very efficient.

21. One of the greatest needs of the county is two high school buildings and one four-room elementary school building.

22. Several of the school grounds have been beautified through the Work Progress Administration.

B. Trends

The trend in the educational policy of the County is to surrender more and more the administration of Negro schools into the hands of members of the Negro race, and to offer courses in the Negro high schools of the county other than college preparatory courses.

C. Conclusions

The foregoing study seems to warrant the following conclusions:

1. Whatever progress or advancement, if any, that has been made in the Negro schools of the county, has been due to the generosity and sympathetic attitude of those in charge. They have been willing apparently to follow the suggestions of the Negro Assistant County Superintendent. In cases of differentiated curricula, this is especially true when such curricula offerings are to be different from those of the whites.

2. Schools in the large towns and cities under the old magisterial and independent district system were always favored since they were able to employ the more competent teachers. This was true in schools for both races.

3. The reorganization of the schools under the county unit shows just how determined the legislators were to aid rural boys and girls.

4. The appointment of a Negro Assistant County Superintendent is
another step toward the surrendering of Negro schools into the hands of the group.

5. The Parent-Teacher Associations have been a significant factor in the development of education among Negroes in the State. They have sponsored movements which Negro teachers alone could not do.

6. The county unit system abolished numerous unnecessary school officials. The existence of magisterial and independent school districts has been brought to an end.

7. When the location of Mercer County is realized and the effect of such location on any state or county, one is inclined to agree that Negroes are treated fairly well as a result of such location.

D. Recommendations

From the foregoing study the following recommendations are submitted:

1. There should be other studies made in the county concerning Negro education.

2. Since the two senior high schools serve every other town in the county, there should be a county-wide campaign for better high school buildings.

3. More money should be spent for library books and a better method of accounting for them should be initiated.

4. County Boards of Education should consist of five, seven, or nine members. In addition, these board members should be non-partisan, elected on an independent ticket and thereby minimize the influence of politics in the school system.

5. That Superintendents be appointed on their merit and be removed only for specific reasons rather than appointment of the County Superintendent for one year.
6. Marriage should not preclude teachers from further service.

7. That all elementary as well as high school teachers be required to hold a bachelor's degree.
“Si jurat transcendir montes”

CEREMONY

Knights and Ladies of the Golden Horseshoe

West Virginia Clubs

STATE DEPARTMENT OF EDUCATION
CHARLESTON, WEST VIRGINIA
MAY 5TH, 1939
Morning Program

Participants—
Knights and Ladies of the Golden Horseshoe of West Virginia, 1939 and their friends.

Procedure—
10:15 A.M.—Friday, May 5th, in House of Delegates Chamber, Capitol Building
10:30 A.M.—Reception by Governor Homer A. Holt
Secretary of State, William S. O’Brien
Auditor, Edgar B. Sims
Superintendent of Free Schools, W. W. Trent
Treasurer, Richard E. Talbott
Attorney General, Clarence W. Meadows
Commissioner of Agriculture, J. Blaine McLaughlin
11:15 A.M.—Visiting Departments in Capitol Building
12:00 M. — Group Picture

Afternoon Program

GROUP ONE
Chamber of the House of Delegates, Capitol Building
(Group under direction of Mr. Baer and Mr. Hamilton)
Conferring of Knighthood by Superintendent W. W. Trent, with H. K. Baer, Director of West Virginia Clubs, presiding
1:00 P. M.—Band Music  —  —  South Charleston High School Band
2:00 P. M.—Group Singing  —  —  West Virginia Songs
2:15 P. M.—Address  —  —  — Dr. J. Frank Marsh
President Concord State Teachers College
Ceremony of Knighthood,
Conferring of Golden Horseshoe  —  —  Supt. W. W. Trent
Adjournment
3:45 P. M.—Sightseeing trip by auto bus

GROUP TWO
Garnet High School Auditorium
(Group under direction of Supervisor I. J. K. Wells)
Conferring of Knighthood by Superintendent W. W. Trent
1:30 P. M.— J. F. J. Clark, presiding
Music  —  —  —  —  — Garnet High School
Golden Horseshoe Address  —  —  — Hon. E. L. Powell
President, Negro State Board of Education
Music  —  —  —  —  — Garnet High School
2:30 P. M.—Sightseeing trip by auto bus
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- **White County**
- **Black County**

