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Report of the

SURVEY OF ST. CLAIR COUNTY SCHOOLS

SCHOOL YEAR
1938-1939

ISSUED BY AUTHORITY OF THE
STATE BOARD OF EDUCATION

1939

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INTRODUCTION AND SCOPE OF THE SURVEY

Historical Background

Early History

St. Clair County was created by an act of the Legislature of Alabama Territory, November 20, 1818, and was named in honor of Arthur St. Clair, of the Revolutionary Army. It has an area of 633 square miles or 405,120 acres. It is situated in the north central part of the State and is bounded on the north by Blount and Etowah Counties, on the east by Etowah, Calhoun, and Talladega, on the south by Talladega and Shelby, and on the west by Blount, Jefferson, and Shelby Counties.

The elevation of the county is from 450 to 1,600 feet above sea level and is generally described as mountainous. Backbone Mountain is continuous throughout the county. Blount and Chandler Mountains lie in the north and northwestern parts, while Bear, Cahaba, Canoe, and Canoe Creek Mountains and many other ridges of minor importance traverse different parts of the territory.

Practically all of the county is well drained by the Cahaba River and its tributaries, Little Cahaba River and Black Creek, and the Coosa River and its tributaries, Big and Little Canoe Creeks. There are numerous springs through the county.

The top of some of the ridges and mountains are narrow, winding areas that are rolling or flat, and subject to cultivation. The important agricultural lands are found in the broad valleys where the soil is principally of limestone origin. The mountains contain deposits of coal, iron, limestone, and kaolin, and mineral deposits of boxite, lead, and other minerals. The locations show a variety of sandstone, shales, and limestone. The climate and soil are well adapted to trucking and dairying. The forests consist of oak, hickory, long and short leaf pine, chestnut, walnut, and other hardwoods.

The larger part of St. Clair County was within the domains of the Creek Indians. The Cherokee boundary line, as recognized by the Cherokee treaty of September 14, 1816, passed northwesterly through the northern part of the county. The Indian population of the county was largely Creek, with some intermingled Cherokees. Several events took place within the county between the red men and the white troops during the Creek Indian War. General Jackson built Fort Strother, his base of operations against the hostile Creeks at Ten Islands, near Greensport. After the treaty of Fort Jackson, August 9, 1814, all the remaining Creeks of the county were brought over and settled on the east side of the Coosa as all the county on the west side was embraced in the treaty. The entire river boundary of the county is dotted with evidences of aboriginal occupancy.

After the Creek Indian War, 1813-14, prospectors entered the country and some settlements were made the following year on the land ceded by the Indians. In 1816 there was a great influx of settlers and many permanent homes were made in that part of the county which later became Shelby County.

By 1818 the settlers in the new County of St. Clair had become so numerous that the first session of the Alabama Territorial Legislature found it necessary to create thirteen new counties from the original area.

Near Greensport, in July, 1864, during the War Between the States, General Clanton of the Confederate Army made a stand against General Rousseau of the Federal Forces.

Ashville is the county seat of St. Clair County and was incorporated in 1822, being named in honor of John Ashe, who established a plantation at that point in 1818 and resided there until his death in 1873.

The present Court House was built in 1844 and contains complete records of the county as far as 1821, including many valuable Indian records, early deeds, wills, etc.

Pell City, largely a manufacturing town, is located in the southeastern part of the county.

Coal City, Margaret, and Acmar represent mining communities which present certain educational problems different from those in agricultural areas.

This county has produced or nurtured some outstanding men in education. Five men from the county became State Superintendents of Education, as follows: Leroy F. Box was Superintendent of Education from 1876 to 1880; I. W. Hill, principal of notable schools at Easonville and Springville at that time, became State Superintendent of Education in 1903; John O. Turner, who was principal of the early notable school at Ashville, became State Superintendent of Education in 1894; Dr. John W. Abercrombie, now with the State Department of Education, was State Superintendent of Education from 1898 to 1902, from 1920 to 1923 by appointment and from 1923 to 1927 by election, and served as president of the University of Alabama and as congressman; Dr. Henry J. Willingham served as State Superintendent of Education from 1911 to 1914 and as president of Florence State Teachers College from 1914 to 1938.

Recent Trends in Population and in Agriculture

Selected Statistics on Farms, Live Stock, and Crops

The land area of St. Clair County is 414,720 acres, of which 60.2 per cent was listed in farms in 1935. During that year the county had 3,612 farms and the average farm consisted of 69.2 acres. The number of acres in farms increased from 204,873 in 1930 to 249,856 in 1935.

White people operated 2,978 farms and Negroes operated 634 in 1935. This was an increase of 902 for the whites from 1930 to 1935 and an increase of 286 for the Negroes. The number of acres under cultivation increased from 181,672 in 1930 to 224,821 in 1935 for the whites and increased from 23,201 to 25,035 for the Negroes in the same period.

According to the United States Census of Agriculture Report, from which the above figures were taken, the total value of farm lands and buildings decreased from $5,027,621 in 1930 to $3,823,549 in 1935. According to reports from the State Tax Department, the assessed valuation of real and personal property in the county, including the municipalities, decreased from $4,826,994 to $4,276,049 for the same period. These figures are significant in so far as they relate to the general welfare of the farmers and to all of the people in the county and in that they indicate a decrease in school funds accruing to the county from school taxes on that source of wealth.

A high percentage of the farm operators in the county were tenants in 1935. Tenants operated 49.0 per cent of the total number of farms and full owners operated 44.8 per cent. Tenants operated farms consisting of 122,552 acres and full owners operated farms consisting of 111,817 acres but the value of the farms operated by tenants was given at $1,917,025 compared to $1,620,509 valuation of the farms operated by full owners. Of the actual acreage harvested in 1934, tenants operated 41,057 acres and full owners operated 27,143 acres.

The United States Report on Agriculture shows that for the year 1934 very little farm land was planted in oats, wheat, timothy, clover, Lespedeza, sugar cane, and tobacco. Annual legumes, saved for hay, were reported by 1,604 farms which planted 7,096 acres and harvested 6,202 tons of hay. A total of 2,256 farms reported 907 acres in sweet potatoes and a harvest of 67,357 bushels. Irish potatoes were reported on 1,456 farms on 381 acres, with a harvest of 22,761 bushels. The rank of the county in cotton and corn produced, compared with other counties in the State, is given in Table 1 for a period of years.

Table 1
RANKING IN YIELD PER ACRE AND TOTAL PRODUCTION OF ST. CLAIR COUNTY COMPARED WITH ALL COUNTIES IN THE STATE BY YEARS 1928 - 1938

	R A N K			
	Corn		Cotton	
Year	Rank in Bushels Per Acre	Rank in Total Bushels	Rank in Bales Per Acre	Rank in Total Bales
1928	55	60	14	48
1929	52	60	22	56
1930	47	57	20	58
1931	46	56	27	54
1932	41	53	31	53
1933	23	35	24	48
1934	34	46	37	57
1935	34	50	48	59
1936	37	43	30	56
1937	46	55	45	56
1938	45	51		

In 1938 St. Clair County ranked 63 in total tons of fertilizer used and 65 in total tons of nitrates used as separate ingredients. However, these rankings are based upon sample census enumeration and summary reports from fertilizer manufacturers and the reliability of the figures is limited, due to the uncertainty of truck movements from county to county.

There was an increase in the total number of cattle from 1,932 in 1930 to 2,927 in 1935. There were only 46 sheep and lambs reported in the county in 1935 and 212 in 1930. The report shows an increase from 3,123 swine in 1930 to 5,078 in 1935.

Population of the County

The total population of the county, according to the 1930 Federal Census, consisted of 19,678 whites and 4,832 colored people, or a total of 24,510. Of this total population, 6,706 were between the ages of 7 to 17, inclusive.

Education in the County

The early beginning of education in the county was similar to that of other rural counties in this section of the country. In the remote areas one-teacher schools operated for short terms in dilapidated unplanned buildings and the villages and towns afforded larger schools for longer terms in better buildings.

Schools were outstanding at Easonville under Hill, later at Springville under Hill, and at Ashville under Turner. Later on, a large school center was established at Pell City.

In 1928-29 St. Clair County under Superintendent Carl Q. Baxter requested and received a school survey under the direction of the State Department of Education, in cooperation with the University of Alabama and Alabama College. This was the seventh county in the state to receive a comprehensive educational survey of its school system. The findings and recommendations of this survey are referred to in the chapter on Proposed School Centers.

One paragraph in this early survey dealing with the educational significance of the different occupations, industries, and facilities for transportation is applicable to present conditions and is repeated here.

> "The educational problems in St. Clair County, while typical of problems in other parts of the state in many respects, are in other respects more or less distinct and different. One difference is represented by the topography and particularly by the roughly parallel mountain ranges which tend more or less to isolate certain parts of the county from other parts that in miles are not far distant. This has a decided bearing not only on the location of schools but also upon the practicability and desirability of transportation of children in many places. Another difference is represented by the effect of the occupations and industries of the county on the educational program. There must be schools to serve the needs of villages and towns, other schools to serve the needs of rural areas not accessible to the towns, schools for mining areas, and schools for mill areas."

Scope of the Survey

The Survey is made in the interest of economy and efficiency. Careful study is given to transportation and to the location of school centers. A brief analysis of the teaching staff, the grade progress of the pupils, and school attendance is given as a further guide to the effective administration of the rural school system of the county.

Although school buildings, school centers, and transportation are treated fully, it is not intended that the conclusion should be made that these are the most important items of the school program. The Survey Staff wishes to emphasize the fact that school buildings and all other school facilities exist primarily for the purpose of improving instruction and that the achievement of all the children of school age in the county is the first and final consideration to be faced by school administrative officials in the official educational actions undertaken.

Every administrative procedure which enables the learning process to go on successfully at a reasonable cost is economy to the taxpayers and conservation and development of human resources. What the county board of education does in the development and conservation of human resources, in the final analysis will help to determine the development and conservation of all the natural resources of the county.

Members of county boards of education of Alabama are in strategic positions. They give their time and their energy, with practically no cost to the public, in the interest of the children of the county. It is hoped that this Survey will assist the County Board of Education in its program in the future.

The Survey sets up a ten-year plan for the elementary and high school centers for the white and colored rural schools of the county. It briefly describes existing school conditions in the county and offers recommendations

for future development. The County Board is not expected to put into immediate effect all the Survey recommendations adopted, but it is hoped that the recommendations may serve as a guide for gradual action in the ten years which are to follow. If population trends change considerably in a recommended school center, a re-survey should be made for that center.

Careful consideration has been given to every item of the Survey. Unanimous decisions were given on all recommended school centers. Much of the study is based on data furnished through the splendid cooperation of the County Superintendent and his staff, the principals, the teachers, and the bus drivers. The recommendations are made on the basis of the physical facts and in the interest of economy and efficiency in all of the schools.

The Survey Staff wishes to express its appreciation to the County Superintendent of Education and to the teachers, principals, and school bus drivers for their assistance in the field work.

The State Department of Education, in directing the Survey, is indebted to the University of Alabama and Alabama College, for their cooperation in the Survey by furnishing representatives as listed on the page bearing the title "Survey Staff" to assist in the field work in gathering data and in an advisory capacity.

The Survey Staff presents its findings and recommendations in the light of this historical background and in view of existing conditions in the county as they relate to local communities and to the state.

Chapter II

CHILD ACCOUNTING

School Census and Attendance - White

The attendance of the children of school census age is one of the measures of what the schools are doing for the children of the county. A tabulation has been made of the school census and school attendance over a ten-year period ending in 1937. This tabulation is shown in Table 2. It may be seen from this table that the school census has decreased slightly over the ten-year period from 6,771 to 6,759. The largest school census in this period was 7,449 in 1933.

The elementary enrollment has decreased slightly over the ten-year period, but the junior and senior high school enrollment increased. It is significant to note that the junior high school enrollment has increased from 659 to 995 and the senior high school enrollment from 309 to 459. The change in the average daily attendance over the period somewhat parallels that of enrollment. It is encouraging to note that the percentage of the school census enrolled in school and in average daily attendance has increased decidedly. The percentage of school census enrolled in 1928-29 was 73.7 and the percentage in 1936-37 was 80.7. The percentage of school census in average daily attendance at the beginning of the period was 52.4 and at the end of the period was 64.9

Forty-two counties have a higher percentage of school census in average daily attendance than St. Clair County when proper adjustments are made for children living in one school system but attending schools in another school system, as may be seen in Table 4.

The percentage of school census in regular attendance can be raised. This percentage is not an exact measure of the school census which should be enrolled in school, due to the fact that some children graduate from high school before they are out of the school census age and that a very small percentage

of the children cannot be expected to continue with high school work. However, it does not seem unreasonable to expect 90 per cent of the children to be enrolled in school and to expect the enrolled pupils to attend 90 per cent of the time. If this is reasonable, then 81 per cent of the school census should be in average daily attendance. The present figure for the county is 62.3 per cent. Therefore, a considerable increase in regular attendance may be expected in the future.

The county has followed the policy of employing a well trained attendance worker to assist the teachers, principals, and parents in securing regular school attendance. If it were not for this type of service, many children would not take advantage of the educational facilities offered. Children who do not attend school regularly fail abnormally in comparison with other children who do attend school regularly. An abnormal childhood can be expected to result in abnormal adulthood. The program of school attendance should be continued and strengthened through the very best planning between the attendance worker, the parents, and the teachers and principals.

The low percentage of the census children in high school is the most serious problem facing school authorities and teachers as in many rural areas a majority of the youths are growing into adulthood without the advantage of high school education, yet they form a majority of the voters on local and state programs affecting all the people.

The high school program probably needs more study and careful planning than any other problem in the county. In fact, the high school enrollment will probably double in the next ten years if a suitable program is maintained.

School Census and Attendance - Colored

The last school census report enumerated 1,503 colored children living in the rural part of St. Clair County, and there has actually been a decrease in the rural school population from 1,625 to 1,503 over the last ten years. The colored school enrollment has increased in elementary and junior high grades.

There are six senior high children in the whole county.

The colored children have made rapid improvement in regularity of school attendance. This may readily be seen from Table 3 showing that the percentage of children enrolled in school has increased during the ten-year period from 77.2 to 95.1 and that the percentage of the school census in average daily attendance has increased from 55.0 to 77.4. The percentage of total enrollment in average daily attendance increased from 71.2 in 1928-29 to 81.3 in 1936-37.

Holding Power of the Schools - White

The degree to which the pupils who enroll in the first grade continue on through high school is a partial measure of the success of the schools in educating the children. One thousand two hundred ninety-eight children enrolled in the first grade in 1926-27 and only 116 children were reported as enrolled in the twelfth grade twelve years later. This is a very disturbing loss of pupils. If the 1,298 pupils enrolled in the first grade in 1926-27 remained in the county and only 116 reached the twelfth grade, then about 8.9 per cent of the children have received the training of the last year of high school. Of the 1,298 enrolled in the first grade, only 354, or 27 per cent, reached the seventh grade. This means that 73 per cent of that group never received any high school education. If this program were continued, it would mean that over seven-tenths of the voters of the county would not have any high school education and that approximately two-thirds of them would not get beyond the fourth grade. This group, at best, could be classified as only a step beyond illiteracy. They would be denied the high school program designed to prepare children for citizenship, vocational and professional work, fine arts, and a study of social problems; yet, this group would form the voting majority to determine the policies of the entire population for the future. In a democracy this condition cannot be overlooked without serious consequences for the future. Holding power for white schools is shown in Table 5.

It is encouraging, however, to note that the situation over the past twelve years has improved considerably. In 1937-38 there were 827 children in the first grade and the next year there were 684 children in the second grade, whereas at the beginning of this period less than one-half of the children were promoted from the first to the second grade. If this progress is continued a much greater percentage of the children will receive at least some high school education. Attention is called to the fact that the enrollment in the first grade is decreasing considerably and studies should be made to determine the causes for this decrease.

The Survey Staff feels that this part of the program is of great significance to St. Clair County and that principals and teachers in each school should study this problem from time to time and should strengthen and revise their programs sufficiently to insure that a greater percentage of the school population will receive high school education.

Holding Power of the Schools - Colored

The same situation exists for the colored children as for the white children in the holding power of the schools as may be seen in Table 6. However, the situation is worse for the colored children. Less than one-half of the first grade of the previous year enrolled in the second grade the next year. The totals for the full period show 6,014 in the first grade, 2,120 in the second grade, and only 2 in the twelfth grade.

Table 2

SCHOOL CENSUS AND SCHOOL ATTENDANCE IN ST. CLAIR COUNTY WHITE SCHOOLS - RURAL

Census and Enrollment

	1	2	3	4	5	6	7	8	9
Year	Census	Elementary Enrollment	Jr. High Enrollment	Sr. High Enrollment	Total Enrollment	Per Cent 2 is of Census	Per Cent 3 is of Census	Per Cent 4 is of Census	Per Cent 5 is of Census
1928-29	6,771	4,022	659	309	4,990	59.40	9.73	4.56	73.70
1930-31	6,653	3,873	706	339	4,918	58.21	10.61	5.10	73.92
1932-33	7,449	4,002	846	399	5,247	53.73	11.36	5.36	70.43
1934-35	7,213	3,989	859	398	5,246	55.30	11.91	5.52	72.73
1936-37	6,759	4,003	995	459	5,457	59.22	14.72	6.79	80.74

Census and Average Daily Attendance

	1	2	3		4	5	6		7
Year	Census	Elementary A.D.A.	Junior and Senior High A.D.A.		Total A.D.A.	Per Cent 2 is of Census	Per Cent 3 is of Census		Per Cent 4 is of Census
1928-29	6,771	2,753	797		3,550	40.66	11.77		52.43
1930-31	6,653	2,745	880		3,625	41.26	13.22		54.49
1932-33	7,449	2,892	677	337	3,906	38.82	9.09	4.52	52.44
1934-35	7,213	3,091	704	328	4,123	42.85	9.76	4.55	57.16
1936-37	6,759	3,150	834	399	4,383	46.60	12.34	5.90	64.85

Enrollment and Average Daily Attendance

	1	2	3	4	5	6	7	8	9
Year	Elementary Enrollment	Elementary A.D.A.	Per Cent 2 is of 1	Jr. & Sr. High Enrollment	Jr. & Sr. High A.D.A.	Per Cent 5 is of 4	Total Enrollment	Total A.D.A.	Per Cent 8 is of 7
1928-29	4,022	2,753	68.45	968	797	82.33	4,990	3,550	71.14
1930-31	3,873	2,745	70.88	1,045	880	84.21	4,918	3,625	73.71
1932-33	4,002	2,892	72.26	1,245	1,014	81.44	5,247	3,906	74.44
1934-35	3,989	3,091	77.49	1,257	1,032	82.10	5,246	4,123	78.59
1936-37	4,003	3,150	78.69	1,454	1,233	84.80	5,457	4,383	80.32

Table 3

SCHOOL CENSUS AND SCHOOL ATTENDANCE IN ST. CLAIR COUNTY COLORED SCHOOLS - RURAL

Census and Enrollment

	1	2	3	4	5	6	7	8	9
Year	Census	Elementary Enrollment	Jr. High Enrollment	Sr. High Enrollment	Total Enrollment	Per Cent 2 is of Census	Per Cent 3 is of Census	Per Cent 4 is of Census	Per Cent 5 is of Census
1928-29	1,625	1,200	55	-	1,255	73.85	3.38	-	77.23
1930-31	1,573	1,080	74	-	1,154	68.66	4.70	-	73.36
1932-33	1,693	1,090	96	-	1,186	64.38	5.67	-	70.05
1934-35	1,714	1,337	97	-	1,434	78.00	5.66	-	83.66
1936-37	1,503	1,313	111	6	1,430	87.36	7.39	.40	95.14

Census and Average Daily Attendance

	1	2	3		4	5	6		7
Year	Census	Elementary A.D.A.	Junior and Senior High A.D.A.		Total A.D.A.	Per Cent 2 is of Census	Per Cent 3 is of Census		Per Cent 4 is of Census
1928-29	1,625	849	45		894	52.25	2.77		55.02
1930-31	1,573	817	62		879	51.94	3.94		55.88
1932-33	1,693	840	73	-	913	49.62	4.31	-	53.93
1934-35	1,714	1,065	79	-	1,144	62.14	4.61	-	66.74
1936-37	1,503	1,059	98	6	1,163	70.46	6.52	.40	77.38

Enrollment and Average Daily Attendance

	1	2	3	4	5	6	7	8	9
Year	Elementary Enrollment	Elementary A.D.A.	Per Cent 2 is of 1	Jr. & Sr. High Enrollment	Jr. & Sr. High A.D.A.	Per Cent 5 is of 4	Total Enrollment	Total A.D.A.	Per Cent 8 is of 7
1928-29	1,200	849	70.75	55	45	81.82	1,255	894	71.24
1930-31	1,080	817	75.65	74	62	83.78	1,154	879	76.17
1932-33	1,090	840	77.06	96	73	76.04	1,186	913	76.98
1934-35	1,337	1,065	79.66	97	79	81.44	1,434	1,144	79.78
1936-37	1,313	1,059	80.65	117	98	83.76	1,430	1,163	81.33

Table 4

RANK OF COUNTIES, INCLUDING CITIES, ACCORDING TO PER CENT OF CHILDREN OF AGES 6-20 INCLUSIVE IN AVERAGE DAILY ATTENDANCE - WHITE 1937-38

Counties	Corrected Census	A. D. A.	Per Cent A. D. A. is of Census	Rank	Counties	Corrected Census	A. D. A.	Per Cent A. D. A. is of Census	Rank
Autauga	3,169	2,102	66.33	21	Jackson	13,388	7,192	53.72	65
Baldwin	7,677	4,943	64.39	34	Jefferson	72,652	53,525	73.67	3
Barbour	4,491	2,833	63.08	41	Lamar	5,078	3,384	66.64	19
Bibb	4,381	2,918	66.61	20	Lauderdale	12,152	7,907	65.07	30
Blount	9,531	5,652	59.30	55	Lawrence	7,420	4,227	56.97	63
Bullock	1,381	932	67.48	16	Lee	4,030	2,651	65.78	26
Butler	5,309	3,511	66.13	23	Limestone	9,078	5,002	55.10	64
Calhoun	14,499	9,611	66.29	22	Lowndes	1,011	662	65.48	28½
Chambers	7,428	4,815	64.82	33	Macon	1,344	955	71.06	5
Cherokee	6,486	3,391	52.28	66	Madison	15,251	9,452	61.98	44
Chilton	7,600	4,498	59.18	57	Marengo	3,165	2,248	71.03	6½
Choctaw	2,919	1,946	66.67	18	Marion	9,418	5,459	57.96	59
Clarke	4,274	2,909	68.06	13	Marshall	13,774	8,388	60.90	51
Clay	4,781	3,102	64.88	31	Mobile	21,666	13,165	60.76	52
Cleburne	4,349	2,505	57.60	61	Monroe	4,806	3,292	68.50	11
Coffee	8,550	5,226	61.12	49	Montgomery	13,387	8,766	65.48	28½
Colbert	8,318	5,042	60.62	53	Morgan	12,140	7,689	63.34	37
Conecuh	5,501	3,257	59.21	56	Perry	3,109	1,567	50.40	67
Coosa	2,852	1,885	66.09	24	Pickens	4,614	3,313	71.80	4
Covington	11,737	6,904	58.82	58	Pike	5,548	3,477	62.67	42
Crenshaw	5,160	3,550	68.80	10	Randolph	7,187	4,660	64.84	32
Cullman	15,504	8,982	57.93	60	Russell	4,169	2,829	67.86	14
Dale	5,846	3,699	63.27	39	St. Clair	6,804	4,237	62.27	43
Dallas	4,199	2,837	67.56	15	Shelby	6,756	4,453	65.91	25
DeKalb	14,257	8,695	60.99	50	Sumter	1,520	1,174	77.24	1
Elmore	6,441	4,514	70.08	9	Talladega	10,643	6,563	61.66	45
Escambia	6,753	4,617	68.39	12	Tallapoosa	7,438	4,584	61.63	46
Etowah	18,693	11,512	61.58	47	Tuscaloosa	14,638	9,268	63.31	38
Fayette	5,808	3,908	67.29	17	Walker	19,027	12,018	63.16	40
Franklin	8,607	5,282	61.37	48	Washington	3,501	2,234	63.81	35
Geneva	8,236	5,219	63.37	36	Wilcox	1,688	1,199	71.03	6½
Greene	816	621	76.10	2	Winston	6,606	3,785	57.30	62
Hale	2,513	1,775	70.63	8					
Henry	3,561	2,332	65.49	27	TOTAL	565,010*	361.115	63.91	
Houston	10,375	6,265	60.39	54	10 transported out of state				

