

FINANCIAL AND EDUCATIONAL COMPARISON
OF TWO ONE-ROOM SCHOOLS IN PAWNEE COUNTY
1922-1936 (INCLUSIVE)

FINANCIAL AND EDUCATIONAL COMPARISON OF
TWO ONE-ROOM SCHOOLS IN PAWNEE COUNTY

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JUL 17 1937

Arthur Clarence Brodell
Bachelor of Science
Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma
1929

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Oklahoma Agricultural and Mechanical College
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APPROVED:

C. L. Kezer

In Charge of Thesis

G. C. ...

Dean of School of Education

D. C. M. Tutosh

Dean of Graduate School

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Chapter I

Introduction

Importance of One-Room Schools. Seventeen per cent¹ of all the school children in the United States attend one-room schools. In 1930 there were 157,340¹ one-room schools in the forty-eight states. There were 3136² one-teacher schools in Oklahoma in 1930. Pawnee county had forty-two.³ It is important that this type of school be given consideration in our present day educational program. Every local district has its own problems to solve. But there are many principles in rural education that apply to all the schools. We need rural trained teachers, regular and efficient supervision, unselfish citizens to serve on school boards, and some plan to inform the patrons of school needs and educational standards.

Some consideration has been given by our leaders in education to the importance of the one-teacher school. More time and effort should be directed toward improving the rural school of today whether it is small or large.

The National Education Association realizes the value of the one-room school in an article published in

-
1. W. H. Gaumnitz, U. S. Bureau of Education Bulletin No. 34, 1930, p. 6.
 2. Brookings Institution, Bulletin, Organization and Administration of Oklahoma, 1935, p. 19.
 3. Oklahoma State Department of Education, Bulletin 110-A, 1930, p. 127.

1933. A few sentences from the article follow:

"We must not let the hope of future consolidation affect the educational welfare of the children now in the one-room schools. Furthermore, some of us are not yet convinced that in spite of the certain obvious advantages of the larger school, it is impossible under favorable conditions to make the one-teacher school an equally effective agency for the first six grades."⁴

The United States Bureau of Education has the following to say:

"Modern educational ideals are realizable even in one-teacher schools, given appropriate curricula, and equipment, teachers and terms such as are thought acceptable in standard schools of other types. Since we have some four and a half million children each year in one-teacher schools in the United States, and there are likely to continue to be millions in such schools for many years to come the demand that we leave no stone unturned to make the one-teacher school an efficient educational agency where and as long as we have it."⁵

U. J. Hoffman points out:

"Experience in conducting rural schools along progressive lines has demonstrated that they can be equal to the best. The great need is for teachers who have a clear understanding of the teaching and learning processes, and who possess the courage and initiative to break away from tradition and do what under the peculiar circumstances is reasonable."⁶

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4. J. E. Butterworth, Organization of Curriculum for One-Teacher Schools. N. E. A. Bulletin, February, 1933, Department of Rural Education, p. 4.
 5. F. W. Dunn, A Rural Curriculum, Rural School Leaflet No. 40, U. S. Bureau of Education, p. 4.
 6. U. J. Hoffman, Modernized Teaching in Rural Schools, p. 7.

It is to the interest of every citizen in the nation to support a program of progress in our rural schools. People in the United States are on the move. It is unusual for one to die in the same community where he was born. It is also rather unusual for one to live a natural span of years in a community where he received his education. The effects of an educational program of any community may be felt over the entire nation. Our schools help the homes and churches to produce good citizens or by neglect to produce the society parasites.

Educators will agree with the Sociologist on the following:

"Children are the most significant feature of rural families; in fact, they are the most distinguishing thing about rural society itself. The country produces children; the city consumes them."⁷

7. Brunner and Kalb, A Study of Rural Society, p. 27.

Results of Some Previous Studies of One-Room Schools

The country doctor has moved to town but we still have the country school teacher who would like to move into town. It is important to observe some information gathered from various studies throughout the nation concerning the rural teacher and his school. According to figures from the Bureau of Education the teacher of a one-room school has a term that averages 150 days.⁸ Practically all the larger schools have had a regular nine month term while some have had a term of ten months.

A great number of the teachers secure their first experience at expense of rural children in the one-room school. If the experience proves successful they generally secure a teaching position in a larger system. A few successful ones remain in the rural one-teacher school because of the missionary spirit or because the school is convenient to some other interests.

Thirty-seven per cent⁹ of the teachers in the one-room school have prepared for other fields of teaching.

Twenty-three and one-half per cent¹⁰ of all teachers of one-room schools are twenty years of age or younger.

8. W. H. Gaumnitz, Availability of Public-School Education in Rural Communities. U. S. Bulletin No. 34, 1930, p. 8.

9. Mabel Carney, Pre-Service Preparation of Rural Teachers. Teachers College Record, Nov. 1932, Vol. 34, p. 113.

10. Newton Edwards, Editorial Comment, Elementary School Journal, November, 1932, p. 173.

It is estimated that one-third¹¹ of the teachers of one-room schools leave each year for other fields of work and are succeeded by raw recruits.

No doubt the excessive turnover is due largely to the low salaries. In 1921-22 the average salary for a teacher of a one-room school was \$735, while the average salary of a teacher in the town school was \$1,140.¹² One cannot expect teachers to remain in the small rural school when salaries are better in the larger schools. Rural people work long hours and receive little remuneration for their labors. As a result they hesitate to pay suitable salaries to teachers. Too often rural teachers are employed because they are willing to teach for less money than other applicants. Other factors need be considered as suggested by Newbury:

"Farmers sometimes suppose that young men and women are fitted to teach because they have assimilated knowledge gained in high school. It is just as reasonable to assume that those who have eaten farm products are thereby fitted for farming as that those who have assimilated of high school grade are thereby fitted to teach. . . . The average farmer needs to understand that the imparting of knowledge and the shaping of the character of his children are tasks requiring skill."¹³

-
11. N. L. Sims, *Elements of Rural Sociology*, p. 488.
 12. *Ibid.*, p. 490.
 13. Maud C. Newbury, *Supervision of One-Teacher Schools*, U. S. Bureau of Education Bulletin No. 9, 1923, p. 3.

More is expected of the teacher in the rural one-room school than of teachers elsewhere. The duties of an executive, janitor, teacher, and social worker are all a part of his regular daily obligations. A detailed study of what is expected of rural teachers was made by Verne McGuffey, in which he concludes:

"We have evidently succeeded in pointing out some eighty or more activities which teachers of one-room schools must be prepared to undertake if they are to succeed. It is thus evident that on a least one-hundred of the items in our list there is general agreement among teachers themselves that the activity belongs to the job of the teacher in the one-room rural school."¹⁴

Excellent results cannot be expected from the small rural school with its short term and underpaid, inexperienced, youthful teachers. Yet we have evidence that favorable results are obtained in many instances. The eighth grade pupils from 135 consolidated schools were compared with similar pupils of 374 one-teacher schools in the subject of reading. These schools were selected from twenty states in the union. The study was made by Timon Covert¹⁵ who reached the following conclusion:

-
14. Verne McGuffey, Differences in the Activities of Teachers in One-Teacher Schools and of Grade Teachers in Cities, Contribution to Education No. 346, 1929, Teachers College, New York, p. 62.
 15. Timon Covert, Educational Achievements of One-Teacher and of Larger Rural Schools, U. S. Bureau of Education Bulletin No. 15, 1928, p. 4.

| | Rate | Comprehension |
|----------------------|-------|---------------|
| Consolidated Schools | 102.5 | 23.6 |
| One-Teacher Schools | 95.8 | 21.7 |

The consolidated schools show higher scores in both rate and comprehension. This is to be expected for in the eight years the larger schools probably had eight or nine months of school. However the difference is not great and the small rural schools compare favorably with the consolidated schools when we take into consideration the possible time allotted for class work by each.

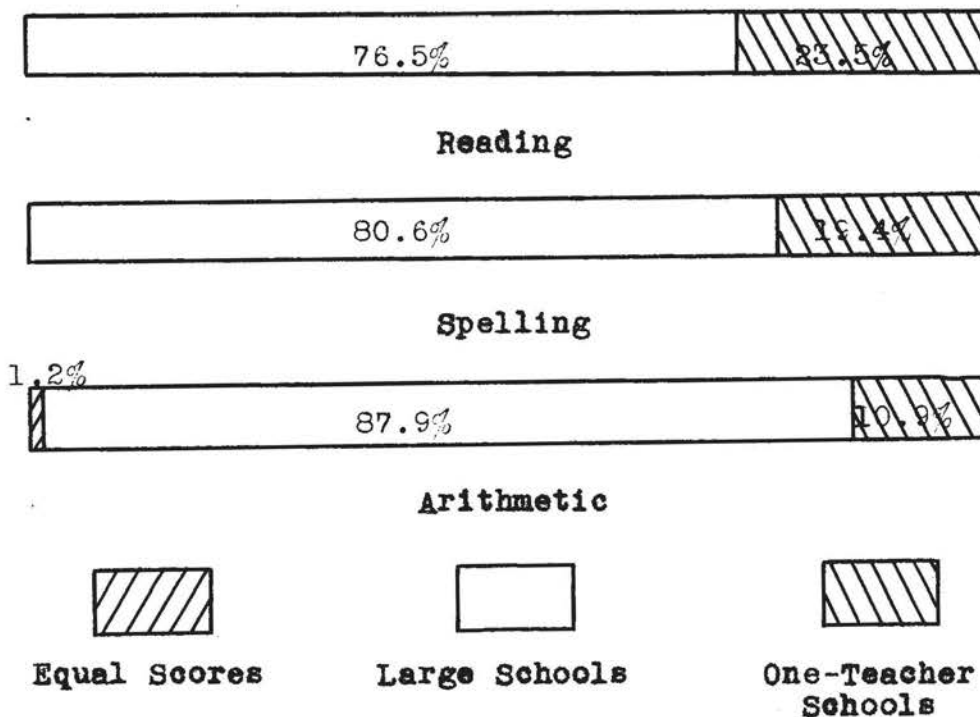
Another study by Timon Covert¹⁶ compares large and small schools from eight states in three basic subjects. From the bar graphs we observe that the one-teacher schools had 23½% of the high scores in reading, 10.7% of the high scores in arithmetic, and 19.4% of the high scores in spelling. This shows that some of the small rural schools are doing creditable work. No explanation is given by Timon Covert for excellent work in part of them, but it is probably due to more experienced and better qualified teachers.

On page six of the same bulletin¹⁷ the results of a study in Indiana is given. Graph No. 2 shows the results reached. A comparison of eighth grade pupils in all types of schools was made in the subject of reading.

