

PROPOSED PLAN FOR THE REORGANIZATION OF THE
SCHOOLS OF CREEK COUNTY, OKLAHOMA

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SCHOOLS OF CREEK COUNTY, OKLAHOMA

By

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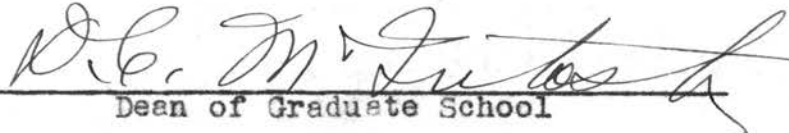
A P P R O V E D



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JOHN ERNEST COFFEY.

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CHAPTER I.
INTRODUCTION

Statement of the Problem:

The problem of this investigation is to submit a plan for the reorganization of the schools of Creek County, Oklahoma, in order that educational opportunities for the children of the entire county may be equalized and that they may be given better educational opportunities at a minimum of expense.

Justification of the Problem:

"A basic principle in American life is the providing of an adequate schooling for every child. This includes not only the elementary schools of the first eight grades, but also the high schools and colleges. Each state has endeavored more or less consistently to offer free schooling of an elementary, high school and college grade for every young person qualified to benefit by such schooling. The ideal has been expressed by the words, 'equality of educational opportunity for all'." (1)

If we could rank the problems facing public education, the lack of proper financing of schools would probably come first. It must be a matter of major importance with any state to educate its citizens if the democratic ideals are to be maintained, for "The state supports free public schools to perpetuate itself and to promote its own interests.

(1) Harper, Ford. "Educational Inequalities," the News of the Oklahoma Classroom Association, Vol. 2, page 1, February 7, 1935.

Education is, then, a long-term investment that the state may be a better place in which to make a living." (2)

"The state can make its contribution to the social and economic welfare in no better way than through education." (3) The coming generation will have such keen competition and conditions will be so changed that every child of today should have the best educational opportunities to fit him for living in a complex society. "The need for reorganization of the 4,934 school districts is about equal in importance to the finance problem of Oklahoma schools and is intimately related with them." (4)

"A still stronger case, however, for reorganization lies in the fact that small school units, particularly the small high schools, are very expensive. In Oklahoma in 1935, 62 per cent of the 864 high schools had less than one hundred in average daily attendance. In addition to this, adequate libraries, science rooms, special equipment, and special facilities of all kinds are impossible in these smaller schools. Adequate school buildings, centralized purchasing, and competent administration and supervision are nearly impossible in these small units." (5)

Before the schools in any county in Oklahoma can be

(2) Fifteenth Biennial Report Superintendent of Public Instruction of the State of Oklahoma. 1934. p. 8.

(3) Vaughan, John. "Immediate Educational Issues," The Oklahoma Teacher, March, 1934. p. 4.

(4) Pauly, F. R. "Financing the Schools of Oklahoma." The School Executive, February, 1936. p. 213.

(5) Ibid. p. 214.

reorganized it will be necessary for the statutes to be amended. It is hoped that this study and other studies of a similar nature will, in measure, convince the general public that the boys and girls of this state are deserving of more equal educational opportunities and that a more desirable organization will be developed.

The information in this study may be of value to the federal government which is at this time making a survey of the entire state with the objective of recommending a plan for the reorganization of the schools of the state. The writer will benefit very materially for his efforts in collecting and organizing the data necessary for this study.

Limitations of the Problem:

This study will deal only with the white separate schools of Creek County. Attention will be given (1) to the present plans of reorganization in the county, (2) to the description of a plan of organization for the county that will be administratively feasible and that will equalize the educational opportunities within the county, (3) to the re-districting of the present school districts, and (4) to the probable cost of the new units.

Sources of Data:

The data for this study were collected from the offices of the County Superintendent of Public Instruction, from the offices of the County Clerk and from the Annual Report of the State Superintendent of Public Instruction.

The secondary data were obtained from the reading of professional books, theses, periodicals and bulletins that pertain to the subject. Most of the secondary sources consulted for this thesis have been used in order that a more intelligent opinion could be had concerning the present districts and the suggested new districts.

Method of Procedure:

The problem selected comes from the writer's experience of teaching in the County for a number of years and of realizing the obvious need for the reorganization of the schools of the County.

A study of the organization, administration and costs of the schools in Creek County will be made in the second chapter.

Use is made of tables, graphs and maps to show that educational inequalities exist and that there is a definite need for a reorganization program in the County. The various plans of organization used in the various states will be shown in order that trends of reorganization may be exemplified.

A resume of the trends in educational organization will be presented in Chapter II. The literature written by the best thinkers of our time on school organization will also be reviewed in this chapter. It will be possible to determine from this literature just what constitutes an ideal situation.

In Chapter III will be found a proposed plan for the

organization of the schools of this County that will in a measure furnish equal educational opportunities to all. The estimated cost of operation of the new organization will also be found in Chapter III.

Chapter IV will include the conclusions and recommendations that come as a result of this study.