Table 5

HOLDING POWER OF ST. CLAIR COUNTY COLORED SCHOOLS AS SHOWN BY ENROLLMENT BY GRADES OVER A PERIOD OF YEARS

	G R A D E S												
	Elementary						Junior High			Senior High			
Years	1	2	3	4	5	6	7	8	9	10	11	12	Total
1926-27	476	130	143	125	103	53	31	7	0	0	0	0	1,068
1927-28	526	188	152	139	104	73	28	8	0	0	0	0	1,218
1928-29	550	151	173	147	92	87	39	16	0	0	0	0	1,255
1929-30	496	173	149	165	95	77	42	20	0	0	0	0	1,217
1930-31	447	165	139	143	111	75	46	22	6	0	0	0	1,154
1931-32	438	174	138	143	111	60	63	25	5	0	0	0	1,157
1932-33	443	147	146	136	131	87	53	38	5	0	0	0	1,186
1933-34	574	191	148	130	132	83	39	29	6	0	0	0	1,332
1934-35	602	181	193	154	119	88	69	19	9	0	0	0	1,434
1935-36	542	166	152	147	113	73	64	42	6	5	0	0	1,310
1936-37	506	235	178	158	153	83	55	46	10	2	2	2	1,430
1937-38	414	219	240	163	129	91	70	46	16	5	0	0	1,393
TOTAL	6,014	2,120	1,951	1,750	1,393	930	599	318	63	12	2	2	15,154

Table 6

HOLDING POWER OF ST. CLAIR COUNTY WHITE SCHOOLS AS SHOWN BY ENROLLMENT BY GRADES OVER A PERIOD OF YEARS

	G R A D E S												
	Elementary						Junior High			Senior High			
Years	1	2	3	4	5	6	7	8	9	10	11	12	Total
1926-27	1,298	534	605	551	484	571	166	187	135	102	76.	81	4,790
1927-28	1,273	582	567	573	475	562	317	153	155	107	89	67	4,920
1928-29	1,308	549	577	565	482	541	273	233	153	142	89	78	4,990
1929-30	1,232	604	557	542	530	472	285	207	205	118	101	82	4,935
1930-31	1,135	609	581	536	600	412	295	232	179	172	75	92	4,918
1931-32	1,038	792	679	607	567	471	312	272	202	162	134	94	5,330
1932-33	957	694	681	658	531	481	354	263	229	162	127	110	5,247
1933-34	1,079	607	659	659	564	499	362	269	196	172	135	91	5,292
1934-35	953	625	622	660	594	535	362	286	211	168	124	106	5,246
1935-36	990	671	576	593	562	489	426	276	236	169	136	86	5,210
1936-37	931	735	693	588	540	516	441	318	236	192	142	125	5,457
1937-38	827	684	698	610	514	495	436	360	238	204	158	116	5,340
TOTAL	13,021	7,686	7,495	7,142	6,443	6,044	4,029	3,056	2,375	1,870	1,386	1,128	61,675

Grade Progress in Elementary Schools - White

The progress of the children through the grades is another measure of the efficiency of the schools. Grade progress is classified under three headings, namely, rapid progress, normal progress, and slow progress. Under normal conditions a pupil should pass a grade each year, making normal progress. If a pupil makes two or more grades per year or skips a grade he makes rapid progress for that year. Any pupil who averages making more than one grade a year makes rapid progress. If a pupil fails to average passing a grade a year that pupil is classified as making slow progress.

Tabulations of rapid progress, normal progress, and slow progress were made for each grade by boys and girls. See Table 8.

It may be seen from the elementary grade progress table that 1.8 per cent of the pupils made rapid progress, 48.1 per cent made normal progress, and 50.1 per cent made slow progress. Thus it is that the slow progress is a very significant factor since one-half of the children have failed one or more times. A study of this table also shows that most of the slow progress is accumulated in the first grade where 32.5 per cent of the children have failed. In the second grade there is a wide difference of failures of boys and girls as indicated by the fact that 55.9 per cent of the boys failed compared to 38.1 per cent of the girls, whereas the difference in the first grade was 34.0 per cent for boys and 30.8 per cent for girls. This Survey does not attempt to find all the causes of failures but it does recommend that the cause of the failures be ascertained and remedied as soon as possible.

Grade Progress in High Schools - White

Table 9 shows that there is a higher percentage of failure in the junior high school grades than in the lower grades but a considerable improvement in the grade progress of pupils enrolled in senior high school. Part of this decrease in slow progress may be accounted for by the tendency

of slow progress pupils to fail to enroll in senior high school. The small enrollment in senior high school grades bears out this conclusion. It is significant to note throughout all of the grade progress tabulations presented in this chapter that there is a very much higher percentage of failures among boys than among girls. The Survey Staff has no data whereby it might determine the cause of this wide difference. It is generally assumed that the boys are at least equal in native ability to the girls.

Grade Progress in Colored Schools

Table 10 shows that 75.7 per cent of the colored elementary children made slow progress. As with the white children, most of the slow progress may be attributed to the first grade. The recommendations with reference to the grade progress of the white children applies to the colored children.

Age-Grade

Age-grade studies assume that children of certain ages should be in certain grades and only indicate whether or not a child is too old, too young, or the correct age for his grade. If a child is too old for his grade he is classed as over-age. If a child is too young for his grade he is classed as under-age. If a child is the correct age for his grade he is classed as normal age. Any pupil entering school at $6\frac{1}{2}$ or 7 years of age becomes over-age by failing to average passing a grade a year. A child beginning at 6 years of age may fail one time and still be normal age by averaging a grade a year for each year thereafter until he permanently withdraws from school. A normal age child may fail one year and make two grades in another year and still be of normal age. Table 7 gives the normal ages for each of the grades.

Table 7
NORMAL AGES BY GRADES

Elementary		High School	
Grade	Normal Ages	Grade	Normal Ages
1	6 - $6\frac{1}{2}$ - 7	7	12 - $12\frac{1}{2}$ - 13
2	7 - $7\frac{1}{2}$ - 8	8	13 - $13\frac{1}{2}$ - 14
3	8 - $8\frac{1}{2}$ - 9	9	14 - $14\frac{1}{2}$ - 15
4	9 - $9\frac{1}{2}$ - 10	10	15 - $15\frac{1}{2}$ - 16
5	10 - $10\frac{1}{2}$ - 11	11	16 - $16\frac{1}{2}$ - 17
6	11 - $11\frac{1}{2}$ - 12	12	17 - $17\frac{1}{2}$ - 18

Over-ageness may be caused by late entrance to school, non-attendance after entering, or by failure in the grades. Apparently, most of the children of the county enter at the normal age and the slow progress previously referred to caused most of the over-ageness. The age-group conditions for white and colored elementary and high school pupils by totals are given in Tables 12 through 15.

Extreme over-ageness often results in pupils withdrawing from school rather than attend classes with children who are much younger and it invariably results in withdrawal before completing high school. This condition merits the serious consideration of school officials and teachers.

Table 8

GRADE PROGRESS OF WHITE ELEMENTARY PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	I GRADE			II GRADE			III GRADE			IV GRADE			V GRADE			VI GRADE			TOTAL		
YEARS	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
0	241	231	472	9	8	17													250	239	489
1	87	69	156	146	153	299	0	6	6										233	228	461
2	27	22	49	115	56	171	118	140	258	4	8	12	0	1	1				264	227	491
3	8	10	18	52	33	85	110	89	199	131	155	286	3	10	13				304	297	601
4	0	1	1	19	7	26	49	32	81	99	72	171	100	132	232	6	10	16	273	254	527
5	2	1	3	6	2	8	17	15	32	50	32	82	78	80	158	64	82	146	217	212	429
6				4	1	5	14	0	14	25	13	38	39	46	85	73	87	160	155	147	302
7				1	0	1	2	1	3	14	5	19	28	12	40	39	33	72	84	51	135
8							1	1	2	5	2	7	16	5	21	22	7	29	44	15	59
9										1	1	2	4	1	5	10	5	15	15	7	22
10													1	0	1	2	1	3	3	1	4
11																2	0	2	2	0	2
12																					
13																					
14																					
15 or Over																					
TOTAL	365	334	699	352	260	612	311	284	595	329	288	617	269	287	556	218	225	443	1844	1678	3522
A	0	0	0	9	8	17	0	6	6	4	8	12	3	11	14	6	10	16	22	43	65
B	241	231	472	146	153	299	118	140	258	131	155	286	100	132	232	64	82	146	800	893	1693
C	124	103	227	197	99	296	193	138	331	194	125	319	166	144	310	148	133	281	1022	742	1764
D	0	0	0	2.6	3.1	2.8	0	2.1	1.0	1.2	2.8	1.9	1.1	3.8	2.5	2.8	4.4	3.6	1.2	2.6	1.8
E	66.0	69.2	67.5	41.5	58.8	48.8	37.9	49.3	43.4	39.8	53.8	46.4	37.2	46.0	41.7	29.3	36.5	33.0	43.4	53.2	48.1
F	34.0	30.8	32.5	55.9	38.1	48.4	62.1	48.6	55.6	59.0	43.4	51.7	61.7	50.2	55.8	67.9	59.1	63.4	55.4	44.2	50.1

A-Number of Rapid Progress Children

B-Number of Normal Progress Children

C-Number of Slow Progress Children

D-Per Cent of Rapid Progress Children

E-Per Cent of Normal Progress Children

F-Per Cent of Slow Progress Children

Table 9

GRADE PROGRESS OF WHITE HIGH SCHOOL PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	JUNIOR HIGH SCHOOL									SENIOR HIGH SCHOOL									TOTAL		
	I			II			III			I			II			III					
YEARS	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
3																					
4																					
5	12	16	28	1	0	1													13	16	29
6	59	88	147	7	9	16	2	0	2	0	1	1							68	98	166
7	68	82	150	69	100	169	8	14	22	2	0	2	0	1	1				147	197	344
8	33	23	56	61	48	109	53	83	136	9	9	18	0	1	1				156	164	320
9	16	8	24	32	15	47	44	45	89	47	53	100	5	6	11	0	5	5	144	132	276
10	3	3	6	12	1	13	20	16	36	32	26	58	39	54	93	6	11	17	112	111	223
11	4	0	4	2	0	2	5	1	6	7	7	14	33	30	63	31	37	68	83	75	157
12	1	0	1	1	0	1				2	1	3	4	0	4	16	6	22	24	7	31
13				1	0	1							1	0	1	8	2	10	10	2	12
14																1	1	2	1	1	2
15																1	0	1	1	0	1
16																					
17 or Over																1*		1*	1*		1*
TOTAL	196	220	416	186	173	359	132	159	291	99	97	196	82	92	174	63	62	125	758	803	1561
A	12	16	28	8	9	17	10	14	24	11	10	21	5	8	13	6	16	22	52	73	125
B	59	88	147	69	100	169	53	83	136	47	53	100	39	54	93	31	37	68	298	415	713
C	125	116	241	109	64	173	69	62	131	41	34	75	38	30	68	26	9	35	408	315	723
D	6.1	7.3	6.7	4.3	5.2	4.7	7.6	8.8	8.2	11.1	10.3	10.7	6.1	8.7	7.5	9.5	25.8	17.6	6.9	9.1	8.0
E	30.1	40.0	35.4	37.1	57.8	47.1	40.2	52.2	46.8	47.5	54.6	51.0	47.6	58.7	53.4	49.2	59.7	54.4	39.3	51.7	45.7
F	63.8	52.7	57.9	58.6	37.0	48.2	52.2	39.0	45.0	41.4	35.1	38.3	46.3	32.6	39.1	41.3	14.5	28.0	53.8	39.2	46.3

* No data.

A-Number of Rapid Progress Children

B-Number of Normal Progress Children

C-Number of Slow Progfess Children

D-Per Cent of Rapid Progress Children

E-Per Cent of Normal Progress Children

F-Per Cent of Slow Progress Children

Table 10

GRADE PROGRESS OF COLORED ELEMENTARY PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	I GRADE			II GRADE			III GRADE			IV GRADE			V GRADE			VI GRADE			TOTAL		
YEARS	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
0	65	71	136																65	71	136
1	71	81	152	25	13	38													96	94	190
2	27	27	54	34	40	74	19	21	40	0	1	1							80	89	169
3	8	6	14	24	25	49	33	26	59	17	14	31	1	2	3				83	73	156
4	1	2	3	12	8	20	26	15	41	25	39	64	9	14	23	1	0	1	74	78	152
5	1	0	1	4	0	4	12	14	26	20	22	42	23	26	49	3	10	13	63	72	135
6				5	2	7	6	10	16	9	14	23	12	17	29	9	10	19	41	53	94
7				2	2	4	8	5	13	13	5	18	14	14	28	5	9	14	42	35	77
8							4	1	5	5	5	10	3	8	11	3	7	10	15	21	36
9	1	1	1				1	0	1	3	1	4	4	0	4	1	2	3	9	4	13
10							3	1	4	2	0	2	1	1	2	1	1	2	7	3	10
11													2	1	3	2	0	2	4	1	5
12							1	0	1							1	0	1	2	0	2
13																0	1	1	0	1	1
14																					
15 or Over											3*	3*				2*		2*	2*	3*	5*
TOTAL	173	188	361	106	90	196	113	93	206	94	101	195	69	83	152	26	40	66	581	595	1176
A	0	0	0	0	0	0	0	0	0	0	1	1	1	2	3	1	0	1	2	3	5
B	65	71	136	25	13	38	19	21	40	17	14	31	9	14	23	3	10	13	138	143	281
C	108	117	225	81	77	158	94	72	166	77	86	163	59	67	126	22	30	52	441	449	890
D	0	0	0	0	0	0	0	0	0	0	1.0	0.5	1.4	2.4	2.0	3.9	0	1.5	0.3	0.5	0.4
E	37.6	37.8	37.7	23.6	14.4	19.4	16.8	22.6	19.4	18.1	13.9	15.9	13.1	16.9	15.1	11.5	25.0	19.7	23.8	24.0	23.9
F	62.4	62.2	62.3	76.4	85.6	80.6	83.2	77.4	80.6	81.9	85.1	83.6	85.5	80.7	82.9	84.6	75.0	78.8	75.9	75.5	75.7

* No data.

A-Number of Rapid Progress Children

B-Number of Normal Progress Children

C-Number of Slow Progress Children

D-Per Cent of Rapid Progress Children

E-Per Cent of Normal Progress Children

F-Per Cent of Slow Progress Children

Table 11

GRADE PROGRESS OF COLORED HIGH SCHOOL PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	JUNIOR HIGH SCHOOL									SENIOR HIGH SCHOOL									TOTAL		
	I			II			III			I			II			III					
YEARS	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
3																					
4																					
5	0	1	1																0	1	1
6	10	18	28	1	2	3	1	0	1										12	20	32
7	11	14	25	7	10	17	1	0	1										19	24	43
8	1	10	11	5	6	11	2	4	6										8	20	28
9	2	2	4	8	3	11	4	5	9										14	10	24
10	2	1	3	3	1	4	3	1	4	1	0	1							9	3	12
11	1	1	2	1	1	2	2	2	4				1	0	1				5	4	9
12	1	0	1	0	1	1	2	1	3				1	0	1				4	2	6
13																					
14																					
15																					
16																					
17 or over																					
TOTAL	28	47	75	25	24	49	15	13	28	1	0	1	2	0	2				71	84	155
A	0	1	1	1	2	3	2	0	2	0	0	0	0	0	0				3	3	6
B	10	18	28	7	10	17	2	4	6	0	0	0	0	0	0				19	32	51
C	18	28	46	17	12	29	11	9	20	1	0	1	2	0	2				49	49	98
D	0	2.1	1.3	4.0	8.3	6.1	13.3	0	7.1	0	0	0	0	0	0				4.2	3.6	3.9
E	35.7	38.3	37.3	28.0	41.7	34.7	13.3	30.8	21.5	0	0	0	0	0	0				26.8	38.1	32.9
F	64.3	59.6	61.4	68.0	50.0	59.2	73.4	69.2	71.4	100	100	100	100	0	100				69.0	58.3	63.2

A-Number of Rapid Progress Children

B-Number of Normal Progress Children

C-Number of Slow Progress Children

D-Per Cent of Rapid Progress Children

E-Per Cent of Normal Progress Children

F-Per Cent of Slow Progress

Table 12

AGE GRADE OF WHITE ELEMENTARY PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	I GRADE			II GRADE			III GRADE			IV GRADE			V GRADE			VI GRADE			TOTAL		
AGES	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
5⅓ or Under																					
6	145	154	299	3	5	8													148	159	307
6⅓	35	29	64	1	2	3													36	31	67
7	81	73	154	84	94	178	3	12	15										168	179	347
7⅓	28	18	46	29	30	59	1	0	1										58	48	106
8	32	28	60	86	58	144	72	88	160	7	11	18							197	185	382
8⅓	10	6	16	21	8	29	15	24	39	1	1	2							47	39	86
9	16	10	26	39	29	68	72	58	130	62	81	143	5	10	15				194	188	382
9⅓	2	2	4	12	9	21	14	10	24	20	20	40							48	41	89
10	7	3	10	27	6	33	56	42	98	69	85	154	45	67	112	3	5	8	207	208	415
10⅓	1	0	1	6	4	10	3	7	10	14	6	20	18	14	32	1	2	3	43	33	76
11	3	7	10	18	5	23	29	18	47	52	32	84	63	74	137	33	41	74	198	177	375
11⅓	1	0	1	2	4	6	2	3	5	12	6	18	10	7	17	7	12	19	34	32	66
12	2	2	4	7	1	8	12	13	25	35	21	56	43	53	96	46	56	102	145	146	291
12⅓				2	1	3	5	2	7	5	1	6	4	5	9	18	10	28	34	19	53
13				7	2	9	9	5	14	24	13	37	24	27	51	26	48	74	90	95	185
13⅓				2	0	2	3	0	3	4	1	5	1	0	1	4	5	9	14	6	20
14	2	0	2	3	1	4	8	2	10	15	5	20	26	17	43	38	24	62	92	49	141
14⅓							1	0	1	2	1	3	4	2	6	9	6	15	16	9	25
15				1	0	1	4	0	4	4	2	6	17	8	25	15	7	22	41	17	58
15⅓							1	0	1	0	1	1	2	1	3	2	3	5	5	5	10
16										3	1	4	7	2	9	7	3	10	17	6	23
16⅓																					
17 or Over			2*	0	1	1										9	3	12	9	4	13
			2*	2*		2*	1*		1*										3*	2*	5*
TOTAL	365	332	697	350	260	610	310	284	594	329	288	617	269	287	556	218	225	443	1841	1676	3517
A	0	0	0	4	7	11	4	12	16	8	12	20	5	10	15	4	7	11	25	48	73
B	261	256	517	199	182	381	159	170	329	151	186	337	126	155	281	86	109	195	982	1058	2040
C	104	761	180	147	71	218	147	102	249	170	90	260	138	122	260	128	109	237	834	570	1404
D	0	0	0	1.2	2.7	1.8	1.3	4.1	2.7	2.4	4.2	3.3	1.9	3.5	2.7	1.8	3.1	2.5	1.4	2.9	2.1
E	71.5	77.1	74.2	56.8	70.0	62.5	51.3	60.0	55.4	45.9	64.6	54.6	46.8	54.0	50.5	39.5	48.5	44.0	53.3	63.1	58.0
F	28.5	22.9	25.8	42.0	27.3	35.7	47.4	35.9	41.9	51.7	31.2	42.1	51.3	42.5	46.8	58.7	48.4	53.5	45.3	34.0	39.9

A-Number of Under-Age Children

B-Number of Normal Age Children

C-Number of Over-Age Children

D-Per Cent of Under-Age Children

E-Per Cent of Normal Age Children

F-Per Cent of Over-Age Children

* No data.

