

A PROPOSED PLAN FOR LOCAL SCHOOL  
ADMINISTRATIVE UNITS IN CIMARRON COUNTY

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A PROPOSED PLAN FOR LOCAL SCHOOL  
ADMINISTRATIVE UNITS IN CIMARRON COUNTY

By

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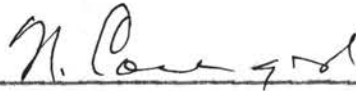
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## PREFACE

A study of the educational conditions in one-room schools of Cimarron County reveals a need for better education in the rural communities. An effort has been made to overcome these conditions by a consolidation program which would give the rural communities the advantages of larger schools, at a saving in cost.

The data used in this thesis were taken from the reports of the county superintendent, county treasurer, heads of schools, and State Department of Education. A careful study of the county and its condition has been made.

Roy G. McBride

Stillwater, Oklahoma.

July, 1938.

## ACKNOWLEDGMENTS

The writer herewith expresses his sincere appreciation to the several individuals who assisted in the development and completion of this study. Especially does he appreciate the courtesy of the county, school, and state officials who made available their records.

Grateful acknowledgment is made to Dr. Haskell Fruett, Dr. J. C. Muerman, and Dr. N. Conger, of the Oklahoma Agricultural and Mechanical College, for their friendly helpfulness, criticisms, and constant encouragement.

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R.G.M.

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## CHAPTER I

## DESCRIPTION OF CIMARRON COUNTY

Cimarron County is located at the extreme western end of the Oklahoma Panhandle. It is bounded by New Mexico on the west, Colorado on the north, Texas on the south, and Texas County on the east. It is rectangular in shape, thirty-four miles wide, and fifty-four miles long, making a total area of one thousand eight hundred and forty-nine square miles.<sup>1</sup> The surface is a high plain with a gentle slope to the east. The northwest corner is mountainous. The average altitude is 3500 feet while the highest point is on Black Mesa, 4978 feet which is the highest point in Oklahoma. The soil is mainly a sandy loam. The main crops are wheat and grain sorghums adapted to the scanty rainfall of about twenty-one inches a year which comes mainly during the summer months. There are two principal streams in the county; namely, Cimarron and North Canadian Rivers. The Cimarron River, from which the county was named, flows eastward along the northern part of the county. The North Canadian River, known locally as the Beaver River, flows eastward along the southern part of the county. These streams flow almost parallel and carry very little water except in wet weather.

Cimarron County has improved dirt roads which are all

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1. Oklahoma Almanac, Oklahoma Publishing Company, Oklahoma City, 1931.

TABLE I

## GENERAL POPULATION TRENDS BY 10-Year Intervals

	<u>1910</u>	<u>1920</u>	<u>1930</u>
Rural	4,553	3,436	3,802
Cities & Towns	<u>-----</u>	<u>-----</u>	<u>1,606</u>
Total County	4,553	3,436	5,408
 <u>Incorporated Towns</u>			
Boise City	-----	-----	1,256
Keyes	-----	-----	350

TABLE II

DENSITY OF SCHOLASTIC POPULATION

<u>No.</u>	<u>District Name</u>	<u>Area</u>	<u>Scholastic Population</u>	<u>Density</u>
1	Lujan	36.02	15	.42
C -1	Plainview	117.6	83	.70
UG-1	Kenton	93.63	53	.57
2	Mineral	91.14	6	.06
C -2	Boise City	105.37	463	4.38
UG-2	Union Graded	79.78	47	.58
C -3	Griggs	62.74	38	.61
4	Regnier	92.31	16	.17
7	Burnett	106.33	11	.1
C -8	Sandy View	70.85	60	.84
C -9	East Wilkins	62.9	6	.09
C-10	Felt	126.66	93	.79
C-11	Keyes	98.09	160	1.63
12	Harmony	17.98	11	.61
C-12	New Hope	67.14	12	.19
13	Pioneer	24.2	12	.5
14	Garlington	24.89	13	.51
15	Sandy Hook	41.34	22	.53
18	Hurley	46.46	13	.29
22	Liberty	35.92	18	.5
23	Hudson	32.98	6	.18
24	Victory	27.95	9	.32
31	Lone Star	38.94	9	.23
34	Delfin	36.03	12	.33
36	Wheelless	29.81	12	.4
43	Garrett	132.19	21	.16
45	Berg	61.55	20	.29
47	Oshuskey	11.24	12	1.01
51	Mexhoma	23.89	32	1.34
52	Midwell	14.99	12	.8
59	Beaver	27.	7	.26
Total		1837.92	1304	.71

weather highways due to the sandy soil and scanty rainfall. Three paved highways transverse the county. U. S. Highway Number 64 extends from the east to the west and is black-topped to Boise City. State Highway Number 38 extends from north to south and is black-topped to Boise City, the other part graveled. State Highway Number 78 connecting Boise City and Dalhart, Texas is graveled. This allows the people to travel long distances the year round.

According to Table I Cimarron County has a population of 5408. Boise City, the county seat, with a population of 1256, is centrally located. It is the largest town of the county. Three other small towns are in the county. The majority of the people, all of which are white, live on large farms, thus causing the density to be small (Table II). The small density of the county gives rise to many one-teacher schools.

Twenty-one and nine tenths per cent (21.9%) of the elementary children are in one-teacher schools. In the high schools about one fifth or eighteen and five tenths per cent (18.5%) of the pupils are enrolled in schools with one and two teachers, thirty-nine and five tenths per cent (39.5%) are enrolled in three to four teacher schools and forty-two per cent (42%) are enrolled in five teacher schools. The pupil-teacher ratio, based on enrollment is 9.58 in the one teacher schools and thirty-five and six tenths (35.6) in the schools with ten teachers. Each teacher in the larger schools is able to take care of more pupils and teach fewer

TABLE III

## ENROLLMENT AND AVERAGE DAILY ATTENDANCE

No.	District Name	Enrollment		Average Daily Attendance	
		(1935 -'36)	(1936 -'37)	(1935-'36)	(1936-'37)
1	Lujan	13	8	12.63	6.27
C -1	Plainview	104	88	78.2	79.42
UG-1	Kenton	53	56	41.96	47.12
2	Mineral	4	3	3.87	2.98
C -2	Boise City	432	463	358.9	350.26
UG-2	Union Graded	29	17	25.54	15.10
C -3	Griggs	28	21	21.69	19.98
4	Regnier	6	12	5.12	11.30
7	Burnett	8	6	6.16	3.
C -8	Sandy View	47	49	38.81	44.05
C-10	Felt	122	125	99.13	102.16
C-11	Keyes	184	167	155.7	130.97
12	Harmony	11	10	7.69	7.14
C-12	New Hope	6	6	5.32	5.68
14	Garlington	6	8	4.11	8.
15	Sandy Hook	15	12	13.22	11.17
18	Hurley	9	8	7.24	5.61
22	Liberty	16	7	8.31	5.6
31	Lone Star	4	6	3.65	3.91
36	Wheless	14	14	10.47	10.62
43	Garrett	13	9	10.91	7.42
45	Berg	13	11	9.29	9.96
47	Oshuskey	8	6	7.87	5.97
51	Mexhoma	22	21	17.63	17.47
52	Midwell	6	10	4.26	3.56
59	Beaver	4	4	3.8	3.8
Total		1177	1147	961.48	918.52

grades. Table III shows the average daily attendance is much higher in proportion to the enrollment in the larger schools than in the one teacher schools.

"They 'crumble the teacher's time into dust'. Horace Mann said this in 1838. He was referring to the great diversity of studies and classes in the one-teacher rural schools."<sup>2</sup>

"Evidently the organization of the one-teacher school was a perplexing problem in Horace Mann's day. And the fact is that with the passing of almost a century the situation has grown worse instead of better. This is due to the increase in the number of studies in the elementary school curriculum and to the grading of the one-teacher school. In 1838 the elementary school course included but little more than the proverbial three R's. Today State courses of study outline nearly a score of subjects for the elementary grades. In Horace Mann's day the term 'grade' was not in general use. Pupils recited together in arithmetic or reading or spelling because they figured or read or spelled equally well regardless of age or of the time that they had spent in school. Again, there was little compulsion regarding the studies that a pupil selected. If he wanted arithmetic and did not want grammar, he was allowed his choice in the matter.

"Today the rural teacher is face to face with three vital factors when it comes to program making. These factors are: The number of grades represented in the school, the content of the course of study, and time. How to hear all the classes in all the subjects prescribed in the course of study, and not to have forty classes with five and ten minute recitation periods, is a complex proposition for a young rural teacher. In fact, it is a problem whose solution baffles the rural school supervisor."<sup>3</sup>

During the school year of 1936-'37 Cimarron County had a total of twenty-six schools. There were nineteen

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2. Edith A. Lathrop, The Organization of The One-Teacher School, Department of Interior, Rural School Leaflet, No. 10, February 1923, p. 1.

3. Ibid.

one-teacher schools, with an enrollment of from three to twenty-one, each teacher teaching from three to eight grades.