16. Ibid., p. 21.

17. Ibid., p. 6.

Graph No. 1



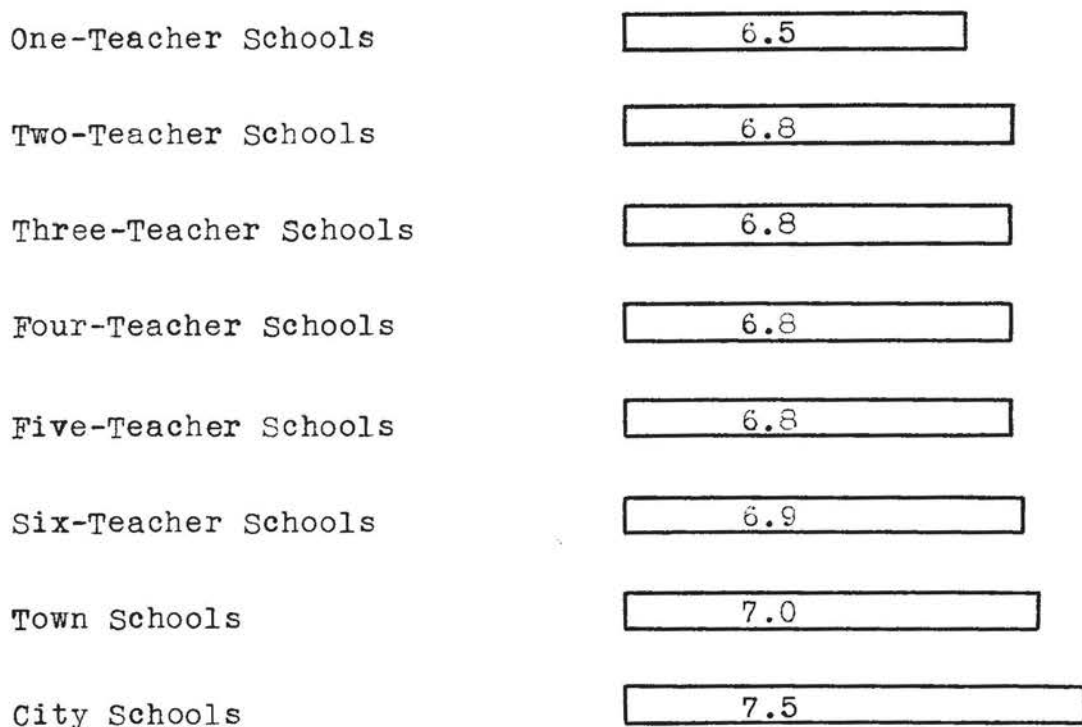
Comparison of Median Scores of Pupils in Large
and in Small Rural Schools in Eight States.

The results indicated that the larger the school the better the score. There was a difference of only one grade between the smallest rural school and the large city school. If we take into consideration the difference in school term, class periods, library facilities, leisure time, we should look for a wider margin than is shown.

A number of testing results from Oklahoma are given in the same bulletin.¹⁸ From the graphs we learn that

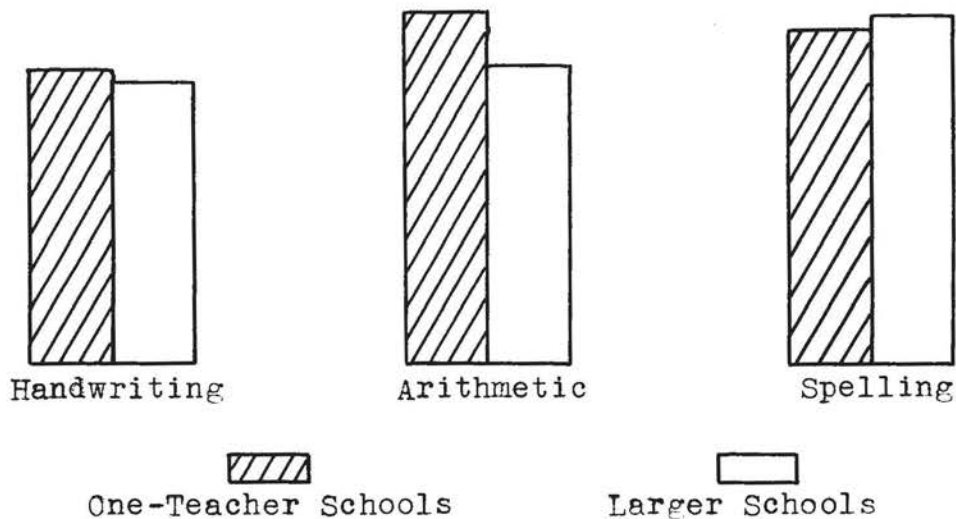
18. Ibid., pp. 10-14.

Graph No. 2



Grade Equivalent of Eighth Grade Pupils in
Reading Achievements from Indiana.

Graph No. 3



Eighth Grade Testing Results in Oklahoma

the one-teacher schools lead in arithmetic and handwriting. The larger schools are only 2.7 points ahead in spelling. Only the eighth grade pupils are included.

In 1927 the State Superintendent's office in Illinois¹⁹ prepared a worthwhile schedule for the one-teacher school. This program is given here with the hope it may be of value to teachers in our own state. The directed study feature and the combining of classes deserves special attention. There are two principal groups with four grades to each. The classes are combined frequently to save time. There is a definite duty for each pupil every minute of the day. All features of the school are included somewhere in the program.

19. F. G. Blair, Circular No. 219, Illinois State Department of Education, 1927, pp. 7-9.

Table I

Diagram of the Program for a One-Teacher School

Forenoon Program

| Begin. Time. | Subjects | Classes | Instruction-- class or directed study |
|--------------|---------------------------|------------|---|
| 8:45 : 15 | | | Greeting pupils |
| 9:00 : 10 | General | all | Singing, stories, reading, current events, nature study |
| 9:10 : 20 | Reading | 5, 6, 7, 8 | Directed study to class that will not have class at 10 o'clock |
| 9:30 : 30 | Reading | 1, 2, 3, 4 | 1 and 2, class instruction daily; 3 and 4, class or directed study |
| 10:00 : 15 | Reading | 5, 6, 7, 8 | Class instruction to those who did not receive directed study at 9:10 |
| 10:15 : 15 | Writing Spelling | all | Class instruction in each subject on alternate days |
| 10:30 : 10 | | all | Physical training and games |
| 10:40 : 20 | Arithmetic | 5, 6, 7, 8 | Class instruction to those that will not have class at 11:30 |
| 11:00 : 30 | Reading and Arithmetic | 1, 2, 3, 4 | 1 and 2 reading and numbers as desired; 3 and 4 class or directed study |
| 11:30 : 30 | Arithmetic | 5, 6, 7, 8 | Class instruction to those that did not have directed study at 10:40 |
| 12:00 : 45 | Noon Intermission | all | Lunch and organized play |

Table I (continued)

Afternoon Program for a One-Teacher School

| Begin Time | Subjects | Classes | Instruction-- class or directed study |
|------------|-------------------------------|------------|---|
| 12:45:20 | Grammar | 5, 6, 7, 8 | Directed study to those that will not have class at 1:30 |
| 1:05:10 | Reading and Language | 1, 2 | 1. Reading daily 2. Reading and language on alternate days |
| 1:15:15 | Language | 3, 4 | 3, 4 may be combined. If not combined, give directed study to each on alternate days. |
| 1:30:30 | Language and Grammar | 5, 6, 7, 8 | Class instruction to those that did not have directed study at 12:45 |
| 2:00:30 | Physiology and Civics | 5, 6, 7, 8 | A half year in each or on alternate days; class or directed study |
| 2:30:10 | Rest | all | Physical training and games |
| 2:40:20 | Construction and Nature Study | 1, 2, 3, 4 | 1, 2, construction work daily; 3, 4, nature study daily |
| 3:00:30 | History | 5, 6, 7, 8 | Classes to be combined. Have class or directed study as desired. |
| 3:30:30 | Geography | 5, 6, 7, 8 | Classes can be advantageously combined. Have class or directed study as desired. |
| 4:00: | Dismissal | | |

The one-room school has a definite function in our educational system. Many of our leading educators see its value and are giving considerable study to make them an efficient unit in the state and national programs. With all the handicaps of short terms, low salaried teachers, and poor equipment, the one-teacher schools are doing effective work in many parts of our country. This has been shown by testing programs throughout the nation. With special attention by many leading educators to daily programs, special training of rural teachers, and securing finances for a regular school term, we may expect to see the small rural school function more effectively in the future than it has in the past.

Origin of the Present Study

Since 1914 the writer has been directly associated with the schools of Pawnee County. He has had opportunity to observe the results of the different types of schools. There seemed to be little difference in the larger schools. But a great contrast was apparent in the results of some of the one-teacher schools. Two such schools in the east end of the county show decided differences in results in the number of eighth grade graduates. The schools are in adjoining districts between the Cimarron and Arkansas rivers and both are located in an agricultural section producing cotton, corn and legumes as the principal crops. From early childhood the writer has observed the results

of the two schools. He has often desired to know the real cause for the great difference. This desire has led to the present study.

Purpose

It is not the purpose of this study to justify the small rural schools. The writer believes in consolidation where local conditions permit this type of school organization.

First, one object of the study is to show that the one-room school can be efficient if it has the proper support of the patrons.

Second, the writer hopes to learn the real reason why one school succeeded in graduating more than six times as many from the eighth grade as the neighboring school.

Third, the writer hopes to offer some definite suggestions that will be helpful in making the one-room school more efficient.

The Scope of the Study

District 58 and District 59 in Pawnee County are compared financially and educationally for a period of fifteen years.

Data

The data were secured from county records at Pawnee, from the teachers of the one-room schools studied, and from the patrons of the two districts.

Chapter II

Description of the School Districts

People

In both districts we find practical farmers making up almost one hundred per cent of the population. There are no professional people living in either district. All residents of both districts are members of the white race and with one or two exceptions native born Americans.

The two districts are a part of the Cherokee Strip which was opened for settlement in 1893. Most of the original settlers have died or moved to other locations. In both districts we find a few people who have been residents since the year of the opening.

Area

The two districts are almost equal in area. District 58 has an area of 5.8 square miles and District 59 has an area of 5.6 square miles. This shows District 58 has around 120 acres more than District 59. For all practical purposes we think of the two districts as having the same area.

