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**A COMPARATIVE STUDY OF  
NEGRO AND WHITE EDUCATIONAL OPPORTUNITIES  
IN RICHMOND, KENTUCKY**

**by**

**JOHN WILLIAM BALLARD**  
**B.A., Eastern Kentucky State College, 1950**

**Presented in partial fulfillment  
of the requirements for the degree of  
Master of Arts in Education**

**MONTANA STATE UNIVERSITY**

**1952**

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James E. Short  
Chairman of the Board of Examiners

Arden B. Castle  
Dean of the Graduate School

Date Aug 81 1952

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## CHAPTER I

### THE PROBLEM AND ORGANIZATION OF THE THESIS

Richmond, Kentucky is a city of 10,260 persons of which 63.7 per cent are white and 16.3 per cent are Negro.<sup>1</sup> Richmond is located in the Bluegrass section of the state and is the county seat of Madison County. This city is the home of Eastern Kentucky State Teachers College.

### THE PROBLEM

Statement of the problem. The purpose of this thesis was to determine whether equal educational opportunities are available to both Negro and white students in the elementary and secondary schools of Richmond, Kentucky. If inequalities are found to exist, the purpose of this study was (1) to determine the extent and nature of the inequalities; (2) to suggest constructive measures for the elimination of these inequalities.

Importance of the study. Under the dual educational system in the South, inequalities are apt to exist unless special care is taken to insure equal educational opportunities. In the past The National Association for the

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<sup>1</sup>Lester Figg, Director of the 1950 United States Census for Richmond, Kentucky, Interview.

Advancement of Colored People has been very active and has protested against discrimination in the institutions of higher learning in Kentucky.<sup>2</sup> At the present time the N.A.A.C.P. is trying to abolish segregation in the public schools of South Carolina. The N.A.A.C.P. claims segregation is an infringement of the 14th amendment and have carried the case to the Supreme Court, after a Federal District Court in Charlestown ruled that segregation was legal if equal facilities were maintained.<sup>3</sup>

#### ORGANIZATION OF THE THESIS

A brief summary of previous studies, relating to segregation in the schools, will be presented in the following chapter. Chapter III will contain a history of the schools used in this study. The legal and financial status will be presented in Chapter IV. The physical equipment of the Negro and white schools will be compared in Chapter V. Chapter VI will contain a comparison of teachers and courses of study. Enrollment and attendance data will be compared in Chapter VII. The final chapter will be a summarization of the foregoing chapters with recommendations.

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<sup>2</sup>W. W. Sikes, "Negroes Sue for Equal Education," Christian Century, 58:1333, November 5, 1941.

<sup>3</sup>"South Carolina," Time, 59:28, February 25, 1952.

## CHAPTER II

### REVIEW OF LITERATURE

. . . . A great deal has been written regarding Negro and white education, but much of this literature is of a general nature. Therefore, only a brief summary of findings closely related to the problem at hand will be given.

### SURVEY OF SOUTHERN LITERATURE

A large majority of Negro boys and girls live in one of the sixteen Southern States that legally require a dual educational system.

These states are, almost without exception, below the national average with respect to such items as income per capita of population, income payment per child of school age, current expenditures per pupil for public education from state and local sources, salary of instructional staff, and value of public-school property per pupil.<sup>1</sup>

Knight<sup>2</sup> found that the Southern States, with limited funds, had to provide two educational systems for a far greater number of children than any other section of the country. Moreover they must support this educational system

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<sup>1</sup>George Gore, Jr., "Passage of S246," National Educational Association Journal, 39:98, February, 1950.

<sup>2</sup>Edgar W. Knight, Public Education in the South (Boston: Ginn and Company, 1922), p. 441.

with less wealth per capita in real property than any other section of the United States. The true value of property per child of school age in the South was approximately one third that of the Northern States and one fourth that of the Western States.<sup>3</sup>

In 1937 the average income for the country as a whole was almost twice the average income of the South. In 1936 the South spent only half as much per school child as did the rest of the nation. However, Reid concludes that, "In most of the states where there are separate schools for Negroes, the schools for the white children are below the national average, yet Negro schools are only about half as well supported as white schools."<sup>4</sup>

Myrdal<sup>5</sup> found that on the average the South spent more for education in relation to its ability, than did the rest of the country. Moreover he points out that in 1935-1938 the Southern States spent nearly three times as much per pupil for white schools as for Negro schools.<sup>6</sup>

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<sup>3</sup>Ibid., p. 442.

<sup>4</sup>Ira Reid, In a Minor Key (Washington, D. C.: American Council of Education, 1940), p. 37.

<sup>5</sup>Gunnar Myrdal, An American Dilemma (New York: Harper and Brothers Publishers, 1944), p. 338.

<sup>6</sup>Ibid., p. 339.

Long, in his inquiry into Secondary Education in North Carolina, states that, "the Negro is frequently the object of discrimination."<sup>7</sup> He found that without exception the buildings for Negroes were overcrowded and that the physical equipment of the buildings was that equipment which had been discarded by the white schools.<sup>8</sup>

In 1940, according to Reid, the Negro schools received 37 per cent of the amount received by white schools and Negro teachers received only 47 per cent of the salary paid to white teachers.<sup>9</sup>

However, Jenkins warns that equal expenditures do not assure equal facilities "since a curriculum, or building or transportation may have to be provided for less than the optimum number of pupils."<sup>10</sup>

Myrdal found that Negro education in the South was seriously handicapped by a lack of qualified Negro teachers.<sup>11</sup> According to Myrdal, also, the Negro colleges and universities

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<sup>7</sup>Hollis Woody Long, Public Secondary Education For Negroes in North Carolina (New York: Columbia University Press, 1932), p. 2.

<sup>8</sup>Ibid., p. 105.

<sup>9</sup>Reid, op. cit., p. 35.

<sup>10</sup>Martin D. Jenkins, "Some Basic Principles for the Organization and Administration of Racially Segregated Schools," School and Society, 65:122, February 15, 1947.

