A STUDY OF THE PHYSICAL CONDITIONS OF NEGRO RURAL ELEMENTARY SCHOOLS IN BUTTS AND COWETA COUNTIES, GEORGIA

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

BY
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SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1948
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CHAPTER I

INTRODUCTION

Statement of the Problem.-- A Study of the Physical Conditions of Negro Rural Elementary Schools in Butts and Coweta Counties, Georgia.

Scope and Limitations.-- This study was confined to the physical conditions of Negro rural elementary schools in Butts and Coweta Counties, Georgia, for the 1947-48 school year.

Method of Research.-- In collecting data, the Normative Survey Method was employed.

Purposes of the Study.-- The purposes of the study are as follows:

1. To discover whether or not these schools provide facilities that are needed in the conduct of a modern program of elementary education

2. To determine if the physical plants of these schools conform to the requirements for a standard school

Definition of Terms.-- For the sake of clarity, the following terms are used throughout this study in the sense described below:

1. A "village type school" as used in this study is any school located in a country district, large enough to have a
distinct name but not organized as a town or city.

2. An "open country school" is one that is not located in a city, town, or village.

3. The term "physical condition" as used in this study deals with the fitness of the material aspects of the school, including the school site, equipment and facilities, and the school plant.

4. The concept of "rural" accepted in this study is any municipality having less than 2,500 inhabitants, including the open country.

Methods of Procedure.-- The methods of procedure employed in this study were as follows:

1. To discover whether or not these schools provide facilities that are needed in the conduct of a modern program of elementary education, the writer made a careful survey of the literature related to the problem under study. From this survey of related literature, the facilities that are needed in the conduct of a modern program of elementary education were determined. After these facilities had been determined, visitations were made to each of the schools under study. These visitations were made with the cooperation of the Jeans Supervisors of Butts and Coweta Counties, Georgia. A checklist was used as a guide in securing these data. The checklist is shown in the Appendix.

2. To determine if the physical plants of these schools conform to the requirements for the standard school, the writer compared the findings of the study with the requirements
for a standard school. The writer used the requirements for a standard school that had been formulated by authorities in the field to make the comparisons.

Value of the Study.-- It is the belief of the writer that the following values might be derived from the study:

1. This study should present to school officials a comprehensive picture of the physical conditions that are found in Negro rural elementary schools of Butts and Coweta Counties, Georgia.

2. This study calls attention to the more recent approaches in elementary education and indicates their relation to the facilities that are needed to house these activities.

3. The study should be of value to school officials and the Jeans Supervisors in these counties in planning and establishing better physical conditions for their schools.

4. This study should present to teacher-training institutions an insight of some of the problems that must be confronted by the future teachers for the job and those that are now in training.

5. This study points the way to areas in which pioneer research projects must be conducted.

Survey of Related Literature.-- In surveying the literature related to this subject, the writer finds it necessary to include materials that deal with the new approaches to education as well as those that deal directly with the physical conditions that are characteristic of some of the schools in the Southern Region.
John Dewey, in his revolutionary and epoch making decision to develop a school that would serve as a protest against the schools that existed in his time, gave attention to the facilities in the school and the physical equipment to be used by the children attending the school. For this great educator who dared to pioneer in developing a school that would provide opportunities for the utmost growth and development of children, education for life could only be carried on in a situation where the proper facilities could be found. The importance that Dewey assigned to appropriate facilities is expressed in the following paragraph:

Because the need of preparation for the continually developing life is great, it is imperative that every energy be bent to making the present experience as rich and significant as possible. Therefore, the first job of the educational planner is to determine the type, size, and number of physical units required and so arrange these units as to conform to the demands of the activities for which they are intended.  \[1\]

Next to the teaching staff the school plant and equipment in these modern days are considered to be the most important factors in influencing the educational program which the community offers. This belief is supported by the report of the White House Conference of Rural Education in the following paragraph:

Unfortunately, the location, plan, facilities, equipment, and sites of most existing rural-school plants make it well-nigh impossible to provide an adequate program of

That effective education requires a modern housed and modern equipped school is disputed only by the terrible and actual facts. These facts are to be found in the inadequate facilities that exist in the Southern Region. The literature reveals that decisions as to the type of plant that is needed require first a clear understanding of the educational activities which are to be carried on. This knowledge should then be translated into appropriate plans that include adequate buildings; the buildings and grounds should then be designed to house these activities. The conclusion, then, that the physical plant needed by a school must be determined by the educational aims would appear to be a correct assumption.

Support for this view is given in the quotation that follows:

A good school plant provides all facilities needed, but it does not include facilities which are not justified by educational needs. The provision of facilities which are not used is extravagance which often results in the failure of the community to have some of the rooms, equipment, or services it needs.²

The literature in the field presents a reasonable view of this situation. There are suggestions to be found that indicate in precise terms the activities for which adequate facilities should be provided. These activities do not represent academic extravagance but may be looked upon as the

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² Ibid. p. 166.
minimum essentials that are needed in training children for membership in a democratic society. In the White House Conference Report this point of view is clearly stated:

Adequate facilities for services such as science, home-making, agriculture, trades, music, dramatics, library, health education and clinical service, school lunches, assembly, and recreation should be provided when these services are a part of the educational program. Mobile units may be employed effectively for such services as library services and health in small schools.¹

The literature suggest that school plants should also be planned for flexible adjustment to changes in the educational program. These flexible adjustments have their counterpart in the curriculum that has been developed as the result of the application of science to problems in education. Specifically, Harap points out that:

There are five factors that conditions the curriculum: (1) the fundamental elements of effective social life, (2) the nature of the learner, (3) the laws of learning, (4) the nature of the teacher, and (5) the attitude, resources and limitations of the community.²

Other important considerations giving rise to academic flexibility are suggested by Chase,³ when he writes about the new abundance; Ogburn,⁴ in his consideration of social changes

⁴ William F. Ogburn, Recent Social Changes in the United States Since the War Particularly in 1927 (Chicago, 1929).
taking place in America; Kilpatrick,\textsuperscript{1} when he discusses the
type of education needed for a changing civilization; and
Counts\textsuperscript{2} suggestion that the school build a new social order.