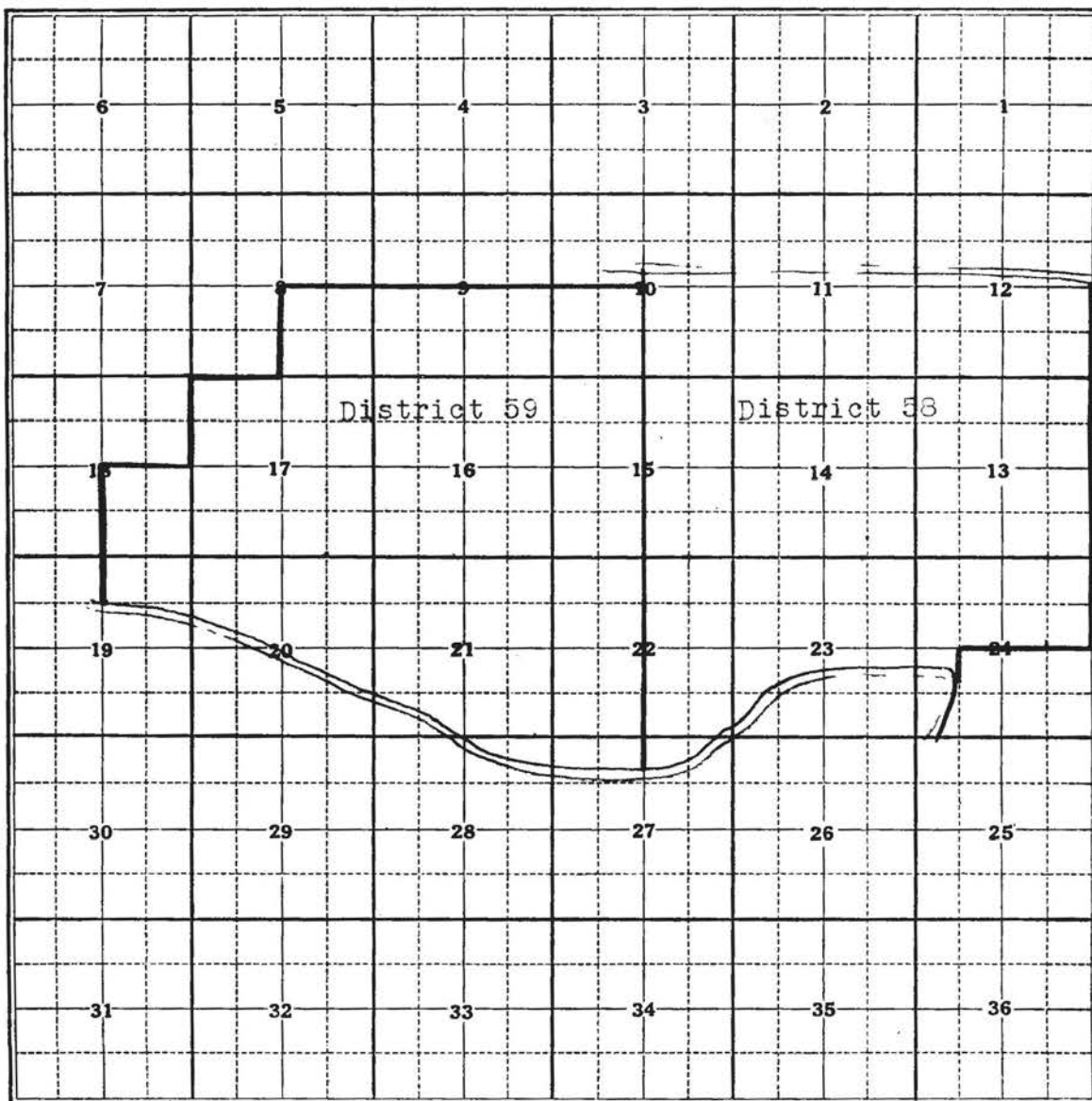
Location

Both districts are located in the east end of Pawnee County on Highway 64, Township 20, North; Range 9 East.

The Arkansas River is the boundary line on the north for District 58. The greater part of the north line of

Twp. 20 N., Range 9 E. Pawnee County, Oklahoma

FORM 106—Township Plat—In stock and for sale by Triangle Blue Print & Supply Co., Tulsa, Okla.



No. 1 Map

Location and Areas of the Two Districts

District 59 is within one-half mile of the same river. With the exception of a distance less than a mile, the Cimarron River is the south line for both districts.

Topography

A mountain-like ridge of hills rises abruptly from the narrow valley of the Arkansas River. The land then slopes gradually to the Cimarron River which is two and one-half to three miles farther south. The surface is uneven and broken by ridges and deep ravines due to erosion of the sandy soil.

Type of Farming

Cotton and corn have been the principal crops since the sod was broken for cultivation. Other crops include: fruits, sorghums, and legumes. Hogs, cattle and poultry are raised to some extent by most farmers. In general, the farmers have been fairly successful.

Chapter III

The Problem

Table II shows the number of pupils receiving eighth grade diplomas from 1922 to 1936 inclusive. The total for District 58 is six and the total for District 59 is thirty-eight. Only in three years out of the fifteen year period did the state grant diplomas to the pupils from District 58. In the same fifteen year period the state granted diplomas thirteen different years to pupils from District 59.

Table II

Number of Eighth Grade Pupils Receiving Diplomas

| | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 1926-27 | 1927-28 | 1928-29 | 1929-30 | 1930-31 | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | Totals | |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|----|
| District 58 | : | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | |
| District 59 | : | 2 | 5 | 4 | 1 | 3 | 0 | 2 | 1 | 3 | 2 | 1 | 7 | 5 | 2 | 0 | 38 |

Why, in the fifteen year period, did thirty-eight pupils in District 59 complete the state prescribed course of study for eighth grade pupils when only six in District 58 completed the course? In order to attempt a satisfactory explanation the writer has collected information from the county records, made an inventory of

the school equipment and supplies of each district, and secured other valuable information from the school patrons of the two districts.

Chapter IV

Tabulation and Analysis of Data

Location of Buildings

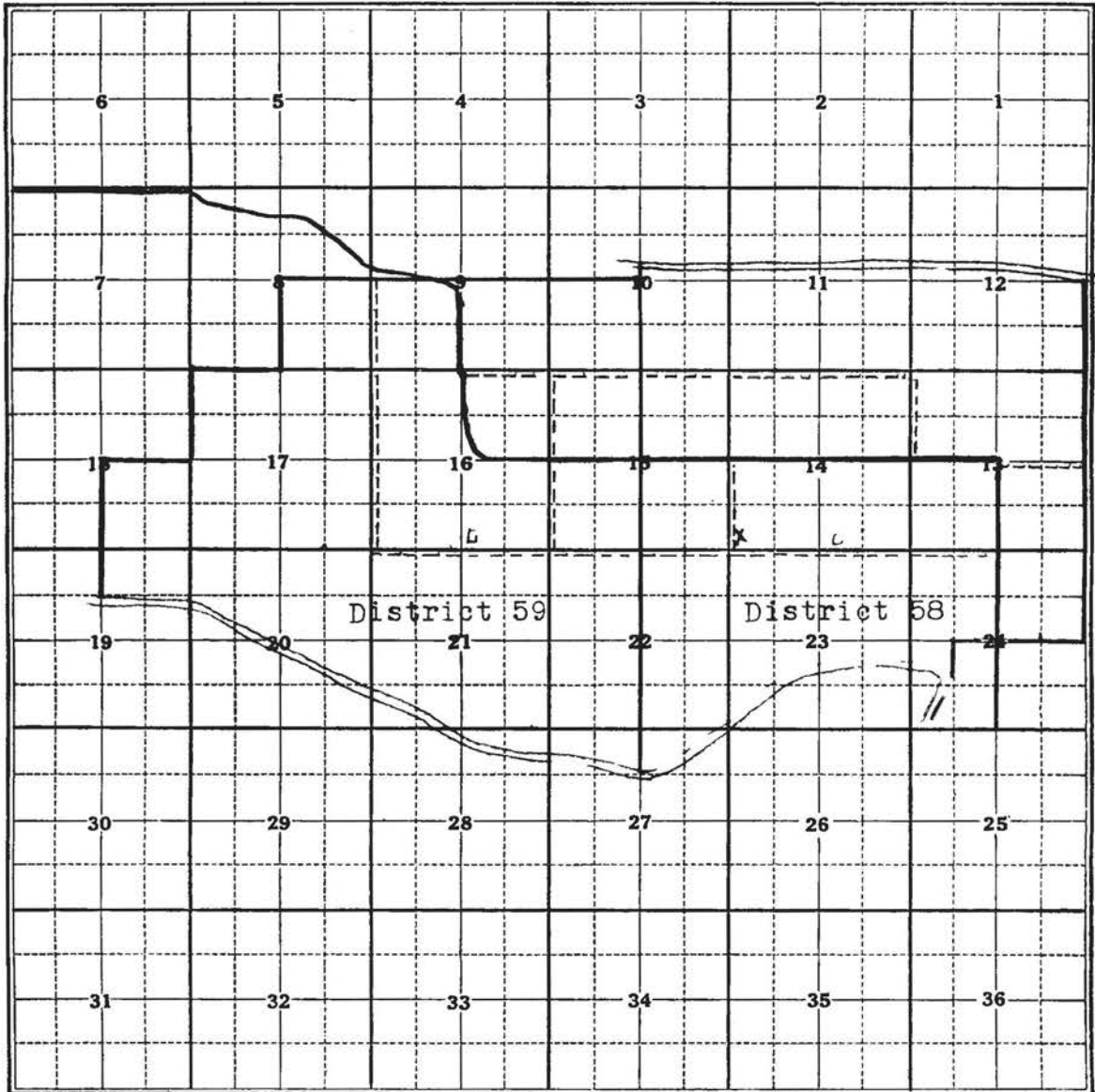
Each building is centrally located. There is no advantage in this respect to pupils of either district. A church building is located near the common boundary line. People from both districts can come to the place of worship conveniently.

Valuation

The assessed valuation of District 58 was highest in 1922 and lowest in 1935. There was a decline of \$79,281 in valuation or a drop of 61%. The highest valuation for District 59 was in 1923 and the lowest in 1935. The difference was \$57,540 or a 57% drop. District 58 had an assessed valuation of \$4021 to \$39,580 above District 59 during the fifteen years.

The table on valuation shows that District 58 was more able financially to support an efficient school than District 59.

FORM 106—Township Plat—In stock and for sale by Triangle Blue Print & Supply Co., Tulsa, Okla.



No. 2 Map

School Buildings
 Paved Highway, U.S. 64

Church
 Graded Roads

Location of School Buildings with Respect to
 Rural Church and Main Traveled Highways

Table III
Assessed Valuation

| School Term: | District 58: | District 59: | Difference |
|--------------|--------------|--------------|------------|
| 1921-22 | \$129,605 | \$95,865 | \$33,745 |
| 1922-23 | 129,610 | 90,930 | 39,580 |
| 1923-24 | 108,130 | 99,475 | 8,655 |
| 1924-25 | 104,915 | 97,105 | 7,810 |
| 1925-26 | 103,428 | 97,105 | 6,323 |
| 1926-27 | 101,884 | 96,762 | 5,122 |
| 1927-28 | 102,576 | 98,555 | 4,021 |
| 1928-29 | 103,428 | 94,670 | 8,758 |
| 1929-30 | 99,495 | 89,163 | 10,332 |
| 1930-31 | 94,566 | 90,164 | 4,402 |
| 1931-32 | 84,127 | 82,328 | 1,799 |
| 1932-33 | 66,133 | 54,247 | 11,886 |
| 1933-34 | 54,233 | 46,422 | 7,811 |
| 1934-35 | 56,242 | 47,365 | 8,877 |
| 1935-36 | 50,329 | 41,938 | 8,391 |

Table IV
General Fund Levies in Mills

| School Term: | District: | | Diff. in favor of | |
|--------------|-----------|------|-------------------|------|
| | 58 | 59 | 58 | 59 |
| 1921-22 | 5 | 5 | 0 | 0 |
| 1922-23 | 6.6 | 12 | | 5.4 |
| 1923-24 | 7 | 14.6 | | 7.6 |
| 1924-25 | 7.5 | 11.7 | | 4.2 |
| 1925-26 | 7.5 | 11.7 | | 4.2 |
| 1926-27 | 5.1 | 6.5 | | 1.4 |
| 1927-28 | 2.8 | 15 | | 12.2 |
| 1928-29 | 4.9 | 12 | | 7.1 |
| 1929-30 | 7.5 | 15 | | 7.5 |
| 1930-31 | 7.5 | 11.7 | | 4.2 |
| 1931-32 | 7.8 | 9.4 | | 1.6 |
| 1932-33 | 6.5 | 14 | | 7.5 |
| 1933-34 | 2.7 | 9.6 | | 6.9 |
| 1934-35 | 3.9 | 8.1 | | 4.2 |
| 1935-36 | 3.9 | 1.4 | 2.5 | |

General Fund Levies

The voters in District 59 voted higher levies thirteen different years than did the voters in District 58. One year the levies were the same. The last year of the study shows a higher levy for District 58. This is undoubtedly due to the Primary Aid Law. District 58 did not meet the state requirements for participation while District 59 received the benefits of the state money. Just once did District 58 vote more than half of limit permitted by law. District 59 voted above the halfway mark eleven different years.