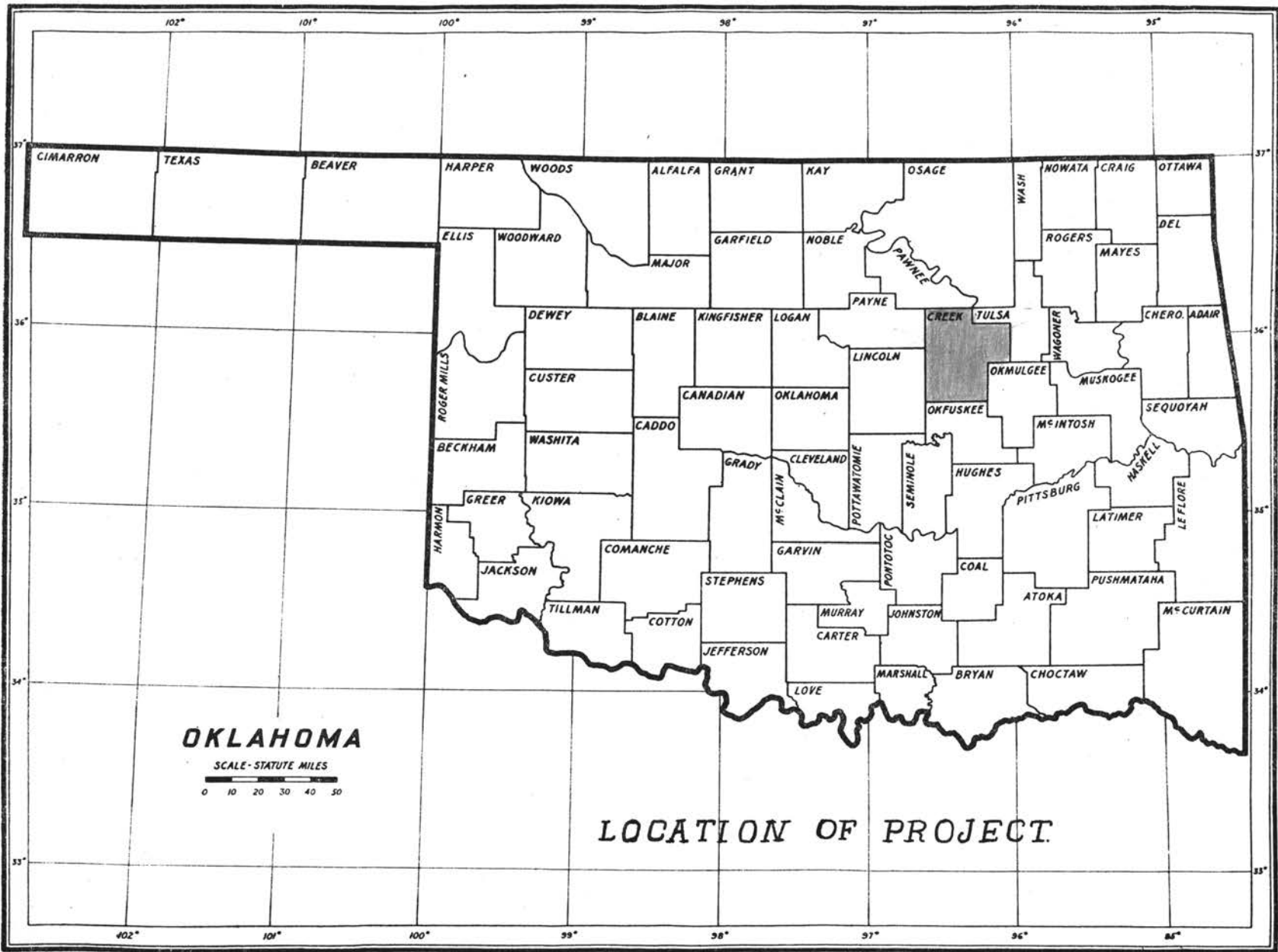
The following table shows the average number of administrative units, school board members, and teaching positions per state, classified by the prevailing type of unit, which is a justification of the county-unit plan. It will also include a map of Oklahoma showing the location of this project in the state.

AVERAGE NUMBER OF ADMINISTRATIVE UNITS, SCHOOL BOARD MEMBERS AND TEACHING POSITIONS
PER STATE, CLASSIFIED BY PREVAILING TYPE OF UNIT (6)

TYPE OF UNIT PREVAILING	AVERAGE NUMBER OF AD- MINISTRATION UNITS PER STATE	AVERAGE AREA IN SQUARE MILES PER STATE	AVERAGE NUMBER OF SCHOOL BOARD MEMBERS PER STATE	AVERAGE NUMBER OF TEACHING POSITIONS PER STATE	AVERAGE NUMBER OF TEACHING POSITIONS PER UNIT
State (one state, Delaware) (7)	15	131	65	1,420	95
County (11 states)	145	377	760	13,412	93
Town or Township (10 states)	629	28	2,810	17,243	27
District (26 states)	4,590	18	15,904	19,931	5
Average, includ- ing all types for United States 666	2,651	23	8.937	17,497	7

(6) Deffinbaugh, Walter S. and Covert, Timon. "School Administrative Units"
Pamphlet No. 34. United States Office of Education, Washington, D.C. January,
1933. pp. 4-5.

(7) Includes city of Wilmington and thirteen special districts.



CHAPTER II.

History of Creek County, Oklahoma

Creek County is located in the land granted to the Creeks by the Federal Government in 1833. At the same time an agreement was reached whereby the Seminoles were to occupy this land jointly with the Creeks. In 1834 Congress created the Indian Territory and set it aside as a home for the Indian tribes desiring to make settlement. In 1851 a patent to this land was issued the Creeks by the Federal Government. (14)

Then came the agitation for the admission of the Indian Territory and finally Congress passed the Enabling Act and it was signed by the President June 14, 1906. (15) This act provided for the admission of Oklahoma Territory and Indian Territory as one state.

The Territory continued under the Creek tribal government located at Okmulgee until the convention for drafting a constitution as called for in the terms of the Enabling Act was called. (16) The Constitutional Convention met at Guthrie, November 20, 1906 with William H. Murray as president. In this convention it was first proposed to call this county Moman in honor of Moman Pruett at that time an outstanding attorney residing in Oklahoma City. Because of a

(14) Buck, Solon J. "The Settlement of Oklahoma". In Transactions of the Wisconsin Academy of Science, Arts and Letters. Vol. XV, Part II, p. 324-335.

(15) Thoburn, Joseph B. and Holcomb, Isaac M. "A History of Oklahoma". 1908. p. 208.

(16) Ibid. p. 208-209.

dispute in the Constitutional Convention, the name was changed to Creek County in honor of the Creek Indians.