The report of the White House Committee also is concerned
with the need for a type of rural school facility that will
reflect the flexibility that is needed in a changing society.
This statement follows:

Rural-school buildings can be planned and constructed
to give flexibility to meet changes in organization,
scope, and character of public education providing there
is first of all a careful study of the present and prob-
able future educational requirements of the community
and the information thus obtained utilized by state and
local school officials, community leaders, and architects
in the educational planning of the building.\textsuperscript{3}

Mort and Cornell\textsuperscript{4} also express the view that the facil-
ities of the school should be sufficiently functional to
house a diversified program. They state that school build-
ings should make provision for the following activities:

... special rooms for special purposes, utility of
arrangement and equipment in terms of educational pro-
gram, safety, durability, sanitation, aesthetic form and
decoration, and stimulation to better community architec-
ture. All remodeled and recently planned buildings should
show that utility and convenience in terms of an educa-

\textsuperscript{1} William H. Kilpatrick, Education for a Changing Civil-
ization (New York, 1928).
\textsuperscript{2} George S. Counts, Dare the School Build a New Social
\textsuperscript{3} National Educational Association of the United States,
\textit{op. cit.}, 170.
\textsuperscript{4} Paul R. Mort and Francis G. Cornell, American Schools in
tional program have been given practical consideration.\textsuperscript{1}

The very nature of modern programs of education demands that adequate facilities be provided for the child. For the Negro child the need for adequate facilities is even more pressing. For as Myrdal\textsuperscript{2} indicates, the Negro in his bid for survival is confronted with the problems that are a part of the living experiences of all Americans. In addition, he faces problems that are peculiar to the Negro. These problems are already set forth in numerous publications and are sufficiently summarized in the President's Report on Civil Rights. The paragraph below seem to reveal the nature of the problem and suggest the need for the best possible facilities in aiding the Negro child in overcoming the conditions that contribute to his plight:

We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which, practically, puts the brand of servitude and degradation upon a large class of our fellow citizens, our equals before the law. This thin disguise of "equal" accommodations... will not mislead anyone, or atone for the wrong this day done.\textsuperscript{3}

Young,\textsuperscript{4} in referring to the Negro and the place occupied by him, states: "In the case of the American Negro this situation is aggravated by the fact that the white man has de-

\begin{itemize}
\item Paul R. Mort and Francis G. Cornell, \textit{American Schools in Transition} (New York, 1941), p. 12.
\item Gunnar Myrdal, \textit{An American Dilemma} (New York, 1944).
\item Report of the President's Committee on Civil Rights (New York, 1947), p. 81.
\end{itemize}
veloped a determination to keep him in isolation, "in his place."  

It is the isolation of the Negro that makes it doubly important that he be provided with facilities that will make possible the maximum of growth and development. Myrdal,\(^2\) in his chapter on Negro education, gives a gloomy picture of the facilities that exist in rural Georgia for the education of a group whose neglected position requires that they are schooled in facilities that offer the best possible advantages. He states:

> The present writer has gone into many one-room, one-teacher Negro schools and hardly believed his eyes and his ears when he ascertained the primitive school building, the lack of practically all equipment...\(^3\)

The situations alluded to above as well as other factors reflect the need for facilities and opportunities exceeding that of other groups in overcoming the handicaps under which the Negro child lives.

The conditions investigated by the writer and the findings presented in the following chapter reveal that, at least for Butts and Coweta Counties, the condition of the schools offer no bright picture for the future.

Brief mention needs to be made of the characteristics of the new program of education as developed in the twentieth century for the American child. Such a discussion not only

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1 Kimbal Young, op. cit., p. 499.
2 Gunnar Myrdal, op. cit., p. 902.
3 Ibid.
throws light upon the methods and practices but tends to reveal the needs of the child as they are related to appropriate school facilities. Consideration of the approaches involved in the new education dramatizes the relation that exists between the physical facilities and the educational program.

In the paragraphs below some of the characteristics of the new school are revealed.

The new school offers an opportunity for growth—physical, mental, social, and emotional. This growth can best be accomplished through an adequate physical environment.

Lane\(^1\) states that no elaborate, expensive school plant is necessary; that the essentials of an adequate plant are ample floor space in the classroom, simple movable furniture, adequate storage space for books and other materials, a general shop or workroom, a large yard, a garden, a place for assembly, a lunchroom and abundant light and air. Everything in and about the building should be for use and not for show.

The new school offers an opportunity for the development of those simple, homely skills which are essential to successful group-living in the child. These skills consist of conversation, reading, writing, spelling, and the number or mathematical skills.

Wofford\textsuperscript{1} expresses the point of view that in order to develop skills in the aforementioned subject areas, certain physical conditions must be provided, among which are adequate blackboards and equipment, books, and other related materials.

The new school provides the pupil with orientation to the world in which he lives. This orientation is furnished through the social studies.\textsuperscript{2} Some of the physical materials needed to orientate pupils in this area are maps, globes, and adequate library facilities.

The new school offers an opportunity for the development of an appreciation of the fine arts. In order that this might be done, certain physical equipment must be provided. The National Conference of Music Supervisors has done much to popularize the use of musical instruments in schools. Resler\textsuperscript{3} expresses the view that in addition to the piano, talking machine, and radio, there has been a considerable movement toward familiarizing boys and girls with musical instruments of the band and orchestra.

The new school provides an opportunity for developing skills in the manual arts. Equipment must be provided to

\textsuperscript{1} Kate V. Wofford, Modern Education in the Small Rural School (New York, 1943), pp. 8-9.
\textsuperscript{2} Commission on the Social Studies of the American Historical Association (New York, 1932-35).
carry out an effective program of manual arts. "The farm shop for vocational agriculture is popular for the small rural school."¹

In the concluding paragraphs of this review, the writer presents a summary of research studies that are pertinent to the findings presented in the ensuing chapter.

Linn² made a survey of the Ridgewood³, New Jersey, high schools during the 1946-47 school year. The purposes of his study were:

1. To estimate the practicability and desirability of enlarging the existing buildings as expected expansions of school enrollments occur
2. To comment on the adequacy of play areas, and
3. To recommend improvements in existing structures where warranted

He rated all of the buildings on the basis of the Strayer-Engelhardt Score Card for School Buildings. He analyzed each building separately, describing the structure in detail, setting down the dates of original construction and additions that had been made. He concluded his study by recommending replacement of two existing structures in the near future on

³ Ibid.
new and larger sites and the eventual abandonment of one of the structures as a school.¹

Five hundred school buildings of Georgia were closely examined and checked in terms of generally accepted standards consisting of 690 items by the Education Panel of the Agricultural and Industrial Development Board.² The purpose of the study was to determine the extent to which these schools compare with generally accepted standards. In this study it was found that the white schools of the State meet 44 per cent of accepted standards for school buildings and that Negro schools meet only 15 per cent of the accepted standards. The panel recommended that comprehensive studies be made of local school-building needs.

A survey was made of the physical conditions of Kansas schools by the Kansas State Planning Board³ in order "to aid in evaluating different proposals. Moreover, the data collected would serve in the formulation of useful manual work relief projects in the different counties."⁴ The results of

⁴ Ibid. pp. 6-11.
the survey appear to have justified this belief.¹

The following is a summary of the findings of a survey made by the Kentucky Educational Commission in 1934 for the purpose of determining the needs of the schools in Kentucky:

Most of the small rural schools of the state are poorly planned, box-like structures, with windows on both sides and the flue in the center. In many instances, the school building consists of four bare walls, with no provision for pupils' wraps, or any built-in shelving, or other special features so essential to be a desirable school program. A large percentage of the smaller schools are set on locust posts, or stone or concrete piers, without other underpinning. Only in a few instances is there a solid foundation or a sub-floor ... The old-fashioned, unjacketed stove is still the principal source of heat. It is usually placed in the center of the room and those children immediately around the stove scorch with the intense heat while those in the far corners suffer with the cold ... In some cases, the building has never received a coat of paint, the roof leaks, the walls are marked and open, window panes are shattered, and the floor is rough and uneven ... Rural school sites are invariably small ... Very often school grounds are acquired simply because the character of the soil is worthless for any other use.²

A study of the schools in Chatham County, Georgia, was made by the Georgia State Department of Education³ in 1932. The following statement gives the purposes of the study:

We are attempting to answer the questions as to how the present school plant compares with others over the nation of a similar size, and in those cases where the


² Kentucky Educational Commission, Report of the Kentucky Educational Commission, Bulletin I, No. 8 (Frankfort, Kentucky, 1933), pp. 121-122.