The table on levies shows that voters in District 59 were more liberal in their support of the school. The voting of higher levies indicated they were thinking in terms of an effective program. It also indicates a better attitude toward school problems. In reading the table on levies one can imagine he hears the voters of District 58 talking high taxes and the voters of District 59 talking about teacher qualifications and more supplies for school.

The voting of the necessary levy to raise required money for school is an important factor in determining the results of school.

Votes on the Levy

There are no records showing number of votes on levy until 1930. Table V gives the number against the

levy and the number for the levy for a period of seven years. Even the low levies met strong opposition part of the time in District 58. Only one opposing vote was recorded in District 59 during the seven year period.

Table V plainly shows that District 58 has more voters opposed to spending money for schools. Good schools must have support, not opposition. The expressed opposition to the levy would be a factor in services expected by the school program.

Table V
Votes on the Levies

| Year | District 58 | | District 59 | |
|-------|-------------|---------|-------------|---------|
| | For | Against | For | Against |
| 1930 | 4 | 0 | 9 | 0 |
| 1931 | 9 | 7 | 10 | 0 |
| 1932 | 11 | 4 | 31 | 0 |
| 1933 | 27 | 0 | 20 | 0 |
| 1934 | 21 | 0 | 14 | 0 |
| 1935 | 12 | 0 | 19 | 1 |
| 1936 | 24 | 2 | 12 | 0 |
| Total | 108 | 13 | 115 | 1 |

Appropriations

Most of the money appropriated for schools during the fifteen year period came from the levy voted by the school patrons. From Table VI we observe that for fourteen years out of the fifteen, District 59 appropriated more money than District 58. The appropriation in District 58 exceeded the appropriation of District 59 for

the term of 1928-29. During the period of fifteen years District 59 appropriated \$5564 more than its neighboring district.

Since good schools cost more money than poor schools we conclude that the appropriations would be a deciding factor in determining the results.

Table VI
Appropriations

| School Term. | District: 58 | District: 59 | Diff. in favor of 58 | 59 |
|--------------|-----------------|-----------------|-------------------------|---------------|
| 1921-22 | \$ 996 | \$ 1561 | | \$ 565 |
| 1922-23 | 1200 | 1281 | | 81 |
| 1923-24 | 1300 | 1870 | | 570 |
| 1924-25 | 1136 | 1575 | | 439 |
| 1925-26 | 1404 | 1740 | | 336 |
| 1926-27 | 1443 | 2227 | | 784 |
| 1927-28 | 1145 | 1785 | | 640 |
| 1928-29 | 1860 | 1710 | 150 | |
| 1929-30 | 1068 | 1604 | | 536 |
| 1930-31 | 939 | 1530 | | 591 |
| 1931-32 | 975 | 1370 | | 395 |
| 1932-33 | 707 | 1016 | | 309 |
| 1933-34 | 523 | 750 | | 227 |
| 1934-35 | 630 | 837 | | 207 |
| 1935-36 | 755 | 809 | | 54 |
| Total | \$16081 | \$21665 | \$150 | \$5734 |

Length of Term

The length of term has been the same in both districts. Each district has voted only one term of nine months. All other terms have been eight months in length.

Table VII

Number of Months for Each Term

| School Term: | District 58 : | District 59 |
|--------------|---------------|-------------|
| 1921-22 | 8 | 8 |
| 1922-23 | 8 | 8 |
| 1923-24 | 8 | 8 |
| 1924-25 | 8 | 8 |
| 1925-26 | 8 | 8 |
| 1926-27 | 8 | 8 |
| 1927-28 | 8 | 9 |
| 1928-29 | 8 | 8 |
| 1929-30 | 8 | 8 |
| 1930-31 | 8 | 8 |
| 1931-32 | 9 | 8 |
| 1932-33 | 8 | 8 |
| 1933-34 | 8 | 8 |
| 1934-35 | 8 | 8 |
| 1935-36 | 8 | 8 |

Table VIII

Enumeration

| Year | District 58 | District 59 | Diff. in favor of 58 | Diff. in favor of 59 |
|---------|-------------|-------------|----------------------|----------------------|
| 1922 | 48 | 48 | 0 | 0 |
| 1923 | 67 | 48 | 19 | |
| 1924 | 62 | 65 | | 3 |
| 1925 | 57 | 52 | 5 | |
| 1926 | 38 | 53 | | 15 |
| 1927 | 68 | 66 | 2 | |
| 1928 | 58 | 70 | | 12 |
| 1929 | 61 | 60 | 1 | |
| 1930 | 53 | 58 | | 5 |
| 1931 | 60 | 64 | | 4 |
| 1932 | 64 | 62 | 2 | |
| 1933 | 59 | 61 | | 2 |
| 1934 | 58 | 58 | 0 | 0 |
| 1935 | 49 | 56 | | 7 |
| 1936 | 49 | 65 | | 16 |
| Average | 57 | 59 | | 2 |

Enumeration

Over the fifteen year period there is a difference of only two in the average number of pupils enumerated. Three different years show a wide margin in the enumeration figures. The wide range in each district is due to the high percentage of tenants. There was no difference two years, five years District 58 had the greater number, and eight years there were more in District 59.

The average difference of two is not sufficient margin to give District 59 any material advantage in the number of graduates from the eighth grade.

Enrollment

With both districts having practically the same enumeration, one would expect to find very little difference in the number enrolled. For some reason there is considerable difference in the enrollment when one takes into consideration the fifteen year period. Only one year do we find the enrollment the same, for three years District 58 had the greater number and District 59 had the greater number for eleven years. The table shows an average difference of thirteen for the time of study in favor of District 59.

Pupils cannot advance in school work while parents keep them away from their studies. The difference in enrollment would be an important element in determining the number of graduates.

Table IX
Enrollment

| School Term | District 58 | District 59 | Diff. in favor of 58 | Diff. in favor of 59 |
|-------------|-------------|-------------|----------------------|----------------------|
| 1921-22 | 65 | 58 | 7 | |
| 1922-23 | 30 | 60 | | 30 |
| 1923-24 | 53 | 59 | | 6 |
| 1924-25 | 42 | 55 | | 13 |
| 1925-26 | 66 | 71 | | 5 |
| 1926-27 | 17 | 63 | | 46 |
| 1927-28 | 26 | 75 | | 49 |
| 1928-29 | 30 | 59 | | 29 |
| 1929-30 | 53 | 55 | | 2 |
| 1930-31 | 56 | 54 | 2 | |
| 1931-32 | 43 | 55 | | 12 |
| 1932-33 | 45 | 45 | 0 | 0 |
| 1933-34 | 50 | 47 | 3 | |
| 1934-35 | 41 | 44 | | 3 |
| 1935-36 | 36 | 45 | | 9 |
| Average | 43 | 56 | | 13 |

Attendance

In Table X we find that there is a great variation in the average daily attendance. The range in District 58 is from eleven in 1927-28 to 30 in 1931-32. The attendance is below 25 for seven years and below 15 for three years. In District 59 the lowest is 20 and the highest is 37. Only one year did District 58 exceed District 59 in average daily attendance. Over the fifteen years there was an average difference of eight in favor of District 59. The average daily attendance is 38% of the average enumeration and 51% of the average enrollment for District

58. For District 59 the average daily attendance is 51% of the average enumeration and 53% of the average enrollment. The average enrollment is 75% of average enumeration in District 58 and 94% for the adjoining district.

We can readily see that the great difference in average daily attendance would affect the number of graduates from the eighth grade.

Table X
Average Daily Attendance

| School Term: | District: 58 | District: 59 | Diff. in favor of 58 | 59 |
|----------------|-----------------|-----------------|-------------------------|----------|
| 1921-22 | 28 | 37 | | 9 |
| 1922-23 | 28 | 37 | | 9 |
| 1923-24 | 13 | 34 | | 21 |
| 1924-25 | 13 | 27 | | 14 |
| 1925-26 | 26 | 34 | | 8 |
| 1926-27 | 26 | 34 | | 8 |
| 1927-28 | 11 | 33 | | 22 |
| 1928-29 | 19 | 20 | | 1 |
| 1929-30 | 20 | 30 | | 10 |
| 1930-31 | 27 | 30 | | 3 |
| 1931-32 | 30 | 29 | 1 | |
| 1932-33 | 22 | 28 | | 6 |
| 1933-34 | 34 | 29 | | 5 |
| 1934-35 | 27 | 30 | | 3 |
| 1935-36 | 27 | 31 | | 4 |
| Average | 22 | 30 | | 8 |

Tenure

Letters are used to designate the different teachers. During the fifteen year period District 59 employed eight teachers with average tenure of 1.9. District 58 employed seven teachers with an average tenure of 2.1. In this phase of the study the advantage is in favor of District 58.

Table XI
Teacher Tenure

| School Term: | District 58: | District 59 |
|--------------|--------------|-------------|
| 1921-22 | A | A |
| 1922-23 | B | A |
| 1923-24 | C | A |
| 1924-25 | C | A |
| 1925-26 | C | B |
| 1926-27 | C | B |
| 1927-28 | B | C |
| 1928-29 | B | B |
| 1929-30 | D | D |
| 1930-31 | D | E |
| 1931-32 | D | F |
| 1932-33 | E | G |
| 1933-34 | E | G |
| 1934-35 | F | G |
| 1935-36 | G | H |
| Average | : | : |
| Tenure | 2.1 | 1.9 |

Certification

It is important to secure rural teachers with the best possible qualifications. The many community duties and the regular school work tax the energy of the strongest. From Table XII we observe a great difference in the certificates of the teachers employed by the two districts. One has selected largely teachers with county certificates while the other, with two exceptions, preferred to choose teachers with state certificates. The teacher with poor qualifications is generally willing to teach for less money. From all indications District 58 employed teachers with the idea of saving a few tax dollars.

The better qualified teachers are more able to inspire the boys and girls to secure an education, they are more able to give the necessary guidance, and they are more capable to explain the daily problems. The certificates of teachers in District 59 indicate much better qualifications. In this respect District 59 had a decided advantage over District 58.