Creek County has an area of 902 square miles. It is approximately 125 miles East and North of Oklahoma City, the state capitol and is located in the central part of Oklahoma. Sapulpa is the county seat. The county was the scene of the first important oil development in the state and was made famous by Robert Galbreath's bringing in the famous Glenn Pool gusher. Much of the county is rough and rolling and about ten per cent of the total area is timbered. There has been a slight decline in the volume of the oil output in recent years with the result that more attention is being given to the development of the agricultural resources of the county. (17) (18)

(17) Oklahoma Almanac for 1930. Published by Oklahoma Publishing Company. p. 141.

(18) Oklahoma Red Book. W. B. Richards, Vol. II. p. 473.

Present Organization of the Schools of Creek County

The schools of the state are controlled by the State Department of Education, the State Board of Education, and several boards of control for higher institutions. The State Superintendent of Public Instruction is the head of the State Department of Education and the executive officer of the State Board of Education.

The common schools of Creek County are administered by a county superintendent and eleven city superintendents who work under the general direction of the State Superintendent.

The common schools of Creek County include all public schools for the pupils from the kindergarten to the twelfth grade.

The districts come under two general classifications; independent and dependent. Each independent district is governed by a Board of Education. At the head of each independent district school there is a city superintendent, who is employed by the Board of Education. The schools of the independent districts are in cities or incorporated towns. The high schools in each of the independent districts are fully accredited for four years of secondary training.

The dependent districts are supervised by the County Superintendent. Many of them maintain fully accredited high schools but are not independent because they are not located in an incorporated city or town. The dependent districts are each under the general direction of a local school board composed of three members elected by the district at their

annual school meeting. There are eleven independent districts in Creek County located in the following towns or cities; Sapulpa, Bristow, Drumright, Oilton, Shamrock, Mounds, Kiefer, Slick, Depew, Mannford, and Kelleyville. There are fifty-seven dependent districts. Of this number three are consolidated districts, four are union graded and the remainder are one, two, three or four teacher schools. There is a total of sixty-eight white school districts in Creek County.

Educational Inequalities of the County

Under the present system of district financed and administered schools, uniformity of educational opportunity is impossible to maintain.

These inequalities are fostered by certain conditions. Perhaps the most important is that of unequal distribution of wealth. The per capita assessed valuation is a fair index of the distribution of wealth in the different districts of the county. The figures which follow are based on the average daily attendance of the districts rather than the total enrollment as this is usually a fairer means of distribution. Recognizing this fact the state distributes its funds on the basis of average daily attendance rather than total enrollment or the enumeration of the districts which is taken over each year.

The distribution of wealth in the different districts has a wide variation as the accompanying tables will show. The dependent and the independent districts are listed in separate tables. In the dependent districts the highest per capita wealth is to be found in the Mills Chapel District, No. 47. It is twenty thousand, seven hundred seventeen dollars and ten cents. The lowest per capita is to be found District No. 60. It is five hundred eighty-seven dollars and sixty-three cents. The per capita assessed valuation in Mills Chapel District is forty times as great as in the consolidated District No. 60.

In the independent districts there is also a wide variation in the per capita assessed valuation. Mounds, District

No. 5 has a per capita assessed valuation of two thousand three hundred eighty-six dollars and eighty-seven cents. The lowest assessed valuation in the independent districts is to be found in Oilton, District No. 20. The per capita assessed valuation in this district is five hundred ninety-four dollars and eighty-seven cents. This means that a pupil residing in the Mounds district has four times as much assessed valuation as does the pupil residing in the Oilton district.

The state has, in a limited manner, attempted to solve this situation by the distribution of secondary aid to those districts unable otherwise to support an adequate school.

These figures are not an absolute guide as to the ability of a district to support an adequate school system which will meet its needs. Taxes, as a rule, are not paid on property which does not net a fair gain on the investment. There are tax sales of property on which taxes have not been paid in the county at regular intervals.

In such counties as Creek County, where there is a considerable output of oil, a wide variation will be found in the collection of taxes. If there is a slump in oil production, the value of the property used by the oil companies will have a corresponding slump. However, this is not the chief loss. Failure on the part of property owners in the affected areas to pay taxes has, in part, caused a shortage of funds.

The Slick School district, according to the record in the County Superintendent's office, has an assessed valuation in 1935-1936 of one hundred eighty-eight thousand, six hundred and twenty-two dollars, yet the district at the time it

built its present school plant voted bonds to the amount of one hundred and fifty thousand dollars.

It is interesting to examine the table showing the index of educational effort put forth by each district. This is obtained by taking the per capita cost in a district and dividing it by the per capita valuation which enables us to make a comparison of what the districts are doing in proportion to their ability. The schools are ranked on this basis. The index of educational effort of Slick is .0708 which is the highest rank for the independent districts, while .0218 represents that of Oilton, the lowest.

In other words, Slick is making three times as much effort to support an efficient school system as is the city of Sapulpa.

In the dependent districts an even wider range may be noted. At the top of the list is Model District No. 60, with an index of .0641, while at the bottom of the list is Model No. 63 with an index of .0040. District No. 60 is putting forth fifteen times the effort of district No. 63 to obtain an adequate school system.

It will be noted that there is a wide variation in the per capita cost. This is obtained by dividing the total warrant expenditures for the year 1935-1936 by the average daily attendance.

Mills Chapel has a per capita cost of one hundred forty-eight dollars, while the per capita cost in the McClintock District No. 11 is twenty-five dollars and sixty-one cents.

Obviously, in this type of district organization, there

are almost unlimited financial irregularities.

The school organization under the present system offers a varying scale as to teaching load in both independent and dependent districts. The teaching load in high school for the independent districts is 21.1. The highest pupil-teacher load for high school in the independent districts is 38.6 while the lowest is 17.6. In the dependent districts offering high school work the average is 17.7. The highest is 22 and the lowest is 7.5. The average pupil-teacher load for the independent districts in the grades is 30.8. The highest is 36.7 and the lowest is 24.9. In the dependent districts the pupil-teacher load average for the grades is 25.5. The highest is 44.5 and the lowest is 6. It may be noted that there are 19 schools with a pupil-teacher load below 20. In the dependent districts there is not a school with just one teacher to the grade and there are a total of 18 schools attempting to teach the eight elementary grades with only one teacher.