³ Georgia State Department of Education, Survey of the Schools of Chatham County, Georgia (Atlanta, 1932), p. 151.
school plant doesn't measure up to or above standard, what inexpensive forward-looking changes can be made to more efficiently and economically serve the Chatham County children.\(^1\)

The following findings were revealed in the survey:

Out of twenty-four colored schools scored, six were classed as unusable, ten as unsatisfactory, only one-third of the buildings have a score better than unsatisfactory, and only one was considered good. The sites for the colored city schools are very inadequate. With one exception, Bloomingdale, all of the rural schools have above the minimum needs for sites. Three of the city colored schools are virtually fire traps. The buildings were all below standard requirements.\(^2\)

All of the schools fell below standards in all respects. Recommendations were made for consolidation and an urgent need of several new buildings.

A school building survey of Rockland County, New York, conducted by the United States Office of Education\(^3\) in 1935 for the purpose of determining the school plant needs of the county, illustrates rather strikingly the fact that changing social and industrial conditions require changes in the educational program, in the administrative organization of school districts, and in types of school buildings in a so-called rural area. The survey revealed that if the schools were reorganized into larger administrative units, 12,187

\(^1\) Georgia State Department of Education, *Survey of the Schools of Chatham County, Georgia* (Atlanta, 1932), p. 151.

\(^2\) Ibid. pp. 171-172.

pupils could be housed in 26 school buildings in six centralized school districts at less cost per pupil (§120) required for 11,791 pupils housed in 49 school buildings in 47 school districts in 1935.

Long,¹ after studying twenty school plants housing progressive schools and analyzing the judgments of 289 elementary teachers, principals, and supervisors regarding the desirability of certain physical facilities for an activity program in New York, concluded that:

Elementary school plant facilities have always lagged behind the demands of the curriculum ... Progress is being made but few school plants have been conceived as yet which adequately meet the needs of the more progressive type of elementary school program. This program is dynamic, while the physical facilities tend to become standardized and thus remain static.²

He also listed the inadequacies of the twenty plants studied and described desirable facilities for an activity program.

"No recent research studies on determining school plant needs on the state or local levels have been reported, but several attempts have been made on a nationwide basis."³ Some studies have developed estimates on the basis of classrooms needed, some on the basis of children for whom facilities are needed, and some on the basis of money needed to

¹ Frank Long, Desirable physical Facilities for an Activity Program (New York, 1933), p. 100.
² Ibid.
provide adequate school housing facilities.

The following conclusions might be drawn from the survey of related literature:

1. No specific studies were found by the writer that had been made of the physical conditions of Negro rural elementary schools.

2. There should be continuous long-range studies made of the physical conditions of schools, especially so-called rural schools.
CHAPTER II

ANALYSIS AND INTERPRETATION OF DATA

Although the data in the study are presented and interpreted in terms of the purposes of the study, the writer believes that it would be appropriate to re-state those purposes here.

Re-statement of the Purposes.-- As stated in Chapter I, the purposes of the study are:

1. To discover whether or not these schools provide facilities that are needed in the conduct of a modern program of elementary education

2. To determine if the physical plants of these schools conform to the requirements for a standard school

Number and Type of Schools Used in the Study.-- A total of forty-four Negro rural elementary schools was used in the study, fourteen of which are in Butts County and thirty in Coweta County.

Nineteen, or 63.3 per cent, of the thirty schools in Coweta County are one-teacher schools; eight, or 26.7 per cent, are two-teacher schools; and three, or 10.0 per cent, are three-teacher schools. The total pupil enrollment for Coweta County for the 1947-48 school year was 1,453, with a total teaching personnel of forty-four. The teaching load of each teacher ranges from twenty-two to fifty-two pupils, and the average teaching load is thirty-three. In Coweta County, twenty-four,
or 80.0 per cent, of the schools have seven grades; five, or 16.7 per cent, have six grades; and one, or 3.3 per cent, has five grades. This means that of the forty-four teachers in Coweta County, nineteen, or 43.2 per cent, have to teach seven grades each.

Of the fourteen schools in Butts County, eight, or 57.1 per cent, are one-teacher schools; and six, or 42.9 per cent, are two-teacher schools. Butts County has a total pupil enrollment of 545, with a total teaching personnel of twenty-two. The teaching load ranges from twenty-one to forty-two pupils per teacher, or an average teaching load of twenty-five. Fourteen, or 100 per cent, of the schools in Butts County have seven grades. Of the twenty-two teachers of Butts County, eight, or 36.1 per cent, have to teach seven grades.

There are, at present, thirty Negro rural elementary schools in Coweta County and fourteen in Butts County. Five, or 16.7 per cent, of the Negro rural elementary schools in Coweta County are of the village type; and twenty-five, or 83.3 per cent, are of the open country type. Of the fourteen Negro rural elementary schools in Butts County, three, or 21.4 per cent, are of the village type. This makes a total of forty-four schools used in the study, eight, or 18.2 per cent, of which are of the village type and thirty six, or 81.8 per cent, are of the open country type.

Site.— The area of grounds in acres is shown, by county, in Table 1.
### TABLE 1

**AREA OF GROUNDS IN ACRES PER SCHOOL BY COUNTY, 1947-48**

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Area of Grounds in Acres</th>
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<tr>
<td></td>
<td>Between 0-1 Acre</td>
<td>Between 1-2 Acres</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>00.0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>18.2</td>
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</table>

As seen in Table 1, eight, or 25.7 per cent, of the schools in Coweta County have less than an acre for school grounds; nineteen, or 63.3 per cent, have between one and two acres; one, or 3.3 per cent, has between two and three acres; and two, or 6.7 per cent have between three and four acres.

Also in Table 1, is shown that, three, or 21.4 per cent, of the schools in Butts County have between one and two acres for school grounds; eight, or 57.2 per cent, have between two and three acres; and three or 21.4 per cent, have between three and four acres.

The conditions of the grounds are very poor in most instances. The survey revealed that twenty-two, or 73.3 per cent, of the thirty schools in Coweta County had gullies on the school grounds. These gullies are very large in some of the schools, running across the center of the school grounds. These gullies present very dangerous safety hazards for small
pupils, especially when it rains for any length of time. Nineteen, or 63.3 per cent, of the schools have tall weeds growing on the school grounds. Seventeen, or 56.7 per cent, have large stones scattered on the grounds; five, or 16.7 per cent, have an excessive amount of sticks and other rubbish scattered about the school grounds.