Salaries

The salary schedule was more regular and higher in District 59. From Table XIII one might conclude that the school board of District 58 made an effort some years to secure teachers who were willing to work for low

Table XII
Kind of Certificates

| School Term: | District 58 | : | District 59 |
|--------------|-----------------|---|-------------------|
| 1921-22 | : County First | : | : State Life |
| 1922-23 | : County Second | : | : State Life |
| 1923-24 | : County Second | : | : State Life |
| 1924-25 | : County Second | : | : State Life |
| 1925-26 | : County Second | : | : 2-year State |
| 1926-27 | : County Second | : | : 2-year State |
| 1927-28 | : County Second | : | : County First |
| 1928-29 | : County Second | : | : State Life |
| 1929-30 | : County First | : | : State Temporary |
| 1930-31 | : County Third | : | : County First |
| 1931-32 | : County Third | : | : State Life |
| 1932-33 | : State Life | : | : State Life |
| 1933-34 | : State Life | : | : State Life |
| 1934-35 | : County Third | : | : State Life |
| 1935-36 | : State Life | : | : State Life |

Table XIII

Salaries Paid During the Fifteen Year Period

| School Term: | District: 58 | : | District: 59 | : | Diff. in favor of 58 | : | 59 |
|--------------|-----------------|---|-----------------|---|-------------------------|---|---------|
| 1921-22 | : \$125 | : | : \$150 | : | : \$ | : | : \$ 25 |
| 1922-23 | : 125 | : | : 125 | : | : 0 | : | : 0 |
| 1923-24 | : 125 | : | : 125 | : | : 0 | : | : 0 |
| 1924-25 | : 100 | : | : 125 | : | : | : | : 25 |
| 1925-26 | : 100 | : | : 110 | : | : | : | : 10 |
| 1926-27 | : 100 | : | : 110 | : | : | : | : 10 |
| 1927-28 | : 100 | : | : 125 | : | : | : | : 25 |
| 1928-29 | : 100 | : | : 125 | : | : | : | : 25 |
| 1929-30 | : 115 | : | : 125 | : | : | : | : 10 |
| 1930-31 | : 115 | : | : 110 | : | : 5 | : | : |
| 1931-32 | : 100 | : | : 125 | : | : | : | : 25 |
| 1932-33 | : 50 | : | : 100 | : | : | : | : 50 |
| 1933-34 | : 55 | : | : 80 | : | : | : | : 25 |
| 1934-35 | : 65 | : | : 80 | : | : | : | : 15 |
| 1935-36 | : 80 | : | : 85 | : | : | : | : 5 |
| Average | : \$ 97 | : | : \$113 | : | : | : | : \$ 16 |

salaries. Every public servant can do and will do better work when well paid. Low salaries generally accompany poor educational qualifications, which in turn are likely to result in inefficient service.

Only one year out of the fifteen did District 58 pay the higher salary. The lowest salary paid by this district was \$50 per month and the highest was 125 dollars. The lowest salary in District 59 was \$80, and the highest was \$150.

There is not a great difference between the salaries paid by the two districts. The average monthly difference is sixteen dollars, not much, but probably sufficient to help make the difference between an efficient teacher and an inefficient one.

It is highly probable that the lower salaries paid by District 58 were an important element in bringing about the unfavorable results.

Taxable Property

The assessed value of public service property is practically the same for both districts. Real estate is the main source of ad valorem revenue. District 58 leads in both real estate and personal property. Neither district receives any material advantage from corporations.

Table XIV
Nature of Taxable Property for 1936

| | : Personal : Property : | Real Estate : | Public Service : | Total |
|--------------|----------------------------|------------------|---------------------|----------|
| District 58: | \$5,775 | \$37,008 | \$7,546 | \$50,329 |
| District 59: | 3,529 | 30,745 | 7,664 | 41,938 |

Mortgages

There are 3712 acres in District 58. Seventeen per cent is state school land. Thirty-six per cent is mortgaged. If we deduct the state land which cannot be mortgaged, the area mortgaged then becomes forty-three per cent.

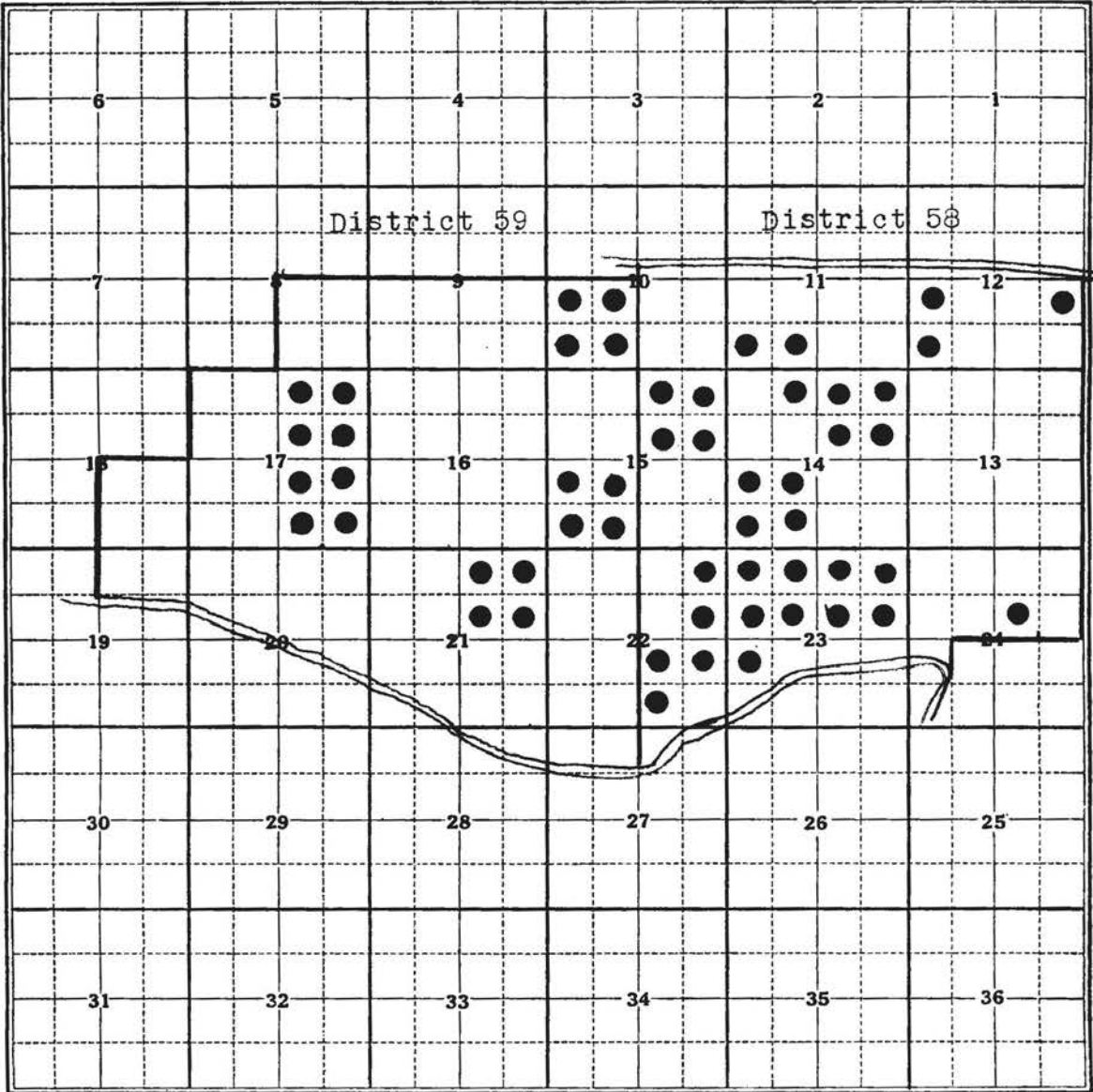
District 59 has 3584 acres. Eighteen per cent is school land. Twenty per cent is mortgaged or twenty-four per cent if the school land is deducted.

District 58 is greater by 128 acres and has 600 acres more mortgaged land.

Do people with mortgaged homes worry more about taxes than those with homes free from encumbrance? If they do, we may have one reason for the low appropriations in District 58. At least mortgages are not an advantage.

Twp. 20 N. Range 9 E. Pawnee County, Oklahoma

FORM 106—Township Plat—In stock and for sale by Triangle Blue Print & Supply Co., Tulsa, Okla.



No. 3 Map

Dots Indicate Mortgaged Land

Home Ownership

In discussing the number of home owners it might be well to define the term. Home, owner, according to interpretation in this study, is one who owns in fee simple or has an inherited interest in the land upon which he lives.

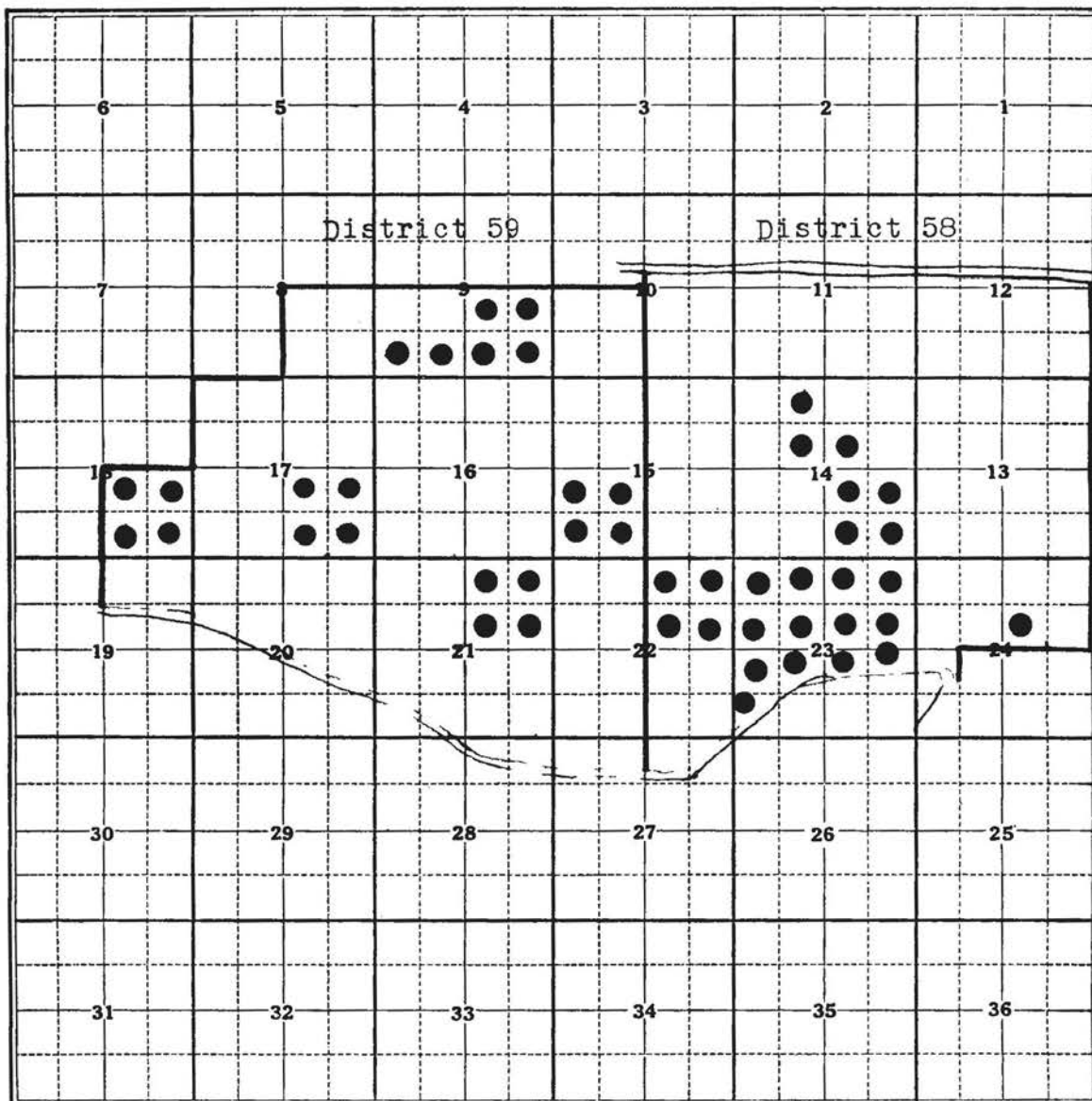
In District 58, 1240 acres out of 3712 are farmed by owners. This figures 33% for land owners and shows that 67% is farmed by tenants. Land owners in District 59 farm 880 acres in the 3584 or 25%, leaving 75% under control of tenants. The 1930 census²⁰ figures give the tenancy in Oklahoma as 61.5% and for Pawnee County 59.9%. Both districts have a high rate of tenancy.