<sup>11</sup>Myrdal, op. cit., p. 905.

in the South, were responsible for the lack of well trained Negro teachers, Myrdal found that many of the small Negro colleges offered inadequate courses for teachers and only six of the Southern Negro universities offered any training on the graduate or professional level.<sup>12</sup> Mississippi, Georgia, South Carolina, and Arkansas, states with the largest percentages of Negroes to their total population, ranked the lowest in their per capita appropriations for Negro colleges.<sup>13</sup>

Kentucky, West Virginia, Maryland, Delaware, and sometimes Missouri are referred to as the Border states.<sup>14</sup> Although the Negro youth must attend separate public schools in the Border states, the inequalities in equipment and teaching competence between the Negro and white schools have not been as great as in the rest of the South.<sup>15</sup> Myrdal states that the educational facilities available to Negroes in the Border states are more nearly equal to those of the whites.<sup>16</sup>

Despite the low educational standards of the Negro

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<sup>12</sup>Myrdal, op. cit., p. 892.

<sup>13</sup>"The Negro's Educational Advantages Under Scrutiny," School and Society, 57:69, January 16, 1943.

<sup>14</sup>Myrdal, op. cit., p. 1072.

<sup>15</sup>Franklin Frazier, Negro Youth at the Crossroads (Washington, D.C.: American Council of Education, 1940), p. 91.

<sup>16</sup>Myrdal, op. cit., p. 895.

schools, some advances have been made in recent years. From 1918 to 1934, Negro elementary enrollment increased 18.9 per cent, while high school enrollment increased 73.7 per cent. The number of Negro teachers, for the same years, showed a gain of 56.6 per cent, while the average number of pupils per teacher decreased from 55 to 43 pupils.<sup>17</sup>

Some southern states have abolished legal segregation in their institutions of higher learning. In recent years the Universities of Arkansas, West Virginia, Oklahoma, Virginia, Tennessee, Kentucky, and the University of Texas have accepted Negro students.<sup>18</sup>

#### REVIEW OF KENTUCKY LITERATURE

Prior to 1900 only one southern state had any kind of school attendance law. Kentucky took this action in 1896, but it was not until 1908 that the state required local units to establish schools and maintain them.<sup>19</sup>

The Kentucky Educational Commission report in 1921 found that some Negro teachers made a commendable showing at a time when only one out of every four Kentucky teachers

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<sup>17</sup>David T. Blose, "Negro Education," School Life, 21:59, November, 1935.

<sup>18</sup>"Equal Education," New Republic, 123:9, November 6, 1950.

<sup>19</sup>Public Education in Kentucky (New York: General Education Board, 1921), p. 7.

were qualified to give secondary instruction.<sup>20</sup> Test scores given the school children showed that scores received by Negro children to be considerably lower than corresponding scores for white children. The Commission concluded its report by stating that, "Politics, lack of training, lack of interest combine to render the schools of Kentucky among the very poorest that, up to this time, have been tested."<sup>21</sup>

The Committee for Kentucky found conditions worse in 1945 with the state ranking, "47th as to high school enrollment, length of school term, and adults who have completed high school."<sup>22</sup> Despite this poor educational showing, Kentucky was found to be paying a smaller per cent than formerly of the total cost of maintaining elementary and secondary schools. In 1905, the state was paying 62 per cent of the total cost of maintaining elementary and secondary schools but was contributing only 48 per cent of the total cost by 1945.<sup>23</sup>

The Committee in pointing out the need for consolidation of schools stated that 63 per cent of Negro high schools and 35 per cent of white high schools had enrollments of less than one hundred pupils.<sup>24</sup> The only other racial

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<sup>20</sup>Ibid., p. 55.

<sup>21</sup>Ibid., p. 117.

<sup>22</sup>A Report on Education (Louisville: Committee for Kentucky, 1945), p. 25.

<sup>23</sup>Ibid., p. 18.

1., p. 5.



reference made by this Committee was a charge of discrimination in salary against Negro teachers. In 1945, the average salary of Negro teachers amounted to \$1,403., while the average salary for white teachers was \$1,519. This discrimination in salary existed even though Negro teachers had equal and in some cases better qualifications than white teachers.<sup>25</sup>

Kentucky has taken the lead in abolishing segregation. In the Spring of 1950, five institutions of higher learning voluntarily opened their doors to Negro students.<sup>26</sup> The Universities of Kentucky and Louisville admitted Negroes to their graduate schools in 1950. Berea, Nazareth, and Bellarmine, private undergraduate colleges, also admitted Negro students in 1950.<sup>27</sup>

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<sup>25</sup>Ibid., p. 12.

<sup>26</sup>O. C. Dawkins, "Kentucky Outgrows Segregation," Survey, 86:358, July, 1950.

<sup>27</sup>"Equal Education," New Republic, 123:9, November 6, 1950.

## CHAPTER III

### THE HISTORY OF THE RICHMOND CITY SCHOOLS

The history of the Richmond City Schools is an account of Madison High School (white) and Richmond High School (Negro) from their origin to the present. Both Madison High School and Richmond High School are the names of the buildings that are used to house grades one through twelve. Therefore whenever the names Madison High School and Richmond High School are used it will include both the elementary and secondary departments of the respective schools unless otherwise designated. Since Madison High School has evolved from the merger of several schools prior to the founding of the Richmond City School System, the history of these schools will be related separately.

#### MADISON HIGH SCHOOL

In 1798, the Madison Male Academy was chartered, but a building was not erected until 1816. This school lasted until 1874 when its name was changed to the Richmond School.<sup>1</sup> An Act of the Kentucky Legislature on May 20, 1890, gave the citizens of Richmond the power to issue bonds not to exceed

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<sup>1</sup>Kentucky Acts of General Assembly 1889-1890  
(Frankfort: The State Journal Company, 1890), p. 316.

twenty thousand dollars for the purpose of establishing one or two schools in the district.<sup>2</sup> The bond issue was passed and construction was begun on a new building. The new building called the Caldwell High School was completed in 1894. This property was the first to be used by the Richmond City Schools. Therefore, this date, 1894, is given as the beginning of the present administration of the Richmond City Schools.<sup>3</sup> The Richmond School, formerly Madison Male Academy, was taken into the Richmond City School System in 1894.<sup>4</sup>

The Madison Female Institute, chartered in 1858, lasted until July 5, 1919. At this time the property was leased to the Richmond City Board of Education for a period of ninety-nine years. This lease was good only under certain conditions: (1) the property was to be used only for educational purposes; (2) that a first class high school be maintained; and (3) the school would accept Madison County white high school pupils upon terms and conditions that are both fair and reasonable.<sup>5</sup>

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<sup>2</sup>Kentucky Acts of Legislature 1889-1890 (Frankfort: The State Journal Company, 1890) p. 1166.