The conditions of the school grounds in Butts County are also very poor. Eight, or 57.1 per cent, of the schools have gullies on the school grounds. At most of the schools these gullies are very large. Many of the schools have gullies running through the center of the school grounds, with some running under the school buildings themselves. Ten, or 71.4 per cent, of the schools have tall weeds growing on the grounds—with very little vegetation being found on other grounds. Rubbish, such as stones, bricks and sticks are often found scattered about the school grounds.

In neither Butts nor Coweta County were the school grounds completely fenced. In some instances, however, posts and parts of old fencing wire that are found along the outer boundaries of the school grounds indicate that at some time, the grounds have been fenced. Too, some farm lands are found joining the school grounds, thus causing the grounds to be partially fenced.

The percentage of schools with and without improved walks is represented, by county, in Table 2.
TABLE 2

NUMBER AND PERCENTAGE OF SCHOOLS WITH AND WITHOUT IMPROVED WALKS BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Schools With and Without Walks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>With</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>7</td>
</tr>
</tbody>
</table>

In Coweta County, seven, or 23.3 per cent, of the thirty schools have walks. These walks vary in materials of construction from concrete to dirt and gravel. Only one school has a concrete walk, one has a cinder walk, four have gravel walks, and one has a dirt and brick walk. Some of these walks are poorly constructed—the frames on the sides of the walks were often found broken. Loose bricks are found in the walk that is constructed of dirt and bricks, thus presenting a safety hazard. Gullies are sometimes found in some of the schools where frames for walks appear.

As a contrast to those in Coweta County, none of the schools in Butts County have walks. However, in two of the schools, frames for walks are to be found.

A large percentage of the schools in both Butts and Coweta Counties do not have any provisions made for trash disposal. Where provisions are made for trash disposal they are often very inadequate. Table 3 shows the per cent of schools
with and without provisions for trash disposal, by county.

TABLE 3
NUMBER AND PER CENT OF SCHOOLS WITH AND WITHOUT PROVISIONS FOR TRASH DISPOSAL, BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Provisions For Trash Disposal</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>With</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>4</td>
<td>28.6</td>
<td>10</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>17</td>
<td>56.7</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>21</td>
<td>47.7</td>
<td>23</td>
</tr>
</tbody>
</table>

Only 28.6 per cent of the schools in Butts County have provisions made for trash disposal. This percentage represents but four of the fourteen schools in Butts County. Open buckets, cans, and pasteboard boxes are often used as trash disposal facilities. In many schools, however, they burn their trash on or just off the school grounds. Where this method of disposing trash is used, piles of ashes are often found. Only one of the four schools with provisions made for trash disposal has a covered trash can.

Table 3 also shows that only seventeen, or 56.7 per cent, of the schools in Coweta County have some kind of provisions made for trash disposal. These provisions include pasteboard boxes, open cans, buckets, and burning of trash.

A majority of the schools in Butts and Coweta Counties do not have any kind of playground facilities. Those facilities that are in these Counties are shown in Table 4.
TABLE 4
NUMBER AND PER CENT OF SCHOOLS WITH PLAYGROUND FACILITIES
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Playground Facilities</th>
<th>Swings</th>
<th>See-Saws</th>
<th>Basketball Courts</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>2</td>
<td>14.2</td>
<td>1</td>
<td>7.1</td>
<td>10</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>4</td>
<td>13.3</td>
<td>2</td>
<td>6.7</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>6</td>
<td>13.6</td>
<td>3</td>
<td>6.8</td>
<td>32</td>
</tr>
</tbody>
</table>

Only two, or 14.2 per cent, of the schools in Butts County have swings; one, or 7.1 per cent, has a basketball court; and one, or 7.1 per cent, has a see-saw. These swings and see-saws are crudely improvised ones. In one of the schools the swing is tied to a limb in a tree. The see-saw is made from a plank and a piece of "two by four" nailed between two trees. Further, the basketball court is located on a very uneven plot of land, and weeds are growing over the spot where the court is located.

Of the thirty schools in Coweta County, four, or 13.3 per cent, have swings; two, or 6.7 per cent, have see-saws; two, or 6.7 per cent, have basketball courts; and one, or 2.3 per cent, has a sandpile. As in Butts County, these are crude play facilities.

Toilet Facilities.-- The percentages of schools with toilet facilities are shown, by county, in Table 5.
## TABLE 5

**NUMBER AND PER CENT OF SCHOOLS WITH AND WITHOUT TOILETS AS TO TYPE, BY COUNTY, 1947-48**

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Types of Toilet Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>19</td>
</tr>
</tbody>
</table>

It can be seen from Table 5 that three, or 10.0 per cent, of the schools in Coweta County do not have any kind of toilet facilities; seventeen, or 56.7 per cent, have the surface type toilets; and ten, or 33.3 per cent, have the pit type toilets. In the cases where there are no toilet facilities, sections of the nearby woods are "reserved" for boys and sections for girls. In one school, there are sacks around wooden frames serving the purpose of the toilet. Some of the toilets do not have tops or doors; in fact, sacks are often used as doors. In one school, there is only one toilet which is divided into two sections, one part used for boys and the other for girls. The toilets are old and dilapidated—the seats are not properly cut and do not have covers; loose planks are on the ground as floors; where there are floors, they are badly in need of repairs; the surface type toilets are often found partially open in the back, that is, not com-
pletely ceiled in the back; some of the toilets are tilting and leaning, with rotten planks comprising most of the toilet frames, with these often placed too far apart.

Also, Table 5 shows that nine, or 64.3 per cent, of the schools in Butts County have the pit type toilets, and five, or 35.7 per cent, have the surface type toilets. Most of the so-called pit type toilets in Butts County are nothing more than holes dug in the ground with a small building (toilet) placed over them, many of which are not completely ceiled in the back and have broken seats. Some of the toilets are in such poor conditions that it is dangerous for the pupils to attempt to use them. In two schools there was only one toilet on the campus, and it was used only by girls.

In both counties most of the toilets are located in or near swamps.

Water Supply.—The percentages of schools with and without a water supply on the school grounds are shown in Table 6.

TABLE 6
NUMBER AND PER CENT OF SCHOOLS WITH AND WITHOUT A WATER SUPPLY ON SCHOOL GROUNDS, BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Source of Water Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Well</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>24</td>
</tr>
</tbody>
</table>
Of the thirty Negro rural elementary schools in Coweta County, fifteen, or 50.0 per cent, have wells; two, or 6.7 per cent, have springs; one, or 3.3 per cent, has a cistern; and twelve, or 40.0 per cent, do not have any source of water supply on the school grounds. The springs do not have any curbs.

In Butts County, nine, or 64.3 per cent, of the fourteen Negro rural elementary schools have wells; and five, or 35.7 per cent, do not have any source of water supply on the school grounds.

The kind of well curbs used in schools is shown, by county, in Table 7.

**TABLE 7**

KIND OF WELL CURBS USED IN SCHOOLS' METHOD OF PROTECTING WELLS FROM DRAINAGE WATER, BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools With Wells</th>
<th>Kind of Curb</th>
<th>Wooden No.</th>
<th>Per Cent</th>
<th>Tile or Concrete No.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butts</td>
<td>9</td>
<td>9</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>15</td>
<td>13</td>
<td>86.7</td>
<td>2</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>22</td>
<td>91.7</td>
<td>2</td>
<td>8.3</td>
<td></td>
</tr>
</tbody>
</table>

Of the fifteen schools in Coweta County with wells, thirteen, or 86.7 per cent, have wooden curbs and two, or 13.3 per cent, have concrete curbs.