District 59 has six families that live and own homes within the district and District 58 has fourteen such families. There are more than twice as many home owners in District 58 as in District 59. One would expect the community with the greater number of home owners to be the best supporters of good schools. The reverse happens to be true according to facts and conclusions of this study.

20. U. S. Census, 1930, Agriculture Volume 2, Table XII, p. 1357.

Twp. 20 N. Range 9 E. Pawnee County, Oklahoma

FORM 106—Township Plat—In stock and for sale by Triangle Blue Print & Supply Co., Tulsa, Okla.



No. 4 Map

Showing Home Ownership

Mortgaged Homesteads

In each district we find fifty per cent of home owners with property mortgaged. Three out of six in District 59 and seven out of fourteen in District 58 are the exact numbers. On a percentage basis neither community has the advantage.

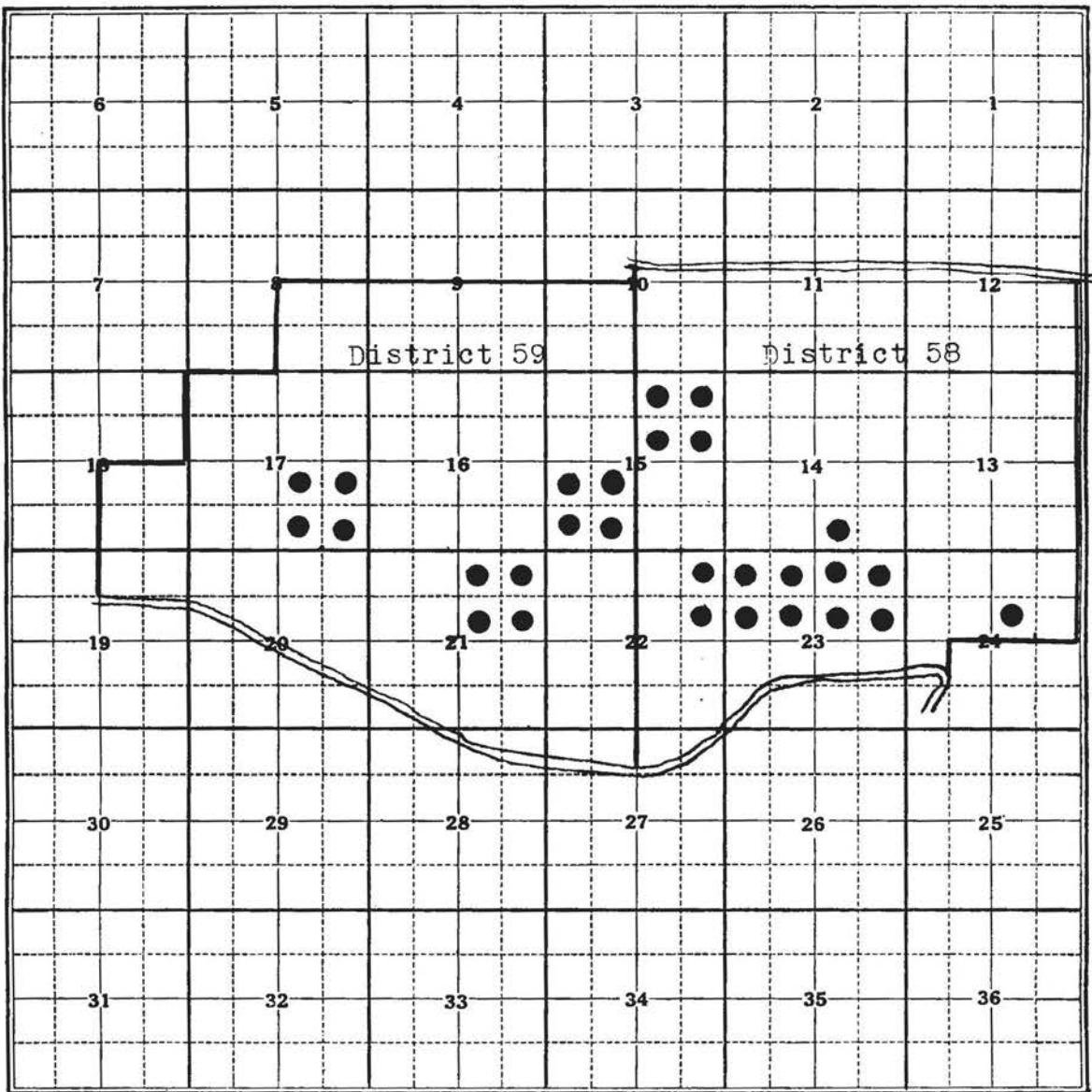
School Boards

Since our state laws give control of schools largely to local school boards, it is evident that the school will be, to a great extent, what the local school board desires it to be. From Table XV we learn that during the period covered by this study, District 58 had ten different school board members, seven of whom were land owners, all were married men, average tenure was 4.4 years, and the average estimated age was 48 years. During the same period District 59 had fifteen different board members, only three were land owners, fourteen were married men, one was a bachelor, the average tenure was three years, and the average estimated age was 42 years.

There are two important differences to consider in the information about school board members. First, the board members of District 58 were older. Older men, with children probably grown, are likely to take less interest in promoting the school than men with children in the school. It is also true that old men

Twp. 20 N. Range 9 E. Pawnee County, Oklahoma

FORM 106—Township Plat—In stock and for sale by Triangle Blue Print & Supply Co., Tulsa, Okla.



No. 5 Map

Showing Mortgaged Homesteads

should see the value of an education more fully than young men. It is likely that age of board members had a retarding influence on the school program in District 58.

The second important difference is the percentage of land owners. Seventy per cent were land owners in District 58 and twenty per cent in District 59. One would naturally think that resident property owners would support a better school program than tenants. This study shows the opposite to be true. With the larger percentage of home owners are associated the low levies and low appropriations. Considering the facts, it is easy to conclude that the land owning school board members of District 58 followed the policy of tax economy at the expense of offering the children of their district proper and possible school advantages. It is therefore evident that the attitude of the school board of District 58 was largely responsible for the type of school during the fifteen year period.

An explanation of the above condition may be found in the following quotation.

"The public schools belong to the American people and are supported by them. Their interest and their support will depend to a great extent upon the information which they possess as to the activities and needs of the public schools."²¹

21. Rollo G. Reynolds, Newspaper Publicity for Public Schools, p. 13.

Table XV--Part 1
 Data Concerning School Board Members
 District 59

| Members | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | Ave. |
|-----------------|----|----|----|----|----|----|----|-----|----|-----|----|----|----|----|----|------|
| Tenure | 2 | 1 | 1 | 3 | 2 | 9 | 3 | 6 | 3 | 3 | 3 | 5 | 1 | 2 | 1 | 3 |
| Marital Status | M | M | M | M | B | M | M | M | M | M | M | M | M | M | M | |
| Tenant or Owner | T | T | T | T | T | T | T | O | T | O | T | O | T | T | T | |
| Age--Estimated | 40 | 35 | 60 | 40 | 30 | 65 | 40 | 45 | 40 | 40 | 35 | 35 | 40 | 50 | 40 | 42 |
| Sex | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | |
| Land Mortgaged | | | | | | | | Yes | | Yes | | No | | | | |

Table XV--Part 2
Data Concerning School Board Members
District 58

| Members | A | B | C | D | E | F | G | H | I | J | Ave. |
|-----------------|----|----|----|----|----|-----|-----|-----|----|-----|------|
| Tenure | 1 | 1 | 12 | 1 | 3 | 4 | 8 | 10 | 3 | 1 | 4.4 |
| Marital Status | M | M | M | M | M | M | M | M | M | M | |
| Tenant or owner | T | T | 0 | T | 0 | 0 | 0 | 0 | 0 | 0 | |
| Age--Estimated | 35 | 50 | 70 | 50 | 40 | 50 | 50 | 40 | 45 | 50 | 48 |
| Sex | M | M | M | M | M | M | M | M | M | M | |
| Land Mortgaged | | | No | | No | Yes | Yes | Yes | No | Yes | |

District 58--Data

The figures of Table XVI show that there was no real reason for the extremely low average daily attendance which occurred three years. The enumeration and the enrollment were both fairly large during these three terms. It is likely the trouble was due to a "fight" on the teacher, as both teachers were local women.

Salaries as a rule have not been too low. The board has been inconsistent as to salaries and qualifications. The lowest salary was paid to a teacher with a life certificate. The year before the school board employed a teacher with a third grade county certificate

for twice the amount paid to the one with a state life certificate.

There was a sufficient number of children in the district and the length of term was satisfactory but the appropriations were too low to provide for anything except necessities. Very little money could have been spent for upkeep and needed supplies. From all indications the expenditure of a few more dollars to provide for helpful material could have changed the entire character of the school.