"All were of the usual type of one-room schools with poor equipment, poor buildings, unkept schoolgrounds, and dilapidated outbuildings."<sup>4</sup>

There were two two-teacher schools with enrollments of seventeen and forty-nine respectively, each teacher teaching four grades. There was one three-teacher school with an enrollment of fifty-six, one teacher teaching six grades, the other two teaching the seventh and eighth grades and high school. There was one five-teacher school in which three teachers taught the grades and two teachers taught high school. There were two seven-teacher schools, two grades for each grade teacher and three teachers in high school. There was one thirteen-teacher school with a teacher for each grade and five in high school.

From the above study it is plain to see the need for a consolidation program in Cimarron County. In an effort to bring about a plan for the basis of a reorganization this study was undertaken. Statistics have been gathered in an attempt to show: first, serious handicap of smaller schools to provide the minimum school program; second, a comparative study of the old plan; third, a comparative study of the new plan; and fourth, a comparison to show the efficiency of the

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4. O. H. Greist, Consolidation of Schools in Randolph County, Indiana. Department of Interior, Rural School Leaflet No. 12, p. 1

new plan.

A good example for the consolidation of one-room schools may be had from Randolph County, Indiana. There were 131 one-room schools in Randolph County, located every two miles. They were like most one-room schools, with an average daily attendance of less than twenty. Then a program of consolidation started.

"By 1920 only six of the 131 one-room schools remained, and only one remained in 1923."<sup>5</sup>

The improvements in methods of transportation have caused a realization of the mistake in our first organization. It was made for pioneer times and fits its needs; but times have changed. Table IV shows the change in scholastic population from pioneer times to the present. In 1935 the legislature tried to pass a measure for a county unit plan. This failed, due to the fact that the people knew nothing of the benefits of the unit plan. There also existed a community pride that the unit plan seemed to destroy. There apparently will be a gradual consolidation as time goes on and people are taught the need. The populace loses sight of the fact that the legislature can change the present system.

"Those who have become convinced that a reorganization of school districts into larger units is desirable need only to realize that the same authority of the legislature which created small local units in the first place can also destroy them and change them into larger ones."<sup>6</sup>

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5. Ibid.

6. Ibid.



TABLE IV

SCHOLASTIC POPULATION BY STIPULATED INTERVALS

<u>Dist.</u> <u>No.</u>	<u>1914</u>	<u>1919</u>	<u>1924</u>	<u>1929</u>	<u>1931</u>	<u>1932</u>	<u>1934</u>	<u>1936</u>	<u>1937</u>
1	---	5	11	15	15	14	22	25	15
C -1	62	108	122	117	139	138	122	87	83
UG-1	106	74	88	65	80	71	60	59	53
2	15	20	8	8	8	6	11	8	6
C -2	99	115	290	439	529	552	547	442	463
UG-2	26	56	64	68	73	71	71	57	47
C -3	27	47	44	45	19	54	45	36	38
4	15	10	17	6	9	14	8	8	16
7	10	7	11	16	10	12	13	11	11
C -8	48	88	--	47	58	78	75	51	60
C -9	10	10	24	--	69	26	29	11	6
C-10	67	82	1	--	160	148	149	98	93
C-11	63	103	91	48	179	216	190	170	160
12	--	11	12	11	10	11	14	11	11
C-12	34	37	--	--	--	43	34	8	12
13	9	26	30	15	23	19	20	13	12
14	27	28	15	15	19	12	22	13	13
15	14	30	31	45	40	50	46	26	22
18	22	33	33	35	18	18	20	15	13
22	--	16	34	28	35	34	31	22	18
23	--	--	14	6	8	10	15	8	6
24	14	--	1	10	14	15	10	8	9
31	7	34	22	20	12	11	14	8	9
34	13	5	12	16	18	14	14	9	12
36	32	45	41	26	32	47	41	17	12
43	19	23	30	28	31	28	9	22	21
45	7	45	49	33	44	40	29	20	20
47	5	7	5	11	13	13	14	12	12
51	31	53	64	49	45	45	27	30	32
52	31	21	24	18	16	23	14	11	12
59	--	--	--	16	6	6	9	10	7
Others	<u>4</u>	<u>--</u>	<u>118</u>	<u>230</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Total	817	1139	1306	1487	1732	1839	1725	1326	1304

## CHAPTER II

## PRESENT ORGANIZATION

Cimarron County, when created, was divided into school districts. Two sections in each township were set aside as school land. The total area of this school land was 200,000 acres. Only sixty-three one-room schools were organized as there arose a need for them in this sparsely populated region. As the population increased the benefits of consolidation became evident, so that graded schools and high schools with their attendant supervision and transportation were furnished the pupils. From these consolidations were formed Consolidated 1, 2, 3, 8, 9, 10, 11, and 12 that are existing today.

Consolidated districts 4, 5, 6, and 7 have been disorganized. Two of the consolidated districts, 3 and 12, now have one-teacher schools. Consolidated 3, Griggs, was a two-teacher school until 1936-'37, when the enrollment dropped to twenty-one. Consolidated 12, New Hope, once a well equipped three-teacher school, decreased to an enrollment of six. Consolidated 9, Wilkins, had six pupils who have been transferred to Boise City. Consolidated 9 was composed of East and West Wilkins. West Wilkins joined New Hope. Consolidated 8, Sandy View, at one time a four-teacher school, is now a two-teacher school with an enrollment of forty-nine. The other four districts, namely: Consolidated 1, Plainview, Consolidated 2, Boise City,

Consolidated 10, Felt, and Consolidated 11, Keyes, now offer four years of high school.

Table V shows that in 1936-'37 there were nineteen one-teacher schools. District 1, Lujan, had an enrollment of eight, the majority of whom were of Spanish blood. The building was small, the grounds well-kept. District 2, Mineral, had an enrollment of three. The school was taught at a ranch home. The original building was in a delapidated condition. District 4, Regnier, had an enrollment of twelve. District 7, Burnett, had an enrollment of six and an average daily attendance of three. Other one-room districts in Cimarron County included Harmony, 12, enrollment ten; Garlington, 14, enrollment eight; Sandy Hook, 15, enrollment twelve; Hurley, 18, enrollment eight; Liberty, 22, enrollment seven; Lone Star, 31, enrollment six; Wheelless, 36, enrollment fourteen; Garrett, 43, enrollment nine; Berg, 45, enrollment eleven; Oshuskey, 47, enrollment six; Mexhoma, 51, enrollment twenty-one; Midwell, 53, enrollment ten; Beaver, 59, enrollment four. Hudson, 23, Victory, 24, and Delfin, 34, had transferred to Felt. All the above mentioned schools were poorly equipped, but they were about the average for one-room schools.

The county had nineteen one-teacher schools that enrolled 182, an average enrollment of 9.58 per teacher.

Cimarron County had two two-teacher schools, one a consolidated, the other a union graded. According to 1936-'37 reports Union Graded 2 enrolled seventeen with

TABLE V

## NUMBER AND PERCENTAGE OF PUPILS ENROLLED

## ACCORDING TO SIZE OF SCHOOL

1935-'36

<u>Size of Schools.</u>	<u>No. of Pupils</u>	<u>No. of Teach- ers.</u>	<u>Percent of Pupils.</u>	<u>No. of Schools.</u>	<u>Average No. of Pupils per Teacher.</u>
One-Teacher	180	18	15.39	18	10.
Two-Teacher	94	6	8.04	3	15.68
3-5 Teacher	157	8	13.44	2	19.62
6-9 Teacher	306	15	26.18	2	20.04
10 or More	<u>432</u>	<u>13</u>	<u>36.95</u>	<u>1</u>	<u>33.23</u>
Total	1169	60	100.00	26	19.48

1936-'37

One-Teacher	182	19	16.03	19	9.57
Two-Teacher	66	4	5.91	2	16.5
3-5 Teacher	142	8	12.52	2	17.75
6-9 Teacher	282	14	24.85	2	20.14
10 or More	<u>463</u>	<u>13</u>	<u>40.79</u>	<u>1</u>	<u>35.61</u>
Total	1135	58	100.00	26	19.57

none in high school. Consolidated 8, Sandy View, enrolled forty-nine. Like Union Graded 2, it had an average building. The average teacher enrollment of the two-teacher schools was 16.5 pupils.

The high schools were of two types, union graded and consolidated. Union Graded 1, Kenton, was a three-teacher school that enrolled forty-six in the grades and ten in high school. Consolidated 1, Plainview, was a five-teacher school that enrolled forty-seven in the grades and thirty-nine in high school. Consolidated 2, Boise City, in 1937 became an independent district. It had an enrollment of 327 in the grades and 136 in high school and had thirteen teachers. Consolidated 10, Felt, and Consolidated 11, Keyes, were seven-teacher schools. Felt had eighty-two enrolled in the grades and forty-three in high school. Keyes had 112 in the grades and forty-five in high school.

The average teacher enrollment in these schools for the grades was 29.24; for the high school, twenty.

The total enrollment in one-teacher schools for 1935-'36 was 206, but in 1936-'37 it was 182. The average teacher enrollment for 1935-'36 was 10.8, but for 1936-'37 it was 9.58. The total enrollment in two-teacher schools for 1935-'36 was seventy-six, but for 1936-'37 it was sixty-six. The average teacher enrollment for the two years was, respectively, nineteen and sixteen and one-half. The total enrollment in the grades in the schools teaching high school for 1935-'36 was 634, but for 1936-'37, 614. The

high school enrollment was, respectively, 261 and 273. The average teacher enrollment for 1935-'36 in the grades was thirty and in the high school, 18.6. For 1936-'37 it was 29.24 in the grades and twenty in high school. The enrollment in smaller schools is decreasing while the larger is remaining about the same. The average daily attendance for the one-teacher schools for 1935-'36 ranged from 56% to 98.3%. In 1936-'37 the average daily attendance, 149.44, ranged from 35.6% to 99.5%.