Nine or 100 per cent of the schools with wells in Butts County have wooden curbs.
Many of the curbs in both counties are in very poor condition—rotten wooden curbs with big pieces out. Surface water can easily enter through these big holes. In many of the schools the wells are left open to rats, frogs, and other small animals. Only two of the wells in Coweta County are protected from surface drainage. When it rains, water stands around some of the wells.

The facilities for drawing water are shown in Table 8, by county.

TABLE 8

FACILITIES FOR DRAWING WATER
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools With Wells</th>
<th>How Drawn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Open Bucket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Coweta</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>22</td>
</tr>
</tbody>
</table>

Of the fifteen schools with wells in Coweta County, thirteen, or 86.6 per cent, use the open bucket for drawing water; one, or 6.7 per cent, uses the hand pump; and one, or 6.7 per cent, uses the power pump for drawing water.

All of the nine schools in Butts County use the open bucket for drawing; these same buckets are left open to flies and dust.
and dust.

The schools that did not have a water supply on the school grounds get water from nearby patrons. This water is kept in buckets and glass jugs until ready for use.

Most of the pupils in both counties have individual drinking glasses or cups. These cups are usually found on an open shelf of some kind. These shelves are often very unsanitary.

Buildings.-- There is only one building on each school campus that is used for instructional purposes in both Butts and Coweta Counties. Each of the buildings is constructed of wood. Most of the buildings are very dilapidated. No date of construction was taken because most of the schools did not have this information. Some of the schools are in buildings that were not originally constructed for scholastic purposes; they are often found in old lodge halls and churches. The steps are often broken down and rotten. The floors are in very poor condition. One can see the ground through the floor in many of the schools. The buildings are seldom ceiled; the wooden doors often drag the floor and have loose hinges and screws. Most of the buildings are covered with wooden shingles, and a few have paper roofing. The roofs leak in most cases where there are wooden shingles.

The number, per cent, and kinds of buildings used as schools are shown in Table 9, by county.
TABLE 9

NUMBER, PER CENT, AND KIND OF BUILDINGS USED AS SCHOOLS, BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kinds of Buildings Used</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Schools</td>
<td>Lodge Houses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>27</td>
<td>61.4</td>
</tr>
</tbody>
</table>

Of the fourteen schools in Butts County, seven, or 50 per cent, are housed in school buildings; two, or 14.3 per cent, in lodge houses, and five, or 35.7 per cent, in churches.

Of the thirty schools in Coweta County, twenty, or 66.7 per cent, are housed in school buildings; four, or 13.3 per cent, in lodge houses, and six, or 20.0 per cent, in churches.

Given in Table 10 are the percentage and number of school buildings that are painted, white-washed, or unpainted, by county.

TABLE 10

NUMBER AND PER CENT OF SCHOOL BUILDINGS THAT ARE PAINTED, WHITE-WASHED OR UNPAINTED, BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Painted</th>
<th>White-Washed</th>
<th>Unpainted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Outside</td>
<td>Inside</td>
<td>Outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>42.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>70.0</td>
<td>15</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>8</td>
<td>57.1</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>9</td>
<td>30.0</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>17</td>
<td>38.6</td>
<td>27</td>
</tr>
</tbody>
</table>
Of the fourteen schools in Butts County, six, or 42.9 per cent, are painted or have been painted on the outside at some time; and three, or 21.4 per cent, are, or have been, painted on the inside. Very little evidence is present to show that the buildings have been painted. Six, or 42.9 per cent, of the schools have never received a coat of paint, while two, or 14.3 per cent, of the schools are weatherboarded or sided with imitation brick.

Of the thirty schools in Coweta County, twenty-one, or 70.0 per cent, are painted or have been painted on the outside; fifteen, or 50.0 per cent, are, or have been painted on the inside; and one, or 3.3 per cent, is weatherboarded or sided with imitation brick. The condition of these schools is very much the same as those found in Butts County.

Of the thirty Negro rural elementary schools in Coweta County, sixteen, or 53.4 per cent, are one-room schools; ten, or 33.3 per cent, are two-room schools; one, or 3.3 per cent, is a three-room school; and three, or 10.0 per cent, are four-room schools.

Of the fourteen schools in Butts County, nine, or 64.3 per cent, are one-room schools, and five, or 35.7 per cent, are two-room schools.

In both counties, two teachers are often found teaching in one room, whereas, in other schools, one teacher is using a building with two rooms.

The kinds of windows installed in the schools are indicated, by county, in Table 11.


TABLE 11
KIND OF WINDOWS INSTALLED IN SCHOOLS
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kind of Windows</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Glass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>40</td>
</tr>
</tbody>
</table>

Three, or 21.4 per cent, of the schools in Butts County have both wooden shutters and glass windows, and eleven, or 78.6 per cent, have glass windows. The schools with wooden shutters had only one glass window each; therefore, in the table, they are classed as having only wooden shutters.

Of the thirty schools in Coweta County, one, or 3.3 per cent, has wooden shutters; twenty-nine, or 96.7 per cent, have glass windows; and three, or 21.4 per cent, have both shutters and glass windows.

The panes in two of the schools in Butts County need repairs or replacement; eight, or 57.1 per cent, of the schools are in need of window panes. Those schools that need panes have either pasteboard or sacks over the place where the shattered panes are to be found.

In two, or 6.7 per cent, of the schools in Coweta County the window sashes are rotten and almost completely out. Fifteen, or 50.0 per cent, of the schools are in need of win-
dow panes.

The windows in most of the schools in both Butts and Coweta County are located on both sides of the building. They are too low, and children can look out of the windows from their seats.

Lighting Units.-- The kind of lighting units installed in the selected schools for study is shown, by county, in Table 12.

TABLE 12
KIND OF LIGHTING SYSTEMS INSTALLED IN SCHOOLS
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kind of Lighting Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Electric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>7</td>
</tr>
</tbody>
</table>

Seven, or 23.4 per cent of the schools in Coweta County have electric lights; twenty-one, or 70.0 per cent, have kerosene lamps; one or 3.3 per cent does not have any lights; and one has recently been wired, but the lights are not yet connected.

In Butts County all of the schools have kerosene lamps.

The lights in the schools of both Butts and Coweta Counties are usually placed in the center of the room with a small light bulb (between 60-75 watts) being employed.
Heating Units.—The kinds of heating units installed in the Negro rural elementary schools of Butts and Coweta Counties are shown, by county, in Table 13.

TABLE 13
KIND OF HEATING UNITS INSTALLED IN SCHOOLS
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kind Of Heating Units Installed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Heaters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jacketed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>3</td>
</tr>
</tbody>
</table>

As shown in Table 13, twenty-six, or 86.7 per cent, of the schools in Coweta County have unjacketed heaters; three, or 10.0 per cent, have jacketed heaters; and one, or 3.3 per cent, has a circulator heater.