Table XVI
Data for District 58

| | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 1926-27 | 1927-28 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Valuation | \$129,605 | \$129,610 | \$108,130 | \$104,915 | \$103,428 | \$101,884 | \$102,576 |
| General Fund Levy | 5 | 6.6 | 7 | 7.5 | 7.5 | 5.1 | 2.8 |
| For the Levy | No Rec. | --- | --- | --- | --- | --- | --- |
| Against the Levy | No Rec. | --- | --- | --- | --- | --- | --- |
| Appropriations | \$ 996 | \$ 1200 | \$ 1300 | \$ 1136 | \$ 1404 | \$ 1443 | \$ 1145 |
| Length of Term | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Enumeration | 48 | 67 | 62 | 57 | 38 | 68 | 58 |
| Enrollment | 65 | 30 | 53 | 42 | 66 | 17 | 26 |
| Average Daily Att. | 28 | 28 | 13 | 13 | 26 | 26 | 11 |
| 8th Grade Graduates | 1 | 1 | 3 | 0 | 0 | 0 | 0 |
| Teacher | A | B | C | C | C | C | B |
| Certificate | C. 1st | C. 2nd | C. 2nd | C. 2nd | C. 2nd | C. 2nd | C. 2nd |
| Salary | \$125 | \$125 | \$125 | \$100 | \$100 | \$100 | \$100 |
| School Board | ABC | CDE | CEF | EFG | FGH | FGH | GHC |

Table XVI

Data for District 58 (Continued)

| | 1928-29 | 1929-30 | 1930-31 | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 |
|---------------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Valuation | \$103,428 | \$99,495 | \$94,556 | \$84,127 | \$66,133 | \$54,233 | \$56,242 | \$50,329 |
| General Fund Levy | 4.9 | 7.5 | 7.5 | 7.8 | 6.5 | 2.7 | 3.9 | 3.9 |
| Votes for the Levy | --- | --- | 4 | 9 | 11 | 27 | 21 | 12 |
| Against the Levy | --- | --- | 0 | 7 | 4 | 0 | 0 | 0 |
| Appropriations | \$1,860 | \$1,068 | \$ 939 | \$ 975 | \$ 707 | \$ 523 | \$ 630 | \$ 755 |
| Length of Term | 8 | 8 | 9 | 8 | 8 | 8 | 8 | 8 |
| Enumeration | 61 | 53 | 60 | 64 | 59 | 58 | 49 | 47 |
| Enrollment | 30 | 53 | 56 | 43 | 45 | 50 | 41 | 36 |
| Average Daily Att. | 19 | 20 | 27 | 30 | 22 | 24 | 27 | 27 |
| 8th Grade Graduates | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Teacher | B | D | D | D | E | E | F | G |
| Certificate | C. 2d | C. 1st | C. 3d | C. 3d | Life | Life | C. 3d | Life |
| Salary | \$ 100 | \$ 115 | \$ 115 | \$ 100 | \$ 50 | \$ 55 | \$ 65 | \$ 80 |
| School Board | GHC | GHC | GHC | GHC | HCI | HCI | HCI | HCJ |

District 59--Data

One is impressed by the high rate of the general fund levy which generally prevails. This indicates the people have been willing to exchange tax dollars for efficiency in the home school. The appropriations have been high enough to purchase material above the necessities of a one-room school.

One year the average daily attendance fell materially below the average for other years. That particular year the school board employed a teacher who had taught in the district previously but had been away for one term. In all probability the low average daily attendance was a direct result of the board's action in returning the old teacher. The patrons very likely expressed their resentment by keeping the children home.

The patrons and school board have proceeded effectively to secure favorable results. They have voted sufficient levies to raise necessary appropriations to employ well qualified teachers and to purchase useful supplies.

Table XVII

Data for District 59

| | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 1926-27 | 1927-28 |
|---------------------|----------|----------|----------|----------|-----------------|-----------------|----------|
| Valuation | \$95,865 | \$90,030 | \$99,475 | \$97,105 | \$97,105 | \$96,762 | \$98,555 |
| General Fund Levy | 5 | 12 | 14.6 | 11.7 | 11.7 | 6.5 | 15 |
| Votes for the Levy | No Rec. | --- | --- | --- | --- | --- | --- |
| Against the Levy | No Rec. | --- | --- | --- | --- | --- | --- |
| Appropriations | \$ 1561 | \$ 1281 | \$ 1870 | \$ 1575 | \$ 1740 | \$ 2227 | \$ 1785 |
| Length of Term | 8 | 8 | 8 | 8 | 8 | 8 | 9 |
| Enumeration | 48 | 48 | 65 | 52 | 53 | 66 | 70 |
| Enrollment | 58 | 60 | 59 | 55 | 71 | 63 | 75 |
| Average Daily Att. | 37 | 37 | 34 | 27 | 34 | 34 | 33 |
| 8th Grade Graduates | 0 | 0 | 4 | 1 | 3 | 0 | 2 |
| Teacher | A | A | A | A | B | B | C |
| Certificate | Life | Life | Life | Life | 2 Year State | 2 Year State | C. 1st |
| Salary | \$ 150 | \$ 125 | \$ 125 | \$ 125 | \$ 110 | \$ 110 | \$ 125 |
| School Board | ABC | ADE | DEF | DFG | FGH | GHI | HIJ |

Table XVII

Data for District 59 (Continued)

| | 1928-29 | 1929-30 | 1930-31 | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 |
|---------------------|----------|----------------|----------|----------|----------|----------|----------|----------|
| Valuation | \$94,670 | \$89,163 | \$90,164 | \$82,328 | \$54,247 | \$46,422 | \$47,365 | \$41,938 |
| General Fund Levy | 12 | 15 | 11.7 | 9.4 | 14 | 9.6 | 8.1 | 1.4 |
| Votes for the Levy | --- | --- | 9 | 10 | 31 | 20 | 14 | 19 |
| Against the Levy | --- | --- | 0 | 0 | 0 | 0 | 0 | 1 |
| Appropriations | \$ 1710 | \$ 1604 | \$ 1530 | \$ 1370 | \$ 1016 | \$ 750 | \$ 837 | \$ 809 |
| Length of Term | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Enumeration | 60 | 58 | 64 | 62 | 61 | 58 | 56 | 66 |
| Enrollment | 59 | 55 | 54 | 55 | 45 | 47 | 44 | 45 |
| Average Daily Att. | 20 | 30 | 30 | 29 | 28 | 29 | 30 | 31 |
| 8th Grade Graduates | 1 | 3 | 2 | 1 | 7 | 5 | 2 | 0 |
| Teacher | B | D | E | F | G | G | G | H |
| Certificate | Life | State Temp. | C. 1st | Life | Life | Life | Life | Life |
| Salary | \$ 125 | \$ 110 | \$ 125 | \$ 100 | \$ 100 | \$ 80 | \$ 80 | \$ 85 |
| School Board | HIJ | HJK | HKF | KFL | FLM | FLN | FLN | FLO |

Farm Tenure

One would expect Table XVIII to show greater tenure for District 58 because of the greater number of homesteads. However, the difference between the averages is negligible. This would prove that the tenants of District 58 move more frequently than do the tenants in District 59.

It is customary for tenants to move every January first or renew the old contract. A long term rental contract is rare in either district.

Generally we do not expect people who are frequently moving to be strong supporters of education. In District 59 we find most of the tenants actively supporting good schools.

One district has thirty-six families and one has twenty-seven. Fifteen families have lived in the two districts during the fifteen years. The long tenure within the district indicates the people have similar ideas in regard to school. The voting on the levy from year to year would lead one to believe the same.

Since there is little difference in tenure, it cannot be an important force in determining educational outcomes of the home school.

Table XVIII

Number of Families and Tenure

| Years | :1: | 2: | 3: | 4: | 5: | 6: | 7: | 8: | 9: | 10: | 11: | 12: | 13: | 14: | 15: | Total: | Ave. |
|-------------|-----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|--------|------|
| District 58 | 3: | 5: | 2: | 6: | 1: | 3: | 1: | 1: | 1: | 2: | 1: | 0: | 0: | 0: | 10: | 36 | 7.6 |
| District 59 | 0: | 4: | 2: | 3: | 4: | 3: | 1: | 1: | 0: | 2: | 1: | 0: | 0: | 1: | 5: | 27 | 7.3 |

Size of Families

It is generally argued that the small family has an educational advantage. No doubt the statement is true in most individual cases.

In this particular study we find the district with the largest number of children per family getting better results educationally. The numeration records of 1936 list twenty-two families with children of school age in District 58 and twenty-six in District 59. The average number of children per family is 2.1 and 2.5, respectively.

Table XIX

Number of Children per Family
from Enumeration List of 1936

| No. of Children | :1: | 2: | 3: | 4: | 5: | 6: | 7: | 8: | Total Families: | Total Children: | Ave. per Family |
|-----------------|-----|----|----|----|----|----|----|----|-----------------|-----------------|-----------------|
| District 58 | 8: | 8: | 3: | 2: | 0: | 1: | 0: | 0: | 22 | 47 | 2.1 |
| District 59 | 9: | 6: | 6: | 2: | 1: | 1: | 0: | 1: | 26 | 66 | 2.5 |

Home Factors

District 58 has thirty-six families, 61% have children in school, 88% of those at head of family are married, three families have radios, 61% subscribe for a daily paper, and 37% own automobiles.

District 59 has twenty-eight families, 92% have children in school, 85% of heads of families are married, two families own radios, 46% subscribe for a daily paper, and 35% own an automobile.

There is one telephone in each district. Both districts have the same number of widows, widowers, and bachelors. Thirty-three per cent of the families in District 58 have children that are too young or too old to attend school.

Daily papers should be a help. People who read them have more opportunity to know what other schools are doing. District 58 has an advantage on this point.

Neither school has an advantage as far as radios are concerned, as the number is too small to be considered.

The percentage of automobile owners is practically the same in both districts.

The real advantage for District 59 lies in the 92% of families with children of school age. We would expect the parents with children in school to be ready at all times to do all in their power to bring a good school to the home district.

Table XX
Home Factors

| | District 58 | | District 59 | |
|---|-------------|-----|-------------|-----|
| | No. | % | No. | % |
| Total Number of Families | 36 | 100 | 28 | 100 |
| Families with Children of School Age | 22 | 61 | 26 | 92 |
| Families with no Children of School Age | 12 | 33 | 1 | 3 |
| Head of Family Married | 32 | 88 | 24 | 85 |
| Head of Family--Widow | 2 | 5 | 2 | 7 |
| Head of Family--Widower | 1 | 2 | 1 | 3 |
| Bachelors | 1 | 2 | 1 | 3 |
| Families with Radios | 3 | 8 | 2 | 7 |
| Families with Telephones | 1 | 2 | 1 | 3 |
| Families with Daily Papers | 22 | 61 | 13 | 46 |
| Families with Automobiles | 14 | 37 | 10 | 35 |

Tests

The state accrediting tests were given each school three different years. District 59 was 9 points ahead the first year, four points the second, and both schools made the same score the third year.

Table XXI

Results of State Accredited Tests

| | 1933-34 | 1934-35 | 1935-36 |
|-------------|---------|---------|---------|
| District 58 | 24 | 31 | 31 |
| District 59 | 33 | 35 | 31 |

Club Activities

The 4-H club in District 59 won first honors in the county twice. The pupils of this district have taken part in a number of athletic contests for rural schools and have won first and second honors in the district on several occasions. The pupils in District 58 have not been trained in any outside activities.

Church

A church building is near the common boundary line. People from both districts attend the Sunday services which are held regularly.