The two-teacher schools for 1935-'36 had an average daily attendance of 64.35 which ranged from 82.6% to 88%. During 1936-'37 they had an average daily attendance of 59.15 which ranged from 89% to 89.5%.

The five schools teaching high school had for 1935-'36 an average daily attendance of 733.79 which ranged from 75.1% to 84%. During 1936-'37 the average daily attendance was 709.93 which ranged from 75.6% to 92.4%.

There was a slight decrease in the enrollment for the two years. However, the average daily attendance varied less than the enrollment. The per cent of attendance was gradually increasing.

The monthly cost of instruction per pupil for the one-teacher schools during the year 1935-'36 varied from \$4.51 to \$23.69. The monthly cost for the two-teacher schools did not have such a wide range. They varied from \$4.68 to \$5.78 for monthly cost of instruction. This was near the county average. Schools that had from three to

TABLE VI

MONTHLY COST OF TEACHING PER PUPIL FOR  
VARIOUS TYPES OF SCHOOLS

1935-'36

<u>Type</u>	<u>Average length of term.</u>	<u>Enrol.</u>	<u>A.D.A.</u>	<u>Total Cost.</u>	<u>Monthly Cost</u>
1 Teacher	7.8	178	141.55	\$11,170.16	\$10.10
2 Teacher	8.3	104	86.04	3,703.26	5.17
3-5 Teacher	8.5	157	120.16	5,558.33	5.44
6-9 Teacher	8.5	306	254.83	12,146.51	5.45
10 or more	9.0	432	358.90	11,263.00	3.45
COUNTY AVERAGE.....					\$ 5.59

1936-'37

1 Teacher	8.0	182	157.44	\$12,345.00	\$9.74
2 Teacher	8.0	66	59.15	2,760.00	5.83
3-5 Teacher	9.0	144	126.54	7,390.00	6.48
6-9 Teacher	8.5	292	233.13	11,011.50	6.69
10 or more	9.0	463	350.26	11,315.00	3.58
COUNTY AVERAGE.....					\$ 5.87

five teachers ranged from \$4.34 to \$7.46, a wider variation than the two-teacher schools. Those that had from six to nine teachers were nearer the same, with a range from \$5.40 to \$5.65. Schools that had ten or more teachers averaged \$3.45, the smallest monthly cost of instruction. The county average was \$5.59 per pupil per month. The schools larger than a one-room school operated on less than the county average. According to Table VI, schools that had from six to nine teachers operated at about one-half the monthly instructional cost per pupil, compared with the one-room schools. Table VI showed that schools with ten or more teachers operated for \$3.45 per pupil per month, while the one-room schools used \$10.10, the larger schools operating on about one-third the amount of the smaller schools. We also found in Table VI that the larger the school the cheaper the operation on instructional cost, for each teacher taught more pupils.

The monthly cost of instruction per pupil for the year 1936-'37 was approximately the same as for 1935-'36. The greatest variation was found in the one-room schools; this group had a range from \$4.58 to \$28.33. For the county the average of one-teacher schools was lower than the previous year. Two-teacher schools varied in monthly cost from \$4.20 to \$10.59, a wider range than that of 1935-'36. Schools that had from three to five teachers showed the smallest variation. Their cost ranged from \$6.15 to \$6.68, a slight increase from the previous year. Schools that had



TABLE VII

## TRANSPORTATION DATA

1934-'35

<u>District</u>	<u>Buses</u>	<u>Length of all Routes</u>	<u>Ave. Lgn. Each Route</u>	<u>Total No. Haul- ed.</u>	<u>Average No. Hauled per Bus.</u>
C 1	5	100	20	90	18.0
C 2	5	94	19	81	16.2
C 3	3	48	16	25	8.3
C 8	2	43	22	46	23.0
C 10	3	65	22	62	20.7
C 11	<u>4</u>	<u>69</u>	<u>17</u>	<u>66</u>	<u>16.5</u>
Total	22	419	19	370	16.8

TABLE VIII

TRANSPORTATION DATA

1935-'36

<u>No. Dist.</u>	<u>No. of buses.</u>	<u>Length of all routes.</u>	<u>Average length of each route.</u>	<u>Total no. hauled.</u>	<u>Average no. hauled per bus.</u>	<u>Average monthly salary.</u>	<u>Total transportation cost.</u>
C -1	5	100	20	80	16	\$ 52.00	\$ 2341.77
C -2	6	88	15	104	17	61.36	3518.25
C -3	3	48	16	20	7	37.50	1011.61
C -8	2	38	19	44	22	70.92	1134.76
C -9	2	28	14	6	3	71.14	1280.50
C-10	4	116	29	51	13	57.72	1847.21
C-11	4	65	16	42	11	70.40	2535.00
C-12	<u>1</u>	<u>3</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>30.00</u>	<u>240.00</u>
Total	27	486	18	352	13	\$ 56.36	\$13909.10
YEARLY COST PER PUPIL.....							\$ 39.51

1936-'37

C -1	5	100	20	80	15	\$ 53.68	\$ 2415.63
UG-1	2	40	20	20	10	54.00	972.80
C -2	6	88	15	104	17	61.35	3313.20
C -3	3	48	16	20	6	36.50	876.00
UG-3	1	30	30	10	10	65.00	520.00
C -8	2	38	19	44	22	77.75	1273.15
C -9	2	28	14	6	3	60.00	1080.00
C-10	5	111	22	65	13	69.50	2608.00
C-11	4	69	17	40	10	66.50	2394.00
C-12	<u>1</u>	<u>4</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>25.00</u>	<u>200.00</u>
Total	31	556	18	395	12.7	\$ 56.92	\$15653.78
YEARLY COST PER PUPIL.....							\$ 39.62

from six to nine teachers showed the greatest variation in cost of instruction. It ranged from \$4.47 to \$6.89. Schools that had ten or more teachers operated more cheaply than the others. Their cost was \$3.58, a very small increase from the previous year.

The average cost of one-room schools was \$9.74, somewhat greater than the county average of \$5.87. The two-teacher schools operated on the county average. However, those that had from three to five, and those that had from six to nine teachers were above the county average. Those that had ten or more teachers operated for about one-third the monthly cost of the one-teacher schools. The larger schools operated on about three-fifths of the county average in 1935-'36 and in 1936-'37.

Table VII showed that in 1934-'35 six districts in Cimarron County were using twenty-two buses that hauled 370 pupils. Each bus averaged 16.8 pupils for a load and traveled a route of nineteen miles. The length of all bus routes was 419 miles. In 1935-'36 the number had increased to eight districts that used twenty-seven buses to transport 352 pupils. Each bus averaged thirteen to the load and a route of eighteen miles, with a total of 486 miles per day. The average monthly cost of bus and driver was \$56.36, making a total monthly cost of \$4.39 per pupil per month for transportation, or \$39.51 per pupil per year (Table VIII). In 1936-'37 ten districts had thirty-one buses that hauled 395 pupils. The buses averaged 12.74 pupils per load and a

route of eighteen miles. The total length of routes was 556 miles. The average cost of driver and bus was \$56.92 per month which made a total monthly cost per pupil of \$4.40 or a yearly cost of \$39.62. This was the same cost as the previous year.

Under the organization for 1936-'37 the teachers' salaries amounted to \$45,514.14 for fifty-eight teachers. The transportation for 395 pupils was \$15,653.78 and the maintenance, including office supplies, instructional supplies, insurance, lights, fuel, janitors' supplies and salaries, upkeep of buildings and libraries, was \$11,585.28. The total cost of operating schools in Cimarron County for the system in 1936-'37 was \$72,753.20.