All of the schools in Butts County have unjacketed heaters.

Many of the heaters are the old-fashioned flat-top unjacketed type placed in the center of the floor. Many of them are cracked and have broken "eyes." The seats are often found placed around these small, broken heaters.

All of the schools in both Butts and Coweta Counties burn coal and wood as fuel.

Of the fourteen Negro rural elementary schools in Butts
County, three, or 21.1 per cent, do not have thermometers or any other heat measuring instruments.

These thermometers are usually found either on the wall, by the door or on the teacher's desk. Some of them are not working or are not accurate.

**Seating Facilities.**—The kind of seats installed in the selected schools for study is shown in Table 14.

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kind of Seats Installed</th>
<th>Desks</th>
<th>Armchairs</th>
<th>Benches Without Tables</th>
<th>Tables and Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butts</td>
<td>14</td>
<td></td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td></td>
<td>13</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td></td>
<td>22</td>
<td>1</td>
<td>18</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 14 shows that four, or 28.5 per cent, of the fourteen Negro rural elementary schools in Butts County have desks; seven, or 50.0 per cent, have benches without any provisions made for writing; and three, or 21.4 per cent, have tables and chairs.

Eighteen, or 60.0 per cent, of the thirty Negro rural elementary schools in Coweta County have desks; one, or 3.3 per cent, has armchairs; and eleven, or 36.7 per cent, have
benches without provisions made for writing.

Two, or 6.7 per cent of the Negro rural elementary schools in Coweta County have benches without backs, and one, or 7.1 per cent, of the Negro rural elementary schools in Butts County, has benches without backs. No provisions are made for writing.

Many of the benches and desks have loose nails and screws and are easily shaken. Too, the seats are not only stationary, but also are often too small for some of the larger children who attend these schools. Indeed, very little provision is made in the seating facilities for the differences in the sizes of the pupils.

Blackboards.-- The kinds of blackboards installed in the selected schools for study are shown, by county, in Table 15.

TABLE 15
KINDS OF BLACKBOARDS PROVIDED IN SCHOOLS
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number Of Schools</th>
<th>Kinds of Blackboards Installed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Slate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per Cent</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6</td>
</tr>
</tbody>
</table>

As indicated in Table 15, it can be seen that, of the fourteen Negro rural elementary schools in Butts County, thirteen, or 92.9 per cent, use imitation slate, and one, or
7.1 per cent, does not have any kind of blackboard.

Two, or 6.7 per cent, of the thirty Negro rural elementary schools in Coweta County, use slate blackboards; twenty-two, or 73.3 per cent, use imitation slate; four, or 13.3 per cent, use pasteboard or painted wood; and two, or 6.7 per cent, do not have any blackboards at all.

Some of the blackboards are not stationary, some are almost worn out, and some are too high from the floor. Most of them are built on stands so they can be easily moved for use in church services. Some of the blackboards are nothing more than two or three planks or boards nailed together and painted black. In one school, a section of the wall is painted black for use as a blackboard.

Library Facilities.-- Table 16 shows the number and percentages of Negro rural elementary schools which possess library facilities in the selected counties for study.

TABLE 16

NUMBER AND PERCENTAGES OF SCHOOLS WITH LIBRARY FACILITIES
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Schools With Library Facilities</th>
<th>Schools Without Library Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>14</td>
<td>45.7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>20</td>
<td>45.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Per Cent</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.1</td>
<td></td>
<td>53.3</td>
<td></td>
</tr>
<tr>
<td>54.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of the fourteen Negro rural elementary schools in Butts County, Table 16 show that six, or 42.9 per cent, have pro-
visions made for library facilities, which are either boxes nailed to the walls or built-in shelves. Some of the boxes are stacked on top of each other without being nailed, especially is this true of the schools found in churches.

Fourteen, or 46.7 per cent, of the thirty Negro rural elementary schools in Coweta County have provisions made for library facilities, and provisions that are found are much the same as those found in Butts County.

Those schools with library facilities have only a few books, most of which are badly worn. Through interviews it was found that about 95.0 per cent of the books were old or had been used when they were received in the various schools.

Musical Instruments.— Of the thirty Negro rural elementary schools in Coweta County, four, or 13.3 per cent, have pianos; two, or 6.7 per cent, have organs; and twenty-four, or 80.0 per cent, do not have any kind of musical instruments.

The musical instruments found in these schools are not usable, for only a few of the keys will work. For the most part, these musical instruments are found in old churches that are being used as schools.

The Negro rural elementary schools of Butts County cannot provide their students with an adequate musical background because there are not instruments available.

Storage Facilities.— The kind of storage facilities provided for pupils' wraps and books, and the percentages and number of schools with storage facilities are shown, by county, in Table 17.
TABLE 17
KINDS OF STORAGE FACILITIES PROVIDED IN SCHOOLS
BY COUNTY, 1947-48

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Schools</th>
<th>Kinds of Storage Facilities Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lockers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Butts</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Coweta</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>6</td>
</tr>
</tbody>
</table>

As shown in Table 17, four, or 28.6 per cent, of the Negro rural elementary schools of Butts County have cloak rooms, and ten, or 71.4 per cent, have nails in corners for hanging wraps.

Of the thirty Negro rural elementary schools in Coweta County, six, or 20.0 per cent, have lockers of some kind; two, or 6.7 per cent, have cloak rooms; one, or 3.3 per cent, has nails in the corners; and twenty-one, or 70.0 per cent, do not have any provisions made for storage facilities.

Lunchroom Facilities. — The number and percentages of schools having lunchroom facilities are limited. Of the fourteen Negro rural elementary schools in Butts County, only three, or 21.4 per cent, have provisions made for lunchrooms, and these facilities are not in use.

Of the thirty Negro rural elementary schools in Coweta County, only three, or 3.3 per cent, has provisions for lunchrooms. These facilities were not used by the schools during the 1947-48 school year.
The lunchroom facilities consist of a vacant room and an old stove with a table and two benches, one on each side of the table. This condition was found in both counties.

Miscellaneous Equipment. -- The miscellaneous equipment found in the selected schools for study is shown, by county, in table 18.

### TABLE 18

**MISCELLANEOUS EQUIPMENT FOUND IN SCHOOLS BY COUNTY, 1947-48**

<table>
<thead>
<tr>
<th>Miscellaneous Equipment</th>
<th>Frequency in Counties by Schools</th>
<th>Butts County</th>
<th>Coweta County</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>6</td>
<td>42.9</td>
<td>7</td>
</tr>
<tr>
<td>Clocks</td>
<td>14</td>
<td>100.0</td>
<td>2</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>9</td>
<td>64.3</td>
<td>15</td>
</tr>
<tr>
<td>Flags</td>
<td>5</td>
<td>35.7</td>
<td>4</td>
</tr>
<tr>
<td>Flag Poles</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Globes</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Maps</td>
<td>2</td>
<td>14.3</td>
<td>15</td>
</tr>
<tr>
<td>Mimeograph Machines</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Pencil Sharpners</td>
<td>14</td>
<td>100.0</td>
<td>8</td>
</tr>
<tr>
<td>Sand Tables</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Six, or 42.9 per cent, of the Negro rural elementary schools in Butts County, have bulletin boards; all, or 100 per cent, have clocks; nine, or 64.2 per cent, have dictionaries; none of the schools have mimeograph machines; none have flag poles; none of the schools have globes; all have pencil
sharpners; none of the schools have sand tables.