Please note that the list continues with more names and schools, covering various counties and counties, with a focus on white and black students from West Virginia.
## Knights and Ladies of the Golden Horseshoe, 1939

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“Sicurus transcenderes montes”

CEREMONY

Knights and Ladies of the Golden Horseshoe

West Virginia Clubs

STATE DEPARTMENT OF EDUCATION
CHARLESTON, WEST VIRGINIA
MAY 10, 1940
Morning Program

Participants—
Knights and Ladies of the Golden Horseshoe of West Virginia, 1940 and their friends

Procedure—
10:00 A.M.—Friday, May 10, in House of Delegates Chamber, Capitol Bldg.
Music
10:20 A.M. — Reception by
Governor Homer A. Holt
Secretary of State, William S. O'Brien
Auditor, Edgar B. Sims
Superintendent of Free Schools, W. W. Trent
Treasurer, Richard E. Talbott
Attorney General, Clarence W. Meadows
Commissioner of Agriculture, J. Blaine McLaughlin
11:10 A.M.—Visiting Departments in Capitol Building
11:50 A.M.—Group Picture

Afternoon Program

GROUP ONE
CHAMBER OF THE HOUSE OF DELEGATES, CAPITOL BUILDING
(Group under direction of Mr. Baer and Mr. Hamilton)

H. K. Baer, Director of West Virginia Clubs, presiding
1:30 P.M.—Group Singing—West Virginia Songs...directed by Lyle Hoffman
Quarter—Lyle Hoffman, Easa Swinburne, Vondra Bragg, Mitchell Craig
Elizabeth Williams at the Piano
2:15 to 3:00 P.M.—Broadcast—West Virginia Network (WHCS)
Under direction of O. J. Rife
2:15 P.M.—Group singing one stanza of America — Quartet
2:20 P.M. — Address — Dr. Joseph Rosier
President Fairmont State Teachers College
2:40 P.M. — Solo — Mrs. Charles E. Hodges
2:45 P.M. — Address — Dr. W. W. Trent
State Superintendent of Free Schools
3:00 P.M. — Duet — Mrs. Charles E. Hodges, Mr. Mitchell Craig
3:05 P.M. — Ceremony Conferring the Golden Horseshoe Supt. W. W. Trent
Adjournment
3:45 P.M.—Sightseeing trip by bus

GROUP TWO
GARNET HIGH SCHOOL AUDITORIUM
(Group under direction of Supervisor J. K. Wells)

Conferring of Knighthood by Superintendent W. W. Trent
1:30 P.M.— J. F. J. Clark, presiding
Music — Garnet High School
Golden Horseshoe Address — Mrs. Lillian Jordan
Counselor for Students, West Virginia State College
Music — Garnet High School
2:30 P.M.—Sightseeing trip by bus
STANDARDS FOR CLASSIFIED ELEMENTARY SCHOOLS
STATE OF WEST VIRGINIA

READ CAREFULLY EXPLANATION OF SCORE—PAGE 2

CLASSIFICATION REPORT AND RECOMMENDATION

School......................................................................................................................... County.................................................................
Number Teachers.............................................................................................. Number Rooms.................................................................
Principal................................................................................................................ Address..............................................................................
School Address........................................................................................................

Preliminary Score........................Points Date........................................ By.................................................................

Final Score.................................Points Date........................................ By.................................................................

Classification Recommended to State Department by County Superintendent

(Model) (First Class) (Second Class) (Not Recommended)

IF SCHOOL IS "CONDITIONED" PLEASE LIST SHORTCOMINGS BELOW:


Prepared by
STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY SCHOOLS
Under Direction of
W. W. Trent, State Superintendent of Free Schools
Approved by
STATE BOARD OF EDUCATION
FOREWORD

PATRONS AND SCHOOL OFFICIALS:

I am pleased to submit to you these Standards for Classification of one-room and co-
solidated elementary schools, and to recommend your using them in evaluating the schools
in your county. They are outlined in compliance with Section 17, Article 5, Chapter 9, of the Af-
of the Legislature, 1933, Extraordinary Session, and are intended as a means to an end, r
an end within themselves.

They ask for warm and well lighted buildings, ample equipment, spacious play ground,
pure drinking water, sanitary surroundings, effective organization, trained teachers, an
interested patrons. I urge you to make every effort to attain these standards in the belief
that as you attain them, you will be providing for the boys and girls of the state, those facts
that will provide better health, create appreciation for the beautiful, encourage intellec-
tual growth, and inspire to higher social and moral ideals. Physical and environmental condi-
tions of buildings and grounds are important factors, but only secondary to the development of
boys and girls and to the interest of society at large.