<sup>3</sup>Ruth Allene Hammons, "History of the Richmond City Schools," (unpublished Master's thesis, Eastern Kentucky State Teachers College, Richmond, 1949), p. 74.

<sup>4</sup>Kentucky Acts of General Assembly 1889-1890, loc. cit.

<sup>5</sup>John Howard Payne, "Bulletin and Course of Study of the Richmond City Schools," (unpublished 1926), cited by Ruth Allene Hammons, op. cit., p. 33.

The high school was moved from the Caldwell property to the Madison Institute property in September 1919. The winter of 1921, saw the Caldwell High School totally destroyed by fire. Many of the early records of the Richmond City School System were destroyed.<sup>6</sup>

Following the fire a bond issue of eighty thousand dollars was passed for the erection of a new building upon the Madison Institute property. This new building was named Madison High School and was completed in 1923, at an approximate cost of two hundred fifty thousand dollars.<sup>7</sup>

Since 1923, six new classrooms and a separate Industrial Arts Building have been added.

#### RICHMOND HIGH SCHOOL

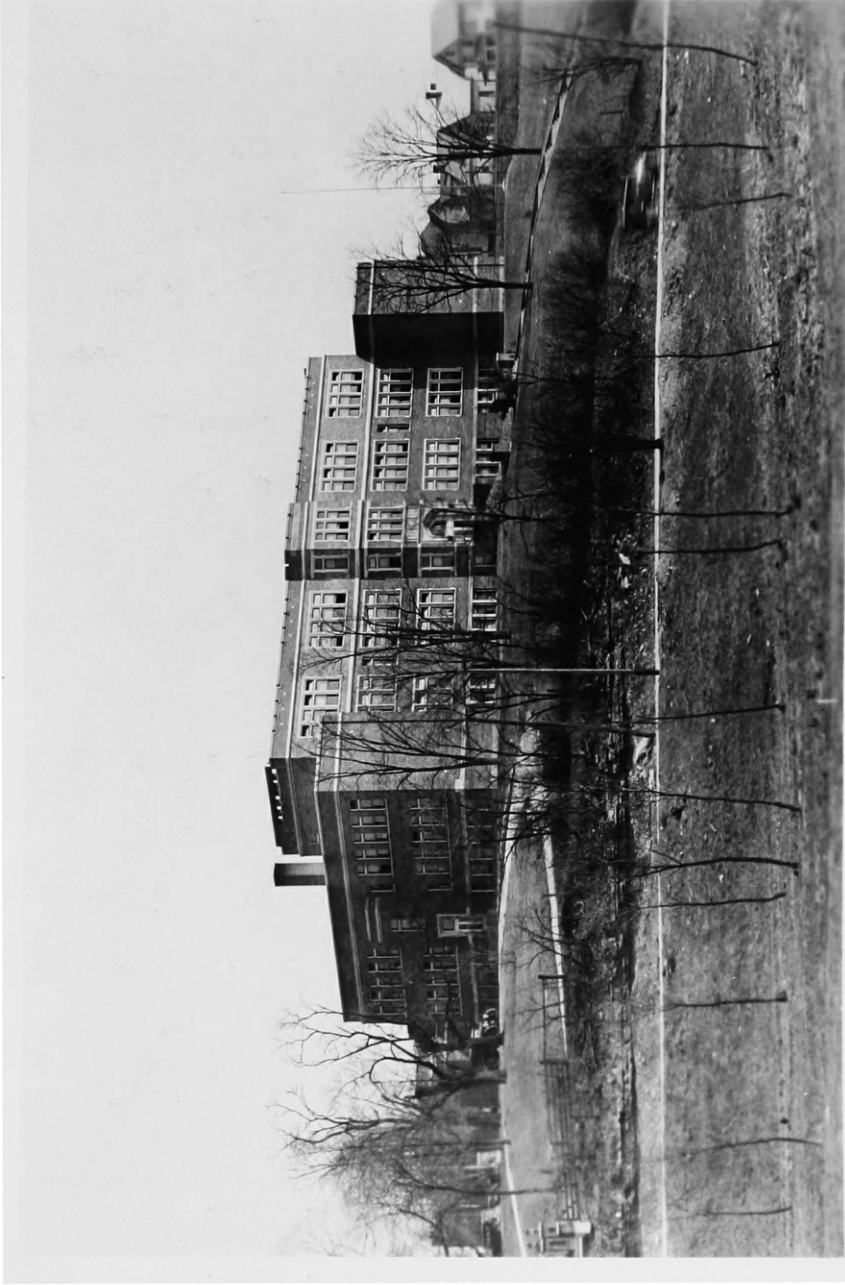
The years from 1894 to 1898 found the Richmond City School System without a school building to serve the Negro population of Richmond. However, a school was started by using available space in different churches. Churches housing the Negro school were the Calvinist Baptist, First Baptist, and Christian.<sup>8</sup> Six to eight teachers were employed

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<sup>6</sup>Loc. cit.

<sup>7</sup>Loc. cit.

<sup>8</sup>Hammons, op. cit., p. 54.



**FIGURE 1**  
**MADISON HIGH SCHOOL**

to conduct these early schools.<sup>9</sup>

Centralization of the Negro school occurred in 1898, when a part of the present building was erected. This building formed the main structure of the present day Richmond High School. It contained eight classrooms with meager teaching and playground equipment.<sup>10</sup>

In 1918, a bond issue for an addition to the original building was accepted. The Board of Education approved the erection of a four-room addition at the front of the building.<sup>11</sup> This addition contained an office and a chapel.