Another inequality under the present system is that of administration. Three of the present independent districts, Sapulpa, Bristow and Drumright have superintendents who do not have to carry any teaching load and can devote their full time to supervision. They likewise have high school principals who are free to give their full attention or practically full attention to supervision. In the remaining sixty-five units the superintendents or principals either do full or part-time teaching and have little time for supervision of the program.

Literature Defending the County Unit Plan of Organization:

The great variety of types of school district organization to be found throughout the country and even within the same state is the result of expediency rather than carefully developed plans and principles. These varied organizations are examples of the fact that the states have left the formation of local districts to local control and have built up a patch-work of administration that is extremely difficult to analyze.

Engelhardt and Zeigel have the following to say concerning the chaotic formation of local units of control. (1)

"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

(1) Engelhardt, Fred, Zeigel, W. H., Proctor, W. M. and Mayo, S. S. "District Organization and Secondary Education." U. S. Office of Education Bulletin No. 17, Washington, D. C. 1932. p. 76.

for their local application but must find their solution through studying them in relationship to the state as a whole."

An example of the multiplicity of school districts is afforded by Iowa where there are eleven distinct types of school districts, all but two of which are corporate in character. School townships, rural independent districts and county high schools are all under the supervision of the county superintendent, but each has its own individual board of control. All other types are independent of county supervision. (2)

Another example of the confusion in the variety of school districts was found in Arkansas prior to 1931. In this state there were seven different kinds of school districts:

1. The common school district with three directors.
2. The special or single school district in an incorporated town or city, with six directors.
3. Special school districts, erected by act of the legislature, which could have any number of directors, and could possess any kind of powers granted in the act creating the district.
4. The rural special district having six directors, and formed from the territory of one or more common school districts other than incorporated towns and cities.

(2) Johnson, Lester O. "Corporate and Other Subdivisions of the State as Organized for Control." Administration and Supervision of Schools. Unpublished Master's Thesis, University of Minnesota, 1930. pp. 83-84.

5. Consolidated school districts organized from the territory of one or more districts under six directors.
6. Districts formed by the consolidation of territory from two or more counties.
7. A county unit district. (3)

Discussing this situation, Howard A. Dawson lists the following devices to remedy the situation:

1. Making the state the unit.
2. Making the county the unit.
3. Making the township the unit.
4. Consolidating small units.
5. Superimposing high school districts over the small elementary school districts.
6. Establishing county high schools.
7. Providing tuition, transportation, and dormitories.
8. Superimposing administrative and supervisory services through some larger unit such as the county, the supervisory district, or the state.

He then offers the following comment: "Of these devices, Only the organization of the county as the administration unit has resulted generally in units of standard size. Much of the present chaotic condition in the organization of local administrative units results from a mistaken idea of home rule or local autonomy which has resulted in a much higher

(3) Dawson, Howard A. and Little, Harry A. "Financial and Administrative needs of Public Schools of Arkansas. Vol. I, Chapter V.

degree of centralization of authority than would result from adequate local units." (4)

"In states that use the county as the school district there is an average of 145 districts as compared with 625 districts in states where the district conforms to the town or township, and 4,590 districts in states where the common school district prevails. In other words, in the states that use the common school district as the administrative unit there is an average of seven times as many districts as in the town or township states, and nearly thirty-two times as many as in the county unit state.

"The average area per district in states that employ the county as the school district is 377 square miles as compared with 28 square miles for the town or township system and eighteen square miles for the common district system. The county systems are, therefore, thirteen and twenty-one times as large in area as the township and common district systems respectively.

"The states where the county forms the school district have an average of only 1.8 districts per county as compared with 21 and 62 respectively, for states having the township and the common district. The reason for county systems having more than one district per county is that most states form independent city school districts.

"In the entire United States there are 127,244 local

(4) Dawson, Howard A. "Satisfactory Local School Units". Field Study No. 7, Chapter V. pp. 116-117. 1934.

units of school administration, controlled by 423,974 school board members. In the county unit states there is an average of one board member to each 17.7 teaching positions as compared with 1 to 1.6 in township states and 1 to 1.3 in common district states. In ten states there are more school board members than there are teachers, and for the entire country there are half as many board members as there are teaching positions.

"In the county school systems there is an average of ninety-three teaching positions per district in comparison with only twenty-seven and five, respectively, for the township and the common district systems." (5)

Certain significant conclusions can be drawn from the facts cited above. In the first place, the number of school board members is out of all proportion to the number necessary for the administration of the schools. The number of school board members should be from five to nine per administrative unit. (6) The minimum number of teaching positions per administrative unit should be forty-six with a desirable minimum of two hundred and eighty. (7) Accordingly, the lowest permissible ratio of school board members to teachers is one to five, and the lowest desirable minimum, one to thirty-one. Measured by these standards the average common school district is unsatisfactory and the township can barely qualify.

(5) Dawson, Howard A. "Satisfactory Local School Units." Field Study No. 7. 1934. pp. 94-98.

(6) Ibid. p. 45.

(7) Ibid. p. 81.

In 1932 the State Department of Education for the state of Missouri published a report of a survey made for the entire state under the provisions of an act of the state legislature setting up the survey. This study was carried on under the direction of the United States Department of Education. The commission making the survey sums up their findings in the following words. (8)

"We believe that the schools of the several counties should be reorganized on a basis so it will be possible to provide standard educational advantages for all the children. We make these recommendations in the way in which we think the system ultimately should be, but we do not think they can be carried out immediately in full. It is an ultimate program toward which the people may work.

"In suggesting a plan for the reorganization of the schools of each county, we have realized that any plan for offering standard school advantages will be expensive. We have tried to plan school advantages as cheaply as possible. We have tried to plan for the future growth of each county. We know that every community would like to have a senior high school at home, but this is impossible. If such a plan were carried out, the cost would be prohibitive and there would not be enough pupils in each community to maintain efficient schools.