We ask the cooperation of all patrons and school officials in attaining these ends, if
better school facilities may be provided for the greatest possible number.

Sincerely yours,

W. W. TRENT, State Superintendent of Free Schools

H. K. BAER,
State Supervisor Elementary Schools.

H. CLIFF HAMILTON,
Assistant State Supervisor Elementary Schools.

I. J. K. WELLS,
State Supervisor Negro Schools.

MINIMUM SCORE REQUIRED FOR CLASSIFIED SCHOOLS

For First Class Model School (see special requirement below)........ 95 Points
For First Class School ........................................................................ 90 Points
For Second Class School ................................................................. 80 Points

EXPLANATION OF SCORE

1. Required Items. All items marked by an asterisk (*) are required to meet the standa-
satisfactorily. Such items shall receive the full score allotted to each. The only except-
tions to this requirement is noted in regulation 4 below, and applies to the School Plant or
2. Items Not Absolute. Items not marked by an asterisk will be scored according to deg
of achievement, which may be less than the minimum standard set up.
3. Total Score for Classification. Cannot be less than the total points above given for el-
rating.
4. Conditional Ratings. Only those items which appear under the School Plant (page
and 4) may be "conditioned." All other required items must be met satisfactorily or
5. Model Schools—Special Requirement. Each Model School, if to be so rated, is requir-
to select a problem or project of current educational significance for study and expe-
mentation during the year. The problem, project, or study shall have the approval of
6. Certification of Certificate of Model School rating can be issued.

OBJECTIVES: Health, Character, Efficiency, Proper Civic and Social Attitudes, Esthe-
Appreciation, Community Interest and Cooperation.
## STANDARDS

### 1. STANDARDS FOR THE SCHOOL PLANT

#### SCHOOL BUILDING (General):
1. Construction—of durable materials built according to modern, approved plans.
2. Foundation—substantial, entirely closed in, sightly.
3. Condition—in good repair, well painted, no broken window panes, no defacements.

#### ROOMS:
1. Minimum size—22 feet wide, 30 feet long, 11 feet high—not less than 15 feet in length preferred for informal classroom activities.
2. Doors and windows in good working order (hinges, locks, weights, etc.; all doors opening out).
3. Cloakrooms:
   - Not less than 3 feet wide, with two openings into classroom. (For full credit cloakrooms should be separate for boys and girls)
   - Sufficient light and ventilation.
   - Provided with hooks numbered and assigned to individual pupils. (Note: Lockers or wall presses may be credited in lieu of cloakrooms, if adequate for pupils.)

#### WINDOWS:
1. Must be placed at left, or left and rear, of pupils seated. (Exception permitted for rooms specially assigned to informal activities.)
2. Narrowly separated, tops square, well up to ceiling. Height of window top from floor should equal 1/2 room width. Glass area should equal 1/5 floor area (1/6 minimum). Window sill above floor.
3. Window shades: Required only where there is practical need.
4. Color in harmony with room tints—shades adjustable from top only, can usually be dropped about 12 inches from window top to advantage.

#### COLOR SCHEME OF BUILDING AND ROOMS:
1. Outside Color—wood structure, white, gray or buff (may be trimmed in gray, brown, or dark green); brick, or stone structure, woodwork in harmony with basic materials.
2. Inside Color—flat, or non-glass paint; ceilings, ivory, cream, or pearl white; walls, light buff (warm gray or light green may be used with sunny exposure).
3. Wainscoting not less than 3 feet high; color, dark brown or natural wood, non-glass finish.

### SCORES

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<thead>
<tr>
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**Scores Table**

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**Sample Calculation**

- **Construction**: 1 point
- **Foundation**: 1 point
- **Condition**: 3 points
- **Cloakrooms**: 2 points
- **Windows**: 1 point
- **Color Schemes**: 1 point

Total Score: 10 points
7. HEAT AND VENTILATION:
(1) Heating system
   (a) Furnace properly installed and working well, or stove properly jacketed and with flue connection.
   (b) Thermometer in each room placed down on level of pupils seated—temperature regulated at 68 degrees F.
   (c) Fuel house in good repair and kept locked at night and during week ends.