Other additions to the Richmond High School include a gymnasium added to the rear of the building in 1928, and a new gymnasium built by the WPA in 1939. Six lots were purchased by the Richmond Women's Club and the Rotary Club to provide adequate playground facilities.<sup>12</sup>

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<sup>9</sup>Robert E. Little, "A History of Education in Madison County," (unpublished Master's thesis, University of Kentucky, Lexington, 1933) p. 190.

<sup>10</sup>Hammons, loc. cit.

<sup>11</sup>Payne, loc. cit.

<sup>12</sup>G. C. Keritt, Principal of Richmond High School, Interview.



**FIGURE 2**  
**RICHMOND HIGH SCHOOL**

## CHAPTER IV

### LEGAL STATUS AND FINANCIAL REPORT

The legal basis of segregation and the general financial condition of the Richmond City Schools will be discussed in this chapter.

#### LEGAL SEGREGATION

In the Charter of the City of Richmond, Kentucky there are two sections that deal with the segregation of Negro and white students in the public schools. These sections are as follows:

Section 3596. Said board of education shall provide and maintain, out of the funds levied or otherwise provided for the purpose, suitable buildings, teachers, and other employees sufficient for the education of all children of the city between six and twenty years of age, and shall provide separate buildings and schools for the education of white and black pupils; and no white child shall be allowed to attend any colored school nor any colored child be allowed to attend any white school.

Section 3606. Any city of fourth class in which said system of public schools shall be established and maintained, shall constitute one common school district, and the Superintendent of Public Instruction shall pay every year, out of common school fund of the state, (to the white board of education, the same amount per capita for each white child of pupil age in said district, and to the colored board of education the same amount per capita for each colored child of pupil age in said district, as he shall pay to each child of pupil age in other school districts of the state.) . . .<sup>1</sup>

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<sup>1</sup>Charter of the City of Richmond, Kentucky, 1901.



The City of Richmond does not have a Negro board of education. Thus the state funds have been received by the white board of education, which is responsible for the administration of the Richmond High School. However, the Richmond High School received from the white board of education, the funds paid to that board for the support of the Negro school.

#### FINANCIAL CONDITION

The total indebtedness of the Richmond City Schools for the school year 1951-1952 was approximately \$85,000. This indebtedness was incurred during the summer of 1951, when six new elementary classrooms were added to Madison High School.<sup>2</sup>

Financial Reports for the school year ending June 30, 1951 showed the total disbursements to be \$176,723.69.<sup>3</sup> The total amount allotted for the 1951-1952 budget amounted to \$185,079.57.<sup>4</sup> No complete records were available for the Negro school, but approximately one third of the 1950-1951 and 1951-1952 budgets were allotted to the Negro school.

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<sup>2</sup>A. L. Lassiter, Superintendent of Richmond City Schools, Interview.

<sup>3</sup>"Financial Report of Richmond City Schools for the Year Ending June 30, 1951."

<sup>4</sup>"Revenue Receipts for the School Year 1951-1952," Madison High School, Richmond, Kentucky.

and two thirds to the white school.<sup>5</sup>

The City of Richmond has reached the maximum school tax rate allowed in Kentucky. This maximum tax rate is \$1.50 on each one hundred dollars of taxable property.<sup>6</sup> Normal increases in taxable property have occurred each year resulting largely from additional building. The taxable property in Richmond increased from \$6,542,470. in 1950<sup>7</sup> to \$6,698,530. in 1951.<sup>8</sup> These yearly increases allow an increase of a few thousand dollars in the school budget each year, but no large increases will be possible unless the taxable property of Richmond is re-evaluated.

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<sup>5</sup>A. L. Lassiter, Superintendent of Richmond City Schools, Interview.

<sup>6</sup>A Report on Education (Louisville: Committee for Kentucky, 1945), p. 12.

<sup>7</sup>City of Richmond Assessment Book, 1950, p. 81.

<sup>8</sup>City of Richmond Assessment Book, 1951, p. 78.

## CHAPTER V

### BUILDINGS, GROUNDS, AND EQUIPMENT

This chapter contains a comparison of Madison High School (white) and Richmond High School (Negro). The purpose of the comparison was to determine if the students of both schools were afforded equal facilities. A portion of the Inventory of Montana Public School Facilities Survey for the year 1951 was used as a basis for comparison.<sup>1</sup> The definitions for types of fire resistant buildings, the general characteristics of school buildings, and the recommended pupil capacity of rooms were taken from these forms.

### SITE

Both the Negro and white schools are classified as combined elementary and secondary schools with the departments divided according to the six-six plan. The white school for the school year 1951-1952 had a total enrollment of 1,175 students. Of this number, 840 students were enrolled in the elementary department and 335 students were in the upper six grades. For the same year the Negro school

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<sup>1</sup>"Inventory of Montana School Facilities Survey," Office of the Superintendent of Public Instruction, Helena, Montana, 1951.

had a total enrollment of 356 students with 163 pupils in the first six grades and 193 pupils in the upper grades.<sup>2</sup>

The white school, located upon the old Madison Female Institute property, had a total area of eleven acres. The Negro school, including the six lot playground addition given by local organizations, covered a total area of five acres. The average pupil per acre ratio totaled 106.8 for the white school and 71.2 for the Negro school.

The white school, located two blocks from the courthouse, was found to be rather poorly located with respect to school population. The City of Richmond has expanded in a general north-south direction making the extreme residential areas in these directions a mile or more from the school. No transportation facilities have been provided for the students.

The Negro school was located at the fringe of the Negro residential section on East Main Street. The location of this school makes it easily accessible to the school population. The only disadvantage in the location of the Negro school was the traffic hazard. The buildings and playground were directly adjacent to East Main Street which in turn connected with Kentucky Highway 52.

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<sup>2</sup>School Attendance Record, Madison High School Business Office, Richmond, Kentucky, January 1952.