TABLE IX

## TAX RATES FOR CURRENT EXPENSE FOR STIPULATED YEARS

<u>No.</u>	<u>District Name</u>	<u>1929</u>	<u>1931</u>	<u>1932</u>	<u>1934</u>	<u>1936</u>	<u>1937</u>
1	Lujan	5.0	6.2	10.9	8.0	8.9	13.7
C -1	Plainview	15.0	14.9	14.7	12.7	13.6	14.0
UG-1	Kenton	15.0	15.0	15.0	12.0	13.2	12.0
2	Mineral	--	--	4.9	8.6	5.3	12.1
C -2	Boise City	15.0	12.0	14.9	9.3	13.9	12.5
UG-2	Union Graded	5.2	5.4	5.6	3.1	4.3	7.3
C -3	Griggs	13.0	15.0	11.2	10.8	14.4	11.7
4	Regnier	5.0	4.8	8.7	11.5	6.0	14.2
7	Burnett	4.0	4.1	8.4	4.4	5.0	6.9
C -8	Sandy View	15.0	13.7	10.7	11.5	14.1	13.7
C -9	East Wilkins	15.0	6.9	14.9	14.7	7.3	---
C-10	Felt	15.0	14.9	12.8	9.8	13.6	14.3
C-11	Keyes	11.8	13.7	10.5	12.7	14.2	13.9
12	Harmony	8.0	7.1	7.8	8.1	9.0	9.4
C-12	New Hope	----	8.8	7.8	6.0	4.6	6.4
13	Pioneer	5.3	11.2	11.7	10.5	11.8	----
14	Garlington	5.2	4.6	4.8	5.4	4.4	8.5
15	Sandy Hook	4.5	5.5	7.8	6.2	2.0	7.8
18	Hurley	5.0	3.2	1.7	3.3	2.3	4.0
22	Liberty	5.3	8.2	8.7	6.8	5.3	10.9
23	Hudson	7.3	6.0	5.8	5.2	5.5	---
24	Victory	5.0	5.2	5.8	3.7	8.5	12.8
31	Lone Star	6.0	2.1	4.1	3.5	3.3	7.8
34	Delfin	6.0	5.9	4.2	2.7	4.2	5.5
36	Wheeless	5.0	6.3	8.0	5.7	3.3	7.2
43	Garrett	6.0	5.0	5.5	6.0	9.3	8.5
45	Berg	9.0	10.0	7.7	3.1	3.8	2.8
47	Oshuskey	15.0	12.6	14.7	11.9	13.7	12.4
51	Mexhoma	15.0	9.0	5.5	4.7	8.4	11.1
52	Midwell	6.0	7.6	8.6	9.6	2.8	9.9
59	Beaver	10.0	3.0	3.4	5.5	6.1	5.5
Average		8.3	8.0	8.6	7.4	7.8	9.5

TABLE X

## ASSESSED VALUATION FOR STIPULATED YEARS

<u>Dist.</u> <u>No.</u>	<u>1931</u>	<u>1932</u>	<u>1934</u>	<u>1936</u>	<u>1937</u>
1	142,205	89,251	83,883	73,211	71,245
C -1	636,250	497,279	435,167	374,818	370,262
UG-1	172,715	107,823	108,895	92,399	81,535
2	112,820	101,082	76,099	63,049	60,923
C -2	1,932,976	1,657,090	1,429,593	1,284,268	1,272,996
UG-2	504,788	428,967	370,804	318,323	313,559
C -3	316,925	251,305	213,273	186,380	184,016
4	79,870	75,308	47,790	47,364	44,330
7	185,950	145,209	139,543	128,245	110,297
C -8	327,235	263,804	232,874	199,103	194,592
C -9	329,085	284,691	234,247	279,488	175,455
C-10	859,255	778,501	667,038	568,198	563,753
C-11	1,932,963	893,769	785,831	694,939	678,561
12	161,020	132,082	117,739	105,838	105,779
C-12	425,969	345,964	295,412	245,074	250,271
13	120,525	100,094	82,356	70,682	69,508
14	208,287	173,180	146,962	136,599	131,718
15	279,298	227,197	188,949	165,658	162,395
18	261,562	215,374	180,443	158,817	154,263
22	170,600	140,995	118,025	102,571	102,699
23	196,950	171,734	127,510	105,752	105,363
24	157,123	127,383	104,636	90,036	89,255
31	234,761	229,100	195,450	172,614	162,764
34	173,740	244,961	210,766	190,274	188,707
36	144,285	113,093	97,807	85,708	83,528
43	177,580	154,668	110,815	98,313	88,912
45	326,649	273,093	215,592	190,608	188,047
47	66,200	53,030	46,377	37,900	37,486
51	114,755	88,956	76,470	68,341	70,696
52	135,540	112,894	62,100	87,174	53,585
59	259,052	218,941	190,229	174,661	173,386
Others			940,173		
Total	11,146,933	8,696,818	8,332,842	6,496,405	6,339,886

## CHAPTER III

## PROPOSED ORGANIZATION

During the past eight to ten years there has been a shift in population in Cimarron County. Cimarron County, a part of the dustbowl, was at one time a wealthy wheat region, but weather conditions and crop failures caused a change in the land valuation. Many people moved from the county or to another part leaving certain regions uninhabited, and presenting the new problem of "What shall we do about our schools?" This changing condition is described by Howard A. Dawson, thus:

"Factors like improved highways, changes in means of transportation, social movements affecting population growth, and modern methods of doing business are constantly building up some areas of a state and destroying others. Shifts in resources and population are continuously under way in all states. Many small towns are growing smaller, and cities more strategically located are rapidly extending their boundaries. Areas that once supported many families are practically uninhabited. It is fundamentally unsound to allow local areas to have complete control of the nature of the districts and schools to be operated when changes of the kind referred to are continuously in progress. School district organization cannot remain static and unchanging under such circumstances. Educational problems must be viewed not solely for their local application but must find their solution through studying them in relationship to the state as a whole."<sup>1</sup>

"In the past, even though the principle that

- 
1. Howard A. Dawson, Satisfactory Local School Units. Field Study No. 7, Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee, 1934, pp. 100-1.

'education is a state function' was generally accepted, the state's educational program had been considered too largely from the local point of view. It was assumed that the school offering must be adjusted to the prevailing separate administrative divisions, even though there was no justification for many of the school districts in existence. Educational leadership has frequently overlooked the fact that the legislature in creating a school district system did so to provide the educational services needed at that time, and that the legislature continues to have the power to modify the school district system in such ways as will provide public education of the type and form needed today."<sup>2</sup>

On the basis of findings and other factors disclosed in the foregoing chapter it is proposed to outline a plan for reorganizing the school system of Cimarron County, by dividing the county into five units, grouping small districts around well organized school centers that are already established.

"The division of a school district by the legislature and the transfer of a part of the property to a new district is not a taking of property without due process of law; the state being the beneficial owner, and the transfer amounting merely to the naming of new trustees."<sup>3</sup>

Under this system children that have no means of transportation can be transported cheaply.

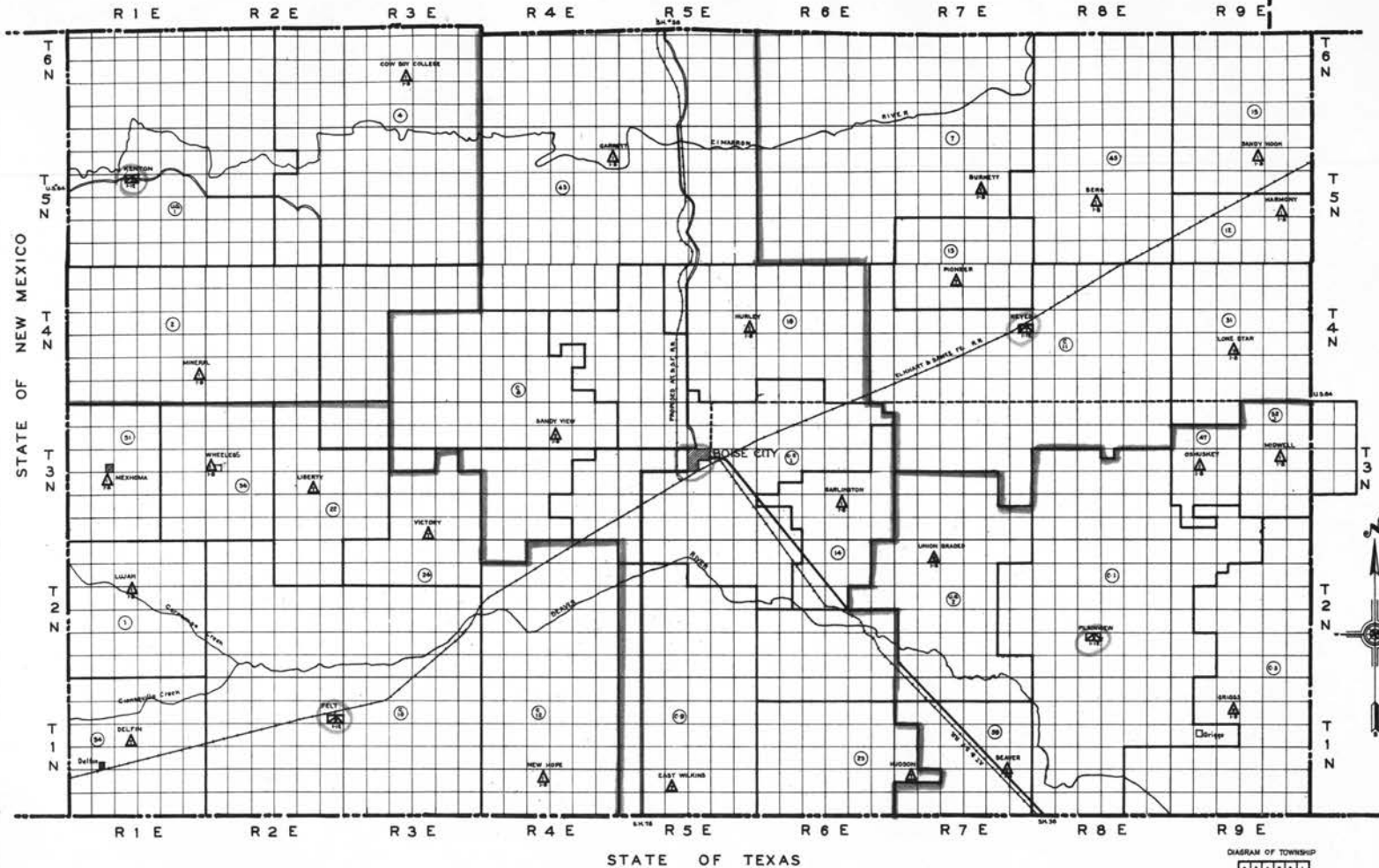
Map No. I, prepared for this purpose, shows the proposed reorganization of these districts. Each of these centers in the units operates a four year high school.