(2) Ventilation
   (a) Inside ventilation to insure 30 cubic feet of air per person per minute and 6 changes of air an hour.
   (b) Windows that will conveniently open—top to bottom.

8. TOILET FACILITIES (All points starred):
(1) Outdoor Toilets
   (a) Located on opposite corners of school lot not less than 30 feet from school building.
   (b) Base, seat, seat box, and floor must be fly tight. (General plan of construction approved by State Department of Public Health.)
   (c) Sanitary condition maintained.
   (d) Suitably screened at entrance.

(2) Indoor Toilets
   Adequate and sanitary. (Must meet requirements of State Department of Health.)
   (Note: Schools whose toilets are insanitary, or walls defaced with obscene and unsightly marking, will not be classified.)

9. THE SCHOOL GROUNDS:
(1) Site—suitably selected for health, safety, and light.
(2) Space—½ acre or more of well-drained usable playground.
(3) Trees and shrubbery appropriately plotted.
(4) Walks leading to buildings.
(5) Grounds fenced where desirable.
   (Note: Gymnasium or large playroom well lighted and ventilated, and supplied with adequate equipment may be credited a MAXIMUM OF 2 POINTS in lieu of open playground space where such is not available.)

TOTAL SCORES

II. STANDARDS FOR EQUIPMENT

1. WATER SUPPLY—CLEANLINESS:
   (1) Drinking water—tested and approved by State Hygienic Laboratory (Charleston), or by other authorized agency, on or before time school opens each year.
   (2) Sanitary Handling—fountain, cooler with bubbler, or cooler with individual cups, approved.
   (3) Facilities for Cleanliness—water, individual towels (should be paper), and soap—preferably liquid. Waste paper basket and mirror in each room.
### STANDARDS

#### SCHOOL FURNITURE:
1. **Pupils' Desks**—single and adjusted to size of pupil.
2. **Arrangement**—in rows, desks of same size in row, smallest desks next to windows on left. Outside aisle 24 inches; aisles between rows 20 inches (18 minimum).
3. **Teacher's Desk and Chair**—substantial desk (with lock) adequate for safe-keeping of records, manuals, etc. Suitable desk chair.
4. **Additional chairs**—at least two for each room.

#### AID:
1. **Blackboards**—not less than 18 linear feet of hard, dull surface, good condition; standard slate recommended. For primary rooms 42 inches wide and 26 inches from floor; other rooms 36 inches wide and 34 inches from floor. Chalk trough full length of board.
2. **Bulletin and display boards**—six square feet or more, built of suitable material and framed to match other woodwork. One in each room, and one in hallway of graded schools.

#### SCHOOL LIBRARY:
1. **Minimum Requirements—Model Schools**:
   - 100 approved volumes each room; First Class Schools, 75 approved volumes each room; Second Class Schools, 50 approved volumes each room.
   - Consult the Elementary Library Manual and Pupils Reading Circle Lists. These standards are made meaningless to the extent that quality and suitability of books are disregarded for number. Each set of supplementary readers or reference books counts as one book.
   - Show here number of approved books in the school.

#### TEACHING AIDS:
1. **Grades 4 to 8**
   - a) **Reference Materials**—approved encyclopedia, special reference books, dictionary (all adapted to elementary grades).

### SCORES

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<td>System of handling Library Books—</td>
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<td>Book shelves in each room with list of books posted nearby</td>
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<td>Reading table or corner</td>
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<td>Periodicals for Pupils—</td>
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<td>Minimum requirements: Schools of 1 room, 2 or more; 2 to 5 rooms, 3 or more; 6 to 9 rooms, 5 or more; 10 to 14 rooms, 7 or more; 15 rooms and up, 10 or more</td>
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<td>Grading Aids—</td>
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(b) Maps—World, United States, West Virginia, South America, Europe; minimum (each room)†......
(c) Globe (12 inch) preferably suspended from ceiling.................................................................
(d) Suitable charts, graphs, outlines, workbooks......

* (2) Primary Grades
At least $15 value approved equipment each primary room of graded schools; $10 value for one-room schools; materials recommended — manuals for adopted texts; supplementary primers, readers, and reading circle books; sand table, story themes, pictures; materials for clay modeling, drawing, cutting, mounting; devices for teaching phrases, words, phonics, games.........................................................