The general appearance of the sites of both schools was greatly improved in 1951, when the driveways and portions of the playgrounds were hard-surfaced.

### BUILDINGS

Madison High School was housed in two brick buildings. The main structure consisting of a basement and three stories contained thirty-two classrooms, three home economics rooms, a science laboratory, a music room, a study hall, a library, a cafeteria, an auditorium, a gymnasium, four administrative offices, and three playrooms. The other structure, located across the parking lot from the gymnasium, was called the Industrial Arts Building. The Industrial Arts Building was a two story building containing a woodworking shop on the top floor and a metal shop on the ground floor.

Richmond High School, a two story brick structure with a partial basement, had ten classrooms, a music room, a home economics room, a vocational shop room, a study hall, a library, an auditorium, a cafeteria, an administrative office, and a gymnasium.

The white school had a science laboratory and three playrooms but similar rooms were not available in the Negro school. The white school contained a greater number of classrooms and special instruction rooms but both schools had ample floor space in proportion to their enrollment.

The secondary departments of each school could accommodate a greater number of students if all available space was used. The elementary departments for both schools proved to be very near maximum capacity for the current school year. See Table I.

The main structure of the white school proved to be a semi-fire resistant building with fire-resistive walls, corridors, and stairways; but with ordinary construction otherwise. The Industrial Arts Building was constructed with fire-resistive materials. The Negro school was classified as a building of mixed construction. The original portion of the building, constructed in 1898, had fire-resistive walls but the remainder of the building was combustible. Later additions to the Negro school were found to be semi-fire resistant.

Both Negro and white schools had steam heat, window ventilation, electric lights, city water and sewage service, indoor flush toilets, and washing facilities. However differences were noted in regard to lighting, toilets, maintenance of buildings, and general appearance.

The Negro classrooms were not well lighted. Each classroom contained but one 150 watt light bulb attached to a ceiling socket. Each classroom in the white school had four or more chain-globe light fixtures.

TABLE I

## COMPARISON OF CLASSROOM CAPACITY IN

23

## MADISON HIGH SCHOOL AND RICHMOND HIGH SCHOOL

MADISON HIGH SCHOOL							
	Type of Room	No.	Size	Total Sq Ft	Recom Sq Ft*	Max Cap	Enroll 1951-52
ELEM. DEPT.	Classroom	22	22x36	17,424	20	871	840
						871	840
SEC. DEPT.	Classroom	8	22x36	6,336	20	316	
	Classroom	1	40x28	1,120	20	56	
	Science Lab.	1	22x36	792	35	22	
	Shop	2	32x80	5,120	75	68	
	Music	1	28x40	1,120	25	45	
	Library	1	22x50	1,100	25	44	
	Study Hall	1	58x60	3,480	20	174	
	Home Ec.	3	22x36	2,376	50	47	
	Gymnasium	1	90x90	8,100	80	101	
						873	335
	TOTAL MADISON HIGH					1,744	1,175

RICHMOND HIGH SCHOOL							
	Type of Room	No.	Size	Total Sq Ft	Recom Sq Ft*	Max Cap	Enroll 1951-52
ELEM. DEPT.	Classroom	2	28x22	1,232	20	61	
	Classroom	4	24x24	2,304	20	115	
						176	163
SEC. DEPT.	Classroom	2	18x22	792	20	39	
	Classroom	2	28x22	1,232	20	61	
	Classroom	2	24x24	1,152	20	57	
	Music	1	24x24	576	25	23	
	Shop	1	40x50	2,000	75	26	
	Home Ec.	1	24x24	576	50	11	
	Study Hall	1	28x50	1,400	20	70	
	Library	1	15x28	420	25	16	
	Gymnasium	1	75x90	6,750	80	84	
						387	193
	TOTAL RICHMOND HIGH					563	356

\* Recommended square feet per pupil taken from: "Inventory of Montana School Facilities Survey," Office of the Superintendent of Public Instruction, Helena, Montana, 1951.

The Negro school was provided with four toilets. Two of these toilets were located next to the dressing rooms in the gymnasium and were not accessible for a large number of the students. The other two toilets were located in the basement and had to serve for most of the student body as well as for the faculty. The white school had two toilets on each floor and two toilets in the basement. Other toilets in the plant included two in the gymnasium, a toilet for women teachers adjacent to the teachers' lounge, and a toilet in the Industrial Arts Building.

The general appearance and maintenance of the Negro school was inferior to that of the white school. The floors in the Negro school were badly worn and lacked protective finishes. The main corridor had a new floor placed upon the old flooring. This made the floors in the classrooms on a lower level than that of the corridor. The walls and ceiling in most of the building needed to be repainted.

#### EQUIPMENT

The classrooms of both Richmond and Madison High Schools were found to provide adequate seating facilities. The first grades of both schools were equipped with study tables and chairs appropriate for their grade levels. The rest of the classrooms in the elementary and secondary departments contained either the conventional seat-desk



combinations, attached permanently to the floor, or chair-arm combinations. Each classroom contained a chair and desk for the use of the teacher.

Some differences were noted in other classroom equipment. The white school possessed a number of reference books and maps to be used in that particular classroom. The Negro school lacked equal supplementary books and teaching aids such as maps and charts. A difference was also noted in the window shades. In the Negro school the window shades were badly worn and in need of replacement.

Other differences in equipment were apparent in such rooms as the study hall, home economics rooms, and the vocational shop. The Negro study hall was a portion of the building that was formerly used as a chapel. The Negro study hall contained but two study tables and two benches as compared with nine study tables each equipped with four chairs for the use of white students in their study hall.

The Negro home economics department had the use of two classrooms. A regular size classroom was used for sewing courses and the school cafeteria was used for cooking courses. The Negro home economics students, under the supervision of the teacher, regularly prepared the hot lunches for the Negro school. The white school had three well equipped home economics rooms without relying upon the kitchen equipment provided for the hot lunch program. The

school cafeterias of each school were found to have equal kitchen facilities. Each lunch room was equipped with white top tables and chairs.