"Our general plan for reorganization, then, is the consolidation of smaller school districts into districts large

(8) Eighty-third Missouri Report of Public Schools. 1932. pp. 15-16 of Introduction.

enough to offer good school advantages and the transportation of the children to schools.

"We believe a school district, in order to maintain an efficient senior high school unit, should have at least five hundred pupils in the twelve grades of work. Schools falling below that number should concentrate on a less extensive program and transport the students in the higher grades to a larger unit when such an arrangement is possible. In this manner a better training can be secured for the higher grade students and generally at a lower cost."

Summarizing their reasons for offering the proposed plan as to its advantages the committee offered the following advantages of the proposed plan of reorganization over the present organization. (9)

"The members of the survey staff believe that the proposed reorganization has many distinct advantages over the present organization, among which are these:

1. It would equalize and increase the educational opportunities of the children.
 - a. Would provide better trained teachers and insure better learning by the pupils.
 - b. It would make possible a high school education for every boy and girl.
 - c. It would provide vocational and specialized courses for all the children.
 - d. It ultimately would eliminate the one-teacher

(9) Ibid. p. 15 of Introduction.

school and place every pupil where no teacher would teach more than two grades.

- e. It would provide for better socialization of pupils through contact and cooperation with a larger and more widely separated group.
 - f. It would provide more hygienic housing conditions for all the children.
 - g. It would provide more extra-classroom activities, such as dramatics, music, clubs, athletics, and administrative activities.
 - h. It would give the boys and girls greater assurance of success upon leaving school, because of their having attended better schools.
 - i. It would provide larger schools, and larger schools offer better and more economical educational opportunities.
2. It would tend to equalize the burden of school support.
- a. It would decrease the tax rate in those communities where the rate is now the highest.
 - b. It would secure a better return for the money spent in communities where the burden of school support is now relatively low.
 - c. It would not necessarily increase the total cost of the schools; in fact, it would probably make possible a reduction in the total amount spent for school support.
 - d. It would insure a more economical school to

the taxpayers through greater efficiency and more valuable schools.

Fisk gives in his county unit of school control as it functions in Webster Parish, Louisiana the following conclusions: (10)

1. Inequalities in opportunity are traceable more directly to the local school organization than to any other one cause. A larger unit of school control is being urged by educational leaders. Most proposals for a larger unit center around the county.
2. In the county unit type of organization, the whole county becomes the unit for taxation. All the wealth of the county, in some states, cities not excepted, help to support all the schools of the county.
3. The parish that was selected for this study represents a typical parish in Louisiana, where the schools are administered on the county basis.
4. The highest levy that can be voted to support public education is eleven mills. In only two instances has it been necessary to vote the mill levy limit in Webster Parish.
5. The county unit of school organization and administration is gradually extending equal educational opportunities to every boy and girl in Webster Parish, Louisiana.

(10) Fisk, Frank B. "The County Unit of School Control as It Functions in Webster Parish, Louisiana. p. 167-173.

Garrison gives in his reorganization of the Public Schools of Seminole County the following conclusions: (11)

1. The inequalities in educational opportunity are traceable more directly to the type of local school organization than to any other one cause. The educational leaders are urging a larger unit of school control.
2. Great inequalities exist in the several counties of Oklahoma. The range in taxable wealth was from \$6,014.00 in Grant County to \$944.00 in McCurtain County. The average valuation per enumerated child was \$2,278.00.
3. Great inequalities exist in ability to support schools in Seminole County. The range of taxable wealth per pupil in A.D.A. was from \$791.23 in the poorest district to \$16,430.30 in the richest district. The average wealth per pupil in Seminole County is \$2,732.27.
4. The county unit is selected as the most satisfactory unit of local control.
5. The county unit has special advantages for supervision. All authority in matters relating to the school is centralized.

Engelhardt has the following to say concerning the functioning of the county unit plan of school administration

(11) Garrison, John Lawrence. "Reorganization of the Public Schools of Seminole County, Oklahoma. p. 122.

and control: (12)

"The organizations established for county supervision of rural schools are the result of compromises, and represent the best which educational leadership could secure in the face of public opposition. An analysis of the practices in vogue may indicate a general trend toward complete consolidation of the schools within the county, as in the case of Maryland. There are those who believe that the county school district is the most desirable place for the schools that are operated in unincorporated places. Opinion differs as to the size of community within a county which should be permitted to create for itself an independent school corporation."

Cubberley in his text on Public Education in the United States makes the following observation relative to the county unit system of school organization: (13)

"After nearly fifty years of trial and effort, we now see not only that voluntary consolidation is inadequate and too slow, but that the new rural education demands require not only more rapid but also more extensive reorganization than voluntary effort can secure. Only by the use of a unit at least as large as the county can the right kind of consolidation and the right type of school be provided, and this must be superimposed on the districts by general states laws."

(12) Engelhardt, Fred. Public School Organization and Administration. 1931. p. 21.

(13) Cubberly, Elwood P. "Public Education in the United States". 1934. pp. 724-725.