(3) Health and Physical Training
(a) First Aid Kit containing bandage, adhesive tape, cotton, tongue blades, applicators, disinfectants, mercuriochrome, thermometer, carbolated vaseline; also First Aid Manual.................................................................
(b) Play Equipment—two pieces for each room........
Suggestive materials: Safety platform slides, see saws, horseshoes, horizontal ladder, swings, baseball outfit, volley ball and net, chinning bar, horizontal bar, bean bags (6 x 12 inches), sand box, small rubber balls, or tennis balls. (See Physical Education Manual, p. 42)
(c) Supervised play and physical training periods, (provision for all children).................................

6. MUSIC AND ART:
(1) Radio, with schedule of educational broadcast programs............................
(2) Piano, organ, or phonograph—in order and used......
* (3) Music regularly taught as a required subject (all grades).................................
(4) Elementary Art as a special or integrated subject....
(5) At least two approved pictures of size and theme suitable to room and grade........

Suggestive Picture List:
Primary Grades: (1) Baby Stuart (Van Dyck)—(2) A Holiday (Potthast)—(3) Happy Hours (Potthast)—(4) Feeding Her Birds (Millet)—(5) Spring Song (Millet)—(6) Children of Charles 1 (Van Dyck)—(7) Calmady Children (Lawrence)—(8) The Boy and the Rabbit (Rayburn)—(9) Mary and Her Little Lamb (Henckel).
Intermediate Grades: (1) The Angelus (Millet)—(2) The Indian Weaver (Amick)—(3) Children of the Shell (Murillo)—(4) Boy Pioneer (Harwood)—(5) Helping Hand (Renouf)—(6) The Red Deer (Marc)—(7) Holy Night (Correggio)—(8) The Torn Hat (Sully)—(9) Shoeing the Horse (Landseer).
Upper Grades: (1) Dance of the Nymphs (Corot)—(2) Song of the Lark (Breton)—(3) Oregon Trail (Amick)—(4) The Great Mystery (Sharpe)—(5) Christ in the Temple (Hoffman)—(6) Peace and Plenty (Inness)—(7) Evening in June (Inness)—(8) Old Orchard (Inness)—(9) The Windmill (Ruysdael).

7. DISPLAY OF UNITED STATES FLAG—(Art. 5, Sec. 24, School Law):
(1) Flag of good bunting, not less than 4 x 6 feet, displayed on staff or pole all days school is in session, except when raining, snowing, or otherwise stormy.................................................................

† Exception made for departmentalized organization.
## STANDARDS

2) All pupils able to give pledge in acceptable manner: "I pledge allegiance to the flag of the United States of America and the republic for which it stands, one nation, indivisible, with liberty and justice for all." ...........................................

### TOTAL SCORES

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### STANDARDS FOR THE PRINCIPAL AND TEACHER

**CERTIFICATION AND TRAINING:**

1) For all classified schools — Holder of elementary principals' certificate, 9; college degree in elementary education, 9; college degree in secondary education, 7 (not valid unless the holder taught one year or more in elementary grades prior to 1934); standard normal, 7; short normal, 4; first grade, 2; (three years prior teaching experience required of first grade) ................................................................. 9

(Note: Second Grade Certificates not eligible for employment in classified schools. No equivalents recognized. No exceptions.)

2) Professional attitude and growth.
   - (a) School attendance and extension courses. 1
   - (b) Teachers' reading circle activities. 1
   - (c) Effort and contribution as a member of principals or teachers conference groups. 1
   - (d) Reading of two or more professional magazines. 1
   - (e) Membership in Local, State and National educational organizations. 3

### HEALTH REQUIREMENTS:

1) Health certificate. 1

### QUALITIES OF PERSONALITY:

1) Poise, courtesy; pleasing, well modulated voice. 1
2) Neat, clean, attractive appearance. 1
3) Tact and good judgment. 1
4) Initiative, vigorous industry, cooperative attitude. 1

### EFFICIENCY IN TEACHING:

1) Preparation and mastery of materials. 1
2) Instruction—pupil interest and growth. 1
3) Discipline and general control. 1
4) Tenure: 3 or more years same school 1; two years 1/2. 1

5) Active participation in committee or group studies directed by Superintendent's office for improvement of teaching and county school program. 1

6) Recognition of outstanding teaching activities, such as: long time lesson planning, unit teaching and planning, progressive school organization, special correlation of subjects in plans and teaching—