Table 13

AGE GRADE OF WHITE HIGH SCHOOL PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	JUNIOR HIGH SCHOOL									SENIOR HIGH SCHOOL									TOTAL		
	I			II			III			I			II			III					
AGES	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
10																					
10½																					
11	3	13	16	0	1	1													3	14	17
11½	4	2	6																4	2	6
12	27	43	70	4	7	11	1	0	1										32	50	82
12½	12	15	27	1	2	3													13	17	30
13	28	47	75	38	61	99	4	10	14	3	0	3							73	118	191
13½	13	14	27	12	7	19	1	1	2										26	22	48
14	35	38	73	31	38	69	24	28	52	4	9	13							94	113	207
14½	5	10	15	8	14	22	7	13	20										20	37	57
15	34	18	52	37	15	52	23	35	58	22	26	48	5	8	13	0	2	2	121	104	225
15½	6	5	11	4	6	10	7	10	17	1	1	2	0	1	1	0	1	1	18	24	42
16	15	7	22	20	15	35	23	30	53	27	22	49	23	28	51	2	8	10	110	110	220
16½	2	4	6	5	4	9	6	7	13							0	1	1	13	16	29
17	5	2	7	14	3	17	21	17	38	25	21	46	28	27	55	16	15	31	109	85	194
17½	1	2	3	3	0	3	4	1	5	1	1	2				1	7	8	10	11	21
18	5	0	5	4	0	4	7	4	11	10	11	21	12	20	32	17	15	32	55	50	105
18½				1	0	1	1	0	1							0	2	2	2	2	4
19	1	0	1	4	0	4	2	3	5	3	5	8	6	8	14	15	4	19	31	20	51
19½																1	3	4	1	3	4
20							1	0	1	2	0	2	5	0	5	6	3	9	14	3	17
20½										1	0	1				0	1	1	1	1	2
21										0	1	1	3	0	3	6	0	6	9	1	10
TOTAL	196	220	416	186	173	359	132	159	291	99	97	196	82	92	174	64	62	126	759	803	1562
A	7	15	22	5	10	15	6	11	17	7	9	16	5	9	14	2	12	14	32	66	98
B	67	105	172	81	106	187	54	76	130	50	49	99	51	55	106	34	37	71	337	428	765
C	122	100	222	100	57	157	72	72	144	42	39	81	26	28	54	28	13	41	390	309	699
D	3.6	6.8	5.3	2.7	5.8	4.2	4.6	6.9	5.8	7.1	9.3	8.2	6.1	9.8	8.1	3.1	19.4	11.1	4.2	8.2	6.3
E	34.2	47.7	41.3	43.5	61.3	52.1	40.9	47.8	44.7	50.5	50.5	50.5	62.2	59.8	60.9	53.1	59.7	56.3	44.4	53.3	49.0
F	62.2	45.5	53.4	53.8	32.9	43.7	54.5	45.3	49.5	42.4	40.2	41.3	31.7	30.4	31.0	43.8	20.9	32.6	51.4	38.5	44.7

A-Number of Under-Age Children

B-Number of Normal Age Children

C-Number of Over-Age Children

D-Per Cent of Under-Age Children

E-Per Cent of Normal Age Children

F-Per Cent of Over-Age Children

Table 14

AGE GRADE OF COLORED ELEMENTARY PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	I GRADE			II GRADE			III GRADE			IV GRADE			V GRADE			VI GRADE			TOTAL		
AGES	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
5½ or Under	2	3	5																2	3	5
6	58	59	117	3	2	5													61	61	122
6½	4	2	6																4	2	6
7	56	62	118	7	17	24	4	2	6										67	81	148
7½	4	1	5	1	0	1													5	1	6
8	18	32	50	15	15	30	3	11	14										36	58	94
8½	2	0	2	4	2	6				0	1	1							6	3	9
9	13	12	25	19	18	37	19	12	31	5	8	13	0	1	1				56	51	107
9½	0	3	3	1	0	1				2	0	2							3	3	6
10	7	5	12	22	11	33	13	19	32	8	14	22	5	6	11				55	55	110
10½	0	1	1				1	1	2	2	3	5							3	5	8
11	4	3	7	13	16	29	23	16	39	8	20	28	8	12	20	3	3	6	59	70	129
11½	1	0	1							3	0	3	3	2	5				7	2	9
12	2	2	4	9	3	12	10	12	22	14	17	31	4	11	15	0	6	6	39	51	90
12½				2	0	2	0	1	1	1	0	1	4	4	8	1	1	2	8	6	14
13				6	3	9	18	6	24	19	20	39	7	15	22	5	5	10	55	49	104
13½										2	1	3	0	3	3	1	1	2	3	5	8
14	0	1	1	2	2	4	10	5	15	9	4	13	12	9	21	4	5	9	37	26	63
14½													2	0	2				2	0	2
15	2	0	2				5	2	7	9	10	19	10	9	19	5	11	16	31	32	63
15½	0	1	1										0	1	1	0	2	2	0	4	4
16				2	1	3	2	2	4	6	4	10	7	4	11	4	1	5	21	12	33
16½										2	0	2							2	0	2
17 or Over		1*	1*				1*		1*	4	2	6	7	6	13	5	5	10	20	17	37
																			1*	1*	2*
TOTAL	173	187	360	106	90	196	112	93	205	94	104	198	69	83	152	28	40	68	582	597	1179
A	2	3	5	3	2	5	4	2	6	0	1	1	0	1	1	0	0	0	9	9	18
B	118	123	241	23	32	55	22	23	45	15	22	37	13	18	31	3	9	12	194	227	421
C	53	61	114	80	56	136	86	68	154	79	81	160	56	64	120	25	31	56	379	361	740
D	1.2	1.6	1.4	2.8	2.2	2.5	3.6	2.2	2.9	0	1.0	0.5	0	1.2	0.7	0	0	0	1.6	1.5	1.5
E	68.2	65.8	67.0	21.7	35.6	28.1	19.6	24.7	22.0	16.0	21.1	18.7	18.9	21.7	20.4	10.7	22.5	17.6	33.3	38.0	35.7
F	30.6	32.6	31.6	75.5	62.2	69.4	76.8	73.1	75.1	84.0	77.9	80.8	81.1	77.1	78.9	89.3	77.5	82.4	65.1	60.5	62.8

* No data.

A-Number of Under-Age Children

B-Number of Normal Age Children

C-Number of Over-Age Children

D-Per Cent of Under-Age Children

E-Per Cent of Normal Age Children

F-Per Cent of Over-Age Children

Table 15

AGE GRADE OF COLORED HIGH SCHOOL PUPILS IN ST. CLAIR COUNTY SCHOOLS 1938-39

	JUNIOR HIGH SCHOOL									SENIOR HIGH SCHOOL									TOTAL		
	I			II			III			I			II			III					
AGES	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
10																					
10½																					
11	0	1	1																0	1	1
11½																					
12	2	1	3	1	2	3	1	0	1										4	3	7
12½	0	1	1																0	1	1
13	2	5	7	2	3	5	1	0	1										5	8	13
13½	1	2	3																1	2	3
14	4	9	13	4	3	7	1	1	2										9	13	22
14½																					
15	12	13	25	5	7	12	1	4	5										18	24	42
15½	1	0	1																1	0	1
16	2	9	11	4	3	7	3	3	6										9	15	24
16½																					
17	2	5	7	7	3	10	4	2	6										13	10	23
17½				1	0	1													1	0	1
18	0	1	1	0	2	2	1	1	2				1	0	1				2	4	6
18½																					
19	1	0	1	1	1	2	2	2	4	1	0	1							5	3	8
19½																					
20	1	0	1										1	0	1				2	0	2
20½																					
21							1	0	1										1	0	1
TOTAL	28	47	75	25	24	49	15	13	28	1	0	1	2	0	2	0	0	0	71	84	155
A	0	1	1	1	2	3	2	0	2	0	0	0	0	0	0				3	3	6
B	4	7	11	6	6	12	2	5	7	0	0	0	0	0	0				12	18	30
C	24	39	63	18	16	34	11	8	19	1	0	1	2	0	2				56	63	119
D	0	2.1	1.3	4.0	8.3	6.1	13.3	0	7.1	0	0	0	0	0	0				4.2	3.6	3.9
E	14.3	14.9	14.7	24.0	25.0	24.5	13.3	38.5	25.0	0	0	0	0	0	0				16.9	21.4	19.4
F	85.7	83.0	84.0	72.0	66.7	69.4	73.4	61.5	67.9	100	0	100	100	0	100				78.9	75.0	76.7

A-Number of Under-Age Children

B-Number of Normal Age Children

C-Number of Over-Age Children

D-Per Cent of Under-Age Children

E-Per Cent of Normal Age Children

F-Per Cent of Over-Age Children

Chapter III

THE TEACHING STAFF

Introduction

The qualifications of the teaching staff necessarily determine to a great extent the quality of instruction afforded the children in the schools. The employment of the teaching staff is one of the most important functions of the county board of education. The policies carried into effect in the appointment of teachers will determine largely the type of teaching in the schools. The expenditures for instruction in most counties comprise approximately three-fourths of the total current expenditure for education and it is the responsibility of the county board of education to buy the very best instruction with the taxpayer's dollar.

The board of education which makes every effort to purchase outstanding personality and instructional ability in the employment of the teachers is rendering a real service to the children and in so doing makes a high degree of progress toward getting the most out of the school dollar. Frequently an outstanding man of achievement points out a single teacher who made an outstanding contribution to his career. Fortunate is the individual who has passed through the elementary and high school grades and still remembers several of his teachers as real personalities who contributed something to his development.

In each school system the board of education should give careful consideration to the development of sound guiding principles for the selection, promotion, and maintenance of an excellent teaching staff. Undoubtedly, most, if not all, school systems have developed certain principles to follow in developing the teaching staff.

The Survey Staff has carefully considered this problem from time to time and offers the following guiding principles to the board of education for consideration:

Recommended Minimum Administrative Standards for the Improvement of Instruction

1. Appoint the instructional staff upon the nomination of the county superintendent of education to the county board of education, in accordance with the best educational practice.

2. Equalize instructional opportunity for all the children, regardless of size of school by maintaining equally as well trained teachers in the smaller approved elementary school centers as in the larger centers in so far as physical facts will permit. This may require improvement in living conditions of the teachers in the smaller communities.

3. Encourage teachers having less than two years of college training to increase their training at the earliest possible time.

4. Fill no teaching vacancy with a teacher having less than two years of college training and announce to all teachers that only those having two years of college training will be retained in the school system.

5. Place the inexperienced and least professionally trained teachers in schools where a majority of the teaching staff has had three years or more of teaching experience and two years or more professional training, where this can be done to the advantage of the teachers and pupils involved, and limit the total number of inexperienced teachers to about ten per cent of the total number of teachers employed in the county.

6. Place beginning teachers and the teachers with the least training under the best qualified principals, where this can be done without disadvantageously moving teachers from one school to another.

7. Recognition of the type of school program needed in the school center should be considered in the employment of principals and teachers. Since most schools serve two or more communities, due consideration should be given to the establishment and maintenance of active school and community organizations to cooperate in the maintenance of a functioning school program in the school

attendance district, and the most distant part of the district should be made to feel that it is just as much a part of the school community as the area adjacent to the school.

8. At the present time many counties in the State are voluntarily cooperating in the State Program of Curriculum Revision. This program enlists a majority of all rural teachers of the State. The quality of instruction and the professional tone of the teachers will doubtless be improved through the cooperation of the county educational system with the State study.

9. A definite school program should be maintained to provide proper care, protection, and classroom and playground supervision for transported pupils who wait at school for school buses.

10. Rules of boards of education which require employment of local persons only, or give them preference, contribute to poor selection and inbreeding and gain nothing, since, when each county makes such a ruling, no more jobs are made for local people. The best instruction of the pupils should be the criterion in selecting the teachers. Therefore, in the interest of the children the best available teachers should be employed without regard to county boundary lines.

11. Teachers who are professionally trained to teach only in high schools should not be employed to teach elementary grades.

12. In order to improve instruction a training-in-service program should be regularly sponsored by county board of education with some financial help from the board if practicable.

13. Teachers should be made to feel secure in their positions, in so far as possible, if satisfactory work is done. A feeling of insecurity hampers the work of individuals in any profession or trade. It is unethical to dismiss satisfactory teachers without sound professional reasons and to do so weakens the teaching morale of the county.

The above guiding principles should be added to and revised to fit local conditions.

A careful consideration of the administrative principles involved in the employment of teachers leads to the conclusion that the method of selecting each teacher for each position is of vital importance. In the best school systems throughout the Nation, the layman as well as the professionally trained individual has definitely concluded that it is the responsibility of the professionally trained superintendent of education to nominate teachers to the board of education for appointment. In the best school systems, the school superintendent confers with the principal of the school in which the teacher is to serve to determine the type of teacher needed and selects a teacher with personality and instructional ability to meet the needs of the school. Under existing laws only a county superintendent can nominate teachers to the county board of education and no teacher can be appointed legally except through nomination by the superintendent in writing. The principle involved in this law has the approval of those who are professionally trained in school administration.

In some instances, the school patrons and school trustees insist upon selecting the teacher. This tendency on the part of patrons and trustees is perhaps inherited from the pioneer days when the school patrons and school trustees were the only persons available to select teachers, but there is no justification for the continuation of such a practice. A school patron or a school trustee who is not professionally trained and who does not devote much time and study to this problem can no more be expected to wisely choose the best teacher for the school than the layman can be expected to choose - an engineer for a train, mechanics, laboratory assistants in chemical plants, physicians for a hospital, or other skilled and professional workers.

The laws of Alabama provide that school trustees may reject teachers nominated by the superintendent and appointed by the board if sufficient reason for and due written notice of such rejection is given to the board. It seems that this is sufficient safeguard to the patrons and trustees.

St. Clair County and the Standards

A study of the county teachers and principals indicates that the St. Clair County Board of Education has followed sound principles with reference to the teaching staff to a high degree.

The county ranks very high in comparison with other counties in the employment of professionally trained teachers. According to certification records on file at the State Department of Education, the training of the white teachers in St. Clair County in 1937-38 was as follows:

8 teachers - master's degrees

39.5 per cent - college graduates

59.2 per cent - three years or more college training

84.1 per cent - two years or more college training

15.9 per cent - less than two years of college training

The County Board of Education made improvement in employing trained teachers for the year 1938-39 as shown below:

7 teachers - master's degrees

45.5 per cent - college graduates

63.5 per cent - three years or more college training

88.5 per cent - two years or more college training

11.5 per cent - less than two years of college training

According to county reports there are 32 principals or principal-teachers and their training is as follows:

5 - master's degrees

13 - bachelor's degrees

8 - 2-3 years of college training

6 - less than two years of college training

The experience of white teachers in St. Clair County for 1937-38 was as follows:

Without experience - 12

With 1-2 years experience - 14

With 3-4 years experience - 21

With 5-6 years experience - 22

With 7 or more years experience - 88

Experience of teachers for 1938-39 is as follows:

Without experience - 13

With 1-2 years experience - 13

With 3-4 years experience - 17

With 5-6 years experience - 19

With 7 or more years experience - 94

The professional training and teaching experience of the white teachers of the county may be seen from Table 23.

Teaching Experience of White Teachers

From Table 16 it may be seen that only 8 teachers were without experience and 16 had only one year of experience. Twenty-eight teachers had from 3 to 5 years of experience. Fifty-four had from 10 to 19 and 13 had 20 years or more of experience.

The County Board of Education is following a sound policy in employing only a low percentage of inexperienced teachers. Only 5 per cent of the teachers were inexperienced.

Table 16

TOTAL NUMBER OF YEARS OF EXPERIENCE OF TEACHERS IN ST. CLAIR COUNTY 1938-39 - WHITE

Years	Elementary	High School	Total
20 or more	9	4	13
10-19	39	15	54
6 - 9	25	10	35
3 - 5	12	16	28
2	3	2	5
1	5	3	8
None	5	3	8
No answer	3	3	6
Total	101	56	157

Without experience - 12

With 1-2 years experience - 14

With 3-4 years experience - 21

With 5-6 years experience - 22

With 7 or more years experience - 88

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Without experience - 13

With 1-2 years experience - 13

With 3-4 years experience - 17

With 5-6 years experience - 19

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6 - 9	25	10	35
3 - 5	12	16	28
2	3	2	5
1	5	3	8
None	5	3	8
No answer	3	3	6
Total	101	56	157

Tenure of Teachers

The tenure of the teachers presents a different problem. Twenty-eight of the 147 teachers, or 19 per cent, are in new positions and 44 have held their present positions for 1 year. Thus, 91 of the 147 teachers, or 62 per cent, have had tenure in their present positions for 1 year or less. Twenty-two teachers have held their present positions for 2 years. This makes a total of 123, or 84 per cent, of the teachers who have had tenure in their present position for two years or less. The figures are shown in Table 17.

Table 17.

TENURE OF TEACHERS OF ST. CLAIR COUNTY - 1938-39 WHITE

Years	Elementary	High School	Total
Over 10	4	2	6
6 - 10	20	4	24
5	6	2	8
4	4	0	4
3	7	4	11
2	15	7	22
1	26	18	44
None	14	14	28
No Answer	5	5	10
Total	101	56	157

Comparable data are not available on the other counties in the State with reference to tenure. However, it is the opinion of the Survey Staff that school officials in the county should give considerable study and thought to this problem. It is entirely possible that grade teachers in some cases have shifted from grade to grade with the pupils and that such shifts have been reported as new positions, thus not reflecting a true picture of tenure. It may be desirable for teachers to shift from grade to grade with pupils in the primary grades and in the intermediate grades and such shifts should not be counted as new positions. While it is realized that changes from one position to another are desirable and necessary to some extent in the effort to place teachers in positions for which they are best suited, it is suggested that considerable attention be given in the future to the original placement of teachers to the end that they will be more nearly properly placed in the very beginning. If the change in teaching positions found in

this particular year is an annual occurrence, and is a true picture of shifting positions, the situation is alarming and the county cannot hope to have adequate instruction until this condition is improved.

Age of Teachers

The tabulation of ages, as reported by the teachers, shows that only 2 teachers are 60 years of age or over. Four are in the age range of 50-59 and 23 in the age range of 40-49. Seventy-five, or almost half of the teachers, range in age from 30-39. Table 18 gives the age of the teachers by age groups. It may be seen that the modal age for the elementary and high groups is from 30-39.

Table 18
NUMBER OF TEACHERS OF VARIOUS AGE GROUPS IN THE ELEMENTARY AND HIGH SCHOOLS OF ST. CLAIR COUNTY - 1938-39 WHITE

Age Group	Elementary	High School	Total
60 or over	1	1	2
50-59	3	1	4
40-49	15	8	23
30-39	51	24	75
20-29	28	22	50
Less than 20	0	0	0
No answer	3	0	3
Total	101	56	157

Men and Women Teachers

There are only 9 men teachers in the elementary grades in St. Clair County and only 34 on the entire teaching staff of the county. The fact that 8.9 per cent of the elementary teachers are men is sufficiently significant to warrant further study of this problem. No definite conclusions have been reached as to the proportion of men teachers needed for the elementary grades. The percentage of men teachers in all the counties of the State is 10.4, compared to 8.9 for this county. The low ratio of men to women teachers in the elementary grades is not the normal situation found in the home, in the church, or in the average business organization, except in those private enterprises which require a large number of clerks or stenographers. The question might well be raised: Is the elementary school program too largely

under feminine influence? Age-grade-progress studies have shown that boys do not make as satisfactory progress through the elementary grades as girls. The low proportion of men teachers in the elementary schools may have some effect upon the progress of the children, but this is not definitely known and should have further study.

In the junior and senior high school grades 44.6 per cent of the teachers are men. All of the principals of the accredited high schools are men. It is not unreasonable to conclude that there should be a higher percentage of men in the high school grades than in the elementary grades, especially where the school programs deal with occupations in which men ordinarily work. Then, too, the coaching of football, baseball, and basketball is of such a nature as to require men coaches.

Marital Status of Teachers

Approximately 50 per cent of the elementary teachers are single and 42.9 per cent of the high school teachers are single. The acceptance of married individuals as being qualified for teaching has become quite general throughout the United States.

Teacher Living Conditions

A report of the cost of room and board shows that 46 teachers pay $25 or more per month and that 61 teachers pay $20 or more. Eighty-five teachers live at home and did not fill out the report on the cost of living.

Teachers reported conveniences as follows: 141 with electric lights, 40 with telephones; 67 with bath tubs; 63 with inside water toilets; 140 with radios. It is very probable that these conveniences are superior to those in the average county in the State.

Forty-four of the teachers live 2 miles or more from the school building. This means that a little more than one-fourth of the teachers bear some expense in reaching school or walk farther than children are required to walk.

Twenty-six teachers reported having 1 dependent, 16 reported having 2

dependents, 7 reported having 3, 3 reported having 4, 1 reported having 5, and 1 reported having 7 dependents.

The cost of living, the number of dependents, and the boarding facilities bear a direct relation to the salaries which teachers should be paid and a relation to their ability to render professional services. It is generally admitted that a desirable standard of living enhances one's ability to render efficient service, especially over a long period of time.

A more searching study of the economic status of teachers might well be made by a school official or the teachers in order to give a better understanding of just what salaries the county should expect to pay the teacher in order to secure adequate services.

COLORED TEACHERS

Training and Experience of Colored Teachers

The professional training and teaching experience of the colored teachers of St. Clair County may be seen from Table 24. The following figures show the improvement which has been made in the training of the colored teachers:

	1937-38	1938-39
College graduates	11.4	11.1
Three or more years college training	14.3	16.7
Two years or more college training	45.7	47.2
Less than two years of college training	54.3	52.8

These figures were taken from the Annual Report of the State Department of Education for 1937-38 and reports on file with the State Department of Education for 1938-39.

Teaching Experience of Colored Teachers

From Table 19 it may be seen that no teachers were without experience and only 2 had one year of experience. Three teachers had from 3 to 5 years; 11 had from 10 to 19 years, and 1 had 20 or more years of experience.

Table 19

TOTAL NUMBER OF YEARS OF EXPERIENCE OF TEACHERS IN ST. CLAIR COUNTY 1938-39 COLORED

Years	Elementary	High School	Total
20 or more	1	0	1
10-19	8	3	11
6 - 9	11	1	12
3 - 5	2	1	3
2	3	0	3
1	1	1	2
None	0	0	0
No answer	2	0	2
Total	28	6	34

Summer School and Extension

Table 20 shows that the teachers in the county have increased their professional training. In 1931, 2 teachers took extension courses and 16 attended summer school. In 1938, 2 took extension courses and 12 attended summer school.

Table 20

NUMBER OF ST. CLAIR COUNTY TEACHERS WHO ATTENDED SUMMER SCHOOL OR HAD EXTENSION WORK DURING 1931 TO 1938, INCLUSIVE - COLORED

	1931	1932	1933	1934	1935	1936	1937	1938
Elementary Teachers:								
Summer School	14	12	17	9	4	5	7	9
Extension	2	4	2	2	2	2	1	2
High School Teachers:								
Summer School	2	3	2	2	1	2	3	3
Extension	0	1	0	0	0	0	1	0
Total	18	20	21	13	7	9	12	14

Tenure of Teachers

The tenure of the colored teachers is shown in the table below:

Table 21

TENURE OF TEACHERS OF ST. CLAIR COUNTY - 1938-39 - COLORED

Years	Elementary	High School	Total
Over 10	1	0	1
6 - 10	4	1	5
5	1	0	1
4	0	0	0
3	0	0	0
2	9	2	11
1	7	3	10
None	5	0	5
No answer	1	0	1
Total	28	6	34

Age of Teachers

The tabulation of ages shows that 1 is 50-59, 3 are 40-49, 11 are 30-39, while 13 range in age from 20-29. Table 22 gives the age of the teachers by age groups.

Table 22
NUMBER OF TEACHERS OF VARIOUS AGE GROUPS IN THE ELEMENTARY AND HIGH SCHOOLS OF ST. CLAIR COUNTY - 1938-39 - COLORED

Age Group	Elementary	High School	Total
60 or over	1	0	1
50-59	1	0	1
40-49	2	1	3
30-39	8	3	11
20-29	11	2	13
Less than 20	0	0	0
No answer	3	0	3
Total	26	6	32

Men and Women Teachers

As with the white schools, there is a preponderance of women teachers to men teachers. Three, or 10.3 per cent, of the teachers are men while 26, or 89.7 per cent, are women. The situation in the elementary grades is worse than the white with 4.0 per cent men and 96.0 per cent women.

Marital Status of Teachers

The number of married and single teachers is fairly evenly divided with 17 single and 12 married.

Teacher Living Conditions

Tabulations show that 25 teachers pay from $11 to $20 for room and board and 5 teachers pay from $1 to $10 for room and board. Three teachers live at home.

Teachers reported conveniences as follows: 18 with electric lights, and 15 with radios.