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2. Ibid.

3. Paul H. Axtell, The Power to Create and Alter School Districts. American School Board Journal, Vol. 95. November, 1937. pp. 23-4.





STATE OF NEW MEXICO

TEXAS CO.



LEGEND

- SCHOOLS
- ▢ GRADES 1-6
  - ▣ GRADES 7-12
  - ▤ GRADES 1-12
  - ▲ NEGRO AND TRANSFERRED
- DISTRICTS
- BOUNDARIES
  - NUMBERS
- ROADS
- - - IMPROVED
  - UNIMPROVED

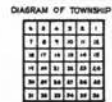
— Proposed boundaries.  
 ○ Proposed district centers.

# CIMARRON COUNTY

OKLAHOMA

## PROPOSED DISTRICT BOUNDARIES AND CENTERS

MAP I



STATE DEPARTMENT OF EDUCATION

A. L. CRABLE SUPERINTENDENT

935-936

Independent 2, Boise City, is located in the center of the county. Consolidated 1, Plainview, is in the southeastern part of the county, Consolidated 10, Felt, in the southwestern, Union Graded 1, Kenton, in the northwestern and Consolidated 11, Keyes, in the northeastern.

Boise City would extend north and south entirely across the county, using hard surfaced roads already established north and south, and east and west. This district would be made up of the following old districts: Independent 2, Consolidated 8, Consolidated 9, 14, 18, 43, and 23. The total area would be 502 square miles with a valuation of \$2,123,299 according to 1937 assessment. According to the 1937 enrollment there were 413 pupils available for the grades and 136 for high school, a total of 549. According to state schedule this would allow twelve teachers for the grades and five teachers for high school, a total of seventeen teachers. The teachers' salaries would be \$14,000, an allowance of more per teacher than under the old plan. In 1936-'37 the maintenance was \$4,325.04 for Boise City. The plant under the new set-up would be operated for \$4150. Transportation could be furnished by six buses, the longest route thirty miles, providing the driver lived at the end of the route, the largest load forty. Cimarron leases buses and drivers for an average of \$59.69 per month. Allowing \$70 per month for bus and driver, the cost would be \$3780 per year; but if \$4500 a year were allowed a surplus would be built up to buy district



Dist. U. G. 2



Dist. No. C. 3



C. 1 Plainview



Dist. No. 52



Dist. No. 59

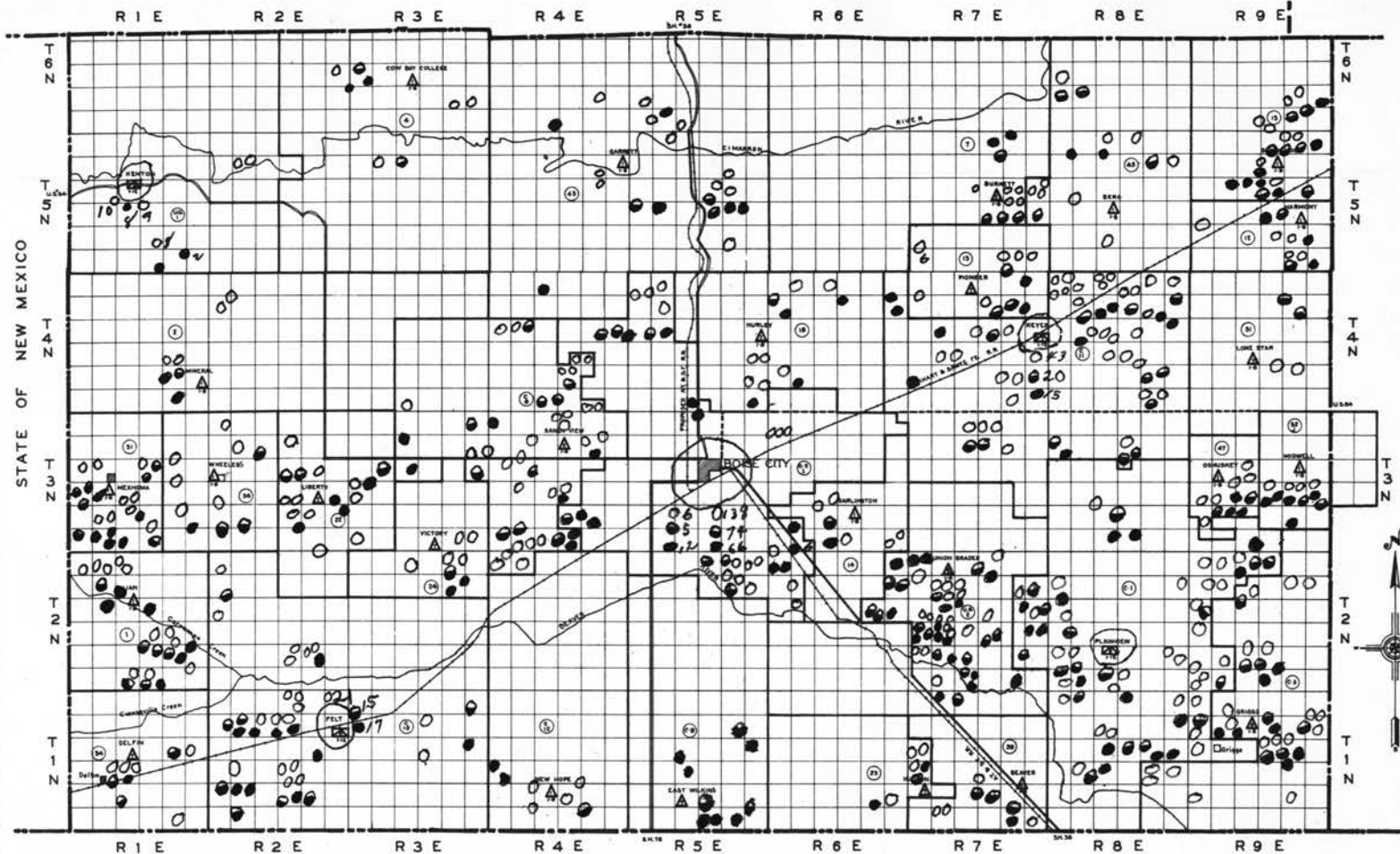


Dist. No. 47

owned buses, that would better meet state specifications. A total cost of \$22,650 per year would be required under the new plan.

Plainview would extend over the southeastern portion of the county, containing old districts Consolidated 1, Union Graded 2, Consolidated 3, 47 and 59. The total area would be  $297\frac{1}{2}$  square miles valued at \$1,078,709 as assessed in 1937. There were ninety-five pupils for grades and thirty-nine for high school, a total of 134 available by 1937 enrollment. The state schedule would allow four teachers for the grades and three for high school, a total of seven teachers. Teachers' salaries would be \$6375 (typical school of seven teachers in 1936-'37). An allowance of \$7000 would be made for teachers' salaries. The 1936-'37 maintenance of Plainview was \$1,102.85. The maintenance under the new plan would be allowed \$2000. Transportation could be furnished by four buses, the longest route twenty-five miles and a maximum load of thirty-five. With an allowance of \$70 per driver and bus, cost of transportation would be \$2520 per year. On the other hand if \$3000 a year is allowed a surplus would be built up to buy district owned buses, which could be operated more cheaply and would be better fitted to meet state requirements. The total operation cost as estimated would be \$12,000 a year.

Felt would extend over the southwestern part of the county, a total area of 383 square miles, a valuation as



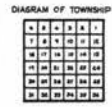
STATE OF NEW MEXICO

TEXAS CO.

STATE OF TEXAS

LEGEND

- SCHOOLS
- △ GRADES 1-8
- ▣ GRADES 7-12
- ▢ GRADES 1-12
- △ ▢ NEGRO AND TRANSFERRED
- DISTRICTS
- BOUNDARIES
- ② NUMBERS
- ROADS
- IMPROVED
- - - UNIMPROVED
- Age 6-11
- Age 12-14
- Age 15-17



# CIMARRON COUNTY

OKLAHOMA

LOCATION OF SCHOOL CHILDREN

MAP II

STATE DEPARTMENT OF EDUCATION

A. L. CRABLE SUPERINTENDENT

855-194

assessed in 1937 of \$1,420,154. It would contain old districts Consolidated 10, Consolidated 12, 1, 22, 24, 34, 36, and 51. The pupils available for the new district according to 1936-'37 enrollment would be 161 for grades and forty-three for high school, a total of 204. There would be four teachers for the grades and three for high school, a total of seven teachers. Teachers' salaries would be \$7000 as allowed Plainview. The maintenance for 1936-'37 was \$1,438.03; therefore, under the new plan, \$2000 would be allowed for maintenance. A total of five buses could furnish transportation without too long a route or too large a load. Seventy dollars was allowed for a bus and driver, making a total cost of \$3150. However, an allowance of \$3750 would be made to build up the surplus for buying district owned buses. The total would be \$12,500, estimated cost for operation.