(Note: See page 2 for special requirement applying to all Model Schools) ........................................... 6
5. COMMUNITY RELATIONS:
   (1) Organization of Parent-Teacher Association —
       (affiliated)
       Name of Assn. ...........................................
       No. of Affiliated Receipt Card ............... (Do not omit)
       (Note: The principal or teacher is expected to get
        accurate data on these questions and fill in above spaces.
        Your superintendent will ask for it.)
   (2) Achievements of Parent-Teacher Association.
       (a) At least two educational projects conducted,
           such as—
           (1) Organized reading and study groups.
           (2) Book and magazine exchange.
           (3) Home Room Mothers.
           (4) West Virginia Parents Reading Circle.
           (5) Singing Mothers.
           (6) Each member reading two or more books
               from lists approved for parents' reading.
               (See Parents' Reading Circle List, and
                others approved.) ...........................................
       †(b) Sponsored at least one club activity for
            youth, such as 4-H, Safety Patrol, Jr. Red Cross,
            Boy or Girl Scouts .......................................
       (c) Eight or more general association meetings
           held of which patrons assumed full responsibility
           for not less than two .......................................
       †(d) Aid to school in providing books and other
            needed equipment ...........................................
   (3) Visits by the teacher to more than half of the homes
       represented in the school .................................. 1

TOTAL SCORES .................................................. 34

IV. STANDARDS FOR SCHOOL ORGANIZATION AND
    ADMINISTRATION.

1. PUPILS:
   (1) Classified on basis of ability and achievement at
       proper grade levels ...................................... 1
   (2) Individual and group teaching provided for .......... 1
   (3) Duly authorized textbooks in use .................... ½
   (4) Workbooks used to supplement texts in at least
       two major subjects .................................... ½
   (5) Promotion of not less than 90 per cent of pupils
       enrolled in each section (primary—intermediate—
       upper) under normal conditions .................... ½
       3½

2. TEACHERS:
   (1) Daily schedule posted (in room and on room door
       outside) .................................................. ½
   (2) Plan book in systematic use ........................... 1
   (3) Teaching manuals and Register of Attendance and
       Credit at desk ......................................... ½
       (Note: Each of the above should be available for in-
        spection at any time by principal, superintendent, assist-
        tant, or representative of State Department.)

†Credit may be given for these activities when satis-
factorily sponsored by some other parent club in the
absence of a P.T.A.
STANDARDS

THE CURRICULUM:
1) Required subjects being taught in accordance with the new State Program of Study for Elementary Schools
2) Household Arts, Practical Arts, Elementary Arts, Nature Study
3) Alertness to school environment for curriculum materials
4) Supervised physical education and teacher supervised playgrounds
5) Safety Education—organized on basis of the State Safety Educational Manual (treated as an integrated subject)
6) A knowledge of the contents of New Program of Study for grade(s) taught and also of preceding and following grade

SYSTEM OF REPORTING:
1) Pupils' six weeks report sent promptly to parents (use of entire report to parents)
2) Record of Attendance and Credits neatly and accurately kept
3) Pupil's cumulative reports made at end of term
4) Accurate and Prompt reports made to the office of the Board of Education

ORGANIZED ACTIVITIES:
1) West Virginia Clubs—(required in elementary grades 5 to 8)
2) Pupils Reading Circle—(required in all grades)
3) Other activities—two or more to each room. Those approved include: 8-Point Club; 4-H Club; Junior Red Cross; Safety First Club; Boy Patrol; Knighthood of Youth (a National Character Club for grades 4 to 7); Thrift Club; Hot Lunch for 40 days, or milk served 100 days

TOTAL SCORES

V. STANDARDS FOR SUPERVISION.

THE SUPERINTENDENT'S OFFICE:
1) Visits to all schools, in session, three or more times during the term—conference with teacher(s) following
2) Each school provided with an adopted county plan for the year which should outline some general objectives and set up standards of achievement to be attained. (The individual school will supplement with more specific goals.)
3) At least three uniform county tests given (standard or otherwise) covering major subjects

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V. STANDARDS FOR SUPERVISION.

THE SUPERINTENDENT'S OFFICE:
1) Visits to all schools, in session, three or more times during the term—conference with teacher(s) following
2) Each school provided with an adopted county plan for the year which should outline some general objectives and set up standards of achievement to be attained. (The individual school will supplement with more specific goals.)
3) At least three uniform county tests given (standard or otherwise) covering major subjects
## STANDARDS

1. Frequent group conferences of principals and teachers held and a minimum of one county teachers' conference each semester.