Three teachers live two miles or more, ranging up to 6 miles, which means that they have to pay for transportation or have to walk farther than children are required to walk.

Seven teachers reported having 1 dependent, 9 have 2 dependents, 4 have 3 dependents, 3 have 4 dependents, 2 have 5, and 2 have 6 dependents.

Table 23

PROFESSIONAL TRAINING AND TEACHING EXPERIENCE OF ST. CLAIR COUNTY TEACHING STAFF BY SIZE OF SCHOOL, ACCORDING TO INSTITUTE LIST FOR 1938-39 WHITE

Size of School	Steps	Number of Teachers in Each Step* 1	2	3	4	5	Total
One-Teacher		1	-	-	1	3	5
Two-Teacher		1	2	1	4	10	18
Three-Teacher		-	-	3	1	8	12
Four-Teacher		1	2	2	3	4	12
Five-Teacher		-	-	-	-	5	5
Six-Teacher or More		10	9	11	10	58	98
Principals		-	-	-	-	6	6
Total		13	13	17	19	94	156

	Rank	Rank of Certificates** I	II	III	IV	V	VI	VII	VIII	Total
One-Teacher		-	1	-	-	1	1	2	-	5
Two-Teacher		-	5	2	6	2	2	1	-	18
Three-Teacher		-	3	3	6	-	-	-	-	12
Four-Teacher		-	3	3	5	-	1	-	-	12
Five-Teacher		-	-	1	2	-	-	2	-	5
Six-Teacher or More		3	50	19	20	2	1	3	-	98
Principals		4	2	-	-	-	-	-	-	6
Total		7	64	28	39	5	5	8	-	156

* Steps based on following years of experience:

Step 1 ..... 0 years
Step 2 ..... 1 and 2 years
Step 3 ..... 3 and 4 years
Step 4 ..... 5 and 6 years
Step 5 ..... 7 or more years

** Ranks based on following years of college training:

Rank I ..... Master's Degree-5 years
Rank II ..... Bachelor's Degree-4 years
Rank III ..... 3 years
Rank IV ..... 2 years
Rank V ..... 1 year
Ranks VI-VIII ..... Less than a year or no college training

Table 24

PROFESSIONAL TRAINING AND TEACHING EXPERIENCE OF ST. CLAIR COUNTY TEACHING STAFF BY SIZE OF SCHOOL, ACCORDING TO INSTITUTE LIST FOR 1938-39 - COLORED

Size of School	Number of Teachers in Each Step*					
Steps	1	2	3	4	5	Total
One-Teacher	-	-	-	-	8	8
Two-Teacher	-	-	1	1	8	10
Three-Teacher	-	-	-	-	-	0
Four-Teacher	2	-	-	-	6	8
Five-Teacher	-	3	2	1	4	10
Six-Teacher or More	-	-	-	-	-	0
Total	2	3	3	2	26	36

	Rank of Certificates**								
Rank	I	II	III	IV	V	VI	VII	VIII	Total
One-Teacher	-	-	-	1	4	2	1	-	8
Two-Teacher	-	-	-	3	4	1	2	-	10
Three-Teacher	-	-	-	-	-	-	-	-	0
Four-Teacher	-	-	-	5	3	-	-	-	8
Five-Teacher	-	4	2	2	1	1	-	-	10
Six-Teacher or More	-	-	-	-	-	-	-	-	0
Total	-	4	2	11	12	4	3	-	36

* Steps based on following years of experience:

Step 1 ..... 0 years
Step 2 ..... 1 and 2 years
Step 3 ..... 3 and 4 years
Step 4 ..... 5 and 6 years
Step 5 ..... 7 or more years

** Ranks based on following years of college training:

Rank I ..... Master's Degree-5 years
Rank II ..... Bachelor's Degree-4 years
Rank III ..... 3 years
Rank IV ..... 2 years
Rank V ..... 1 year
Ranks VI-VIII ..... Less than a year or no college training

Chapter IV

PUPIL TRANSPORTATION

Introduction

School bus transportation enables rural communities to have better educational opportunities through the consolidation of inefficient and costly small schools and by securing better community cooperation. Rural consolidated schools are impossible without transportation.

The Survey Staff studied the pupil transportation system of the county with reference to adequacy and safety. The Staff does not attempt to study the engineering phase of road construction as it is not trained in this line but it is trained and experienced in the safety and economy phases of pupil transportation.

The study included a survey of all the present school bus routes with reference to road hazards, the checking of potential routes, a study of the school buses in operation as to their condition, capacity, and bus load, and a thorough examination of the school bus schedule. Findings from other studies and from this county are brought together in the formation of a proposed program for the future.

In view of the fact that pupil transportation is the second largest item of current expenditures in the State of Alabama and in view of the fact that this part of the school program is a new development, largely confined to the last two decades, this part of the school program inherently becomes one of the major administrative problems of the county board of education and the other school officials in the county.

This part of the program involves economy in the school program in that it actually saves money through the reduction in school costs brought about by the consolidation of small schools into larger school centers. The report of the 1939 Alabama Legislative Recess Committee of fourteen on Education and

Highways contains the following pertinent statements:

> "Pupil transportation has necessarily increased in order to make consolidation possible....The increase in the total cost of transportation has actually resulted in economy. This is reflected in the decrease in per capita current expenditures. Pupil transportation is a necessary cost in order to provide educational opportunity in rural Alabama. Without transportation, only a limited number of rural children could attend accredited high schools and the one-teacher school would be the standard instead of an expensive and inefficient exception."

Even more important than this reduction in the cost of operating the schools is the fact that consolidation has, without exception, resulted in increased school enrollment, more regular attendance, and a higher percentage of enrollment in the high school grades.

Bus Routes

A careful analysis of the present school bus schedules and bus routes shows that in general the routes are well organized. However, attention is called to certain routes which should be improved, if possible, as follows:

1. Odenville via Moody bus route (listed as O-3 on the Transportation Map) according to Mr. Hawkins, the bus driver, required 90 minutes or one and a half hours. According to the bus schedule, the first child gets on the bus at 6:45 in the morning and arrives at school at 8:15. On the other Odenville routes no child has to get on the bus before 7:00 o'clock. According to information obtained by the Survey Staff, this route begins near Moody school and loops northward and westward back by the Moody school. It is believed that this bus route should start just north of Whites Chapel, picking up high school children only within two miles of Whites Chapel, and from there on to Moody, picking up elementary and high school children and dropping the elementary children at Moody, and continue from there to Odenville. This route would extend north of Whites Chapel until it reached Moody. This would eliminate about 3 miles of the route. It is believed that this will reduce the time required on this route. It should not be necessary for any bus to make the right hand turn which is approximately 1.8 miles south of Branchville since the children in that area live near enough to Branchville and Odenville to walk to the main highway. For the bus to turn there to pick up the children living on that road is purely an accommodation to those children at the expense and time of all of the pupils who are on the bus when it reaches that point. A pupil on that particular piece of road can walk to the highway and then get to the school which he should attend more quickly than the pupil who lives at the proposed end of O-3.

   The bus now designated as O-6 on the Transportation Map is on the road only 35 minutes and if necessary this bus could drop down to

Branchville and make another short trip.

2. The Cox Route, designated as O-1 on the Transportation Map, requires picking up 27 children who live less than two miles from school. It is believed that the elimination of this illegal transportation would reduce the time required for this route. Under the reported schedule, the first pupil picked up in the morning is required to be on the bus one hour and 12 minutes. It is possible that the elimination of the stops for the 27 children referred to above would cut this bus schedule down to about 60 minutes.

3. The Ash Route, designated as O-2 on the Transportation Map, requires 70 minutes from the time the first pupil boards the bus. This time might be shortened from 5 to 10 minutes by requiring this bus to start approximately two miles south of the present starting point and letting O-6 make a loop out of Odenville southward to the place where O-2 now turns to the right and then turn to the right and circle back to Odenville by Branchville. If this part of O-6 does not require more than 25 minutes, then the completed O-6 trips would not require more than one hour from the time the first child is picked up in the morning. However, O-2, if continued as it is, does not place an extremely heavy burden on the pupils who ride this bus.

4. The Pell City-Pemberton Route, designated as CC-1A and PC-5B requires 90 minutes. Every other route out of Pell City, when all trips are included, requires from 50 to 70 minutes. Consequently, little or no relief can be obtained by re-routing the present buses. Therefore, it is recommended that an additional bus be provided for the Pell City area and that if possible the routes which are now operated by Mr. Bannister, Mr. Martin, and Mr. Partridge, together with the Pemberton Route, be changed so as not to require more than 60 minutes for either bus.

5. The Ashville-Beason Route, listed as A-3 on the Transportation Map, according to the bus driver's reported schedule, requires 80 minutes. It is recommended that this route instead of starting south of Ferguson Crossroads begin at the most northern point where pupils are to be loaded and travel southward, making the loop at Ferguson Crossroads and then continuing southward to Ashville. It is noted that on this route 10 children are picked up who live less than two miles from school and this requires extra time at the expense of the children who board the bus at and near the beginning of the bus line. It is realized that the bus driver may live near Ferguson Crossroads and that the bus may operate empty farther on the recommended route than it does at present, but the school bus transportation operates as a necessity to the children and it is better for the children to spend not more than one hour, or at the most one hour and ten minutes, on the bus or on the bus and waiting at the school because of bus transportation. Therefore, in this case, any additional expense which might be required by operating the bus empty in order that children may be on the bus for a shorter time is entirely justified. However, where possible competent drivers should be secured who live near the end of the bus route.

If these changes are made no child will then be required to be on the school bus more than 70 minutes and most of the pupils will spend less time en

route to school.

The present bus routes are shown on the Transportation Map and the recommended changes are given in red and further identified by a double unbroken line. It is believed that these few changes, together with a continual improvement in road construction and maintenance will make possible very satisfactory school bus route schedules in the county.

In connection with school bus routes adequate attention should be given to the location of school bus stops. School bus stops should be so located as to provide approaching traffic in either direction with a clear view of the bus for a minimum distance of 300 feet.

In the interest of economy of time and comfort to all pupils, school bus stops should not be arranged too closely together. Arrangements should be made for pupils to meet at certain houses where a group of houses are located closely together on the highway. Bus stop shelters should be provided wherever necessary and where school funds are available for such expense. Where shelter is not provided either in the form of a shed or a home, parents should take the same precaution in protecting children from inclement weather as they should take if the children walked to school.

School bus route signs should be placed wherever the school bus is endangered by general traffic. Such signs have already been erected at some points in the county through the cooperation of the State Highway Patrol.

Minimum Standards for Efficiency, Safety, and Economy

The importance of pupil transportation as an efficiency and economy measure in school operation has caused the Survey Staff to develop a set of standards as guides to school bus operation. These standards are for efficiency, safety, and economy. They are listed and discussed under appropriate headings which follow.

Administrative Standards

1. Transport only children living two miles or farther from school by the nearest traveled road, except those who are physically handicapped.
2. Children should be required to attend the nearest school teaching their grades, or furnish their own transportation to other schools, except those needing a special program.
3. Transportation problems should be studied continuously and changes should be made where needed.
4. Reduce the number of children who have to wait, as well as the time they are required to wait, for buses at schoolhouses before or after school hours.
5. Solicit the cooperation of the agency responsible for road building and maintenance in the county to the end that school bus routes may be made suitable for the transportation of school children.
6. Adherence to definite and specific approved safety rules and regulations of school transportation should be required.
7. Frequent and specific reports to the county board of education on the condition of each bus should be required.
8. Require periodic inspection of brakes at authorized inspection stations and periodic inspection of the chassis and the bus body by stations designated by the county board of education and reporting of results.
9. The county should own and operate its school buses in the interest of safety and economy. County-owned bus bodies should be properly housed and sheltered during summer months when schools are not in session.
10. Waiting stations should be designated for pupils and, when needed, shelters should be provided.
11. The Transportation Map, information, and detailed comments on road hazards furnished by the Survey should be utilized in the formation of adequate and safe transportation and in the selection of routes. The maps and lists of hazards should be helpful in securing the cooperation of county officials

who are responsible for road construction and maintenance.

12. The Transportation Map of the routes should be brought up to date as changes are made in roads and routes.

13. An educational program should be maintained to help the public to understand the reasons for the transportation expenditures and that it is impossible for the school bus to stop at every house or turn off the main route to get children who live within reasonable walking distance of the bus route.

Comment: The county is not meeting Standard Number 1 fully. Several transported pupils were reported as living less than two miles from school. Where the violation of this standard causes any child to spend a longer time en route to or from school, or causes overcrowding, or increases the cost of transportation, it should be eliminated. Pupils who live less than two miles from school, unless they are physically handicapped, are not included in the allowable cost of transportation calculated in the State Minimum Program. The county cannot assume additional transportation costs without jeopardizing either the safety of the children with unsafe equipment or some other part of the school program, unless it has additional school funds over and above the amount required to operate schools seven months for elementary pupils and nine months for high school pupils.

The county is meeting standards listed under 2, 3, 5, 7, and 13 to some extent.

Some attention should be given to Number 4 to reduce the time a few children spend en route to schools as already outlined.

Standards 6 and 8 should have constant and intelligent attention at all times and the Survey Staff recommends complete ownership of school bus equipment, including a central repair shop and the employment of a skilled mechanic to properly inspect school buses at regular intervals. A few states now secure the aid of the State Highway Patrol in an annual thorough inspection of all

buses. Only buses near adequate automobile repair shops can get adequate inspection and repair except at an exorbitant expense of driving the bus many miles to an adequate shop which has not been done generally.

County Ownership of Buses

The county can transfer from the private contract system to complete county ownership and substitute all-steel bodies for the wood and composite bodies now in use at a net saving in transportation cost. The trend is definately toward county ownership of school buses.

Lauderdale County transferred to public ownership last year at a net saving of $7,972. Perry County transferred from private to public ownership of 26 buses this year at a net saving of approximately $1,000 in total cost, including depreciation. Perry County substituted all-steel bodies and entirely new equipment for dilapidated wood bus bodies and old chassis. Cullman County transferred from private to public ownership this year and it has been estimated that a considerable saving will be effected.

A thorough study has been made of private ownership versus public ownership of school buses. A county can operate a fleet of buses and secure the advantage of quantity purchasing prices on bus bodies and truck chassis, and on gas, oil, and repair parts. For example, Jefferson County buys gas at 6½¢ plus 6¢ tax, or 12½¢, whereas the retail price of gas in the Birmingham area is around 20¢ per gallon. Manufacturing companies can deal with county ownership with less cost of selling and distributing than they can with a number of private contractors. In addition, few private contractors are able to finance the purchase of school buses without carrying charges. In addition the private contractor usually pays from 50 per cent to 100 per cent higher interest rates than the county where the purchase of the bus results in a debt.

Through county ownership, the county can purchase school buses and pay for them over an eight-year period and operate a bus on an average cost plus depreciation or equivalent debt service of $75 per month per bus. This includes an allowance of $25 per month for a driver and full allowance for

mechanics, central bus repair shop, gas, oil, and replacement of parts. This estimate also includes the purchase of all-steel bodies which will last at least eight years or longer. Talladega County pays an average monthly salary of $17.50 per driver. The State of North Carolina allows $9.50 per driver, but employs high school boys for drivers. In most counties a few drivers under private contract system and under public ownership are high school pupils. In the contract system, although contracts are made with adults, pupils actually drive the buses in a few instances.

Applying the cost figure of $75.00 per month per bus to St. Clair County, the following results are found for the number of buses used in 1937-38. The county contracted for 45 buses at a total cost of $28,628. The 45 buses at $75 per month would cost $3,375 per month. Assuming that all of the buses operated 7.6 months, the average term in 1937-38, the total cost for the county would have been only $25,650 for the period. During that year the county operated one all-steel bus, yet it could purchase all-steel bodies and new chassis and operate the buses at a net saving of the difference between $28,628 and $25,650, or $2,978.

This saving when spread over a ten-year period would amount to approximately $30,000. Funds saved could be applied to teachers' salaries, length of school term, and other phases of the school program.

As already indicated the major reasons for a reduction in the cost of operating county-owned school buses lie in the advantages of quantity purchasing at lower prices and in the advantage the county has as an agent of the state in purchasing school bus equipment. In actual bids received on fleets this year, county boards of education have bought chassis fleets at a price per chassis of $127 less than the price the local distributor or agent of the motor company would have to pay and over $200 cheaper than a private individual would have to pay for the chassis on a cash basis. In addition, county boards of education were able through the issuance of capital outlay warrants to pur-

chase buses without having to pay more than from 2 1/4 to 3 3/4 per cent interest, whereas the private individual, unless he pays cash, must pay about 6 per cent interest and at the same time pay considerable insurance in connection with the carrying charges. Under such conditions the private owner actually has to pay approximately $300 more for a chassis than a county board of education. Likewise, boards of education can buy school bus bodies in fleets at a cheaper rate per bus body than the cost to a private individual. Body manufacturing companies give discounts for fleet purchases.

The county can issue capital outlay warrants against district taxes for the purchase of school bus equipment in the districts where the buses are to be used. Such warrants should not be spread over a period beyond eight years or the life of the school bus. District warrants may also be used for the construction of the school bus central shop and for the purchase of shop equipment.

Capital outlay warrants for the construction of school bus shops should be spread over either a twenty-, or twenty-five-year period.

The capital outlay warrants will be retired out of the receipts of the district tax but this part of the district tax will be replaced by the State transportation allowance to the county.

The State makes a monthly allowance for transportation for seven months and this allowance would be sufficient to take care of the cost of the transportation program for that length of school term.

It is recommended that the county transfer to county ownership of school buses for the year 1940-41. Plans for this transfer should be made along about April or May in 1940 so that the county will have no difficulty in securing school bus chassis and bodies. If the county desires to offer to purchase any of the equipment now being used, such equipment should be appraised by disinterested parties. The State Department of Education has rendered a cooperative service in the appraisal of school buses in the following counties: Cullman, Fayette, and Lamar. Only all-steel bodies should be purchased and it is

doubtful that chassis which have been in use over three years should be purchased.

In the purchase of new buses the bus body should be at least 90 inches wide and at least the center seats should be forward-facing.

It is recommended that two lengths of bus bodies be secured, namely, 16 or 17 foot bodies, and 20 or 21 foot bodies. The 16 or 17 foot bodies can be properly mounted on a chassis having a wheel base of approximately 157 inches and the 20 to 21 foot bodies can be mounted on a chassis having a wheel base of approximately 191 inches. Fayette County purchased 40 buses in June, 1939, each complete school bus unit consisting of a 20 foot body and a 190 inch wheel base chassis, for approximately $1,350 per unit f.o.b. Richmond, Indiana, with sufficient gas provided for driving bus to Fayette, Alabama.

The county can arrange to drive buses from a body company to the county at a lower cost than through any other method of delivery. It is recommended that if the county undertakes to drive buses from a body plant to the county, the buses should be covered with accident insurance for the driving period. It is also recommended that only capable and experienced drivers be used in such a method of delivery of buses and that each driver be required to keep his bus behind the next bus at least equivalent to the stopping distance for the speed of the bus.

The following bid forms and specification forms are recommended for the purchase of new school buses. In purchasing bus bodies the delivery charge on the chassis from the manufacturing plant should be considered since the cost varies for different body plant locations. It will be noted that bid forms provide for such data.

SCHOOL BUS BODY BID FORM

Part I. Invitation to Bid on School Bus Bodies

Date _____

To Body Manufacturers:

The _____ Board of Education, _____, invites you to bid on school bus bodies in accordance with the State and County specifications hereto attached and as outlined in this form. Any bid, to receive consideration, must be submitted on this form in duplicate and must be sealed and delivered or mailed so that it will reach the office of the Board of Education prior to _____, 19__.

The Board of Education reserves the right to reject any and all bids. Price and quality will both be considered in determining the successful bid and the judgment of the Board of Education is conclusive with respect to such determination. Successful bidder, if any, will be notified within ___ days after bid is accepted. A cashier's check representing 2 per cent of the total base bid should accompany bid.

Bus bodies are to be delivered on or before _____, 19___, and payment will be made to the successful bidder on or before _____, 19___, provided buses are offered for delivery by that date.

Number of Bodies to be Bought, by Size and by Seating Arrangement

	Number Bodies	Approximate Body Size Length	Width	Seating Capacity	Seating Plan	F.F.** Seat Row Spacings
A.*	_____	_____	_____	_____	_____	_____
B.*	_____	_____	_____	_____	_____	_____
C.*	_____	_____	_____	_____	_____	_____
D.*	_____	_____	_____	_____	_____	_____

*Bidder is to use appropriate letter in Part II.b, to designate corresponding bid offer. ** Purchaser is to specify number of inches Forward-facing seats are to be spaced apart

Bids are requested F.O.B. factory, fully mounted.

Bids requested on the following extra equipment as underlined: (1) Floor covering, (2) Heaters, (3) First Aid Kit, (4) Flags and Flares.

Signed _____ Position _____

SCHOOL BUS BODY BID FORM

Part II. Bid Offer (Only one model to be submitted on this page. Use other pages for other models on which you care to submit bids.)

To the _____ Board of Education _____

In response to your invitation, my company submits the following bids on school bus bodies. The school bus body specifications required by the State Department of Education of Alabama and by you and the conditions set forth in your bid invitation are complied with in this bid.

a. Body Make _____ Model and Number _____ Type _____

b. Bid Price Delivered. F.O.B. Factory, Mounted and Fully Equipped as Specified. (Without floor covering, heaters, first aid kit, and flags and flares.)

	Number Bodies	Body Dimensions Inside Length	Width	Height	Seating Capacity	Total Bid Price F.O.B. Factory	Unit Bid Price F.O.B. Factory
A.						$	$
B.						$	$
C.						$	$
D.						$	$
Total Bid on All Bodies						$	XXXXXXXXXX

c. Bid on Extra Equipment for All Buses:

(1) Floor Covering: Describe _____ $ _____

(2) Heaters: Describe _____ $ _____

(3) First Aid Kit: Describe _____ $ _____

(4) Traffice Warning Flags (red) and flares (2 each per bus)... $ _____

I hereby guarantee that the bus bodies included in the above bid will be properly mounted and will meet the full specifications and conditions set forth by the purchaser.

Signed _____ Date of Bid _____ 19__
Bidder or Agent of Bidder

Name of Firm or Company _____ Address _____

SCHOOL BUS CHASSIS BID FORM

Part I. Invitation to Bid on Chassis for School Buses

Date _____

To Chassis Manufacturers:

The _____ County Board of Education _____, Alabama invites you to bid on school bus chassis in accordance with State and County specifications attached hereto and as outlined in this form. Any bid, to receive consideration, must be submitted on this form in duplicate and must be sealed and delivered or mailed so that it will reach the office of the Board of Education prior to _____, 19___.

The Board of Education reservesthe right to reject any and all bids. Price and quality will both be considered in determining the successful bid and the judgment of the Board of Education is conclusive with respect to such determination. Successful bidder, if any, will be notified within ___ days after bid date above. A cashier's check representing 2 per cent of total bid should accompany bid.