Of the thirty Negro rural elementary schools in Coweta County, seven, or 23.3 per cent, have bulletin boards; two, or 6.7 per cent, have clocks; sixteen, or 52.0 per cent, have dictionaries; four, or 13.3 per cent, have flags; two, or 6.7 per cent, have flag poles; five, or 16.7 per cent, have globes; fifteen, or 50.0 per cent, have maps; one, or 3.3 per cent, has a mimeograph machine; eight, or 26.7 per cent, have pencil sharpners; and one, or 3.3 per cent, has a sand table.

In the preceeding paragraphs of this chapter, the writer has presented the findings of the problem under study. In relation to the survey of related literature and from the implications of the findings, it can easily be seen that it is almost impossible for the schools under study to conduct a modern program of elementary education.
CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This is a study of the physical conditions of Negro rural elementary schools in Butts and Coweta Counties, Georgia, for the school year 1947-48. The purposes of the study are:

1. To discover whether or not these schools provide facilities that are needed in the conduct of a modern program of elementary education

2. To determine if the physical plants of these schools conform to the requirements for a standard school

General Summary of Findings.-- The findings of the study reveal that 100 per cent of the schools fall below the generally accepted standards for rural elementary schools. However, some of the schools meet some of the standards.

In attempting to discover whether or not these schools conform to standard requirements for rural elementary schools, the writer summarizes and compares the findings of this study with those set forth by Keller¹ and Strayer and Engelhardt.² This comparison is presented below:

¹ Fred L. Keller, Rural Schoolhouses (n.p., n.d).
The School Site

1. Well kept grounds of at least one acre

1. Most of the schools in the counties under observation have adequate ground space, but the grounds are poorly kept

2. School buildings should be placed on a rise of ground sufficient to guarantee proper drainage -- natural drainage is best

2. Most of the schools show indications of improper drainage; gullies are frequently found on the grounds.

3. School grounds should be protected against the intrusion of undesirables by fencing

3. None of the schools are completely fenced

4. Good approaches to the school house. Cement, gravel, or cinder walks from road to schoolhouse and from schoolhouse to well and outbuildings are necessary

4. Less than half of the schools in Coweta County had walks; none had walks to outbuildings. None of the schools in Butts County have walks

5. Covered, metal trash cans should be provided

5. Very few schools had covered, metal trash cans

6. Adequate play areas and equipment; play areas should not be less than one-half acre

6. All of the schools had adequate play ground space, but only a very small number of the schools have any kind of playground equipment

7. Two well kept, widely separated outhouses. Outbuildings must be constructed along sanitary lines; the receptacle for the excreta must be water tight, and the whole structure must be fly-proof

7. The majority of the schools do not have sanitary outhouses; a few schools do not have any toilet facilities at all; most of the toilets are of the surface type and are poorly kept; they are badly in need of repairs
REQUIREMENTS AS ARRIVED AT BY AUTHORITIES

8. A sanitary water supply should be on the school grounds. Where wells are used they should be protected from surface drainage by using either glazed tile or concrete curbs. Curbs should extend two and one-half feet below and two and one-half feet above the surface. Open buckets for drawing water should be avoided

EXISTING CONDITIONS AS OBSERVED BY THE WRITER

8. Only a small per cent of the schools have a sanitary water supply on the school grounds; all of the schools in both counties use the open bucket for drawing water; only one had a power pump; some of the schools in both counties get water from springs; the majority of schools have wooden curbs

The Schoolhouse

1. House well built, in good repair and painted

1. Most of the schoolhouses are very old and dilapidated; many schools are found in old lodge halls and churches; very few appear to have been painted recently

2. Good foundation

2. Most of the schools have either brick or concrete pillars; many are in need of repair; some of the schools are badly in need of better foundation

3. Hardwood floors

3. None of the schools have hardwood floors

4. Well lighted. There should be twenty per cent as much glass area as floor area; light should come from the left side and rear; there should not be any face lights; light should never come from both sides of the room

4. Most of the schools have windows on both sides of the building; some have wooden shutters. Only a few schools have electric lights; most of them have kerosene lamps

Furnishings and Supplies
<table>
<thead>
<tr>
<th>Existing Conditions as Observed by the Writer</th>
<th>Requirements as Arrived at by Authorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Only one school has a circulator heater; the other schools have old, flat-top, unjacketed heaters</td>
<td>1. Ventilating room heaters should be used. Jacketed heaters are acceptable</td>
</tr>
<tr>
<td>2. Most of the schools do not have thermometers</td>
<td>2. Thermometers should be provided</td>
</tr>
<tr>
<td>3. Benches are used in most of the schools; very little provision is made for pupils of varying sizes</td>
<td>3. Desks should be suitable for children of all ages, properly placed—placement depending on size of pupil</td>
</tr>
<tr>
<td>4. Teachers' desks are inadequate in most of the schools</td>
<td>4. Good teacher's desk</td>
</tr>
<tr>
<td>5. Most of the schools use imitation slate for blackboards; some use painted wood and painted pasteboards; some are more than thirty inches from the floor</td>
<td>5. Good blackboards, some suitable for small children. Slate is recommend. Blackboards should be placed from twenty-six to thirty inches from the floor for primary grades</td>
</tr>
<tr>
<td>6. Most of the schools do not have any books other than text books. The books are old and badly worn</td>
<td>6. A good collection of juvenile books suitable as aids to school work as well as for general reading</td>
</tr>
<tr>
<td>7. A large percent of the schools do not have any bookcases; boxes are often used for bookcases</td>
<td>7. Good bookcases</td>
</tr>
<tr>
<td>8. Only a very few of the schools have pianos; most of the pianos found are badly in need of repair</td>
<td>8. Every school should have a piano</td>
</tr>
<tr>
<td>9. Very few of the schools have storage facilities; nails in corners for hanging wraps; no other provisions are made</td>
<td>9. Storage facilities should be provided for wraps and other equipment</td>
</tr>
</tbody>
</table>
### REQUIREMENTS AS ARRIVED AT BY AUTHORITIES

<table>
<thead>
<tr>
<th>EXISTING CONDITIONS AS OBSERVED BY THE WRITER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funishings and Supplies</strong></td>
</tr>
</tbody>
</table>

10. Lunchroom facilities should be provided | 10. None of the schools have lunchrooms that are ready for use
11. Miscellaneous equipment should include a set of good maps, a globe, dictionary, bulletin boards, clocks, flags, flag poles, pencil sharpeners, sand tables, and mimeograph machines | 11. Most of the schools do not have an adequate supply of miscellaneous equipment

In Chapter II of this discussion the actual statistical data are presented in detail. The summary given above was presented with the end in view of presenting a general comparison of existing conditions with the ideal situations.