The woodworking classroom for the white school had five workbenches, a power saw, a jointer, a drill press, two lathes, hand tools, and a separate instructional room. The Negro woodworking classroom, located in the basement, had a power saw, a drill press, two workbenches, and handtools. The equipment in the Negro woodworking classroom had been provided by the Federal Government for use in the Veterans Training Program.

The auditorium in the Negro school had folding chairs while the auditorium in the white school had theater-type seats fastened to the floor.

The white high school students were provided with metal lockers. No lockers were provided for Negro high school students.

## CHAPTER VI

### TEACHERS AND COURSE OF STUDY

A comparison of the instructional staff and course of study for both Negro and white schools are presented in this chapter. The comparison of the instructional staff has been patterned after that used by Hollis Long.<sup>1</sup> The amount of training, salary, tenure, sick leave, teaching schedule, and pupil per teacher ratio are the points to be discussed in this comparison.

#### TEACHERS

There were thirty-eight white teachers and seventeen Negro teachers in the Richmond City Schools for the 1951-1952 school year. All of these teachers were graduates of accredited four year colleges or universities, and held qualified Kentucky Teaching Certificates. In addition, there were eight white teachers and four Negro teachers who had obtained a Master's Degree. Five white teachers and two Negro teachers expected to receive a Master's Degree in the summer of 1952.

The salary schedule was the same for both Negro and

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<sup>1</sup>Hollis Moody Long, Public Secondary Education for Negroes in North Carolina (New York: Columbia University Press, 1932), p. 107.

white teachers. This schedule had a base of two thousand dollars with a fifty dollar increment for each year of experience up to eight years. Increments for additional training were not given until a Master's Degree had been obtained. The maximum amount that could be received by any teacher was twenty-five hundred dollars.<sup>2</sup>

Payments in addition to the salary schedule were granted in some cases. Both the Negro and white principals received an additional one thousand dollars. The white coach, band director, and music teacher each received an additional eight hundred, five hundred, and three hundred dollars respectively. No additional payments above the salary schedule were made to the Negro coach and music teacher. The Negro school did not have a band director. However, the Negro school had a vocational agriculture teacher, who received three additional salary payments for work rendered during the summer months.

Negro and white teachers were found to have the same tenure privileges. The only requirement was that a teacher successfully complete three years in the Richmond City Schools.

The same amount of sick leave was granted to Negro

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<sup>2</sup>See Table II.

**TABLE II**  
**SALARY SCHEDULE FOR RICHMOND CITY SCHOOLS,**  
**1951-1952**

YEARS EXPERIENCE	B.A. DEGREE	M.A. DEGREE
None	\$2000	\$2100
1	\$2050	\$2150
2	\$2100	\$2200
3	\$2150	\$2250
4	\$2200	\$2300
5	\$2250	\$2350
6	\$2300	\$2400
7	\$2350	\$2450
8	\$2400	\$2500

and white teachers. There were ten days allowed each year accumulative to twenty days.

Teaching schedules were identical for both Negro and white teachers. There were no scheduled free periods for any teachers. The secondary teachers had five instructional periods and supervised for one study period. A rotation system was used for playground and hall supervision.

The average pupil per teacher figures were taken over a two year period in order to show a general trend. The elementary teachers showed the largest pupil ratio. For the school year 1950-1951 there were 33.8 pupils per white teacher and 26.7 pupils per Negro teacher. The school year 1951-1952 showed 38.2 pupils per white teacher and 27.2 pupils per Negro teacher. Secondary teachers for the 1950-1951 school year had 19 white students per teacher and 17 Negro students per teacher. In 1951-1952 there were 20.9 white students per teacher and 17.5 Negro students per teacher. Thus Negro teachers, both elementary and secondary, have a more favorable pupil-teacher ratio.<sup>3</sup>

#### COURSE OF STUDY

An analysis of the courses of study offered in each school showed that the white school had the greater variety of courses.

Each school offered the same number of years for the

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<sup>3</sup>See Table III.

TABLE III  
 AVERAGE PUPIL LOAD PER TEACHER IN  
 THE RICHMOND CITY SCHOOLS, 1950-1952

	ELEMENTARY		SECONDARY	
	Teachers	Students	Teachers	Students
	Load	Load	Load	Load
WHITE				
1950-1951	21	711	53.8	16
				304
				19.0
WHITE				
1951-1952	22	840	38.2	16
				335
				20.9
NEGRO				
1950-1951	6	160	26.7	11
				189
				17.2
NEGRO				
1951-1952	6	163	27.2	11
				193
				17.5

following subjects: English, history, civics, mathematics, and home economics. In addition, each school offered two years of foreign languages. Spanish was taught in the white school and French was taught in the Negro school.

The white school offered a complete science course including chemistry, physics, and biology. The Negro school offered only a general science course. The music department for the white school offered vocal and instrumental training. The Negro school offered vocal training but had no band or orchestra.

Business education, including typing, shorthand, and bookkeeping, was available at the white school. Woodworking and metal classes were included in the offering at the white school. The Negro school had a woodworking class but offered no business education and metal working classes. The Negro school had vocational agriculture classes that were not offered at the white school.



## CHAPTER VII

### ENROLLMENT AND ATTENDANCE

This chapter contains a comparison of Negro and white enrollment and attendance data in Richmond, Kentucky. The purpose of this comparison was to indicate which school had the superior holding power.

#### ENROLLMENT

The enrollment figures for both Negro and white schools for the years 1944-1945 to 1951-1952, are presented in Table IV. Both the Negro and white schools are organized according to the six-six plan. Therefore, children in the elementary department in 1944-1945 should have advanced to the secondary department by 1950-1951.

The white enrollment in the elementary department in 1944-1945 was 608 children. In 1950-1951, the secondary department had an enrollment of 304. Thus, the white school showed a drop-out of fifty per cent of their 1944-1945 enrollment. The 1951-1952 secondary enrollment showed a thirty-nine per cent drop-out from the 1945-1946 elementary enrollment.