Delivery of buschassis must be made on or before _____, 19__, and payment will be made to successful bidder on or before _____, 19___, provided chassis are ready for delivery by that date.

Number of Chassis to be Purchased by Wheel Base Length, by Size of Wheels, and by Size and Ply of Tires

	Number Chassis	Wheel Base Length	Rear Wheels Single:Dual	Wheel Rim Widths	Front Size	Front Ply	Rear Size	Rear Ply
A*	_____	_____	_____	_____	_____x___	___	___x___	_____
B*	_____	_____	_____	_____	_____x___	___	___x___	_____
C*	_____	_____	_____	_____	_____x___	___	___x___	_____
D*	_____	_____	_____	_____	_____x___	___	___x___	_____

*Use letter to designate bid on quantity in Part II, b.

Bid price is to be given for delivery F.O.B. Factory and for delivery of chassis via freight prepaid to points underlined in Part II. Bids are also requested on extra equipment as underlined in Part II. All bids must include chassis in condition to use and five gallonsof gasoline in the gas tank. Bid may be given for delivery at your own risk to body plant and to _____, Alabama, after body is mounted.

Signed _____ Position _____

SCHOOL BUS CHASSIS BID FORM

Part II. Bid Offer (Only one model to be submitted on this page. Use other pages for other models)

To the _____ County Board of Education _____, Alabama.

In response to your invitation, my company submits the following bids on school bus chassis. The school bus chassis specifications required by the State Department of Education and by you and the conditions set forth in your bid invitation are complied with in this bid.

a. Chassis Make _____ Model and Number _____ Type____

b. Bid Price Delivered F.O.B. Factory, Fully Equipped, Ready for Service (Without governor, booster-assistor brake, helper spring, or spare tire)

	Number Chassis	Wheel Base	Rear Wheels	Wheel Rim	Tires Front Size & Ply	Tires Rear Size & Ply	Gas Tank Size	Total Bid Price	Unit Price
A.								$	$
B.								$	$
C.								$	$
D.								$	$

Total Bid on All Chassis..... $_____

c. Total Bid Chassis Delivered via Freight to: (1) Lima, Ohio $_____
(2) Richmond, Indiana $_____ (3) Union City, Indiana $_____
(4) Lebanon, Indiana $_____ (5) Fort Valley, Georgia $_____
(6) Wilson, North Carolina $_____ (7) Memphis, Tennessee $_____
(8) Evergreen, Alabama $_____

d. Total Bid Chassis Delivered to Bus Plant and After Mounting to _____, Alabama:
State method of delivery _____
(1) Richmond, Indiana $_____ (2) Union City, Indiana $_____
(3) Lebanon, Indiana $_____ (4) Fort Valley, Georgia $_____
(5) Wilson, North Carolina $_____ (6) Lima, Ohio $_____
(7) Memphis, Tennessee _____ (8) Evergreen, Alabama $_____

e. Bid on Extra Equipment for All Buses:
(1) Governors $_____ (2) Booster-assistor brakes $_____
(3) Helper Springs for ____ buses $_____
(4) Spare Tire and Wheel, each bus $_____
(5) _____ $_____

f. Service Period or Miles Guaranteed _____

I hereby guarantee that the chassis included in the above bid will meet all specifications and conditions set forth by the purchaser.

Signed _____ Date of Bid _____ 19___
Bidder or Agent of Bidder

Name of Firm or Company _____ Address _____

Standards for School Bus Bodies

1. Aisles. -- The minimum clearance of all aisles, including the aisle leading to the emergency door shall be 10 inches.

2. Ceiling. -- Ceiling shall be free of all projections likely to cause injury to pupils. This standard is not intended in any way to require the use of an inner lining beneath the roof bows.

3. Construction. -- Construction shall be all-steel construction or construction of other metal with at least a strength equivalent to all-steel construction, as certified by the bus body manufacturer. This standard is not intended to limit in any way the proper use of insulating and sound-deadening materials.

4. Doors. -- The following specifications shall apply to doors:

   a. Service Door:

      (1) Shall be manually operated and of the hand lever type, under the control of the driver and so designed as to prevent accidental opening when leaned against.

      (2) Shall be located on right side near the front of the bus.

      (3) Shall have a minimum horizontal clearance opening of 24 inches.

      (4) Shall be of folding type. If one leaf opens in and the other out, the front leaf shall open outward.

      (5) Lower panels as well as upper panels shall be of safety glass to permit driver to see children who are waiting to enter bus, and the ground where children step off.

      (6) Vertical closing edges of door shall be equipped with rubber or rubberized materials to protect children's fingers.

      (7) There shall be no door at the left of the driver.

      (8) A stanchion shall be required at the rear of the entrance step well from roof to floor. Placement shall not restrict passageway to less than 24 inches.

      (9) A safety bar shall be installed from the stanchion and wall at a height of approximately 30 inches to prevent children in front seat from being thrown into step well in case of sudden stop.

   b. Emergency Door:

      (1) Shall be located in center of rear of bus.

      (2) Shall have a minimum horizontal clearance of 24 inches, a minimum vertical height of 48 inches.

(3) Shall be equipped with a fastening device which may be quickly released, but is designed to offer protection against accidental release. Control from driver's seat shall not be permitted. Provision for opening from the outside shall consist of either a square hole in which a screw driver or other object may be inserted, or a device of such design as to prevent "Hitching" but that will permit opening when necessary.

(4) Shall be hinged on the right side of the body, shall open outward and shall be designed to open from both inside and outside of the bus.

(5) There shall be no steps leading to the emergency door.

(6) Glass used in the emergency door shall be safety glass.

5. First Aid Kit. -- Each bus may carry a first aid kit approved by the proper state authority and the driver should be instructed in its use. The kit should be kept fully equipped and in good condition.

6. Floor. -- Floor shall be of metal and so constructed that exhaust gases cannot enter the bus. A fire-resistant non-slipping surface may be applied to the metal floor. All closures between the bus body and the engine compartment shall be fitted with gas-tight gaskets and pedal openings shall be closed by bellows-type gas-tight boots.

7. Identification. -- For purposes of identification school bus bodies:

a. Including hood, cowl, and roof, shall be painted a uniform color, National School Bus Chrome, according to the United States Bureau of Standards specifications with the exception of fenders and trim.

b. Fenders and trim shall be black.

c. Shall bear the words, SCHOOL BUS, in black letters at least five inches high on both the front and rear of the body.

8. Inside Height. -- The minimum inside body height shall be 66 inches measured at the longitudinal center line.

9. Lights. -- Each bus shall be equipped with headlights, tail light, stop light or lights, clearance lights, interior light, and extra light bulbs and fuses; also such other marker lights, reflectors or directional signal lights as may be required by state law.

10. Mounting. -- The mounting of body shall be as follows:

a. Body manufacturers, when installing body on frame, shall insert between the body and the frame a spacer at every point of contact between the body and frame, of such form that shearing stresses shall not be put upon rivet heads.

b. The rear end of the chassis frame shall be flush with the rear end of the bus body.

11. Overhang. -- The body manufacturer shall guarantee that the body will be so mounted on the chassis as to give a proper distribution of gross vehicle weight on the front and rear axles.

12. Posts. -- The front corner posts shall be so designed and placed as to afford minimum obstruction to the driver's vision of the road. The strength of all posts and the roof shall be such as to support the entire weight of the loaded vehicle if overturned.

13. Rear Vision.-- A non-glare interior rear-view mirror large enough (at least 4" x 15") to afford a good view of the road to the rear, as well as of the pupils, shall be required.

14. Rub-Rail. -- The body shall be protected by an applied or pressed-in rub-rail, located at the seat line or between the floor and seat lines.

15. Seats. -- The seating arrangements shall be as follows:

    a. Thirteen inches shall be the allowable average rump width in determining the seating capacity of the bus.

    b. All seats shall be securely fastened with bolts or rivets to that part or parts of the school bus which support them; no bus shall be equipped with jump seats or portable seats.

    c. No seat on the right side of the bus shall be placed ahead of the forwardmost pupil seat on the left side of the bus.

    d. Seat back centers on forward-facing seats shall be within the range of from 24 to 27 inches, both inclusive.

    e. There shall be painted on the inside of the bus body directly over the windshield to the right of the driver the maximum seating capacity of the bus. The size of letters and figures shall be such as to permit them to be read by passengers.

    f. All seats shall be covered with suitable padding materials.

    g. The minimum distance between the steering wheel and the back rest of the driver's seat shall be 12 inches. The driver's seat shall have a fore and aft adjustment of not less than 3 inches, and shall be strongly attached.

16. Speedometer. -- Speedometer shall be located at a convenient place on the instrument board of each bus and be in good working order.

17. Steps. -- The following regulations shall apply to the construction and design of bus steps at the service door:

    a. The riser of the upper step shall be not less than 13 inches and not more than 15 inches. When more than two steps are used, the upper two steps may have a riser of less than 13 inches, but these risers must be of equal height.

    b. The steps shall be enclosed to prevent the accumulation of ice and snow.

c. Steps shall not protrude beyond the side body line.

d. A grab handle of not less than 10 inches in length shall be provided inside doorway and to the right upon entering, to assist pupils in getting on and off the bus.

18. Tools. -- Bus shall have a tool compartment and carry such tools as may be necessary to make minor emergency repairs while the bus is en route.

19. Ventilators. -- No intake ventilators in the front bus corner below the top of the engine hood line shall be used. No static exhaust roof ventilators may be installed to the rear of the center of the body.

20. Wheel Clearance. -- The body shall clear the wheels sufficiently to allow for load and chains.

21. Width. -- Ninety-six inches shall be the standard outside width of school bus bodies. However, where existing conditions make necessary the use of narrower bodies, widths less than 96 " are acceptable.

22. Windshield and Windows. -- All glass in windshield, windows, and doors shall be of safety glass approved by the laboratories of National Board of Fire Underwriters; such glass to be of sufficient quality to prevent distortion of view in any direction. The windshield shall be slanted to prevent glare and large enough to permit the driver to see the road clearly. All full side windows must open and lower vertically and must provide an unobstructed opening of at least 12 inches. A guard or thickness of safety glass must be provided which will prevent pupils from extending heads or arms out of windows.

23. Windshield Wipers. -- Bus shall be equipped with suitable and adequate double windshield wiper, vacuum or power driven, capable of manual operation in emergencies, so arranged as to clean the windshield both in front of the driver and on the right side of the windshield, thus clearing a sufficient area to allow a reasonable driving vision.

24. Wiring. --

a. The wiring shall be arranged in at least five regular circuits as follows: (1) dome light, (2) clearance and marker lights, (3) starting, (4) ignition, (5) head, tail, stop, and dash lights.

b. Where desired there shall be two auxiliary circuits as follows: (1) direction lights, (2) heater, defroster, etc.

c. Each circuit, except starter and ignition, shall be separately fused.

d. All wires shall be insulated and protected by a covering of fibrous loom (or equivalent) which will protect them from external damage and which will eliminate dangers from short circuits.

e. Wires shall be fastened securely to body and/or chassis. All joints shall be soldered.

Standards for School Bus Chassis

1. Axle. -- The axle specifications shall be as follows:

   a. Front axle: Shall have a gross weight rating at the ground according to the chassis manufacturer's rating, equal to or exceeding that portion of the total load which is supported by the front axle. The chassis manufacturer's rating shall be furnished by the chassis manufacturer to all state departments of education.

   b. Rear axle: Shall be of full-floating type and have a gross weight rating at the ground according to the chassis manufacturer's rating, equal to or exceeding that portion of the total load which is supported by the rear axle. The chassis manufacturer's rating shall be furnished by the chassis manufacturer to the state departments of education.

2. Battery. -- Storage battery, as established by the manufacturer's rating, shall be of sufficient capacity to care for starting, lighting, signal devices, heater, and other electrical equipment.

3. Brakes. -- Four wheel brakes, adequate at all times to control the bus when fully loaded, shall be provided.

   a. Hand or emergency brake: Shall be of the hand lever type and shall be manually operated. It shall be provided in addition to the service brake, or shall be an entirely separate mechanical operating mechanism to be connected at least to the rear service brake shoes.

   b. In the event that a school bus shall be equipped with air or vacuum actuated power or assistor type brakes or a hydraulic booster:

      (1) Any such installation must be made by an authorized representative of chassis or brake manufacturer and must be in conformance with the recommendation of that manufacturer.

      (2) Hydraulic line pressure may not exceed recommendation of chassis manufacturer.

      (3) Every vacuum booster or air system must be equipped with a reserve tank of not less than 1,000 cubic inches capacity.

4. Bumpers. -- Bumpers shall be installed on the front of the bus and shall be directly attached to the chassis frame. They must be of sufficient strength to permit the pushing of a vehicle of equal gross loaded weight or of being pushed by a vehicle, without permanent distortion to bumper, chassis frame, or body.

5. Exhaust Pipe. -- Exhaust pipe shall extend beyond the external rear of the body of the bus at the point of projection, but not beyond the bumper. Exhaust pipe shall be entirely outside body. It shall be of sufficient size and length and shall be installed by the chassis manufacturer.

6. Frame. -- The frame specifications shall be as follows:

   a. Each frame side member should be of one piece construction. If the frame side members are extended, such extension shall be designed and furnished by the chassis manufacturer with his guarantee and the installation shall be made by either the chassis or the body manufacturer and guaranteed by the company making the installation. Extensions of frame lengths are permissible only when such alterations are behind the rear hanger of the rear spring.

   b. No additional holes not provided in the original chassis frame shall be permitted in the top flanges of the frame side rails. There shall be no welding to the frame side rails except by the chassis manufacturer.

7. Gasoline Tank. -- Gasoline tank shall be of not less than 18 gallons capacity and shall be mounted directly on the chassis frame. Filler, vent, and drain openings shall be outside the bus body. The filler shall not project beyond body panels. There shall be flexible gasoline- and oil-proof connections at both ends of the gasoline feed line.

8. Generator. -- The generator shall be sufficient for charging battery.

9. Overall Length. -- The maximum overall length of the bus shall not exceed 33 feet.

10. Passenger Load. -- The gross weight of the vehicle when fully loaded (i.e., wet load plus driver's weight plus weight of maximum pupil load) shall not exceed the maximum carrying capacity of the vehicle as established by the manufacturer's rating. These ratings shall be furnished by the manufacturer to all state departments of education.

11. Power or Grade Ability. -- Bus must be so geared and powered as to be capable of surmounting a 3 per cent grade at 20 miles per hour with full load on continuous pull.

    For the purpose of computing the performance ability of a vehicle, the following formula shall be used:

$$\left(\frac{T \times 12 \times R \times E}{LTR \times GW} - 0.015\right) \times 100 = \text{the maximum grade}$$

    in per cent which vehicle will surmount at 20 miles per hour.

    T = Net torque from certified power curve of manufacturer corresponding to engine revolutions per minute at 20 miles per hour.
    12 = Constant to reduce pounds-feet to pounds-inches.
    R = Total reduction (axle ratio x transmission ratio used).
    E = Efficiency (0.9).
    GW = Maximum gross weight of wet chassis, body, and payload. (To compute payload, allow 100 pounds for each pupil.)
    LTR = Loaded tire radius (From specifications of tire manufacturer.)
    0.015 = Pounds of rolling resistance per pound of gross vehicle weight.

    Note: In case refinements of this formula or a substitute formula are developed and approved by the Society of Automotive Engineers, the newly approved recommendation of the Society shall automatically become a substitute for this specification.

12. Speedometer. -- A speedometer shall be located at a convenient place on the instrument board of each bus and be in good working order.

13. Steering Gear. -- Steering gear shall be approved by the manufacturer and designed to assure safe and accurate performance when the vehicle is carrying the maximum gross load at 35 miles per hour. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

14. Tires. -- The tire specifications shall be as follows:

a. The following tire sizes, based upon the recommendation of the Tire and Rim Association, shall be required. In order to allow for a reasonable tolerance, the total weight imposed on any tire shall not be greater than 10 per cent more than the following ratings.

Tire Sizes	Load Capacity Per Tire	Gross Load Limits For Six Tires
6.00 - 20	1400	8400
6.50 - 20	1700	10200
7.00 - 20	1950	11700
7.50 - 20	2200	13200
8.25 - 20	2650	15900
9.00 - 20	3250	19500

b. Dual rear tires shall be provided if the wheel base is 154 inches or more, or if the chassis has a manufacturer's rating of one and one-half tons or more. Spare tire, if required, shall be mounted to the rear end of the chassis frame on a suitable support, or by suitable attachment to the inside of the body to the left of the driver with the tire resting in a depression in the floor.

15. Weight Distribution. --The chassis manufacturer shall cooperate with the body manufacturer in determining the distribution of gross vehicle weight on front and rear axles for the length of bus body to be mounted on the chassis.

Standards for Selecting School Bus Drivers*

1. Physical Fitness: The driver shall be in good physical and mental health, be able-bodied, free from communicable disease, strong enough physically to handle the bus with ease, and shall have normal use of both hands, both feet, both eyes, and both ears. As evidence of his physical fitness and mental alertness, he shall submit annually to a physical examination by a reputable physician designated by the local school authorities and shall present the physician's certificate of physical fitness to the agency which issues the driver's permit or certificate of eligibility.

2. Driving Ability: Every school bus driver shall successfully pass a special school bus drivers' examination conducted by the agency responsible for issuing drivers' licenses. Such examination shall include (a) an oral and/or written test to determine the applicant's knowledge of the motor vehicle laws and the rules and regulations governing the transportation of school children, and (b) a practical road-test to determine the applicant's driving habits.

3. Experience: The applicant shall present evidence of driving experience without personal blame for a major accident. The driver should have had experience in operating motor vehicles larger than an ordinary passenger automobile.

4. Character: No person shall be employed as a school bus driver who has been convicted of any of the following offenses as a result of driving a motor vehicle: (a) manslaughter, (b) driving while under the influence of intoxicating liquor or habit-forming drugs, (c) failure to stop, disclose identity and render assistance when involved in an accident.

5. Credentials: The applicant shall present to the examiner at the time of examination his certificate of physical fitness, the registration card for the vehicle in which the test is to be taken, and a valid chauffeur's or driver's license, if required by state law.

*Adapted from "School Bus Standards."

Comment

The school bus driver is the key to the entire safety program in pupil transportation. An inefficient or careless driver can and undoubtedly will wreck the best equipment obtainable. School officials should ride with an applicant for a driving position on a school bus over roads which are at least as difficult as the route for which he is applying and make sure that the driver can actually drive the school bus before employing the driver, unless this information is already known from past experience.

Drivers should have good use of body and limb, should have good eyes and good hearing, and should not have any contagious disease or organic trouble. The physical condition of the driver can be determined through an examination by a physician and this should be required. Past records show that a few drivers have died from heart trouble while actually driving a school bus. It must be remembered that children of compulsory school age are required to ride the school bus without any choice and that they are at the complete mercy of the school board and of the bus driver employed by the board.

It is probable that the help of the County Health Officials could be secured to examine bus drivers if the examination could be arranged at a time convenient to them.

School bus drivers should make all records and reports promptly and accurately. Correct and adequate reporting is necessary for the maintenance and development of safe and economical operation of buses.

Montgomery County, under the direction of Mr. Head, continually communicates with the school bus drivers with reference to safety. All the Montgomery County bus drivers are issued bulletins on each school bus accident reported in the newspapers. This bulletin points out the type of accident and raises questions as to how the accident could have been avoided. The State Highway Patrol has cooperated with county officials in meeting with the bus drivers and in discussing the safety features involved in school bus transportation.

Standards for Pupil Conduct

1. In approaching or leaving the Bus Stop along the highway, always walk on the left-hand side of the road toward traffic.
2. Make sure that the road is clear and get the driver's signal when you must cross the road to or from the bus; when crossing the street or highway look both to right and left, then WALK - do not run. Do not play in the road while waiting for bus.
3. Be on time; the bus must run on schedule.
4. Get on or off the bus only when it is not in motion; remain seated until the bus stops.
5. Leave the bus only with the driver's consent, except on arrival at home and at school.
6. Do not extend head or arms out of windows.
7. Be courteous to the driver and to fellow pupils, respect and cooperate with the school patrol, and obey the driver as you would a teacher.
8. Remain in the space to which you are assigned.
9. Help keep the bus clean, sanitary, and orderly. Do not damage or abuse bus equipment.
10. Carry on no unnecessary conversation with the driver when the bus is in motion.
11. Open bus windows only with permission of the driver.
12. In case of personal emergency, pupil shall request bus driver to stop bus.
13. Your parents and other taxpayers throughout the State pay the cost of transportation and your help in preserving the passenger seats and in safety is to their interest.
14. Remember that to be careless or to take a chance endangers not only your own safety but that of others also. It is better to be safe than sorry.

Comment

The standards listed under Pupil Conduct are self-explanatory. Pupils

as members of school bus patrols have rendered valuable service in many counties in the State, both in assisting the driver at railroad crossings and in loading and unloading pupils. School bus patrol members also receive valuable experience and training in this type of service.

It is recommended that pupils be required to pass in front of the school bus at the direction of the driver where it is necessary for pupils to cross the road after unloading from the school bus. This has proved less dangerous than any other method of crossing the road under such conditions.

Data with reference to bus routes are given in the following tables and chart.

ROAD CONDITIONS AND HAZARDS DEFINED

II. B. GRAVEL OR CHERT—A road which is sufficiently gravelled or cherted to prevent slippery condition in wet weather, bogs, or ruts.

II. C. SAND CLAY OR TOP SOIL—A road which is neither gravelled nor cherted nor hard surfaced but has a firm well-drained road bed.

II. D. GRADED—A road improved sufficiently to form a well-drained road bed with bridges and culverts.

III. C. ROUGH AND BUMPY—Any road surface which causes: Car to careen at speed of thirty miles or less per hour, jolts to passengers, steering to be difficult.

IV. A. BLIND CURVE—Any curve in a road which is of such a nature to prevent bus driver from having clear vision of road for 100 feet ahead.

IV. B-1. NARROW BRIDGE—Less than 16 feet wide where remainder of road is wider.

IV. B-3. UNSAFE APPROACH TO BRIDGE—Where road to bridge is either of the following: Is less than 16 feet wide; curves without guard rails; has soft shoulders; is rough and bumpy; needs gravel; or is a blind curve.

IV. C. BAD CULVERT—Any culvert which is either of the following: Has inadequate foundation; constitutes a bump in road large enough to cause car to careen at speed of thirty miles or less per hour; is less than 16 feet wide; or has hole in flooring six inches wide or wider or flooring that will break through with a loaded bus or which is insecurely fastened to foundation.

IV. D. DEEP DITCH OR WASH—1. Paralleling road or nearly so: Any unguarded ditch or any wash one foot deep or deeper with perpendicular or almost perpendicular bank on side next to road and within six feet of road; 2. Any wash or ditch across road one foot deep or deeper with walls almost or entirely perpendicular.