WARRANT EXPENDITURES

DEPENDENT DISTRICTS

1935-1936

SCHOOL	DIST- RICT.	WARRANT EXPENDITURE	AVERAGE DAILY ATTENDANCE	PER CAPITA COST	RANK
Mills Chapel	47	8,584.03	58	148.00	1
Flat Rock	72	832.07	6	138.67	2
U.G. Six	U.G.6	6,582.85	52	126.70	3
Mt. Pleasant	52	1,136.16	11	103.56	4
McElroy	16	3,001.71	29	93.83	5
Yale	28	792.00	11	91.87	6
Dripping Springs	66	2,334.56	26	89.79	7
Crowson	27	1,361.85	17	84.86	8
Hull	40	1,774.66	21	84.50	9
Bellvue	76	1,288.28	16	80.50	10
Buckeye	3	3,615.78	51	78.97	11
Lagoon	77	1,708.53	22	77.66	12
Big Pond	50	4,308.77	62	69.49	13
Valentine	46	2,391.57	35	68.83	14
Thirty Six	36	2,752.83	40	68.82	15
Eureka	73	1,427.80	21	67.94	16
U.G. Five	U.G.5	6,289.91	95	66.70	17
Fairview	13	1,696.55	27	62.83	18
Sunny Brook	78	1,549.60	25	61.94	19
Milfay	U.G.1	11,551.35	192	61.68	20
Blue Bell	59	3,563.80	58	61.53	21
Bowden	35	5,560.22	93	59.78	22
Fisher	9	1,896.88	32	59.27	23
Sunrise	25	3,133.37	53	59.11	24
Dunham	19	1,975.10	32	58.59	25
Gypsy	Con.2	13,809.54	237	58.26	26
Olive	Con.17	16,265.58	288	56.47	27
Lovett	15	1,736.51	28	56.36	28
Genelle	45	1,427.27	53	56.28	29
Hilton	37	3,414.79	61	55.98	30
Lone Star	8	3,229.10	58	55.67	31
Pine Hill	6	2,121.34	39	54.39	32
Brown Creek	42	1,228.50	23	53.41	33
Wyatt	10	4,172.62	80	52.50	34
Rock Dale	70	878.56	17	51.68	35
Sand Creek	74	1,219.00	24	50.70	36
Oakgrove	7	1,570.38	31	50.65	37
Model	63	1,191.05	24	49.62	38
Prairie View	23	1,427.27	29	49.22	39
Edna	26	2,752.83	40	49.21	40
Oakwood	79	1,955.44	40	48.88	41

WARRANT EXPENDITURES (continued)

DEPENDENT DISTRICTS

SCHOOL	DIST.	WARRANT EXPENDITURE	AVERAGE DAILY ATTENDANCE	PER CAPITA COST	RANK
Banner	4	1,721.23	36	47.81	42
Pleasant Hill	Con.65	8,004.03	183	45.90	43
Pleasant Valley	58	1,631.81	34	45.05	44
Shady Glen	51	1,921.78	47	40.88	45
Iron Post		3,563.87	89	40.04	46
Sandridge	41	920.83	23	40.03	47
Pretty Water	34	1,739.75	45	38.66	48
Model	60	3,994.20	106	37.67	49
Cotton Wood	61	978.40	26	37.63	50
Mt. Creek	29	2,320.26	62	32.43	51
Tuskegee	64	1,830.63	52	35.20	52
Pickett Prairie	30	2,998.46	86	34.86	53
Hickory Grove	71	1,870.16	55	34.00	54
Victor Chapel	12	1,115.38	34	32.80	55
Newby	14	1,578.85	54	29.23	56
McClintock	11	898.79	35	25.61	57

PER CAPITA ASSESSED VALUATION

DEPENDENT DISTRICTS

SCHOOL	DIST.	ASSESSED VALUATION	AVERAGE DAILY ATTENDANCE	PER CAPITA VALUATION	RANK
Mills Chapel	47	1,201,592.00	58	20,717.10	1
Flat Rock	72	73,869.00	6	12,311.50	2
Model	63	295,112.00	24	12,296.25	3
McElroy	16	317,301.00	29	10,941.41	4
Mt. Pleasant	52	107,259.00	11	10,705.36	5
U.G. Six	U.G.6	512,754.00	52	9,860.65	6
Eureka	73	182,850.00	21	8,707.14	7
Yale	28	94,248.00	11	8,568.00	8
Crowson	27	130,962.00	17	7,703.64	9
Hull	40	158,218.00	21	7,534.19	10
Thirty Six	36	268,181.00	40	6,704.52	11
Prairie View	23	177,591.00	29	6,123.86	12
Buckeye	3	301,143.00	51	5,904.74	13
Dripping Springs	66	130,566.00	26	5,791.00	14
Lagoon	77	121,621.00	22	5,528.59	15
Blue Bell	59	311,648.00	58	5,373.24	16
Browns Creek	42	117,607.00	23	5,113.34	17
Genelle	45	198,102.00	44	4,548.22	18
Sand Creek	74	105,335.00	24	4,388.95	19
Bell View	76	68,526.00	16	4,286.62	20
Sunrise	25	217,599.00	53	4,105.64	21
Lovett	15	111,582.00	28	3,985.07	22
Pine Hill	6	154,457.00	39	3,960.38	23
Big Pond	50	245,452.00	62	3,958.90	24
Rock Dale	70	65,435.00	17	3,849.12	25
Hilton	37	223,660.00	61	3,666.55	26
U.G. Five	U.G.5	286,194.00	80	3,577.42	27
Dunham	19	113,589.00	32	3,549.65	28
Banner	4	127,359.00	36	3,537.75	29
Bowden	35	328,560.00	93	3,531.82	30
Sunny Brook	78	87,280.00	25	3,491.00	31
Lone Star	8	200,476.00	58	3,456.48	32
Fisher	9	104,850.00	32	3,276.54	33
Edna	26	110,758.00	39	2,865.58	34
Victor Chapel	12	95,875.00	34	2,819.85	35
McClintock	11	96,491.00	35	2,728.31	36
Oak Grove	7	80,728.00	31	2,604.12	37
Valentine	46	89,907.00	35	2,568.77	38
Wyatt	10	196,624.00	80	2,457.80	39
Milfay	U.G.1	466,499.00	192	2,429.16	40
Cottonwood	61	62,289.00	26	2,391.84	41

PER CAPITA ASSESSED VALUATION (continued)

DEPENDENT DISTRICTS

SCHOOL	DIST.	ASSESSED VALUATION	AVERAGE DAILY ATTENDANCE	PER CAPITA VALUATION	RANK
Shady Glen	51	108,667.00	47	2,312.06	42
Pleasant Valley	58	78,347.00	34	2,304.32	43
Sandridge	41	52,978.00	23	2,303.34	44
Oakwood	79	88,397.00	40	2,209.22	45
Fairview	13	57,421.00	27	2,126.70	46
Pickett Prairie	30	151,093.00	86	1,752.05	47
Mt. Creek	29	108,110.00	62	1,743.70	48
Gypsy	Con.2	394,917.00	237	1,709.38	49
Olive	Con.17	488,807.00	288	1,697.25	50
Newby	14	90,430.00	54	1,674.62	51
Tuskegee	64	74,516.00	62	1,433.00	52
Iron Post	U.G.4	127,359.00	89	1,372.17	53
Hickory Grove	71	63,419.00	55	1,153.80	54
Pleasant Grove	Con.65	195,792.00	183	1,069.00	55
Pretty Water	34	91,976.00	93	989.09	56
Model	60	62,289.00	106	587.63	57