Kenton would extend over the northwestern part of the county. It would consist of districts Union Graded 2, 2 and 4 with a total area of 281 square miles valued at \$186,788 as assessed in 1937. The available pupils according to 1936-'37 enrollment would be sixty-one in the grades and ten in high school, total of seventy-one. Two teachers would be used for the grades and one for the high school, a total of three teachers. The salary for teachers would be a maximum of \$2,500. The maintenance for 1936-'37 was \$508.49 including janitor's salary. Under the proposed plan \$600 would be allowed for maintenance. The transportation



Dist. No. 31



Dist. No. 13



C. 11 Keyes Grade



C. 11 Keyes H. S.



Dist. No. 45



Dist. No. 7



Dist. No. 10



Dist. No. 12

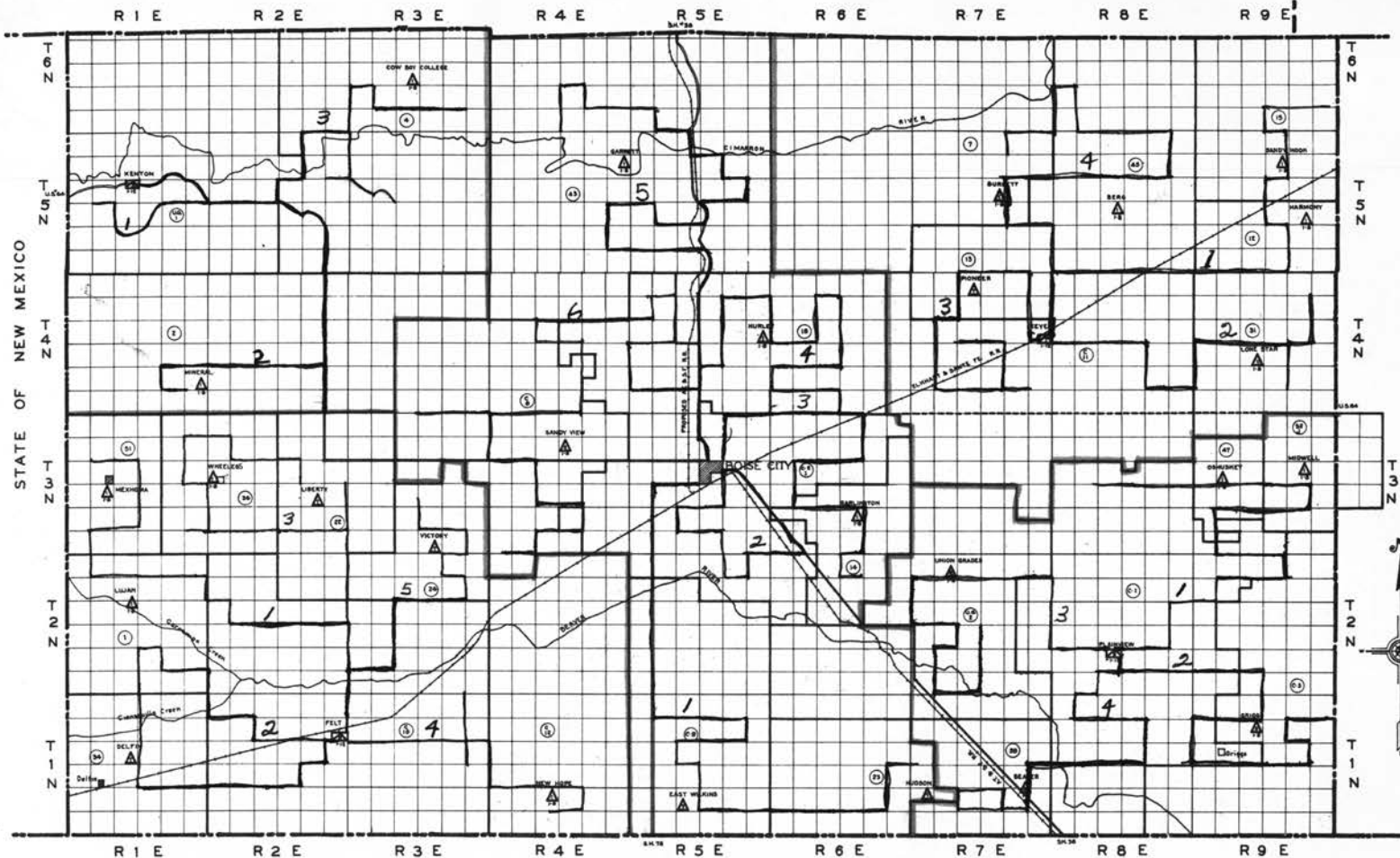
would be furnished by two cars and a bus. Allowing \$50 a month for each car and \$70 a month for the bus a total cost of \$1570 per year plus \$180 per year for purchasing buses would be allowed. Transportation would be \$1750 per year. The total estimated cost for operation would be \$4870.

Keyes would extend over the northeastern part of the county. It would have a total area of  $390\frac{1}{4}$  square miles and a total assessed valuation of \$1,530,936. Keyes would include old districts Consolidated 11, 7, 12, 13, 15, 31, 45, and 52. The enrollment would be 172 for the grades and forty-five for high school, a total of 217. With an allowance of eight teachers, the estimated salary, including janitors' hire, would be \$7500 per year. The maintenance for 1936-'37 was \$2,836.22 which was too high compared with other schools; therefore, an allowance of \$2500 would be made. The transportation would be furnished by four buses. Allowing the county average for bus and driver the cost would be \$2500. However, an allowance of \$3000 would be made. A surplus for buying buses owned by districts would be built up. A total of \$13,000 would be allowed as the estimated cost.

Under the proposed plan the estimated cost would be \$38,000 for teachers' salaries and \$11,250 for maintenance, a total operation cost of \$49,950. Transportation for the entire county would be furnished by twenty-two buses at a total cost of \$16,000. A total estimated cost of \$65,950



would be allowed for the five schools under the proposed plan.



TEXAS CO.



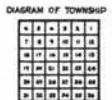
- LEGEND**
- SCHOOLS**
  - ▲ GRADES 1-8
  - ▣ GRADES 7-12
  - ▤ GRADES 1-12
  - ▲ ▴ NEGRO AND TRANSFERRED
  - DISTRICTS**
  - BOUNDARIES
  - ② NUMBERS
  - ROADS**
  - IMPROVED
  - - - UNIMPROVED
  - Bus routes.
  - - - Boundaries.

# CIMARRON COUNTY

OKLAHOMA

PROPOSED BUS ROUTES

MAP III



STATE DEPARTMENT OF EDUCATION  
 A. L. CRABLE SUPERINTENDENT  
 935-1934

## CHAPTER IV

## COMPARISON OF THE OLD AND THE NEW ORGANIZATION AND PLANT

The centers for the proposed units were selected because they would be suitable in location, and would have suitable grounds, buildings and equipment. All of them operate a four year high school and are large enough to take care of the additional enrollment that they would have under the proposed plan.

Boise City has two buildings, one for the grades and one for high school. The grade building is of brick with ten usable class rooms, a gymnasium and auditorium, toilets, supply room, and office space. The high school is a frame construction, with six available well equipped class rooms. Boise City has seven acres of ground with playground equipment, which makes it suitable for the proposed plan.

Plainview has one building of brick construction. This building with some reconstruction would furnish enough class rooms for the proposed plan. An additional structure for gymnasium and auditorium would be needed that could include some extra class rooms. The present equipment of all the districts used at this center would be sufficient.

Felt has a brick structure large enough to accommodate the additional enrollment. The building and equipment would be satisfactory for the proposed plan.

Kenton has a building that would accommodate the pupils under the proposed plan. Under this plan Mineral and Regnier

TABLE XI

## SCHOOL BUILDINGS AND SITES

District No.	Name	Type Const.	Grades Taught	Classrooms		Size	Suit- ability
				Total No.	No. Not in use.		
C -1	Plainview	M	1-12	9	4	3A	B
UG-1	Kenton	M	1-12	4	1	4A	B
C -2	Boise City						
	High School	F	9-12	6	0	2A	B
	Grade School	M	1-8	10	2	5A	A
C-10	Felt	M	1-12	9	1	6A	A
C-11	Keyes						
	High School	M	9-12	6	0	1/3 Blk.	A
	Grade School	M	1-8	4	0	1 Blk.	A

A - Is now suitable.

B - Can be made suitable.

M - Masonry walls.

F - Frame Construction.

would furnish enough additional equipment. Plans would be made to enlarge the building at a later date should there be a need due to the irrigation project in that section of the county.

Keyes has two buildings of brick construction with adequate playground and equipment to satisfactorily accommodate the additional students.

Only a very small building program would be needed. The present plants could be made to accommodate the added districts under the proposed plan. However, a small building program would be desirable.

In 1935-'36 the qualifications of teachers in one-teacher schools ranged from high-school graduates to those having 130 college hours, with teaching experience from none to thirty years. There was a total of eighteen teachers. Two had degrees. Their certificates ranged from County Third Grade to Life Elementary.

In 1936-'37 the qualifications of teachers in one-teacher schools ranged from forty to 124 college hours, only one out of nineteen had a degree. Certificates ranged from One-Year Elementary to Life Elementary.