IV. F. FILL UNGUARDED—Any fill two feet or more higher than adjacent ground not having guard rail.

IV. G. NEEDS GRAVEL—Any surface which permits skidding or wheels to spin, bogging up or which has ruts.

IV. H. DANGEROUS HILL—Any hill or part of hill on descending grades as follows: On a 6 per cent grade, more than 2,000 feet long; 7 per cent grade, more than 1,000 feet long; 8 per cent grade, more than 750 feet long; 9 per cent grade, more than 500 feet long; 11 per cent grade, more than 400 feet long; 13 per cent grade, more than 300 feet long; 15 per cent grade, more than 200 feet long; 16 per cent grade, any length.

IV. R. DANGEROUS RAVINE—Any ravine, parelleling a route, on a road that is less than thirty feet wide which has grade of a dangerous hill leading from the road or such a ravine on wider road lacking guard rails.

V. D. TREACHEROUS AFTER ANY RAIN—Any part of route which after a rain: Is very slippery, has a soft road bed, is slippery and narrow, or has unguarded deep ditch or ravine adjacent to road.

V. F. HAZARDOUS AT ALL TIMES—Any road or part of road which: Is unusually rough and bumpy, does not afford safe passing width, has very dangerous hill, is extremely winding, or is a narrow road passing along a dangerous ravine or a road across a stream which is flooded much of the time.

V. G. TOTALLY UNSUITED FOR TRANSPORTATION—Any road or part of road which: Is either very difficult or impossible to travel by school bus most of the year; is less than 16 feet in width without places for turning out to pass traffic; or has an unavoidable hazard so located as to be very difficult for single line traffic.

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State Department of Education
Alabama Survey Form No. 29—7-38-1M

Speedometer Reading: End ..... Start ..... Miles .....

TRANSPORTATION ROUTE

(Trace route in the order in which pupils are transported from school in the afternoon where possible)

County ..... Checked by ..... Date ..... 193....

I. THE ROUTE: A. 1. From ..... (Main School) To ..... (Terminus)

By way of ..... 2. Other schools served .....

B. If potential route, check here ..... C. If route is run in reverse order, check here .....

D. 1. Route No. ..... 2. Bus Owner ..... 3. Driver .....

E. Route length (nearest 1/10 Mi.): 1. Main school to last pupil stop ..... 2. Additional Mi. ..... 3. Total Mi. .....

II. ROAD SURFACE BY LENGTH AND MAINTENANCE

	Maintained By:*	From:	To:	Total:
A. Hard Surfaced - -				
B. Gravel or Chert - -				
C. Sand Clay or Top Soils				
D. Graded - - - -				
E. Unimproved - - -				

*Code: Federal, U. S.; County, Co.; State, check (V).

III. CONDITION OF ROAD

A. Satisfactory - - - - - - - - (Broad, well-surfaced) .....
B. Narrow - - - - - - - - - (Less than 16 feet) .....
C. Rough and Bumpy - - - - - .....
D. Needs Surfacing - - - - - - .....

IV. CONSECUTIVE SUMMARY OF HAZARDS

	Kind or Nature of Hazard**	Distance from Beginning	Recommendations and Comments***
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

V. RECOMMENDATIONS ON ROUTE

A. Well adapted in present condition .....
B. Fair: Passable at all times .....
C. Impassable after prolonged rains .....
D. Treacherous after any rain .....
E. Could be well adapted by changes indicated under IV. on right .....
F. Hazardous at all times .....
G. Totally unsuited ..... Why .....
.....
.....

**The following key or guide may be used in describing the kind or nature of hazard:

A. Blind Curves
B-1. Narrow Bridge
B-2. Unguarded Bridge
B-3. Unsafe Approach
B-4. Needs Repairs
C. Bad Culvert
D. Deep Ditch or Wash
F. Fill, Unguarded
G. Needs Gravel
H. Dangerous Hill
M. Bog or Mud Hole
R. Dangerous Ravine
U.S. Unbridged Stream
U.T. U-Turn
R.T. Right Angle turn to right
L.T. Right angle turn to left
X. Railroad Crossing
Y. Highway Crossing

***Key for Recommendations:
1. Urgent—Should be remedied at once.
2. Should be remedied as soon as practical.
3. Driver should be instructed to use extra care and caution.

SEE OTHER SIDE FOR DEFINITIONS OF CONDITION OF ROADS AND HAZARDS

Table 25

INFORMATION CONCERNING TRANSPORTATION ROUTES IN ST. CLAIR COUNTY AS REPORTED BY BUS DRIVERS FOR SCHOOL YEAR 1938-39

Route and Driver	No. Pupils Transported: Less Than Two Miles	No. Pupils Transported: Total	No. Pupils Transported: Maximum At One Time	No. Stops	Time of First Stop in Morning	Time Required For A. M. Trip-Mins.	Distance in Miles
Ashville- Sheffield	2	64	64	21	7:10	60	10.8
Runyars	4	68	55	30	7:15	55	13.7
Baswell	0	77	77	24	7:10	60	10.7
Hammond	6	77	52	30	7:00	70	9.0
Holladay	0	62	62	24	7:00	70	14.0
Bowlin	8	86	86	27	7:25	40	7.5
Hughes	0	58	58	22	7:00	70	21.1
Simmons	0	54	54	16	7:15	55	11.4
Beason	10	66	66	21	6:50	80	18.4
Ramsey	0	82	82	32	7:00	70	13.8
Chandler Mt.- Beason	9	71	71	23	7:00	42	7.0
Smith	4	77	77	18	6:53	53	8.5
Easonville-Harmon	5	61	44	17	6:45	60	11.3
Cosper (1)	17	38	38	10	7:02	28	4.9
(2)	11	21	21	4	7:35	13	2.7
Wadsworth	0	32	32	12	6:50	40	8.0
Friendship-Chamness	4	21	14	6	7:05	45	4.3
Moody - Hughes (1)	7	46	46	12	6:45	11	2.6
(2)	15	77	51	18	7:05	50	8.4
Peace	4	55	55	21	7:01	44	10.3
Odenville-Spence	0	57	57	1	7:30	35	7.0
Stephens	3	53	46	17	7:00	60	10.4
Cox	27	103	52	38	7:00	72	15.2
Ash	8	92	61	35	7:07	70	19.7
Hawkins	0	80	61	20	6:45	90	19.1
Peace	Data inadequate						
Pell City - Sims	3	32	20	13	7:00	50	14.0
Bannister	0	65	65	15	6:45	70	12.6
Martin	9	59	28	20	6:50	70	17.0*
Partridge	12	106	48	29	6:45	70	13.4
Funderburg (1)	6	53	53	12	6:30	30	4.0
(2)	0	14	14	5	7:20	20	4.0
Pemberton	40*	135	64	40	6:20	90	22.3
Ragland - Gardner	0	48	48	16	7:00	55	16.0
Blankenship	0	41	41	12	7:15	35	8.7
Layton	6	38	38	10	6:50	60	9.0
Crocker (1)	0	44	44	14	7:00	25	8.0
(2)	14	41	41	7	7:35	21	4.6

* Approximate.

Route and Driver		No. Pupils Transported Less Than Two Miles	No. Pupils Transported Total	No. Pupils Transported Maximum At One Time	No. Stops	Time of First Stop in Morning	Time Required For A. M. Trip-Mins.	Distance in Miles
Springville- Jones		15	60	45	23	6:52	68	19.1
Venable		0	71	54	23	6:55	70	16.0
Simmons	(1)	8	39	39	11	6:45	35	8.0
	(2)	0	18	18	6	7:40	20	3.9
Jones		0	69	69	25	6:52	68	13.3
Cole	(1)	0	31	31	16	6:45	40	9.6
	(2)	10	34	34	11	7:40	22	5.1
Steele - Jenkins		Data inadequate						
Total White		267	2,576					479.4
Colored Routes								
Ashville - Greene		11	70	70	11	6:35	65	17.8
Acmar - Forman		0	28	28	1	7:50	25	4.3
Total Colored		11	98					23.1

TRANSPORTATION ROUTES IN ST. CLAIR COUNTY

Route	Detailed Comments	Length of Route
Ashville to Pine Forest A-1	Type of Road: Gravel or chert 0 to 0.2, 0.5 to 8.2, hard surfaced 0.2 to 0.5, graded 8.2 to 9.1. Additional miles 1.5. Condition of Road: Rough and bumpy 8.2 to 9.1. Hazards: Highway crossing at 5.8. Blind curve at 7.5. Status of Route: Fair, passable at all times. -oOo-	9.1
Ashville to Battles by Steele A-2	Type of Road: Gravel or chert 0 to 5.0, hard surfaced 5.0 to 9.0, 9.3 to 11.5, graded 9.0 to 9.3, 11.5 to 18.4. Additional 2.6 miles. Condition of Road: All hard surfaced road satisfactory. Narrow 0.5 to 5.0, narrow, rough and bumpy 11.5 to 18.4. Hazards: Narrow unguarded bridge with unsafe approach at 1.1 should be remedied <u>at once</u>. Narrow unguarded bridge at 1.3 should be remedied <u>at once</u>. Blind curve at 1.4, 2.9 and bad railroad crossing at 12.0 should be remedied as soon as practical. Bad culverts at 2.1, 2.4, 13.2 and 19.0 should be remedied <u>at once</u>. Status of Route: Passable at all times and could be well adapted by changes indicated. -oOo-	18.4
Ashville to Grassy Cove A-3	Type of Road: Gravel or chert Condition of Road: Narrow Hazards: Bad culverts at 12.7 and 14.4 should be remedied <u>at once</u>. Dangerous right turns at 7.6, 8.1, and 8.5 should be remedied as soon as practical. Driver should use extra care and caution at highway crossings at 4.0, 5.5, at blind curves at 4.3, 4.6, 5.1, 6.6, 7.0, 7.3, 8.3, 9.3, 9.6, 12.9, 15.0, and culvert at 19.9. Status of Route: Passable at all times and could be adapted by changes indicated. -oOo-	19.9
Ashville to Bewlin Store A-4 Run in reverse order	Type of Road: Gravel or chert 0 to 3.7, 5.4 to 9.6, hard surfaced 3.7 to 5.4. Condition of Road: Narrow 0 to 3.7. Hazards: Bad culvert at 0.5 and 5.4. Blind curves at 0.7, 0.8, 1.0, 1.3, 2.0, 2.8, 3.6. Bad left turn at 3.7. Status of Route: Passable at all times. Could be well adapted by changes indicated. -oOo-	9.6
Ashville to Hopewell Church A-4	Type of Road: Hard surfaced Condition of Road: Satisfactory Status of Route: Well adapted in present condition. -oOo-	7.5

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Ashville toward Hopewell A-6	Type of Road: Hard surfaced Condition of Road: Satisfactory Status of Route: Well adapted in present condition. -oOo-	3.0
Ashville to Bryant School A-7	Type of Road: Hard surfaced 0 to 9.6, gravel or chert 9.6 to 20.6. Condition of Road: Narrow, rough, and bumpy 15.6 to 20.6. Hazards: Driver should use extra caution at blind curves at 8.5, 8.9, 12.8, 13.3, 13.5, 15.1, 15.6, 15.8, 16.7, 18.3, 19.9. Unguarded fill at 12.5. Narrow bridge at 14.9. Bad culvert at 17.7. Unbridged stream at 18.9. Status of Route: Could be well adapted by changes indicated. -oOo-	20.6
Ashville to Paint Rock by Bryant School A-8	Type of Road: Gravel or chert 0 to 4.9, 9.1 to 14.1, graded 4.9 to 9.1. Condition of Road: Narrow 0 to 9.1. Rough and bumpy 5.5 to 6.2. Hazards: Bad culverts should be remedied <u>at once</u> at 0.5, 4.4, 5.6, 6.4, 7.1, 7.2. Driver should use extra caution at blind curve at 2.1, 4.9, 9.0 to 12.1, unguarded fill at 5.0, 9.9. Unbridged stream at 1.1 should be remedied as soon as practical. Status of Route: Could be adapted by changes indicated. -oOo-	14.1
Ashville to Greensport by way of Edwards School A-9	Type of Road: Hard surfaced 0 to 0.4, gravel or chert 0.4 to 14.1. Condition of Road: Satisfactory. Hazards: Driver should use extra caution at blind curves at 0.7, 3.0, 3.2, 3.4. Bad culvert at 6.0 should be remedied as soon as practical. Narrow bridge at 13.2. Many blind curves. Status of Route: Could be well adapted by changes indicated. -oOo-	14.1
Ashville to Gum Springs A-10 Run in reverse order	Type of Road: Gravel or chert Condition of Road: Narrow 0 to 8.8. Hazards: Bad culverts at 1.4, 2.4, 4.0, 4.3, 4.7, 6.0 and deep ditch or wash at 3.7 should be remedied as soon as practical. Driver should use extra caution at blind curves at 2.0, 2.2, and many others. Status of Route: Could be well adapted by changes indicated. -oOo-	10.5

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Ashville to Caldwell by way of Cool Springs Church A-11	Type of Road: Hard surfaced 0 to 1.3, 2.0 to 4.9, 6.0 to 7.5, 9.5 to 11.5, gravel or chert 1.3 to 2.0, 4.9 to 6.0, 7.5 to 9.5, 11.5 to 12.5. Condition of Road: Satisfactory. Hazards: Driver should use extra caution at blind curve at 3.5, left turns at 4.9, 6.0, 7.5, 11.5. Status of Route: Well adapted in present condition. -oOo-	12.5
Avondale Mill to Eden AM-1	Type of Road: Gravel or chert 0 to 0.8, 1.1 to 1.3, hard surfaced 0.8 to 1.1, 1.3 to 2.4. Additional miles 1.3. Condition of Road: Satisfactory. Hazards: Railroad crossing at 0. Driver should use extra caution at right turn at 0.8 and left turn at 1.3. Status of Route: Fair, passable at all times. -oOo-	2.4
Chandler Mt. loop east CM-1	Type of Road: Graded Condition of Road: Rocky and winding. Needs surfacing. Hazards: Deep ditches at 1.5 and 21. should be remedied at once. Narrow unguarded bridge with unsafe approach at 7.6 should be remedied as soon as practical. Driver should use extra caution at U-turn at 4.2, left turns at 5.3 and 7.4, and right turn at 6.5. Status of Route: Could be adapted by changes indicated. -oOo-	8.4
Chandler Mt. loop west CM-2	Type of Road: Graded Condition of Road: Narrow Hazards: Dangerous left turn at 3.6. Status of Route: Passable at all times. Could be well adapted by changes indicated. -oOo-	6.8
Coal City to Rowe Home by way of Fannin CC-1	Type of Road: Gravel or chert 0 to 4.2, graded 4.2 to 9.9. Additional miles 4.3. Condition of Road: Rough and bumpy, needs surfacing 4.2 to 9.9. Hazards: Narrow bridges at 5.0, 7.4, and 8.4 should be remedied at once. Blind curves at 6.1, 6.4, 7.2, 8.1 should be remedied as soon as practical. Status of Route: Well adapted 0 to 4.2. -oOo-	9.9
Cropwell to Noah Fundaburg C-1 Run in reverse order	Type of Road: Sand clay or top soil 0 to 2.0, graded 2.0 to 5.2, gravel or chert 5.2 to 6.7. Condition of Road: Satisfactory. Hazards: Blind curve at 1.9. Status of Route: Fair, passable at all times. -oOo-	6.7

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Cropwell loop C-2	Type of Road: Gravel or chert. Additional 3.7 miles Condition of Road: Satisfactory. Hazards: Driver should use extra caution at right turns at 0.2 and 0.4 and blind curve at 3.3. Narrow bridge at 2.4 should be remedied as soon as practical. Status of Route: Fair, passable at all times. -oOo-	3.7
Easonville to New Hope Church by way of New London E-1	Type of Road: Graded 0 to 2.1, 3.6 to 7.4, sand clay or top soil 2.1 to 3.6, gravel or chert 7.4 to 11.9. Additional 6.9 miles. Condition of Road: Satisfactory 7.4 to 11.9. Narrow 0 to 7.4. Hazards: Bridge needing repairs at 0.2. Narrow bridge with unsafe approach at 0.3. Blind curves at 9.7,9.8, and 6.3. Highway crossings at 4.8, 6.6, 9.2, 9.7, 11.7. Status of Route: Impassable after prolonged rains. -oOo-	11.9
Easonville loop east E-2	Type of Road: Gravel or chert 0 to 0.9, 2.7 to 3.2, graded 0.9 to 2.3, sand clay or top soil 2.3 to 2.7. Condition of Road: Rough and bumpy 0.9 to 2.3. Hazards: Narrow unguarded bridge at 1.0. Status of Route: Impassable after prolonged rains. Could be adapted by changes indicated. -oOo-	3.2
Easonville loop south E-3	Type of Road: Gravel or chert 0 to 1.4, sand clay or top soil 1.4 to 5.1. Additional 3.0 miles. Condition of Road: Satisfactory 0 to 1.4. Narrow 1.4 to 5.1. Hazards: Highway crossing at 0.7 where driver should use extra caution. Bad culverts at 1.9, 2.4. Blind curves at 2.5, 2.7, 3.8. Water runs over road at 2.6. Status of Route: Could be well adapted by changes indicated. -oOo-	5.1
Easonville loop south E-4	Type of Road: Gravel or chert 0 to 2.9, sand clay or top soil 2.9 to 5.4. Additional 3.4 miles. Condition of Road: Satisfactory 0 to 2.9. Narrow 2.9 to 5.4. Hazards: Highway crossings at 0.3, 1.5, 2.2. Blind curves at 5.0, 5.1. Unguarded bridge needing repairs at 6.0. Status of Route: Impassable after prolonged rains. -oOo-	8.3
Friendship to White House F-1 Run in reverse order	Type of Road: Graded 0 to 3.1, gravel or chert 3.1 to 4.2. Additional 0.5 miles. Condition of Road: Narrow 0 to 3.6. Needs surfacing 0 to 3.1. Hazards: Blind curves where driver should use extra care and caution 3.4 and 3.5 and several the last mile. Status of Route: Fair, passable at all times. -oOo-	4.2

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Moody to Jefferson Co. Line M-1	Type of Road: Gravel or chert 0 to 6.7, sand clay or top soil 6.7 to 8.5. Additional 1.1 miles. Condition of Road: Rough and bumpy 3.1 to 4.3. Narrow 5.9 to 8.5. Hazards: Unguarded bridge with unsafe approach at 3.1 should be remedied at once. Bad culvert at 0, unguarded fill at 7.4, and blind curve on bad culvert at 7.8 should be remedied as soon as practical. Driver should use extra caution at right turns at 0.4, 3.1, 4.3, 5.9; at U-turns at 3.7 and 4.8, and at blind curves at 6.1, 6.7, 6.8, 7.1, 7.7, and 8.5. Dangerous ravine 8.2 to 8.4. Status of Route: Could be well adapted by changes indicated. -oOo-	8.5
Moody to Markeeta M-2	Type of Road: Gravel or chert Condition of Road: Rough and bumpy 2.8 to 2.9. Narrow 4.5 to 5.3. Hazards: Bad culverts at 1.6 and 1.8 should be remedied as soon as practical. Driver should use extra caution at unguarded fill at 2.3, blind curve at 2.3, narrow unguarded bridge at 2.6, dangerous hill at 2.7, and U-turn at 3.0. Status of Route: Could be adapted by changes indicated. -oOo-	5.3
Moody loop northeast by way of Acmar M-3	Type of Road: Gravel or chert. Additional 1.0 miles Condition of Road: Narrow 11.0 to 12.1. Hazards: Bad culvert at 9.8 and 11.2. Dangerous highway crossing and left turn at 11.0. Status of Route: Fair, passable at all times. -oOo-	2.4
Odenville to Pine Forest Church by Friendship O-1	Type of Road: Gravel or chert. Additional 3.5 miles Condition of Road: Satisfactory. Hazards: Unguarded bridge at 2.9 should be remedied at once. Bridge at 6.5 should be repaired as soon as practical. Driver should use extra caution at right turn at 0.5, 7.2, blind curves at 2.1, 3.4, 6.2, left turn at 9.3, and U-turn at 8.5. Status of Route: Could be well adapted by changes indicated. -oOo-	12.5
Odenville loop by way of Moody O-2 Run in reverse order	Type of Road: Graded 0 to 6.5, gravel or chert 6.5 to 19.6. Condition of Road: Needs surfacing 0 to 6.2. Narrow, rough, and bumpy 2 to 6.5. Hazards: Bad culvert at 5.4 should be remedied at once. Bad culverts at 0, 1.0, 2.9, 3.4, 4.0, 4.3, 8.7, 10.0, should be remedied as soon as practical. Narrow, unguarded bridge with unsafe approach at 9.4 should be repaired as soon as practical. Driver should use extra caution at blind curves at 1.8, 2.1, 2.3, 4.5, 5.8, at unbridged stream at 5.1, and at right turns at 7.7,19.2. Status of Route: Graded road is impassable after prolonged rains. Could be well adapted by changes indicated. -oOo-	19.6

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Odenville to Colgate by way of White Chapel, Acmar, Moody 0-3 Run in reverse order	Type of Road: Gravel or chert Condition of Road: Narrow 0 to 6.1. Bad hills at 1.8. Hazards: Bad culvert at 0.7 should be repaired at once. Bridge with unsafe approach at 1.0, unguarded bridge at 1.2, and unguarded fill at 2.7 should be repaired as soon as practical. Driver should use extra caution at left turn across highway at 0.2; at blind curves at 0.5, 1.4, 6.4, 7.3, 7.7; at bad railroad crossings at 1.3, 3.7, 3.8; at blind right turn at 2.0 and 3.1. Dangerous hill at 6.8, blind guard at unguarded fill at 3.5. Narrow bridge with unsafe approach at 7.0. Bad culvert at 9.8. Dangerous highway crossings at 11.0 and 14.8. Status of Route: Could be adapted by changes indicated. -oOo-	19.4
Odenville to Sanie 0-4	Type of Road: Gravel or chert 0 to 3.6, 7.0 to 10.2, sand clay or top soil 3.6 to 7.0, 10.2 to 12.1. Additional 5.0 miles. Condition of Road: Narrow 3.5 to 7.0, 8.5 to 12.1. Rough and bumpy 6.0 to 7.0. Needs surfacing 10.2 to 12.1. Hazards: Bad culverts at 6.2 and 10.0 should be remedied at once. Bad culvert at 2.5 should be remedied as soon as practical. Driver should use extra caution at following hazards: Railroad crossing at 0.1; blind curves at 3.4, 9.1, 9.2, 9.3, 9.4, 9.5, 10.0, 10.7, 11.1, 11.2, 11.3, 11.7; left turns at 3.0, 5.0, 8.5; right turn at 7.0; blind right turn across highway at 10.2; narrow unguarded bridge at 10.4. Status of Route: Could be adapted by changes indicated and surfacing 10.2 to 12.1. -oOo-	12.1
Odenville to New Creek 0-5	Type of Road: Gravel or chert. Additional 4.0 miles. Condition of Road: Satisfactory. Hazards: Driver should use extra caution at blind curves at 1.5, 1.6, 1.9, 2.5, 2.7. Status of Route: Well adapted in present condition. -oOo-	4.0
Odenville to Margaret 0-6	Type of Road: Gravel or chert Condition of Road: Satisfactory. Hazards: Railroad crossings at 0.5, 1.1, 6.4. Blind curves at 2.0, 5.1. Highway crossing at 6.2 Status of Route: Fair, passable at all times. -oOo-	6.7