**Conclusions.**—The following conclusions may be derived from the findings of the study:

1. The Negro rural elementary schools of Butts and Coweta Counties do not have the facilities needed to conduct a modern program of elementary education.
2. The selected schools for study fall far below the requirements for standard schools.

**Recommendations.**—In view of the findings of the study, the writer makes the following recommendations:

1. The building of school buildings to replace the lodge halls and churches that are now being used for schools
2. The consolidation of schools where possible
3. The replacement of benches with standard seats or desks

4. The building of sanitary toilets to replace the un-sanitary surface type toilets, and the building of toilets for schools without toilets

5. The installation of a sanitary water system on all school grounds

6. The repairing of buildings where needed

7. The provision of more and better books, supplies, and other needed materials
APPENDIX
PHYSICAL CONDITIONS
OF NEGRO RURAL ELEMENTARY SCHOOLS

CHECK LIST

I. Name of school__________________________________________
   Address__________________________________________
   Type: (Check one) Open country ( ); Village ( )

II. GENERAL INFORMATION
   Normal capacity_____Number of pupils enrolled_____
   Number of teachers_____Number of grades______________

III. SITE
   1. Area of grounds (Check one)
      (a) Less than an acre_______
      (b) Between one and two acres_______
      (c) Between two and three acres_______
      (d) Between three and five acres_______
      (e) More than five acres______________
   2. Condition of grounds (Check)
      (a) Weeds_______
      (b) Stones_______
      (c) Bricks_______
      (d) Sticks_______
      (e) Ashes_______
      (f) Other rubbish________
      (g) Gullies____________
   3. Fence (Check one)
      (a) Regular fencing wire_______
(b) Barber wire

(c) Other (Specify)

(d) No fence at all

(e) Condition

- Broken down
- No gates
- No cattle guards
- Need more posts
- Other (Describe)

7. Walks (Check)

(a) Concrete

(b) Cinder

(c) Gravel

(d) Other (Specify)

(e) No walks at all

(f) Condition

- Need no repairs
- Broken and loose
- Other (Describe)

5. Playground

Size:

- Less than 2420 sq. yds. (One-half acre)
- Between 2420 sq. yds. and 4840 sq. yds.
- Between 4840 sq. yds. and 9680 sq. yds.
- More than 9680 sq. yds.

6. Trash disposal

(a) Trash cans: Covered Uncovered

(b) Other (Describe)
(d) No provisions made for trash disposal

7. Toilet facilities

A. Are there toilet facilities at the school? Yes__ No__
   Indoor (flush) type____
   Pit type____
   Surface type____
   Condition
      Need no repairs____
      Need covers on toilet seats____
      Other (Describe)__________________________

F. Water Supply

A. Is there a water supply on the school grounds? Yes__ No__

B. Source of water supply (Check one)
   (a) Well____
   (b) Spring____
   (c) Cistern____
   (d) Other (Describe)__________________________

C. How protected (Check one)
   (a) Title curb____
   (b) Concrete curb____
   (c) Brick curb____
   (d) Wooden curb____
   (e) No curb____

D. How drawn
   (a) Power pump____
   (b) Hand pump____
IV. BUILDING

A. Number of rooms

B. Kind of structure (Check)
   (a) Brick
   (b) Stone
   (c) Cement
   (d) Wooden

C. Kind of windows (Check)
   (a) Glass
   (b) Wooden shutters
   (c) Condition
      Broken panes
      Other (Describe)

D. Condition of building

1. Outside finish
   (a) Printed
   (b) White washed
   (c) Other (Describe)

2. Inside finish
   (a) Plastered
   (b) Wooden finish
   (c) Printed
   (d) Other (Describe)
V. **LIGHTING**

A. Electric
B. Kerosene lamps
C. Other (Describe)

VI. **HEATING**

A. Kind of heating unit (Check)
   - Jacketed heaters
   - Unjacketed
   - Steam
   - Gas
   - Other (Describe)
   Condition
   - Broken "eyes"
   - No grates
   - Other (Describe)

B. Kind of fuel
   - Wood
   - Coal
   - Gas
   - Oil
   - Other (Specify)

C. Is there a thermometer in each room? Yes___No___

VII. **EQUIPMENT**

A. Seats (Number of seats)
   1. Kind: Armchairs
   - Desks
   - Benches: with backs___without backs___
Condition

Loose screws, nails, etc._____

Broken arms_____

Other (Describe)______________________________

B. Storage facilities

1. Lockers
   (a) Wooden_____
   (b) Steel_____
   (c) Other (Describe)______________________________
   (d) Condition
      Loose hinges_____
      Broken doors_____
      Other (Describe)______________________________

2. Cloak rooms_____

3. Other (Describe)______________________________

C. Blackboards

1. Kind: Slate_____
   Imitation slate_____
   Other (Specify)______________________________
   No blackboards at all________________________

2. Length
   Between one and four feet_____
   Between four and eight feet_____
   More than eight feet_________

3. Distance from floor
   26" or less____ More than 26"____
4. Erasers

Regular__ Substitute (Specify)____________________

D. Musical instruments

Piano____

Organ____

Other (List)___________________________________

None at all____

Condition

Usable____ Unusable____ Other (Describe)_________

________________________________________________

E. Library facilities

Is there provision made for library facilities? Yes__ No__

Supplementary books

Between 25 and 50____ Between 50 and 75____

Between 75 and 125____ Between 125 and 200____

Over 200____ None at all____

Book shelves: Yes__ No__

F. Miscellaneous Equipment

Book cases____ Bulletin boards____

Clocks_______ Maps________

Flag___________ Globes_______

Flag pole_______ Mimeograph machine____

Pencil sharpeners____ Sand tables____

Dictionaries____ Others (List)____

________________________________________

________________________________________

________________________________________
G. Lunch Room

Is there a lunch room? Yes____ No____

Number of seats____

Number of tables____

Is serving equipment provided? Yes____ No____

Is the lunch room screened? Yes____ No____

H. Refrigeration

Is refrigeration provided? Yes____ No____

Ice box____

Electric cooler____

Other (Describe)__________________________________________

VIII. ADDITIONS AND IMPROVEMENTS

A. Additions

What additions have been made to the school recently?

Grounds____ Toilett facilities____

Fences____ Water supply____

Walks____ Buildings____

Playground equipment____

Swings____ Blackboards____

See-saws____ Musical instruments____

Sandpiles____ Library facilities____

Slideboards____ Refrigeration____

Others (List)______________________________________________

B. By whom were these additions made?

By the school______ By School Board______

By patrons______ Others (Specify)______
C. Improvements
   Remodeled school____
   Repairs
      Steps____
      Floors____
      Rooms____
      Other (Specify)______________________________

D. By whom were they made? School____ School Board____ Patrons____
   Others (list)____________________________________

E. What plans have been proposed for improving the school?
   Remodeling____
   New building____
   Repairs____

F. By whom are these plans proposed? School____ School Board____
   Patrons____
   When are these plans to be put into action?
      By the next school year____
      No set date____
      Other (Give proposed date)____________________________________

REMARKS

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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