2. **Schools provided with bulletins, supplementary materials, and directions (mimeographed or printed.)**

2. **BY THE PRINCIPAL:** (Allow credit to one-teacher schools.)

   (1) Leadership and assistance to teachers in school organization and instruction

   (2) Principal's schedule arranged to provide definite time for supervision of teaching

   TOTAL SCORES

### VI. STANDARDS FOR THE SCHOOL AND COMMUNITY

1. **Attendance of not less than 94% for Model rating; 90% for First Class rating; and 85% for Second Class rating. (Tardiness not to exceed 2 per cent.)**

2. **A school term of not less than 36 weeks.**

3. Pupils and patrons cooperate with teachers in establishing and maintaining:

   (1) **High standards of school work.**

   (2) **A high type of school citizenship.**

   (3) **Observance of recognized health rules.**

   (4) **Club activities in and out of school.**

   (5) **A cooperative attitude toward keeping the school property neat, clean, and attractive — buildings undefaced.**

4. **Immunization of at least 80% of all pupils against,

   (a) smallpox — once in lifetime; (b) typhoid fever — once every three years; (c) diphtheria (grades 1-2-3) — once in lifetime.**

   (Note: This standard must be fully met for a Model rating. Credit will be given to all schools achieving the point.)

5. Special credit for outstanding achievement in school—community activities; school paper, parents school, etc.

6. Parents visit the school in session—at least one-half of them—sometime during the term.

7. The Board of Education assists in raising the classification ratings and general efficiency of schools: Painting building, improving building or grounds, jacketing stoves, purchasing library books and instructional material.

### TOTAL SCORES

TOTAL SCORE (Give both preliminary and final scores)
SPECIAL NOTE: Please turn to page 12 for listing additional information on teacher standards. His information must be given for all classified schools.

SUMMARY OF REQUIREMENTS FOR STANDARDIZATION WHICH MUST BE "WHOLLY ACHIEVED," AS INDICATED BY STAR (*)

1. Building—Substantial foundation entirely closed in; kept painted, in good repair, no broken windows.
2. Windows—Placed at left, or left and rear, of pupils seated.
3. Toilets—Outdoor toilets on opposite corners of lot, at least 30 feet from school house; base, seat, seat box, (with lids) and floor, fly-tight; private entrance insured by screen built in front of door; all toilets (indoors and outdoors) meeting requirements of State Health Department.
4. Drinking Water—Tested annually with opening of school; source and handling made safe under approved sanitary precautions.
5. Music regularly taught as a required subject (all grades).
6. Library—First Class Model School, 100 volumes each room; First Class, 75; Second Class, 50; selected from State Approved lists; Approved reference books; book shelves in each room with list of books posted—system of handling; Periodicals.
7. Flag—Displayed on staff or pole every day of school, except on days of rain, snow or high wind.
8. Certificate and Training—First Class Model School and First Class School—College Elementary Degree, Standard Normal, Short Normal, First Grade with Five years experience: Second Class, First Grade. No equivalents recognized.
9. Attendance—First Class Model School—At least 94 per cent; First Class, 90 per cent; Second Class, 85 per cent. (Tardiness not to exceed two per cent.)
10. West Virginia Clubs, grades 5 to 8 inclusive: Pupils Reading Circle, grades 1 to 8 inclusive. (Both activities to be organized and conducted in regular manner.)
11. County Superintendent or assistant: 
   (a) At least three uniform county tests given (standard or otherwise covering major subjects).
   (b) Visits all schools, when IN SESSION, at least three times during term.
12. Immunization of at least 80 per cent of all children from smallpox, diphtheria and typhoid fever required for a First Class Model School rating.
13. Safety Education.
15. A school term of not less than 36 weeks.
16. Instructional Equipment—Teaching Aids, grades 4-8; and Primary Teaching Equipment.
**TEACHER STANDARDS FOR CLASSIFICATION OF SCHOOLS**
(Additional Data Required)

<table>
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<th>County</th>
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<th>ACTIVITIES—YEAR 1939-40</th>
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<td>Name of Principal and Teachers</td>
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NOTE: It is required that the above be filled out for each principal and teacher.
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