The Negro secondary department for the year 1950-1951 showed a drop-out of only two per cent from the 1944-1945 elementary enrollment. However, this drop-out figure cannot

TABLE IV  
 ELEMENTARY AND SECONDARY ENROLLMENTS IN  
 MADISON HIGH SCHOOL AND RICHMOND HIGH SCHOOL  
 FROM 1944-1945 TO 1951-1952

YEAR	MADISON HIGH SCHOOL ENROLLMENT		RICHMOND HIGH SCHOOL ENROLLMENT	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
1944-1945	608	283	192	190
1945-1946	547	280	180	205
1946-1947	550	259	196	226
1947-1948	551	279	178	233
1948-1949	621	284	159	231
1949-1950	701	291	151	225
1950-1951	711	304	160	189
1951-1952	840	335	163	193

be compared with the white school's drop-out figure since the Negro school admitted secondary students from Madison and surrounding counties, thus increasing the secondary enrollment.

The school enrollment was compared with the school census report for the years 1947-1948 to 1951-1952 in Table V. This table showed only 79 per cent of the white children and 91 per cent of the Negro children were enrolled in their schools. The Negro school made a very favorable showing with an average of 12 per cent more of its census enrolled in school from 1947-1948 to 1951-1952.

#### ATTENDANCE

The average daily attendance for both the Negro and white schools was compared in Table VI on page 37. The Negro school had the better average daily attendance from 1938-1939 to 1949-1950. For these twelve years the white school showed only 73 per cent of their enrollment in daily attendance. The Negro school for the same years showed an average daily attendance of 86 per cent or 8 per cent more than the white school.

TABLE V  
 SCHOOL CENSUS AND ENROLLMENT IN  
 MADISON HIGH SCHOOL AND RICHMOND HIGH SCHOOL  
 FROM 1947-1948 TO 1951-1952

MADISON HIGH SCHOOL			
YEAR	CENSUS	ENROLLMENT	PER CENT OF CENSUS
1947-1948	1124	830	73%
1948-1949	1199	905	75%
1949-1950	1217	992	82%
1950-1951	1257	1015	81%
1951-1952	1377	1175	85%
AVERAGE PER CENT			79%
RICHMOND HIGH SCHOOL			
YEAR	CENSUS	ENROLLMENT	PER CENT OF CENSUS
1947-1948	356	311	87%
1948-1949	316	292	92%
1949-1950	305	290	95%
1950-1951	314	289	92%
1951-1952	313	286	91%
AVERAGE PER CENT			91%

TABLE VI

ATTENDANCE DATA FOR MADISON HIGH SCHOOL  
AND RICHMOND HIGH SCHOOL, 1938-1939 TO 1949-1950

YEAR	MADISON HIGH SCHOOL			RICHMOND HIGH SCHOOL		
	ENROLLMENT	AVERAGE DAILY ATTENDANCE	PER CENT OF ENROLLMENT	ENROLLMENT	AVERAGE DAILY ATTENDANCE	PER CENT OF ENROLLMENT
1938-39	958	761	79%	470	389	83%
1939-40	964	850	88%	485	470	97%
1940-41	906	691	76%	464	390	84%
1941-42	941	705	75%	467	395	85%
1942-43	1050	698	66%	483	369	76%
1943-44	898	679	76%	413	354	86%
1944-45	891	682	77%	382	327	85%
1945-46	827	658	80%	385	321	83%
1946-47	809	643	79%	422	358	85%
1947-48	830	680	82%	411	379	92%
1948-49	905	725	80%	390	332	85%
1949-50	992	800	81%	376	327	87%

## CHAPTER VIII

### SUMMARY AND RECOMMENDATIONS

#### SUMMARY

The purpose of this study was to determine whether Negro and white children received equal educational opportunities in Richmond, Kentucky.

Previous studies of the Southern States found that this section had more children per adult population to educate, had less real wealth for the support of the schools, and was required to maintain separate schools for Negro and white students. Of these segregated schools, the Negro schools were found to be inferior to white schools in almost every aspect. Even though educational discrimination existed against Negro schools, the trend has been toward more equal educational opportunities.

The present administration of the public school system in Richmond, Kentucky, covered a period from 1894 to the present. Madison High School (white) evolved from the merger of Madison Male Academy and Madison Female Institute. The present building was erected in 1928. The early school for Negroes was conducted in various churches. The main portion of Richmond High School (Negro) was completed in 1898. Three additions have been made to the main structure. A six lot playground addition was given to the colored

school by local organizations.

The City of Richmond in its charter of 1901 required legal segregation of Negro and white students in the public schools of that city. The charter also stated that Negro children would receive, out of the common school fund of the state, the same amount per capita as each white child of school age in the district. There were no provisions in the charter that required Negro students to receive the same per capita expenditures of school taxes collected in the City of Richmond. However, the Negro school, with 30 per cent of the school population, was found to receive approximately one third of the annual school budget.

The City of Richmond has reached the maximum school tax rate permitted in Kentucky. Thus, school budgets cannot be greatly increased unless city property is re-evaluated.

The Negro school was better located in relation to its school population, but was located near a highway, thereby creating a traffic hazard. The white school building, in number of special instruction rooms, equipment, maintenance, and general appearance, was superior to the Negro school. The elementary departments of both schools were very near maximum capacity.

All Negro and white teachers were graduates of accredited four year colleges or universities and approximately the same per cent of each staff had obtained Master's

Degrees. The tenure, sick leave, teaching schedule, and salary schedule applied equally to Negro and white teachers. However, the Negro coach and music teacher did not receive additional pay as did the white coach and music teacher. The Negro teachers had fewer pupils per teacher than did the white teachers.

The Negro school did not have science or vocational education courses equal to those offered in the white school. Business education and instrumental training were not offered to the Negro students but were available to the white students.

The Negro school was considerably better than the white school with regard to average daily attendance and proportion of the school census actually enrolled in school.

#### RECOMMENDATIONS

The following recommendations must be effected before Negro and white children will have more nearly equal educational opportunities in Richmond, Kentucky.