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Odenville to Low Gap O-7	Type of Road: Gravel or chert 0 to 2.0, graded 2.0 to 10.6. Condition of Road: Narrow, rough and bumpy and needs surfacing 2.0 to 10.6. Hazards: Narrow unguarded bridge with unsafe approach at 4.2 and 7.2 should be remedied as soon as practical. Driver should use extra caution at three railroad crossings at 10.4, at highway crossing at 0.7, blind curves at 1.8 and 5.6 and bad culverts at 10.2. Status of Route: Passable to 10.6. Additional .2 miles traveled in dry weather. -oOo-	10.6
Pell City to Polk Church by way of Coal City PC-1	Type of Road: Graded 0 to 0.9, sand clay or top soil 0.9 to 2.7, gravel or chert 2.7 to 9.5, 10.1 to 10.2, hard surfaced 9.5 to 10.1. Condition of Road: Rough and bumpy 0.5 to 0.9. Satisfactory otherwise. Hazards: Blind curve at 0.5 should be remedied as soon as practical. Double railroad crossing at 0.9. Railroad crossings at 2.6, 3.7, 9.0. Narrow bridge at 2.5. Blind curve at 3.7. Status of Route: Could be well adapted by changes indicated. -oOo-	10.2
Pell City to Shelby Co. Line PC-2	Type of Road: Gravel or chert 0 to 0.1, 1.2 to 11.0, hard surfaced 0.1 to 1.2. Condition of Road: Narrow 8.2 to 12.2. Hazards: Railroad crossing at 1.3. Highway crossing at 8.0. Bridges needing repairs at 3.4, 4.2, 11.8. Blind curves where driver should use extra caution at 7.1. Status of Route: Passable at all times but water gets over road at Wolf Creek occasionally. -oOo-	12.2
Pell City to Johnson by New London and Easonville Schools PC-3 Run in reverse order	Type of Road: Graded 0 to 5.2, sand clay or top soil 5.2 to 10.9, gravel or chert 10.9 to 16.1, 16.7 to 16.8, hard surfaced 16.1 to 16.7. Condition of Road: Narrow 0 to 7.7. Hazards: Narrow unguarded bridge at 0.1 should be repaired <u>at once</u>. Unguarded bridge at 0.9, 10.7, and bridge at 1.2 should be repaired as soon as practical. Driver should use extra caution at blind curve at 0.2, 0.4, 9.3; at double railroad crossing at 16.0, and at highway crossings at 2.2, 9.0. Status of Route: Passable at all times but treacherous after any rain 3.9 to 5.2. -oOo-	16.8

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Pell City to Shelby Co. Line by way of New London and Easonville Sch. PC-4	Type of Road: Gravel or chert 0 to 0.1, 0.6 to 10.3, 11.1 to 12.9, hard surfaced 0.1 to 0.6, graded 10.3 to 11.1. Additional 2.5 miles. Condition of Road: Satisfactory. Hazards: Triple railroad crossings at 0.9. Highway crossing at 0.8. Status of Route: Passable at all times but treacherous after any rain. -oOo-	12.9
Pell City to Coal City PC-5	Type of Road: Hard surfaced 0 to 1.0, gravel or chert 1.0 to 7.8. Condition of Road: Satisfactory. Hazards: Narrow bridge at 6.7 should be repaired at once. Blind curves at 4.3 and 6.5 should be remedied as soon as practical. Driver should use extra caution at right turn at 0.1, left turn at 1.0, and railroad crossing at 1.5. Status of Route: Fair, passable at all times. -oOo-	7.8
Pell City to Jess Pope Home by way of Riverside PC-6 Run in reverse order	Type of Road: Gravel or chert 0 to 3.0, 10.7 to 11.6, 12.4 to 12.6, sand clay or top soil 3.0 to 5.7, hard surfaced 5.7 to 10.7, 11.6 to 12.4. Additional 4.2 miles. Condition of Road: Narrow, rough, and bumpy 0 to 5.5. Hazards: Right turn at 3.0 should be remedied as soon as practical. Driver should use extra caution at blind curve at 5.4, railroad crossings at 5.5, 10.4, 11.0, and right turn into highway at 11.6. Status of Route: Fair, passable at all times. -oOo-	14.0
Pell City to D.F.Funderberg by Cropwell and Avondale PC-7	Type of Road: Gravel or chert 0 to 0.1, 0.7 to 1.6, 5.6 to 10.4, 16.0 to 16.6, hard surfaced 0.1 to 0.7, 1.6 to 5.6, sand clay or top soil 10.4 to 12.4, unimproved 12.4 to 16.0 Condition of Road: Narrow 12.4 to 16.0. Hazards: Railroad crossing at 5.7 should be remedied at once. Blind curves at 14.9 and 15.2 should be remedied at once. Bridge at 6.5 and gravel at 13.7 should be repaired as soon as practical. Driver should use extra caution at right turn into highway at 0.1, left turn into highway at 0.7, 1.6, 5,6; left turns at 8.6, 8.8, 10.4; narrow bridge at 6.3; blind curve at 15.6. Status of Route: Fair, passable at all times. -oOo-	16.6
Pell City loop to High School PC-8	Type of Road: Gravel or chert 0 to 0.1, 0.5 to 1.1, hard surfaced 0.1 to 0.5, 7.0 to 7.4, graded 1.1 to 7.0. Additional 2.0 miles. Condition of Road: Satisfactory. Hazards: Blind curve at 3.2. Left turn and narrow bridge at 3.9. Right turn into highway at 6.6. Status of Route: Well adapted in present condition. -oOo-	7.4

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Pell City to L.P.Jackson PC-9	Type of Road: Gravel or chert 0 to 0.1, hard surfaced 0 to 0.1, unimproved 1.5 yo 7.2. Additional 7.2 miles. Condition of Road: Needs surfacing 1.5 to 7.2. Narrow 3.6 to 6.8. Hazards: Extremely bad curve at 5.5 and blind curves at 4.0 and 4.2 should be remedied at once. Blind curves at 2.4, 3.6, 6.6 and bridges at 3.8 and 6.8 should be remedied as soon as practical. Driver should use extra caution at right turn at 1.5 and blind curve at 5.0 and 6.7. Status of Route: Fair, passable at all times. -oOo-	7.2
Pell City to Jefferson Co. Line by way of Cook Springs PC-10	Type of Road: Gravel or chert 0 to 0.1, 6.9 to 7.7, hard surfaced 0.1 to 6.9, 7.7 to 14.7. Additional 7.0 miles. Condition of Road: Satisfactory. Hazards: Driver should use caution at right turn at 6.9 and left turn at 7.7. Status of Route: Well adapted in present condition. -oOo-	14.7
Ragland to Laytons R-1 Run in reverse order	Type of Road: Unimproved 0 to 1.5, graded 1.5 to 3.0, gravel or chert 3.0 to 9.3. Condition of Road: Satisfactory. Hazards: Bridges needing repairs at 1.9, 2.0, and 2.4. Unbridged stream at 2.3 and 3.3. Blind curves at 4.7, 6.2, 6.9. Narrow bridge at 7.4. Status of Route: Impassable after prolonged rains and treacherous after any rain 0 to 3.0. Totally unsuited 0 to 1.5. -oOo-	9.3
Ragland to Martin Home R-2	Type of Road: Gravel or chert 0 to 4.8, sand clay or top soil 4.8 to 9.1. Additional 9.1 miles. Condition of Road: Satisfactory. Hazards: Narrow bridges at 2.1, 7.6, 7.7. Blind curves at 2.3, 3.3, 4.4, 6.7. Status of Route: Fair, passable at all times. -oOo-	9.1
Ragland to Hickenbottom Home R-3	Type of Road: Graded. Additional 4.3 miles. Condition of Road: Entire road needs surfacing. Hazards: Blind curve at 2.3 and railroad crossing at 7.8 should be remedied at once. Blind curves at 0.2, 1.0, 9.6 should be remedied as soon as practical. Driver should use extra caution at railroad crossing at 4.7. Status of Route: Fair, passable at all times. -oOo-	15.1

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Ragland to Palestine Church R-4	Type of Road: Gravel or chert. Additional 4.3 miles. Condition of Road: Satisfactory. Hazards: Blind curves at 0.9 and 3.3 should be remedied at once. Driver should use extra caution at railroad crossing at 0.4. Status of Route: Fair, passable at all times. -oOo-	4.3
Ragland to Jim Mitchell R-5	Type of Road: Gravel or chert. Additional 7.4 miles. Condition of Road: Needs surfacing in places. Hazards: Blind curve at 0.9 should be remedied at once. Driver should use extra caution at railroad crossing at 0.4. Status of Route: Impassable after prolonged rains. Could be adapted by changes indicated. -oOo-	7.4
Springville to Sodom by way of St.Clair Springs S-1	Type of Road: Hard surfaced 0 to 5.1, 6.8 to 7.4, 9.9 to 11.7, gravel or chert 5.1 to 6.8, 7.4 to 9.9, 11.7 to 13.4. Condition of Road: Narrow all of gravel or chert road. Hazards: Driver should use extra caution at narrow bridge at 6.6, left turns at 5.1 and 11.7, and at narrow unguarded bridges with unsafe approaches which need repairs at 7.5, 9.8, 12.1. Status of Route: Fair, passable at all times. -oOo-	13.4
Springville to St.Clair Springs S-2 Run in reverse order	Type of Road: Hard surfaced 0 to 1.4, 8.5 to 8.8, graded 1.4 to 3.6, gravel or chert 3.6 to 8.5. Condition of Road: Needs surfacing 1.4 to 3.6. Hazards: Driver should use extra caution at right turns at 1.4, 3.6, at blind curves at 5.3, 6.7, 8.1, and at railroad crossing at 8.3. Status of Route: Fair, passable at all times. -oOo-	8.8
Springville to Wade Mt. S-3	Type of Road: Hard surfaced Condition of Road: Satisfactory Hazards: Right turn at 3.6. Status of Route: Well adapted in present condition. -oOo-	5.0
Springville to near Whitney by Pleasant Hill S-4 Run in reverse order	Type of Road: Hard surfaced 0 to 3.8, 6.1 to 12.4, gravel or chert 3.8 to 6.1. Additional 3.2 miles. Condition of Road: Satisfactory. Hazards: Highway crossing at 4.2 and 5.6. Status of Route: Well adapted in present condition. -oOo-	12.4

Transportation Routes in St. Clair County

Route	Detailed Comment	Length of Route
Springville to Peckler Store by way of Pleasant Hill S-5	Type of Road: Hard surfaced 0 to 2.0, gravel or chert 2.0 to 13.2. Condition of Road: Narrow entire length. Hazards: Several blind curves and ravines. Driver should use caution at blind curve at 2.3. Bad culverts at 4.8, 6.7, 9.8, 12.1. Narrow unguarded bridge with unsafe approach needs repairs at 5.9. Status of Route: Fair, passable at all times. -oOo-	13.2
Springville to Luther Williams toward Blount Co. S-6	Type of Road: Hard surfaced 0 to 0.6, gravel or chert 0.6 to 6.8, sand clay or top soil 6.8 to 8.3. Additional miles 4.5. Condition of Road: Narrow and needs surfacing. Hazards: Narrow unguarded bridge with unsafe approach and on a blind curve at 2.8 should be repaired at once. Bad culverts at 4.0, 4.8, 5.1, 5.9, 7.5 should be remedied as soon as practical. Driver should use extra caution at blind curve by a dangerous ravine at 1.9. Last mile and a half should be graveled. Status of Route: Could be adapted by changes indicated. -oOo-	8.3
Springville southwest to Jim Harris Home S-7	Type of Road: Hard surfaced 0 to 1.0, gravel or chert 1.0 to 2.6, graded 2.6 to 4.9. Additional miles 4.6. Condition of Road: Narrow rough and bumpy and needs surfacing 2.6 to 4.9. Hazards: Two dangerous hills at 3.7. Several blind curves. Deep ravine at 4.8. Status of Route: Fair, passable at all times. -oOo-	4.9
Springville to Reids Grove S-8	Type of Road: Hard surfaced 0 to 6.1, gravel or chert 6.1 to 9.7, graded 9.7 to 13.0. Additional miles 2.0. Condition of Road: Narrow 6.1 to 13.0. Needs surfacing 7.7 to 13.0. Hazards:Bad culverts at 6.8, 7.4, and 8.3 should be remedied as soon as practical. Railroad crossing at 6.1. Blind curves at 7.7, 8.7, several at 8.8. Needs gravel last three miles. Status of Route: Treacherous after any rain last three miles. -oOo-	13.0
Steele to Sitz St-1	Type of Road: Gravel or chert 0 to 7.7, hard surfaced 7.7 to 15.1. Condition of Road: Narrow 0 to 6.5. Hazards: Narrow unguarded bridge with unsafe approach at 2.1 and bad culverts at 2.6 and 4.1 should be repaired at once. Driver should use extra caution at 2 blind curves at 0.1, 3 blind curves at 3.0, and blind curves at 6.6 and 6.9. Status of Route: Could be well adapted by changes indicated. -oOo-	15.1

Transportation Routes in St. Clair County

Route	Detailed Comments	Length of Route
Steele west to highway St-2	Type of Road: Hard surfaced. Additional 3.0 miles. Condition of Road: Satisfactory. Hazards: None Status of Route: Well adapted in present condition. -oOo-	3.0

Colored Routes

Ashville to Paint Rock by Hopewell Church A-1	Type of Road: Hard surfaced 0 to 9.6, gravel or chert 9.6 to 17.6. Condition of Road: Narrow 15.6 to 17.0. Hazards: Driver should use extra caution at blind curves at 8.5, 8.9, 13.3, 13.5, 15.1, 15.6, 15.8, 16.7, 16.8, and at unguarded fill at 12.5. Narrow bridge at 14.9. Status of Route: Could be well adapted by changes indicated. -oOo-	17.6
Ashville westward to railroad A-2 Run in reverse order	Type of Road: Gravel or chert Condition of Road: Satisfactory Hazards: Right turn at 9.4. Status of Route: Well adapted in present condition. -oOo-	4.1
Acmar to Marketa Ac-1	Type of Road: Gravel or chert Condition of Road: Narrow 0 to 1.3, rough and bumpy 3.0 to 4.5. Hazards: Bad wash at 0.8 and bad culverts at 4.0 and 4.2 should be remedied <u>at once</u>. Bad culvert at 1.6 should be remedied as soon as practical. Driver should use extra caution at right turn at 1.3, left turns at 2.7 and 3.0, and blind curve at 2.0. Status of Route: Fair, passable at all times. -oOo-	4.5

Chapter V

SCHOOL BUILDINGS IN ST. CLAIR COUNTY

Introduction

Many factors contribute to the success of a good school system. One of the most important is the type of buildings in which the schools are housed. The cause and result of unsatisfactory buildings are discussed below.

There are, no doubt, many causes for a large per cent of the unsatisfactory buildings found by the Survey Staff in St. Clair County. Tradition and custom are perhaps the first or primary causes. In the early days of the State's history when the public school system was first established, the country was very sparsely settled. Small buildings were adequate to house the few pupils who attended the public schools. Then, too, lumber was scarce and good plans could not be obtained. Funds were not available for public school buildings, so the communities were compelled to use only the material, labor, and funds donated by loyal patrons. A number of the buildings constructed under those conditions are in use at the present date. Many of the best citizens continued to patronize the private schools for some time after the public school system was established by the State and therefore few pupils were enrolled in the small public schools.

The results of poor buildings are very detrimental to any school system. School buildings must be comfortable in order to afford the best educational results. Children cannot study when they are cold due to lack of heat or when the sun is shining in their eyes in rooms improperly lighted or in stuffy rooms without proper ventilation. Such conditions are sure to produce unsatisfactory school work.

The success of any school depends on the teaching staff. The best teachers cannot be induced to accept employment in poor, unsatisfactory buildings. The most effective school work is done in buildings that are properly planned, well constructed, adequately heated, fully ventilated, and suitably equipped, with good auditoriums, gymnasiums, and ample playground facilities. Such

schools become the center of community interest and the pride of the good people who make them possible. They are an inspiration to the boys and girls in the community to continue their study and preparation for living more abundantly.

The site on which the school building is located should be very carefully selected. If possible, it should be reasonably level, well drained, and of a loamy nature. Ample playground space should be provided in the rear or to one side of the building. St. Clair County is located in the foothills of the Appalachian Mountains and level school sites are difficult to find in many of the localities where school centers are designated. Still, there is some evidence that proper care was not exercised in selecting many of the sites on which buildings are now located.

School Sites - White

The Survey Staff recommends elsewhere in this report that the elementary schools in St. Clair County be consolidated into sixteen permanent centers. It is with these permanent centers that we are directly concerned. The school administrators should first be concerned with the amount of acreage after the center has been selected. The second consideration is to see that the plot is sufficiently level for a building site and ample playground. Third, steps should then be taken to landscape and beautify the school grounds with walks flowers and native shrubbery.

Two of the sixteen centers mentioned above have less than two acres in the site - in fact, one school which will have an enrollment of more than 375 pupils, if the recommendations of the Survey are carried out, is located on only one acre of land, a large per cent of which is consumed by the building and school yard. Two of these permanent school centers have only two acres, while two have between $2\frac{1}{2}$ and $3\frac{1}{2}$ acres in the school plot. One of these schools, with an enrollment of more than 300 pupils, has only $2\frac{1}{2}$ acres, including the building site. It is gratifying to report that seven of the

permanent centers have five acres in the site, while three have more than five acres.

The Ashville Elementary-High school center is badly in need of more space. Something should be done toward moving the barn, hog pens, and outhouses that are now located near this school building. It is recommended that this matter be taken up with the County Health Officer and Town Council if the owners of the adjacent property west of the building do not voluntarily remove these monaces to the health of the children who annually enroll in the school. It represents one of the most unsightly situations found in the state.

The Pell City Elementary school needs additional acreage and playgrounds. It may not be wise on the part of the Survey Staff to recommend further consolidation with this school until some provision is made for more playground space.

The Avondale school is also in need of additional playgrounds.

Present School Buildings - White

One of the first things that one usually wants to know about a building is in whom the ownership is vested. The school officials in St. Clair County, realizing the value of State aid, began deeding their property to the State in 1908. The present record shows that a large per cent of the school property in this county is owned by the State of Alabama as shown by the table below.

Table 26
OWNERSHIP OF SCHOOL BUILDINGS

	State	County	Private	No Report	Total
Number Buildings	23	6	4	2	35

Many of the buildings in the small communities in this county are of the wood or frame type. At the more important centers the county administrators have constructed a number of good buildings of brick or stone. These buildings are well planned, properly constructed, correctly lighted, and

fully equipped. At these centers the children are enjoying excellent training under favorable circumstances.

Two members of the Survey Staff visited the school buildings in this county and carefully examined and scored each - that is, they placed a measure of efficiency on each building and classified each into one of the three groups: First, those that should be abandoned. In this class fall the poorest buildings in the county. Such buildings are not worth repairing and should be abandoned when funds will permit the construction of new ones or the transportation of the children to better buildings. Second, those recommended for temporary retention. These buildings are too good to abandon but cannot be classified as permanent. Such buildings should be kept in repair until replaced. Third, those recommended for permanent retention. In this group are the best schools in the county.

The table below shows the classifications of the buildings and sites according to score cards filled out by the Survey Staff. Table 33 shows the classifications by schools.

Table 27
CLASSIFICATION OF BUILDINGS AND SITES

	Recommended for Abandonment	Recommended for Temporary Retention	Recommended for Permanent Retention	Total
Buildings	7	6	22	35
Sites	5	20	10	35

If funds were available and the county schools were fully consolidated at permanent centers, it would be wise to construct more permanent buildings. As long as transportation is available and the schools continue to consolidate, it is a waste of funds to construct buildings of permanent materials at a great increase in cost over frame structures when in a few years consolidation will be effected and school buildings that have cost large sums will be abandoned and sold at a very small per cent of the original cost and at a loss to the taxpayers of the community and county. The table below shows

that eighteen of the present buildings are of frame construction, whereas this number will be reduced to eight if the recommended consolidations are made.

Table 28
TYPE OF BUILDINGS

	Frame	Brick	Stone	Stucco	Total
Present buildings	19	5	10	1	35
After consolidating as recommended in this report	8	5	8	0	21*

*Includes two buildings at 4 centers and one possible center.

The age of a school building into which tax money goes is always an interesting feature of a building study in any county. The table below shows the age of all school buildings in the county, also the age of the buildings at the sixteen centers recommended by the Survey Staff.

Table 29
AGE OF SCHOOL BUILDINGS

Erected:	1900-1910	1911-1920	1921-1930	1931-1939	No Data	Total
Present Bldgs.	3	13	12	2	5	35
Bldgs. at centers recommended	3	6	10	0	2	21*

*Includes one possible center and two buildings at four centers.

Heating and Care of Buildings

Three methods of heating school buildings are practiced in this county. First, the old-fashioned common box or upright heater. This method of heating is very unsatisfactory as it does not heat the rooms with an even temperature. Second, the jacketed heater with the fresh air intake. This method is more satisfactory as it not only heats with an even temperature but it also ventilates the classroom. Third, steam heat which is the most satisfactory of all methods of heating in use in the county schools. The table below shows how the St. Clair County schools are heated.

Table 30
HOW SCHOOL BUILDINGS ARE HEATED

Heaters:	Common	Jacketed	Both Com. & Jacket	Steam	No Report	Total
Schools	15	9	6	4	1	35

The care of the school buildings in this county is assumed largely by the pupils under the direction of the teacher. Only seven schools out of a total of 35 reported any janitor service, while the reports from 27 schools indicated that the pupils care for the building and fire the heaters. One school gave no report.

With the great number of school fires that have occurred during the past year in many counties of the State, every precaution should be taken to prevent fires. Only three schools reported fire extinguishers. One school, namely, Avondale, reported a sprinkler system.

Artificial Lighting, Water, and School Sanitation

All school buildings should have some satisfactory method of artificial lighting, especially if it is a consolidated school where night meetings are held for the benefit of the community. Electricity is, of course, the most satisfactory method. Eighteen of St. Clair County school buildings are lighted by electricity. Four have oil lamps, while thirteen schools have no artificial lights at all.

Most of the schools in the county are well supplied with water which is an essential part of the equipment of every school. Twenty-five of the schools have water on the grounds while ten schools must leave the school grounds to get their water supply. Only seven schools reported wash basins of any kind at the school building.

The school officials have seen that most of the schools in the county are provided with sanitary toilets. The table below shows that four schools gave no report on the toilets. It is to be noted from the table below that one school has a surface toilet, twenty-four have the pit type, one has the

septic tank type, and five have flush toilets.

Table 31
TYPE TOILETS IN COUNTY SCHOOLS

	Surface	Pit	Septic Tank	Flush	No Report	Total
Schools	1	24	1	5	4	35

It is to be hoped that the county board of education will see that every school is provided with sanitary toilets for both boys and girls.

NEGRO SCHOOL BUILDINGS IN ST. CLAIR COUNTY

The 1938 census report on file at the State Department of Education shows that St. Clair County has 1,689 Negro children between the ages of 6-20 and 1,578 between the ages of 7-20.