In 1935-'36 the qualifications of teachers in two-teacher schools ranged from twenty-five to 128 college hours. Three out of six had degrees. Certificates ranged Second Grade to Life Elementary.

In 1936-'37 the qualifications of teachers in two-teacher schools ranged from twenty-five to 125 college



hours. One out of four had a degree. Certificates ranged from Third Grade to Life Elementary.

LIBRARY  
NOV 12 1938

In 1935-'36 reports show the qualifications of teachers in three-teacher to five-teacher schools ranging from sixty-four to 144 college hours. Six teachers out of eight had degrees. Certificates ranged from Second Grade to Life Elementary or Life High School.

During the year 1936-'37 the qualifications of teachers in schools with three to five teachers ranged from seventy to 146 college hours. Four teachers out of eight had degrees. Certificates ranged from Two-Year State to Life Elementary or Life High School.

During 1935-'36 the qualifications of teachers in schools with six to nine teachers ranged from sixty-seven to 160 college hours. Out of fifteen teachers ten had a bachelor's degree and one had a master's degree. The certificates ranged from One-Year State to Life Elementary or Life High School.

During 1936-'37 the qualifications of teachers in schools that had from six to nine teachers ranged from seventy-five to 180 college hours. Out of fourteen teachers eight had degrees. The certificates ranged from Five-Year State to Life Elementary or Life High School.

During 1935-'36 the qualifications of teachers in schools that had ten or more teachers ranged from sixty-two to 163 college hours. Six out of thirteen teachers had degrees. The certificates ranged from Two-Year to Life

TABLE XII

## TEACHER EXPERIENCE BY SIZE OF SCHOOL

1935-'36

Size of School	Years of Experience.....								AVE.
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6-9</u>	<u>10-19</u>	<u>20- More</u>	
One Teacher	3	2	-	4	1	4	2	1	6.2
Two Teacher	-	-	-	1	2	-	3	-	9.8
3-5 Teacher	1	1	-	-	-	1	3	1	10.7
6-9 Teacher	4	2	3	-	-	2	3	1	6.4
10 or More	<u>2</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>-</u>	<u>8.3</u>
Total Re- porting	10	6	4	5	4	10	16	3	7.7
Per Cent	17.2	10.3	6.9	8.7	6.9	17.2	27.6	5.2	100.0

1936-'37

One Teacher	8	1	-	3	2	4	1	-	4.1
Two Teacher	-	1	-	-	-	1	1	1	8.3
3-5 Teacher	-	3	-	-	1	2	-	2	6.0
6-9 Teacher	2	2	3	2	-	2	3	-	5.9
10 or More	<u>2</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>-</u>	<u>3</u>	<u>2</u>	<u>-</u>	<u>5.4</u>
Total Re- porting	11	10	5	6	3	12	7	2	5.5
Per Cent	18.8	17.1	8.6	10.3	5.2	20.6	12.0	3.4	100.0



TABLE XIII

## TEACHER EXPERIENCE

1935-'36

Experience	Number of Teachers			Per cent of Teachers		
	<u>1-8</u>	<u>9-12</u>	<u>Total</u>	<u>1-8</u>	<u>9-12</u>	<u>Total</u>
1 Year	8	2	10	13.8	3.4	17.2
2 Years	4	2	6	6.9	3.4	10.3
3 Years	2	2	4	3.5	3.4	6.9
4 Years	5	-	5	8.7	-	8.7
5 Years	4	-	4	6.9	-	6.9
6-9 Years	7	3	10	17.2	-	17.2
10-19 Years	13	3	16	22.4	5.2	27.6
20 Years or more	<u>2</u>	<u>1</u>	<u>3</u>	3.5	1.7	5.2
Total Reporting	45	13	58			
Average	7.7	7.5	7.6	82.9	17.1	100.0

1936-'37

1 Year	9	3	12	15.5	5.2	20.7
2 Years	7	3	10	12.0	5.2	17.2
3 Years	3	2	5	5.2	3.4	8.6
4 Years	5	1	6	8.6	1.8	10.4
5 Years	2	1	3	3.4	1.8	5.2
6-9 Years	10	1	11	17.1	1.8	18.9
10-19 Years	6	2	8	10.4	3.4	13.8
20 Years or More	<u>2</u>	<u>1</u>	<u>3</u>	3.4	1.8	5.2
Total Reporting	44	14	58			
Average	5.9	5.8	5.9	75.6	24.4	100.0

Elementary or Life High School. In 1936-'37 this school had teachers whose qualifications ranged from forty-eight to 173 college hours. Six out of thirteen teachers had degrees. The certificates ranged from Two-Year Elementary to Life Elementary or Life High School.

From these facts it is found that in general the teachers in the larger schools are better qualified than in the smaller ones. Under the proposed plan better qualifications could be required. The schools would be of sufficient size to get more teachers who have specialized in their fields.

Under the old plan Cimarron County employed fifty-eight teachers at a cost of \$45,514.14, an average annual salary of \$784.38. The proposed plan would use forty teachers at a cost of \$38,000, an average annual salary of \$950.

The old plan furnishes transportation for 395 pupils at a cost of \$15,653.78 in 1936-'37 which was a cost of \$39.62 per pupil per year. The proposed plan would furnish transportation for 558 pupils at a cost of \$16,000 which would be a cost of \$28.67 per pupil per year. Transportation would be furnished under the proposed plan for all pupils.

The maintenance under the old plan was \$11,585.28. Under the new plan it would be \$11,250. The total expense for operating the schools under the present system was \$72,753.20 while the estimated cost for the new plan would be \$65,050, a saving of \$7,703.20.

The proposed plan gives the advantage of district

owned buses, broader education, efficiency, transportation for all, and more specialized teachers.

TABLE XIV

## TOTAL EXPENSE

District		(1935-'36)	(1936-'37)
No.	Name		
1	Lujan	\$ 889.78	\$ 938.15
C -1	Plainview	6494.30	7845.91
UG-1	Kenton	2903.69	3955.02
2	Mineral	303.33	604.03
C -2	Boise City	19316.64	18903.54
UG-2	Union Graded	1775.24	1591.33
C -3	Griggs	2745.01	1907.93
4	Regnier	710.00	927.60
7	Burnett	864.96	794.19
C -8	Sandy View	2898.05	3106.32
C-10	Felt	7631.94	9087.03
C-11	Keyes	13932.62	11604.72
12	Harmony	778.51	791.22
C-12	New Hope	996.02	1048.10
14	Garlington	594.10	873.86
15	Sandy Hook	863.51	942.95
18	Hurley	701.47	925.50
22	Liberty	756.21	749.14
31	Lone Star	737.48	962.17
36	Wheless	667.91	727.68
43	Garrett	916.28	1451.04
45	Berg	976.70	979.80
47	Oshuskey	667.16	682.17
51	Mexhoma	743.63	753.58
52	Midwell	743.05	586.34
59	Beaver	888.98	860.69
TRANSFERS			
C -9	East Wilkins	1317.46	1133.46
13	Pioneer	1080.39	796.11
23	Hudson	759.92	649.17
24	Victory	217.12	797.58
34	Delfin	866.23	996.70
Total		\$ 75737.69	\$ 77973.53

## CHAPTER V

## A COMPARISON OF THE OLD AND NEW CURRICULUM

Under the old school system in Cimarron County the teachers in the one-teacher schools were rushed for time. Only the minimum state requirements were taught. It was not unusual for teachers to have less than ten minutes for each recitation. To relieve the situation a program known as "pupil-activity" was started, but that proved unsatisfactory. Many teachers combined their classes so that they could give more individual supervision. Each teacher was supposed to be qualified to teach all subjects; she had to be a "jack-of-all-trades".

"In the first place it is almost impossible to have teachers specialized in the various fields. A teacher in these schools would have to be an expert teacher in all the fundamental tool subjects, also of music, art and directed play activities. Needless to say, but very few such individuals are found employed in the small schools. The task of teaching a large number of subjects and a larger number of classes has the general effect of confining the elementary curriculum to the strictly subject matter courses."<sup>1</sup>

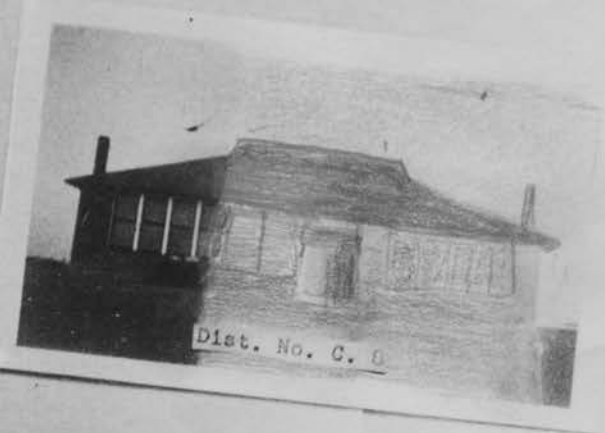
The two-teacher, three-teacher and five-teacher schools are not as restricted as are the one-teacher schools. A larger variation can be made with the additional teachers. More of the subjects known as "culture subjects" can be taught.

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1. W. C. Cook, An Administrative Survey of the Public Schools of Mercer County, West Virginia. Report of the Survey Commission, 1932, p. 331.