INDEX OF EDUCATIONAL EFFORT

DEPENDENT DISTRICTS

1935-1936

SCHOOL	DIST.	PER CAPITA VALUATION	PER CAPITA COST	INDEX	RANK
Model	60	587.63	37.67	.0641	1
McElroy	16	1941.72	93.83	.0483	2
Pleasant Hill	Con.65	1069.90	45.90	.0428	3
Pretty Water	34	1069.90	38.66	.0390	4
Gypsy	Con.2	1709.38	58.26	.0340	5
Olive	Con.17	1697.25	56.47	.0332	6
Hickory Grove	71	1153.80	34.00	.0294	7
Valentine	46	2568.77	68.83	.0261	8
Milfay	U.G.1	2429.16	61.68	.0253	9
Tuskegee	64	1433.00	35.20	.0245	10
Fairview	13	2126.70	62.83	.0244	11
Oakwood	79	2209.22	48.88	.0224	12
Wyatt	10	2457.80	52.50	.0213	13
Pickett Prairie	30	1752.05	34.86	.0198	14
Pleasant Valley	58	2304.32	45.05	.0195	15
Oak Grove	7	2604.12	50.65	.0194	16
Bellville	76	4286.62	80.50	.0187	17
Mt. Creek	29	1743.70	32.43	.0187	18
Fisher	9	3276.54	59.27	.0180	19
Sunny Brook	78	3491.12	61.94	.0177	20
Big Pond	50	3958.90	69.49	.0175	21
Newby	14	1674.62	29.23	.0174	22
Yale	28	8568.00	91.87	.0172	23
Edna	26	2865.58	49.21	.0171	24
U.G. Five	U.G.5	6180.98	66.20	.0170	25
Bowden	35	3331.82	59.78	.0169	26
Dunham	19	3549.65	58.59	.0165	27
Pine Hill	6	3960.38	54.89	.0163	28
Lone Star	8	3456.48	55.67	.0161	29
Cottonwood	61	3391.84	37.63	.0157	30
Dripping Springs	66	5791.00	89.79	.0154	31
Hilton	37	3456.48	55.67	.0161	32
Iron Post	U.G.4	1372.17	20.35	.0148	33
Lagoon	77	5528.59	77.66	.0144	34
Sun Rise	25	4105.64	59.11	.0143	35
Lovett	15	3985.07	56.36	.0141	36
Banner	4	3537.75	47.81	.0135	37
Rock Dale	70	3849.12	51.68	.0134	38
Shady Glen	51	2312.06	40.88	.0133	39
Buckeye	3	5904.74	78.97	.0133	40
Sand Ridge	41	2303.34	40.03	.0130	41

INDEX OF EDUCATIONAL EFFORT (continued)

DEPENDENT DISTRICTS

SCHOOL	DIST.	PER CAPITA VALUATION	PER CAPITA COST	INDEX	RANK
U.G. Six	U.G.6	9860.65	126.70	.0128	42
Hilton	37	3666.00	55.88	.0125	43
Genelle	45	4548.22	56.28	.0123	44
Sand Creek	74	4388.95	50.70	.0117	45
Flat Rock	72	12311.50	138.67	.0112	46
Hull	40	7534.19	84.50	.0112	47
Victor Chapel	12	2819.85	32.80	.0112	48
McClintock	11	2728.31	29.61	.0108	49
Blue Bell	59	5373.24	61.53	.0108	50
Crowson	27	7703.64	84.86	.0106	51
Browns Creek	42	5113.34	53.11	.0104	52
Thirty Six	36	6704.52	68.82	.0102	53
Mt. Pleasant	52	10705.36	103.56	.0096.	54
Prairie View	23	6123.86	49.22	.0080	55
Eureka	73	8707.14	67.94	.0077	56
Mills Chapel	47	20717.10	148.00	.0071	57
Model	63	12296.25	49.62	.0040	58

INDEX OF EDUCATIONAL EFFORT
INDEPENDENT DISTRICTS
1935-1936

SCHOOL	DIST.	PER CAPITA VALUATION	PER CAPITA COST	INDEX	RANK
Slick	75	763.25	54.04	.0708	1
Oilton	20	594.87	38.38	.0645	2
Mannford	J.C.3	1389.23	50.86	.0365	3
Shemrock	56	1491.55	50.33	.0337	4
Kellyville	31	2333.97	67.77	.0290	5
Mounds	5	2386.67	63.05	.0264	6
Bristow	2	2011.25	52.96	.0263	7
Keifer	18	1747.31	42.91	.0245	8
Depew	21	2128.81	50.83	.0237	9
Drumright	39	1993.63	46.07	.0231	10
Sapulpa	33	2095.01	47.76	.0218	11

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PER CAPITA ASSESSED VALUATION
INDEPENDENT DISTRICTS
1935-1936

SCHOOL	DIST.	ASSESSED VALUATION	AVERAGE DAILY ATTENDANCE	PER CAPITA VALUATION	RANK
Mounds	5	654,059.00	274	2,386.67	1
Kelleyville	31	655,848.00	281	2,333.97	2
Depew	21	789,789.00	371	2,128.81	3
Sapulpa	33	5,228,056.00	2,495	2,095.01	4
Bristow	2	3,666,526.00	1,823	2,011.25	5
Drumright	39	4,184,745.00	2,099	1,993.63	6
Keifer	18	833,467.00	477	1,747.31	7
Shamrock	56	654,794.00	439	1,491.55	8
Mannford	J.C.3	499,867.00	359	1,389.23	9
Slick	75	188,622.00	247	763.00	10
Oilton	20	502,173.00	844	594.87	11