1. Construct fire-resistive walls, corridors and stairways in all portions of the Negro school.
2. Re-decorate the entire Negro school and make necessary repairs.
3. Install adequate lighting fixtures in the Negro classrooms and toilets.



4. Provide the Negro school with a completely equipped science laboratory and business education room.
5. Equip the Negro school with lockers for students, adequate study tables and chairs, supplementary materials, and other equal equipment.
6. Hire part time cooks to attend to the hot lunch program for the Negro school.
7. Pay the Negro coach and music teacher the same amount extra that the white coach and music teacher received for additional work.
8. Reduce the pupil per teacher load in the white elementary department.
9. Re-evaluate the white educational program to determine the cause of the large drop-out factor.
10. Get more of the white children listed in the school census enrolled in school.
11. Improve the average daily attendance in the white school.
12. Re-evaluate the taxable property of Richmond, Kentucky in order to provide the necessary funds for carrying out the above recommendations.

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School Attendance Record, January, 1952.

**APPENDIX**

## FINANCIAL REPORT OF RICHMOND CITY SCHOOLS

FOR THE YEAR ENDING JUNE 30, 1951

## RECEIPTS

## REVENUE

City of Richmond . . . . .	\$106,707.90
State Per Capita . . . . .	46,486.60
Other State Aid . . . . .	3,087.86
Reimbursement for Veterans Program . . . . .	3,571.54
Reimbursement for School Lunch Program . . . . .	4,019.41
Public Law 874 . . . . .	6,154.38
Tuition--County and Berea . . . . .	1,387.00
Individual Tuition . . . . .	460.00
Other Revenue Receipts . . . . .	4.20
<b>TOTAL REVENUE RECEIPTS . . . . .</b>	<b>\$171,878.89</b>

## NON-REVENUE

Sale of Old Iron Fire Escapes . . . . .	\$ 139.80
County Board of Education on Freeman's Salary . . . . .	600.00
Other Non-Revenue . . . . .	8.39

<b>TOTAL NON-REVENUE RECEIPTS . . . . .</b>	<b>\$ 748.19</b>
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<b>TOTAL RECEIPTS . . . . .</b>	<b>\$172,627.08</b>
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## DISBURSEMENTS

## GENERAL CONTROL

Salary of Superintendent, Secretary and Attendance Officer . . . . .	\$ 9,575.00
Office Supplies and Equipment . . . . .	320.63
Telephone . . . . .	197.67
Stamps . . . . .	57.00
Surety Bonds . . . . .	110.00
A. H. Douglas . . . . .	25.00
J. O. Tyler and Company--Audit . . . . .	175.00
Other Expense of Administration . . . . .	447.49

<b>TOTAL FOR GENERAL CONTROL . . . . .</b>	<b>\$ 10,907.79</b>
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## INSTRUCTION

Salary of Principal . . . . .	\$ 2,775.00
Salaries of Teachers . . . . .	116,047.20
Salary of Clerk . . . . .	1,975.00
Educational Supplies . . . . .	404.03
Library and Supplementary Books . . . . .	825.40
Other Expense of Instruction . . . . .	<u>483.58</u>

TOTAL FOR INSTRUCTION . . . . . \$122,510.21

## OPERATION OF SCHOOL PLANT

Wages of Janitors and Watchman . . . . .	\$ 7,008.50
Supplies . . . . .	1,580.60
Coal . . . . .	3,010.01
Water, Light and Gas . . . . .	2,069.25
Other Expense of Operation . . . . .	<u>44.45</u>

TOTAL FOR OPERATION . . . . . \$ 13,712.81

## MAINTENANCE OF SCHOOL PLANT

Salaries and Wages . . . . .	\$ 1,733.25
Supply Parts and Expense . . . . .	3,508.92
Contractual Services . . . . .	<u>82.00</u>

TOTAL FOR MAINTENANCE . . . . . \$ 5,264.17

## FIXED CHARGES

Insurance Premiums . . . . .	\$ 3,135.09
Rent on Bank Box and Post Office Box . . . . .	7.60
Social Security Fund . . . . .	<u>319.84</u>

TOTAL FOR FIXED CHARGES . . . . . \$ 3,462.53

## AUXILIARY AGENCIES

Promotion of Health . . . . .	\$ 603.99
Lunch Services . . . . .	5,216.41
Athletics . . . . .	200.00
Veterans Agriculture Program . . . . .	3,841.94
Other Auxiliary Services . . . . .	<u>47.50</u>

TOTAL FOR AUXILIARY AGENCIES . . . . . \$ 9,909.84

## CAPITAL OUTLAY

New Furniture and New Equipment . . . . .	\$ 1,156.74
Improvements to Building and Grounds . . . . .	<u>119.60</u>
TOTAL FOR CAPITAL OUTLAY . . . . .	\$ 1,276.34

## DEBT SERVICE

Redemption of Bonds . . . . .	\$ 7,000.00
Interest on Bonds . . . . .	2,660.00
Refunds . . . . .	<u>20.00</u>
TOTAL FOR DEBT SERVICE . . . . .	\$ 9,680.00

GRAND TOTAL DISBURSEMENTS . . . . . \$176,723.69

## RECAPITULATION

Balance at Beginning of Year . . . . .	\$ 2,139.42
Received during the Year . . . . .	<u>172,627.08</u>
TOTAL OF BALANCE AND RECEIPTS . . . . .	\$174,766.50
DISBURSED DURING THE YEAR . . . . .	<u>176,723.69</u>
OVERDRAFT ON JUNE 30, 1951 . . . . .	--\$ 1,957.19
Bank Balance, June 30, 1951 . . . . .	\$ 4,367.21
Outstanding Checks, June 30, 1951 . . . . .	<u>6,324.40</u>
ACTUAL BANK BALANCE . . . . .	--\$ 1,957.19

NOTE: On July 1, 1951, there was due the City Schools of Richmond \$7,865.00 for state aid for Home Economics, Auto Mechanics, Agriculture, Veterans Program, Tuition and reimbursement on the Agriculture Teacher's Salary. If this had been received before July 1st, we would have had a balance of \$5,907.81 instead of an overdraft.