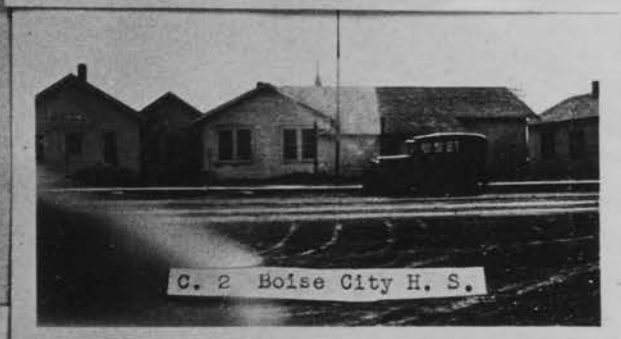
Dist. No. 18



Dist. No. C. 8



C. 2 Boise City, Grade



C. 2 Boise City H. S.



Dist. No. 43



Dist. No. 14

As the number of teachers is increased the more chance there is of an enriched curriculum. In a group of seven teachers a superintendent would have a chance to select more specialized teachers who would be better qualified to teach their line of work.

Under the proposed plan there would be offered to all students music, arts, physical education, agriculture, and home economics. Industrial arts would be taught to all grade and high school pupils who desired it. Vocational agriculture would be taught by three teachers, one teacher for Boise City, one for Keyes and Plainview, and one for Felt and Kenton. Their salaries would come from the extra money allowed on teachers' salaries.

Students in a one-teacher system miss the social part of school. They are more likely to develop into introverts. Under the new plan there would be more supervision and more social activities whereby all students would have a chance to develop a broad view. A study of individuals would give the teachers close connection with the pupils and their interests. All students would have advantage of a high school education.

"Prior to consolidation comparatively few eight-grade graduates entered high school. A thorough investigation of each of the townships show that for five years previous to consolidation the percent of eight-grade graduates to enter high school was as low as twenty-one percent in one township and as high as fifty percent in another, the average for the county being less than forty percent. Since consolidation the entire county has averaged more than ninety-three percent."<sup>2</sup>

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2. Greist, op. cit, pp. 7-8.





The physical education in small schools is very limited. Weather conditions is a large factor. Small schools use only games adapted to a mixed, all-age group. Due to limited playground equipment, all the students do not take part in extra-curricular activities.

Under the new plan supervised physical education would be given to help correct defects of all physical handicaps. Every student would be required to take the course. The students would be given a chance to take part in athletic contests if they desired.

The purpose of the new curriculum would be to give the student a wider range of courses so he might have more freedom in selecting his studies and have a broader education.

## CHAPTER VI

## SUMMARY AND CONCLUSION

The facts found in the preceding chapters show a saving in total expenses for the proposed plan of schools in Cimarron County, although more is allotted for the individual salary, supplies and upkeep. An average allowance of \$950 per teacher per year would be made under the proposed plan compared with \$784.38, the average under the present system. An average of \$165.62 more per teacher per year would give a chance to select more specialized teachers, which should result in better instruction. The total cost of teachers' salaries for 1936-'37 was ~~\$45,514.14~~ compared with ~~\$3800~~ under the proposed plan, a saving of \$7514.14.

In 1936-'37 the cost of transportation was \$15,653.78. Under the proposed plan it would be \$16,000. A small increase of \$346.22 would furnish transportation for 558 rural pupils compared with 395 pupils or 70% of the former. This would be a decrease of \$10.95 per pupil per year, a comparison of \$39.62 per pupil under the old plan with \$28.67 per pupil under the proposed plan. A fewer number of buses could haul all the pupils under the proposed plan, due to a change in routing which gives each bus a larger load, and a very small increase in mileage. The increased loads decrease the yearly cost per pupil.

More money for instructional supplies would be allowed

TABLE XV

## MONTHLY COST OF TEACHING PER PUPIL FOR EACH SCHOOL

1935-'36

<u>Dist. No.</u>	<u>Length of term.</u>	<u>Enrol.</u>	<u>A.D.A.</u>	<u>Annual Teachers' Salaries</u>	<u>Monthly Cost of Teaching Based on A. D. A.</u>
1	8	13	12.63	\$ 720.00	\$ 7.12
C -1	9	104	78.20	3052.64	4.34
UG-1	8	53	41.96	2505.69	7.46
2	4	4	3.87	280.00	13.09
C -2	9	432	358.90	11263.00	3.45
UG-2	8	29	25.54	1120.00	5.48
C -3	9	28	21.69	1130.00	5.78
4	8	6	5.12	640.00	15.62
7	9	8	6.16	585.00	11.87
C -8	8	47	38.81	1453.26	4.68
C -9	Transferred.				
C-10	8	122	99.13	4480.00	5.65
C-11	9	184	155.70	7666.51	5.40
12	8	11	7.69	600.00	9.75
C-12	8	6	5.32	680.00	15.97
13	Transferred.				
14	8	6	4.11	560.00	17.03
15	8	15	13.22	680.00	6.43
18	8	9	7.24	600.00	10.35
22	8	16	8.31	560.00	8.18
23	Transferred.				
24	Transferred.				
31	8	4	3.65	640.00	21.91
34	Transferred.				
36	8	14	10.47	600.00	7.16
43	8	13	10.91	779.16	8.91
45	8	13	9.29	680.00	9.15
47	8	8	7.87	520.00	8.38
51	8	22	17.63	636.00	4.51
52	8	6	4.26	600.00	17.60
59	9	4	3.80	810.00	23.69
Total			961.48	\$ 43841.26	

Average monthly cost per pupil.....\$ 5.59

TABLE XVI

## MONTHLY COST OF TEACHING PER PUPIL FOR EACH SCHOOL

1936-'37

<u>Dist. No.</u>	<u>Length of term.</u>	<u>Enrol.</u>	<u>A.D.A.</u>	<u>Annual Teachers' Salaries</u>	<u>Monthly Cost of Teaching Based on A.D.A.</u>
1	8	8	6.27	\$ 800.00	\$ 15.94
C -1	9	88	79.42	4780.00	6.68
UG-1	9	56	47.12	2610.00	6.15
2	8	3	2.98	560.00	23.49
C -2	9	463	350.26	11315.00	3.58
UG-2	8	17	15.10	1280.00	10.59
C -3	8	21	19.98	560.00	3.50
4	8	12	11.30	720.00	7.96
7	8	6	3.00	680.00	28.33
C -8	8	49	44.05	1480.00	4.20
C -9	Transferred.				
C-10	8	125	102.16	5637.00	6.88
C-11	9	167	130.97	5374.50	4.47
12	8	10	7.14	600.00	10.50
C-12	8	6	5.68	680.00	14.74
13	Transferred.				
14	8	8	8.00	680.00	10.62
15	8	12	11.17	600.00	6.71
18	9	8	5.61	720.00	14.26
22	8	7	5.60	600.00	13.39
23	Transferred.				
24	Transferred.				
31	8	6	3.91	680.00	21.73
34	Transferred.				
36	8	14	10.62	640.00	7.53
45	8	11	9.96	600.00	7.53
47	8	6	5.97	600.00	12.56
51	8	21	17.47	640.00	4.58
52	8	10	3.56	520.00	18.26
59	9	4	3.80	765.00	22.37
43	8	9	7.42	680.00	11.45
Total			918.52	\$ 44801.50	

Average monthly cost per pupil.....\$ 5.87

for the school centers. A total cost of \$11,585.28 for the thirty-one schools compared with \$11,250 for the five schools would be a saving of \$335.28. More instructional supplies would give the student advantage of better training and instruction.

The yearly cost of operating the schools for 1936-'37 was \$72,753.20. Under the new plan only \$65,250 would be needed, a saving of \$7,503.20 or 11.5% of the estimated cost under the proposed plan. The consolidation would save \$288.48 for each school closed. In a survey made by the United States Department of Interior a saving was found to be made by schools consolidating.

"Reports show reductions in cost when districts consolidate amounting to \$500 yearly per small school closed. It is estimated that savings in educational expenditure amounting to millions of dollars annually in a single state would result from the adoption of the county unit plan of school administration."<sup>1</sup>

Cimarron County during the year of 1936-'37 received \$15,753.67 in primary aid for twenty-nine schools, and \$4,619.42 in secondary aid for five schools, a total of \$20,373.09 in state aid. This was 28% of their expenditure. Therefore, there is a need for a reduction in expenditure which can be met by the proposed plan.

The larger schools can enrich the curriculum; it is more complex for small schools to teach even the minimum

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1. Timon Cover, Larger Units for Educational Administration, A Potential Economy, Pamphlet No. 45, February 1933, U. S. Department of Interior, p. 39.

requirements. The pupils under the proposed plan would have (1) a wider range of subject matter, (2) advantage of high school, (3) advantage of supervised corrective physical education, (4) music, (5) arts, (6) more social relationship, and (7) clean wholesome competition. These advantages alone would be enough to justify consolidation. If the pupil is going to stay on the farm all the increased knowledge gained in home economics, vocational agriculture, and industrial arts would be a great advantage; if he goes to some other field of work he could be prepared. A rounded curriculum has been planned to fit the needs of all pupils. Therefore, the proposed plan in addition to being more efficient gives the pupil mental, physical, and social advantages.

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