The county operates eighteen schools for Negroes. On one of these schools no report was made as to ownership. One of these buildings is owned by the County Board of Education and three by the State, while private parties and churches own thirteen of the houses in which the schools are being taught as shown by the teachers' reports. This indicates that a majority of the Negro schools are being taught in churches with scarcely any equipment, poorly lighted, and uncomfortably heated. The roofs on many of these buildings are in bad condition and leak to such an extent that it is often difficult for the children to keep dry.

Two or more members of the Survey Staff visited each of these buildings and graded or classified them into three groups, as follows: 1. Those that should be abandoned, being unfit for school use; 2. Those that are recommended for temporary retention; 3. Those that should be retained permanently. These groups are shown in the table below. The classification of buildings by schools is shown in Table 33.

Table 32
CLASSIFICATION OF SCHOOL BUILDINGS

	Recommended for Abandonment	Recommended for Temporary Retention	Recommended for Permanent Retention	Total
No. Buildings	9	7	2	18
Sites	10	7	1	18

The above table shows that there are only two Negro school buildings in St. Clair County recommended for permanent retention; namely, the County Training School at Pell City and the new building at Ashville. There is only one site in the county that does not need grading and beautifying to bring it up to the permanent group, while ten of the sites are condemned as being unsuitable for school use.

Heat, Water, and Toilets - Negro

Satisfactory heat is an important function of school requirements. No group of children can properly study when the building in which they are housed is uncomfortably cold. Fifteen Negro schools are heated with common box or upright heaters, many of which are out of repair and very unsatisfactory as shown by reports from the teachers. Only one school building was reported as having the jacketed heater, while two schools made no report on heaters.

At twelve schools, there is no water on the school grounds. It must, therefore, be obtained from neighboring wells, which is always unsatisfactory. Only two schools reported water on the school grounds. Four schools made no report on the source of their water supply. Pumps are always recommended for school wells, as this means of securing water causes less opportunity of contaminating the water by coming in contact with the hands, than the rope and bucket or the hand over hand method of bringing the water up from the well.

Sanitary toilets are essential to the health of any community whether it be white or colored. The school should set an example of correct sanitation to the entire community. To this end, the community should be educated on the value of correct sanitation. The reports sent in by the teachers indicate that six of the Negro schools in St. Clair County still have the surface toilets; ten have the pit type, one has the septic tank type, while one school reported no toilet.

With thirteen out of eighteen Negro schools in St. Clair County taught in churches and private buildings, it is not difficult to decide what should

be recommended to the County Board of Education in reference to a building program for the Negro schools. The Survey Staff does not recommend expensive buildings, but plain comfortable buildings properly lighted and well heated. The economy type plan put out by the State Department of Education can be constructed for less than one thousand dollars per room and is recommended for small schools. It is to be hoped that the County Board of Education will find a way to finance a modest building program for the Negro schools in St. Clair County at some time in the near future.

FIRE HAZARDS

Especial attention is directed to the danger of loss in buildings through fires. St. Clair County has been reimbursed for fire loss in the amount of only $1,521.70 in the past six years, according to reports from the State Insurance Department. This is a splendid record. The county can be reimbursed for only 75 per cent of the estimated value of buildings and contents. Consequently, in any fire loss the county loses 25 per cent of its investment outright and the use of buildings until others are constructed. The latter loss results in a disruption in the school program. In addition every fire loss reimbursement by the State prevents a reduction in insurance premiums paid by the county out of the pockets of the taxpayers of the county and State for insurance of buildings.

The prevention of fires is essential to the protection of children. Most of the buildings are housed in one-story buildings which afford greater and quicker exit than two- or more story buildings.

In view of the splendid record which the county now has in fire prevention it seems that the problem is being taken care of adequately but eternal vigilance should be exercised to prevent fires.

Attention is directed to the fact that spontaneous combustion of rags and mops, which have been used in oiling floors and woodwork and in varnishing woodwork and equipment, has caused the burning of buildings. This can be

prevented by placing all rags, mops, and rubbish in metal containers away from woodwork or in fireproof rooms. There is no excuse for a fire from this source.

One building burned last year due to rubbish in a non-fireproof boiler room. Boiler rooms and other rooms where fuel or inflammable materials are kept should be fireproof and if woodwork is exposed in such rooms, it should be covered with asbestos.

Summary of Recommendations on Fire Prevention

It is recommended:

1. That every principal and teacher be cautioned to exercise daily care in the elimination and prevention of fire hazards in classrooms, office rooms, rest rooms, auditoriums, storage rooms, corridors, and other rooms.
2. That all boiler rooms be carefully checked daily and that all exposed woodwork in boiler rooms be covered with asbestos.
3. That all electric wiring and electric cords be in first class condition and checked periodically for defects.
4. That fire tests be made at the beginning of each year of each flue and each chimney adjacent to or near woodwork. This test is simple and easy to make. It consists of placing a smoke proof covering over the top of the flue or chimney after the heating apparatus has been fired and then noting the escape of smoke into the building, if any.

Table 33
SCHOOL BUILDINGS OF ST. CLAIR COUNTY RECOMMENDED FOR ABANDONMENT, TEMPORARY, AND PERMANENT RETENTION

W H I T E

Should be Abandoned

1. Bethel
2. Edwards
3. Hardwick
4. Harmony
5. Pine Forest
6. Pleasant Hill
7. Reeds Grove

Temporary Retention

1. Cook Springs
2. Easonville (Old)
3. Eden
4. Fannin
5. Mt. Pleasant
6. Pleasant Grove

Permanent Retention

1. Acmar
2. Ashville
3. Avondale
4. Branchville
5. Chandler Mountain
6. Coal City
7. County High
8. Odenville Elem.
9. Cropwell
10. Easonville (New)
11. Friendship
12. Low Gap
13. Margaret
14. Moody
15. New London
16. Pell City Elementary
17. Pell City High
18. Ragland
19. Springville Elementary
20. Springville High
21. Steele
22. Whites Chapel

N E G R O

Should be Abandoned

1. Coal City
2. Copper Springs
3. Cross Roads
4. Greenfield
5. New Hope
6. Red Mountain
7. Pine Forest
8. Riverside
9. Springville

Temporary Retention

1. Acmar
2. Margaret
3. Morning Star
4. Mt. Zion
5. New Life
6. New Town
7. Pleasant Hill

Permanent Retention

1. Ashville
2. County Training

Chapter VI

PROPOSED SCHOOL CENTERS

Much progress has already been made in school consolidation in St. Clair County. The number of school centers by size of school reported by the Survey ten years ago and the number of school centers in 1938-39 were as follows for white schools:

	One-Teacher	Two-Teacher	Three-Teacher	Four-Teacher	Five-Teacher or More	Total Number
1929	16	12	4	4	10*	46*
1939	5	9	4	3	10*	31*

The original survey recommended that the school centers be consolidated into 18 permanent centers and listed the Pine Forest area as a possible center if road conditions would not justify the consolidation of the schools in that area with Ashville. The recommended school centers are shown in Table 34.

Table 34

WHITE SCHOOL CENTERS RECOMMENDED IN 1929 SURVEY

1. Ashville	10. D.A.R.
2. Ragland	11. Coal City
3. Pell City	12. Easonville
4. Springville	13. New London
5. Odenville	14. Acmar
6. Moody	15. Margaret
7. Chandler Mt.	16. Riddle
8. Steele	17. Pleasant Hill
9. Rock Hill-Reeds Grove	18. Avondale

The D.A.R. school has been abandoned and the enrollment at New London has been reduced from 102 in 1929 to 49 in 1938 so the school center is no longer needed.

Fifteen schools have been eliminated during the ten-year period through consolidation.

The schools which were recommended for consolidation but have not been consolidated are shown in Table 35.

* Pell City and Avondale Mills listed as separate centers.

Table 35

WHITE SCHOOLS RECOMMENDED FOR CONSOLIDATION IN 1929 AND CONSOLIDATION CENTER

Recommended for Consolidation	Consolidation Center
1. Edwards	Ashville
2. Pine Forest	Ashville
3. Pleasant Hill	Ashville & Springville
4. Friendship	Odenville
5. Hardwick	Odenville
6. Branchville	Odenville
7. Bethel	Odenville
8. Eden	Pell City
9. Mt. Pleasant	Pell City
10. Cropwell	Pell City
11. Pleasant Grove	New London
12. Fannin	Coal City

The county has taken the first step and has reduced its schools from 46 to 31. The county should now take the next step and complete its consolidation program. At least one teacher is needed for each grade in order to have the most economical and the most efficient teaching situation. Road conditions and the desire of the people for a good school program are such that the county can afford to move toward even larger schools except on Chandler Mountain. The latter area presents a peculiar problem due to road conditions. In determining the school centers, the following procedures were followed:

First, the residence of each pupil enrolled in school in November, 1938-39, was ascertained from a location card giving the 40 acres of land, the section, township, and range in which the pupil lives. These locations were checked by distance and direction the pupils live from school and they are reliable.

Second, the pupils were spotted on a large county map drawn to the scale of one inch to a mile. In spotting the pupils a spot code was used to designate the three different grade levels, elementary grades, junior high grades, and senior high grades. A round dot was used for each pupil in elementary grades, a triangle for each pupil in junior high grades, and a square for each pupil in senior high grades. Different colors were used for spotting pupils in the different schools they now attend. White children and Negro children were placed on separate maps.

Third, the pupil spot map, the transportation route map, and the classification of buildings according to future suitability were used in determining school centers. The consolidated centers were determined in terms of potential efficiency in the instructional program and in terms of economy of school operation. In recommending the elimination of a school center through consolidation, it is not a case of taking a school away from any one place but of offering all children and people involved in the consolidation a better school center potentially.

It is realized that a large consolidated school must be operated wisely and efficiently in order to provide an adequate program. Principals and teachers in the consolidated school are urged to carefully consider the needs of all the children and the people in the entire consolidated area. The people who reside on the outer fringes of the consolidated area should be made to feel that they are a needed and welcome part of the school. It is probable that more efforts should be exerted in this phase of school work in the future. The recommended consolidated centers can be only as effective in educating all of the children of the county as the principals and teachers make them. The recommended centers for St. Clair County are given in the tables following.

Negro school centers with less than three teachers were recommended wherever road conditions and distances did not warrant larger consolidated centers. It will be noted that high school facilities should be provided for Negro children as may be needed in the future.

Table 36

WHITE ELEMENTARY SCHOOL CENTERS RECOMMENDED IN 1939 SURVEY AND TEACHERS NEEDED

Proposed Centers	No. of Pupils Present	No. of Pupils Total	No. of Teachers Present	No. of Teachers Needed
1. Chandler Mt.	133	133	3	3
2. Steele	183	183	4	5
3. Ashville	438		12	
Edwards	35		1	
Pine Forest	48		2	
Pleasant Hill (part)	28	549	1	14
4. Ragland	408	408	9	10
5. Springville	230		8	
Pleasant Hill(part)	41	271	2	7
6. Odenville	84		3	
Friendship	61		2	
Hardwick	17		1	
Branchville	71		2	
Bethel	42	275	2	7
7. Low Gap	93	93	3	2
8. Margaret	81		3	
Reeds Grove	49	130	2	3
9. Moody	147	147	5	4
10. Acmar	88	88	3	2
11. Whites Chapel	104	104	3	3
12. Cooks Springs	81		2	
Harmony (or to Moody)	20	101	1	3
13. Pell City	221		6	
Eden	69		2	
Mt. Pleasant	22		1	
Pleasant Grove	22		1	
Fannin	45	379	2	9
14. Avondale	316	316	8	8
15. Coal City	173	173	4	4
16. Easonville	127		3	
New London	49	176	2	4
Possible Center				
17.Cropwell*	110	110	3	3
TOTAL	3,636	3,636	106	91

* Consolidate with Pell City and Easonville if new building needed.

Table 37

WHITE HIGH SCHOOL CENTERS RECOMMENDED IN 1939 SURVEY AND TEACHERS NEEDED

Proposed Centers	No. of Pupils Present	No. of Pupils Total	No. of Teachers Present	No. of Teachers Needed
JUNIOR HIGH CENTERS				
1. Chandler Mt.	30	30	1	1
2. Ashville	173		5	
Pleasant Hill (part)	8		0	
Steele	34	215	1	6
3. Ragland	73	73	2	2
4. Springville	82		3	
Pleasant Hill (part)	9	91	1	3
5. Odenville	142	142	4	4
Margaret	0			
Low Gap	0			
6. Pell City	166		6	
Cropwell	25		1	
Coal City	36		2	
Avondale	37		1	
Cook Springs	0	264		8
7. Easonville*	60	60	3	2
8. Moody	121		4	
Acmar	12		1	
White Chapel	0	133	0	4
*Ninth grade should be transported to Pell City				
TOTAL - Junior High	1,008	1,008	35	30
SENIOR HIGH CENTERS				
1. Ashville	71	71	5	2
2. Ragland	50	50	3	2
3. Springville	59	59	3	2
4. Odenville	124		5	
Moody	0	124	0	4
5. Pell City	171		6	
Easonville	0	171	0	5
Possible Center				
6. Chandler Mt. (until satisfactory road is constructed from school center to Ashville or Springville)				
TOTAL - Senior High	475	475	22	15

Table 38

WHITE SCHOOL CENTERS: PRESENT NUMBER OF SUITABLE CLASSROOMS AND ESTIMATED NUMBER NEEDED BY SCHOOL CENTERS

Proposed Centers	Present No. of Suitable Classrooms	Estimated Number Rooms Needed				Estimated Number Additional Rooms To Be Constructed
		Elem.	Jr.H.	Sr.H.	Total	
1. Chandler Mt.	4	3	1	-	4	0
2. Steele	5	5	-	-	5	0
3. Ashville	24 Aud.	14	6	2	22	0
4. Ragland	15	10	2	2	14	0
5. Springville	10	7	3	2	12	2
6. Odenville - Elem.	3	7	-	-	7	0
County High	9 Aud.	-	4	4	8	0
7. Low Gap	3	2	-	-	2	0
8. Margaret	3	3	-	-	3	0
9. Moody	9 Aud.	4	4	-	8	0
10. Acmar	4	2	-	-	2	0
11. Whites Chapel	3	3	-	-	3	0
12. Cook Springs	0	3	-	-	3	3
13. Pell City	15	9	8	5	22	7
14. Avondale	9 Aud.	8	-	-	8	0
15. Coal City	6	4	-	-	4	0
16. Easonville	5 Aud.	4	2	-	6	1
19. Cropwell	4 Aud.	3	-	-	3	0
TOTAL	131	91	30	15	136	13

Table 39

WHITE SCHOOL CENTERS: ESTIMATED MINIMUM COST OF CONSTRUCTION NEEDED AT EACH CENTER

Center	No. of Rooms	Type of Construction	Estimated Minimum Cost
1. Springville	2	Brick	$ 7,000
2. Cook Springs	3	Frame	4,500
3. Pell City	7	Brick Veneer	21,000
4. Easonville	1	Semi-permanent	3,500
TOTAL	13	-	$ 36,000

Table 40

NEGRO SCHOOL CENTERS RECOMMENDED IN 1939 SURVEY AND TEACHERS NEEDED

Proposed Centers	No. of Pupils Present	Total	No. of Teachers Present	Needed
ELEMENTARY CENTERS				
1. Ashville	133		3	
New Hope	28		1	
Pine Forest	10		1	
Springville	32	203	1	5
2. Margaret	160		3	
Copper Springs	21	181	1	4
3. Acmar	183	183	4	4
4. Pell City	140		3	
Coal City	23		1	
New Life	36	199	1	5
5. Riverside	65	65	1	2
6. Greenfield	60		1	
Mt. Zion	38		1	
Crossroads	22		1	
Pleasant Hill	39	159	1	4*
7. New Town	68		1	
Morning Star	26		1	
Red Mt.	35	129	1	3
TOTAL - Elementary	1,119	1,119	27	27
Possible Center				
1. Mt. Zion	38		1	
Crossroads	22		1	
Pleasant Hill	39	99	1	2
* Only 2 rooms if Mt. Zion is made a center				
JUNIOR-SENIOR HIGH CENTERS				
1. Ashville	11		1	
New Hope	3		0	
New Town	14		0	
Springville	4	32	0	1
2. Margaret	14	14	1	1
3. Acmar*	33	33	1	1
4. Pell City	26		2	
New Life	9		0	
Crossroads	1		0	
Morning Star	2		0	
Pleasant Hill	4		0	
Riverside	4	46	0	2
TOTAL - High School	125	125	5	5

* Junior high only. Send senior high to Margaret.

Table 41

NEGRO SCHOOL CENTERS: PRESENT NUMBER OF SUITABLE CLASSROOMS AND ESTIMATED NUMBER NEEDED BY SCHOOL CENTERS

Proposed Centers	Present No. of Suitable Classrooms	Estimated Number of Rooms Needed				Estimated Number Additional Rooms To Be Constructed
		Elem.	Jr.H.	Sr.H.	Total	
1. Ashville	4	5	1	*	5*	2*
2. Margaret	0	4	1	*	5*	5*
3. Acmar	0	4	1	*	5*	5*
4. Pell City	4	5	2	*	7*	3*
5. Riverside	0	2	-	-	2	2
6. Greenfield	0	4	-	-	4**	4**
7. New Town	0	3	-	-	3	3
TOTAL	8	27	5	*	31*	24*

Table 42

NEGRO SCHOOL CENTERS: COST OF CONSTRUCTION NEEDED AT EACH CENTER

Center	No. of Rooms	Type of Construction	Estimated Minimum Cost
1. Ashville	2*	Frame	$ 3,000
2. Margaret	5*	Frame	7,500
3. Acmar	5*	Frame	7,500
4. Pell City	3*	Frame	4,500
5. Riverside	2	Frame	3,000
6. Greenfield	4**	Frame	6,000**
7. New Town	3	Frame	4,500
TOTAL	24	-	$36,000**

* Add to when enrollment increases.

** Needed when complete consolidation made.

Chapter VII

FINANCING THE SCHOOL PROGRAM

One of the major responsibilities of the county superintendent and the board of education is that of financing the school program. The financial policies of the superintendent and board determine in a large degree the quality of the teachers and the quantity and quality of instructional facilities. School officials owe to the children and taxpayers of the county efficient and economic administration of the school program. Funds wisely invested provide educational opportunity for the children and save money for the taxpayers. Funds wasted on any one part of the program in any section of the county deprive children in the other areas of needed school facilities. The county school system is under obligation to follow sound business principles in school finance. Unlike private enterprises, the public school systems must remain forever solvent. A school system cannot afford to consider bankruptcy or failure.

Successful school administration and finance involve long-time planning and careful budgeting. Under existing laws boards of education are allowed to issue capital outlay warrants, the retirement of which may be spread over a 29-year period, provided, of course, that the county 3-mill tax is levied for the maximum time of 30 years. Thus the board and superintendent must look to the needs in school building construction for from 25 to 30 years hence. They also must plan for retiring the indebtedness on payment schedules which will not jeopardize the operation of the minimum school term.

This planning requires considerable knowledge concerning the location of school centers, the type of school program to be offered, classroom construction, the issuance of warrants, and many other problems.

Certain provisions have been established to safeguard the operation of schools. In the first place, the people of the county should select the members

of the county board of education to act as directors of the public school program and authorize the board to appoint a superintendent to propose plans to the board and carry out board policies. This policy of representative government was originated and popularized largely by public school systems of America and has been adopted by private business enterprises because of its inherent principles of efficiency. It is thoroughly democratic. It is the principle used by all of the city school systems in Alabama and in the Nation as a whole. It also has the support of the leading educators of the Nation and of business in general. Surely this safeguard should be continued.

The people, through State legislation, have set up other safeguards to the operation of public schools. Among these are the School Budget Act, the School Warrant Act, the State Minimum Program Act, and specific legislation on the bonding of school officials.

The School Budget Act requires the local school system to live within its current revenue receipts for current expenditures. The budget is simply a financial plan for operating schools and should be followed.

The Minimum Program Act tends to equalize educational opportunity within a county and within the State up to a given minimum. The minimum for the year 1939-40 is a seven months school term for elementary schools and the allowance of two mills of the county tax and poll tax for the operations of either high schools or elementary and high schools beyond seven months.

The School Warrant Act safeguards the issuance of school warrants and thereby safeguards the minimum school term in that school warrants cannot be issued to the extent of jeopardizing the State Minimum School Term. Under this Act, annual warrant retirements cannot exceed 80 per cent of the annual yield of the tax pledged and cannot exceed the capital outlay allowance to the extent of jeopardizing the State Minimum Term.

These safeguards are necessary, due to the importance of the proper functioning of education in a democracy and due to the amount of tax funds

involved. The St. Clair County Board of Education, through its Superintendent, controls the receipts and payment of approximately $200,000, or one-fifth of a million dollars, annually. The County Board of Education carries on its payroll approximately 198 white and colored teachers and contracts with 46 school bus drivers. These employees serve approximately 6,733 school children in the county each school day.

Approximately $140,000, or seventy per cent of the total revenue receipts, are received from the State, largely from the Public School Fund and the Minimum Program Fund. Thus it may be seen that the county is vitally interested in the State program of financing education.

The county has operated a meager seven months school term for the most part while the State has limited its efforts largely to a seven months school term and, as is generally known, has not provided that for many years. The increase of the State Minimum Program School Term from seven to eight months would materially aid the county in its efforts to provide an adequate educational program.

According to minimum estimates, as shown in Table 39 for whites and Table 42 for colored, the county needs $36,000 for construction of school buildings for white children and $36,000 for the construction of school buildings for colored children, making a total of $72,000. Under the present Minimum Program Law the maximum capital outlay and debt service for the county is approximately $13,000 annually. The county should plan to live within its capital outlay allowance for school building debt service.

The present indebtedness of the county amounts to $67,460 and extends through 1944.

The county should extend the three-mill county tax twenty years beyond the present expiration date of the tax levy and then after thirty days extend the three-mill district tax for the same period as the three-mill county tax.

After the taxes are extended, part of the annual indebtedness through 1944 can be refunded and additional capital outlay warrants can be issued against the county tax to complete the building program and warrants can be issued against the district tax for county-owned school buses and a central bus shop. The refunding warrants can be issued and held in escrow until the debts come due year by year. The warrants can then be sold or exchanged for warrants coming due. The capital outlay warrants against the county tax should be scheduled so that the first principal will be paid in 1945.

Official copies of this Report filed in the State Department of Education, Montgomery, Alabama, and in the office of the County Superintendent of Education contain reproductions of the following maps not included in this copy:

School Transportation Routes

Status of White School Buildings and Sites

Location of White Elementary Schools and Pupils

Location of White Junior High Schools and Pupils

Location of White Senior High Schools and Pupils

Proposed Program and Proposed Transportation Routes for White Schools

Status of Colored School Buildings and Sites

Location of Colored Elementary Schools and Pupils

Location of Colored High Schools and Pupils and Transportation Routes

Proposed Program for Colored Schools

The negatives of these maps are on file in the State Department of Education. Copies may be obtained at a cost of about fifty cents each.