Equipment and Supplies

The inventory of equipment and supplies shows the two districts have the same type of heating system. Both use ordinary large coal stoves located near the middle of the room. There is little or no difference in the condition of the teacher's desk, lunch cabinet, steel lockers, flag, charts, and school bell.

District 58 surpasses in the following:

1. Drinking water. The well with a pump is more satisfactory than the cistern in District 59.
2. Storm cellar. Within twenty feet and south of the building is a well-constructed place of refuge should a tornado visit the community during school hours. Since the two districts are in a section frequently visited by terrific wind storms it is wise to be prepared.

District 59 surpasses in the following:

1. Desks for pupils. Both buildings still have a few of the old style double desks. District 58 has 45 desks, 64% single, and District 59 has 52 desks with 80% of them single.
2. Blackboard. District 59 has 26 feet more blackboard space and the quality is much better.
3. Library. The present teacher of District 58 is serving his second term. He is doing everything in his power to lead the people of his district to see the value of a library in a schoolroom. A few suitable general reading books have been purchased. The only readable reference set has been used until it is no longer serviceable. There are two sets of encyclopedia too difficult for grade children. This district should buy readable and instructive books.

In District 59 we find more sets of reference books and all are suitable for a one-room rural school. There are more single volumes for general reading. The library is much better but more books should be purchased.

4. Supplementary readers. There are more sets and a greater number to the set in District 59.
5. Magazines. In District 59 the writer found late copies of two leading magazines which were suitable. There were no magazines in the neighboring school.
6. Maps. Both districts have sufficient maps. District 59 has more sets.
7. Globe.
8. Stage Curtain.
9. Pictures.
10. Playground equipment.
11. Primary table.
12. Piano.
13. Out-buildings.
14. Store-room.

Table XXII
Inventory of Equipment and Supplies

| | :District 58: | :District 59 |
|-------------------------------------|---------------|--------------|
| Number of double seats | : 16 | : 10 |
| Number of single seats | : 29 | : 42 |
| Blackboard | : 40 ft. | : 66 ft. |
| Condition of teacher's desk | : Fair | : Fair |
| Type of heating | : Coal stove: | Coal stove |
| Screened lunch cabinet | : yes | : yes |
| Steel locker | : yes | : yes |
| Supplementary reader sets | : 2 | : 3 |
| Suitable sets of reference books | : 1 | : 3 |
| Unsatisfactory reference book sets: | 2 | : 0 |
| Sets of maps | : 1 | : 3 |
| Suitable globe | : no | : yes |
| Charts | : 2 | : 2 |
| General library books | : poor | : fair |
| Primary table | : 0 | : 1 |
| Flag | : 1 | : 1 |
| Stage curtain | : none | : excellent |
| Suitable wall pictures | : 2 | : 6 |
| Thermometer | : 1 | : 1 |
| Worthwhile magazines | : 0 | : 2 |
| Store-room | : 0 | : 1 |
| Trophies | : 0 | : 2-4H |
| Hectograph | : 1 | : 0 |

Table XXII (Continued)

| | :District 58: | | District 59 | |
|---------------------------|---------------|-----------|-------------|---------|
| School Bell | : | 1 | : | 1 |
| Swings | : | 0 | : | 4 |
| Teeters | : | 3 | : | 0 |
| Basketball court--outdoor | : | no | : | yes |
| Storm cellar | : | good | : | none |
| Water supply | : | well | : | cistern |
| Piano | : | borrowed | : | owned |
| Out-buildings | : | unpainted | : | painted |

Grounds

District 59 has one and one-half acres for playground, a basketball court, swings, and room to play ball. District 58 has one acre for playground, teeters, and some room to play games. The arrangement, space, and equipment are in favor of District 59.

Buildings

The building in District 59 is 26 x 36 ft. with windows on the two sides.

The building in District 58 is 28 x 34 ft. with windows on right and back of children.

Both buildings have insufficient window space. The arrangement of windows is better for children in District 58. Both buildings have been painted recently.

District 58

District 59

Graduates

A large number of the graduates never attended school after completing the eighth grade course. They have not the advantage of a high school education but they have an advantage over the large number not completing the common school course. In most cases the parents did all they could. Many of the parents were tenants with large families.

Surely, the children receiving diplomas represent the more progressive type of each community. The children and parents who did not support the home school have been unfair to themselves. Youth is the opportune time for education. The parents should realize this more than the children. The unthinking parents are to blame when they vote to economize at the expense of education.

Only 20% of the 44 graduates have so far received high school diplomas. Others will receive them later as several are now enrolled. This will give them an added advantage over those not completing high school. An inspiration in the lower grades for more training no doubt was largely responsible for further preparation. Thus we see the value of ambitious parents and competent teachers.

Twelve out of the forty-four still live in the district where they received their eighth grade diplomas. Several of these will move elsewhere when homes are established, high school completed, or more favorable

positions open for them. One of the older boys has been a shoe builder in Washington, D. C. Another is a book-binder in San Francisco, California. Boys and girls alike have found their positions in many sections of the country. The one-room school helped those that labored therein.

Forty-five per cent of the forty-four have married. Their new homes will likely reflect their educational training. The new home builders will be better and more capable citizens as a result of efforts put forth in the old rural school.

With thirty-two more graduates, District 59 has done more for the citizens of the state and the nation.

Table XXIII
Present Data Concerning Graduates

| | : District 58 : | : District 59 : |
|-----------------------------------|-----------------|-----------------|
| Total Number of Graduates | 6 | 38 |
| Number of Boys | 3 | 14 |
| Number of Girls | 3 | 24 |
| Boys with High School Diplomas | 1 | 3 |
| Girls with High School Diplomas | 0 | 5 |
| Boys in College | 0 | 1 |
| Boys in High School, 1936-37 | 0 | 1 |
| Girls in High School, 1936-37 | 0 | 5 |
| Number of Boys Married | 3 | 5 |
| Number of Girls Married | 2 | 12 |
| Number of Boys Living in Town | 2 | 6 |
| Number of Boys Living in Country | 1 | 8 |
| Number of Girls Living in Town | 1 | 9 |
| Number of Girls Living in Country | 2 | 15 |
| Boys Living in Home District | 0 | 3 |
| Girls Living in Home District | 1 | 8 |

Chapter V
Summary and Conclusions

Table XXIV

Summary of Important Factors
District Checked (x) where Influence of Factor is Greatest

| | :District 58: | District 59 |
|----------------------------------|---------------|-------------|
| Number of Eighth Grade Graduates | : | x |
| Location of Building | : - | - |
| Valuation | : x | : |
| Support of Levy | : | x |
| Appropriations | : | x |
| Length of Term | : - | - |
| Enumeration | : - | - |
| Enrollment | : | x |
| Attendance | : | x |
| Teacher Tenure | : - | - |
| Teacher Qualifications | : | x |
| Salary | : | x |
| Public Service Tax | : - | - |
| Mortgages | : x | : |
| Homesteads | : x | : |
| Mortgaged Homesteads | : x | : |
| School Board Tenure | : x | : |
| Land-Ownng School Board | : x | : |
| Greater Age of School Board | : x | : |

Table XXIV (Continued)

| | : District 58 : | | : District 59 : | |
|----------------------------------|-----------------|---|-----------------|---|
| Farm Tenure | : | - | : | - |
| Number of Families | : | x | : | |
| Size of Families | : | | : | x |
| Families with School Children | : | | : | x |
| Families with no School Children | : | x | : | |
| Subscribers to Daily Paper | : | x | : | |
| Families with Radio | : | - | : | - |
| Families with Automobile | : | - | : | - |
| Results of Accredited Tests | : | | : | x |
| Club Activities | : | | : | x |
| Church | : | - | : | - |
| Physical Equipment | : | - | : | - |
| Library | : | | : | x |
| Instructional Supplies | : | | : | x |
| Playground | : | | : | x |

Summary

Thirty-five factors are listed in the above table. As far as the writer has been able to determine, ten have no important material influence on the results of this study. District 58 has been checked ten times and District 59 has been given fifteen checks. In most cases the checks indicate favorable influence. Some of the

factors checked show a retarding influence on the progress of the school.

The checks given District 59 are for the more vital factors in determining a successful school. These include number of graduates, appropriations, average daily attendance, teacher qualifications, salaries, number of families with children of school age, tests, clubs, library, instructional supplies, and playground facilities.

The favorable factors for District 58 are few in number. Valuation of taxable property, school board tenure, and number of subscribers for a daily paper are the only checks given this district that give any material advantage. The factors checked which indicate unfavorable influence include: mortgages, land owners, and number of families with no children of school age.

Conclusions

The problem of this study is: Why did District 59 graduate 38 pupils and District 58 only 6 pupils during the same period of time?

The findings of this study are based on the data obtained from the Pawnee County records, from inventories, and from inquiries. The conclusions follow:

- I. District 58 was more able financially to support a school.
 - a. The assessed valuation of taxable property was greater.

- II. The voters of District 58 emphasized economy.
 - a. They never voted a high levy.
 - b. Some even voted against the low levies.
 - c. Yearly appropriations were too low to provide for an effective program.

- III. The school board of District 58 stressed economy.
 - a. Salary contracts were extremely and unnecessarily low a part of the time.
 - b. They did not provide sufficient library funds.
 - c. They did not purchase needed instructional supplies.

- IV. The voters of District 59 were more liberal in their support of the local school.
 - a. Levies were higher.
 - b. Appropriations were larger.
 - c. Only one vote was recorded against the levies.

- V. The school board of District 59 aided materially in making an efficient school possible.
 - a. Well qualified teachers were generally selected.
 - b. They provided money for a library.
 - c. They provided money for instructional supplies.
 - d. They installed playground equipment.

- VI. Pupils in District 58 lacked interest.
 - a. Enumeration averaged 57
 - b. Enrollment averaged 43
 - c. Daily attendance averaged 22

- d. Only six completed the course.
- VII. Pupils in District 59 showed more interest.
- a. Enumeration averaged 59.
 - b. Enrollment averaged 56.
 - c. Attendance averaged 30.
 - d. Thirty-eight completed the course.
- VIII. There was a marked difference between qualifications of teachers.
- a. 80% of teaching period was by teachers with only county certificates in District 58.
 - b. In District 59, 86% of teaching period was by teachers with state certificates.
- IX. Tenants were better to support schools than landowners.
- a. 75% of the land in District 59 is farmed by tenants.
 - b. 67% of the land in District 58 is farmed by tenants.
 - c. 80% of school board members in District 59 were tenants.
 - d. 30% of school board members in District 58 were tenants.
- X. Finally:
- a. Fundamentally, the small number of eighth graduates in District 58 was due to the stressing of economy by the patrons of the district.
 - b. Better educational results were obtained in District 59 because the voters provided the school board with sufficient funds to employ well qualified teachers and to purchase important supplies.

Recommendations

1. The county or the state should inform the patrons as to the needs of a rural school.

2. Unselfish and patriotic people with knowledge of school costs should be selected to serve on the school board.

3. Enforce the state compulsory attendance law. The school is maintained to serve the children. Parents must send them to school.

4. Select well-trained teachers. They will cost more but their leadership is worth the difference.

5. Provide funds to purchase library books, instructional supplies, and playground material.

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