PER CAPITA WARRANT EXPENDITURES

INDEPENDENT DISTRICTS

1935-1936

SCHOOL	DIST.	WARRANT EXPENDITURE	AVERAGE DAILY ATTENDANCE	PER CAPITA COST	RANK
Mounds	5	17,275.06	274	63.05	1
Kellyville	31	17,077.45	281	60.77	2
Slick	75	13,349.89	247	54.04	3
Bristow	2	96,477.42	1,823	52.96	4
Mannford	J.C.3	18,261.95	359	50.96	5
Depew	21	18,861.61	371	50.83	6
Shamrock	56	22,099.14	439	50.33	7
Sapulpa	33	116,306.66	2,495	47.76	8
Drumright	39	96,720.50	2,099	46.07	9
Keifer	18	20,468.37	477	42.91	10
Oilton	20	32,578.45	844	38.38	11

CHAPTER III.

Plan for Redistricting the Schools of the County

Creek County presents a rather unusual situation in that it has a large number of independently organized districts. There are, under the present system of organization, eleven independent districts. Each of these districts maintains both grade and high school departments.

I propose to make each of these districts a center for one of the new districts, except I would recommend that Keifer and Mounds be consolidated into one district with the high school center at Mounds.

I offer the following reasons for the consolidation of the Mounds and Kiefer districts:

1. Neither of these districts possesses sufficient attendance to support an efficient high school. Combined attendance of both is 251.
2. There is not a sufficient attendance area adjacent to either district to constitute an efficient high school. Average daily attendance of Mounds High School for 1935-1936 was 106. That for Kiefer was 145 for the same period.
3. Each is within easy access of the other as they are only five miles distant from each other and are connected by a paved state and federal highway.
4. Neither district possesses sufficient taxable wealth to support efficiently an adequate school system. The assessed valuation of Mounds district

in 1935-1936 was \$654,059.00, that of Kiefer, \$833,467.00.

I would recommend that a grade and possibly a Junior High School be maintained at Kiefer to care for those in that immediate area.

It is my recommendation that the high school at Milfay be abolished and that a grade school for the first six grades be maintained at Milfay. The Junior and Senior High Schools could both be conveniently located at Depew. The following are reasons for this recommendation:

1. Milfay had 59 in average daily attendance for 1935-1936.
2. Milfay does not possess sufficient outlying territory to support an adequate high school.
3. There is not sufficient taxable property to support an efficient high school at Milfay. The assessed valuation in 1935-1936 was \$466,499.00.
4. Milfay does not possess adequate buildings for more than six grades. There are seven rooms, auditorium and gymnasium in the plant, and this includes a one-room wood building and a gymnasium which is not fire-proof and rather a fire hazard.

I recommend that the high school at Pleasant Hill Consolidated District No. 65 be abolished and that the Junior and Senior High School both be maintained at Drumright. That at the present a school for the first six grades be maintained at Pleasant Hill. I make this recommendation for the following reasons:

1. There is not sufficient attendance at Pleasant Hill to justify a high school. The average daily attendance for 1935-1936 was 66.
2. There is not sufficient territory adjacent to Pleasant Hill to support an adequate high school which could not be more conveniently and economically added to other centers better equipped to house the school.
3. Pleasant Hill is only five miles from Drumright with satisfactory roads over which to transport the pupils to Drumright.
4. Pleasant Hill district does not possess sufficient taxable wealth to adequately support and maintain a Junior and Senior High School.

I recommend that the entire school at Wyatt District No. 10 be abolished for the following reasons:

1. There is only an average daily attendance of 16 with one teacher in high school.
2. There is not sufficient room in the present building for either grade or high school.
3. There is not sufficient area adjacent to District No. 10 to provide attendance sufficient to maintain either a grade or high school unit which cannot be more conveniently attached to a larger unit.
4. The average daily attendance in the grades is only 64 for 1935-1936 which is not sufficient to allow the establishment of a graded elementary school.
5. The assessed valuation is \$196,000.00 which is not

sufficient to provide the necessary funds to maintain a satisfactory unit either Senior High School, Junior High School or grade.

I recommend that the U.G. 5 school, both high school and elementary schools be abolished, for the following reasons:

1. There is not sufficient attendance either in grade or high school to justify a school. High school average daily attendance for 1935-1936 was 15. The grade average daily attendance was 80.
2. They do not have adequate buildings for either grade or high school units. Their present building has six rooms and gymnasium.
3. They are located but three miles from Shamrock on a graded road.
4. Their valuation will not justify their existence as a separate unit. Valuation for 1935-1936 was \$586,000.00.
5. They do not have adjacent territory which may be added to increase attendance and valuation to a satisfactory amount to maintain an efficient unit, which cannot be more economically and satisfactorily added to a larger unit.

I would recommend the abolishment of all the remaining grade schools which do not offer high school work and the addition of this territory to the newly created districts as noted in the accompanying maps and charts.

I would recommend the creation of a rural consolidated unit with Olive Consolidated District No. 17 as a center for the following reasons:

1. They have a plant which with little alteration or addition will accomodate an enrollment of six hundred or seven hundred. The plant at present includes twelve rooms, auditorium, gymnasium, two rooms in cottage for home economics, home for superintendent, teachers residence, janitors home and garage for repair of trucks.
2. It is not in the immediate area of any other independent district. The building is located ten miles from Drumright, ten miles from Oilton, fourteen miles from Mannford, twenty miles from Bristow and twenty-two miles from Sapulpa.
3. There is sufficient territory adjacent to this district to provide an adequate attendance area. The combined attendance, not including high school transfers to other high schools for 1935-1936 was 474.
4. There is sufficient assessed valuation to provide taxable wealth to support a complete unit. The assessed valuation of the districts within the new district in 1935-1936 was \$1,257,776.00.
5. It possesses adequate graveled roads in all directions to provide efficient transportation.

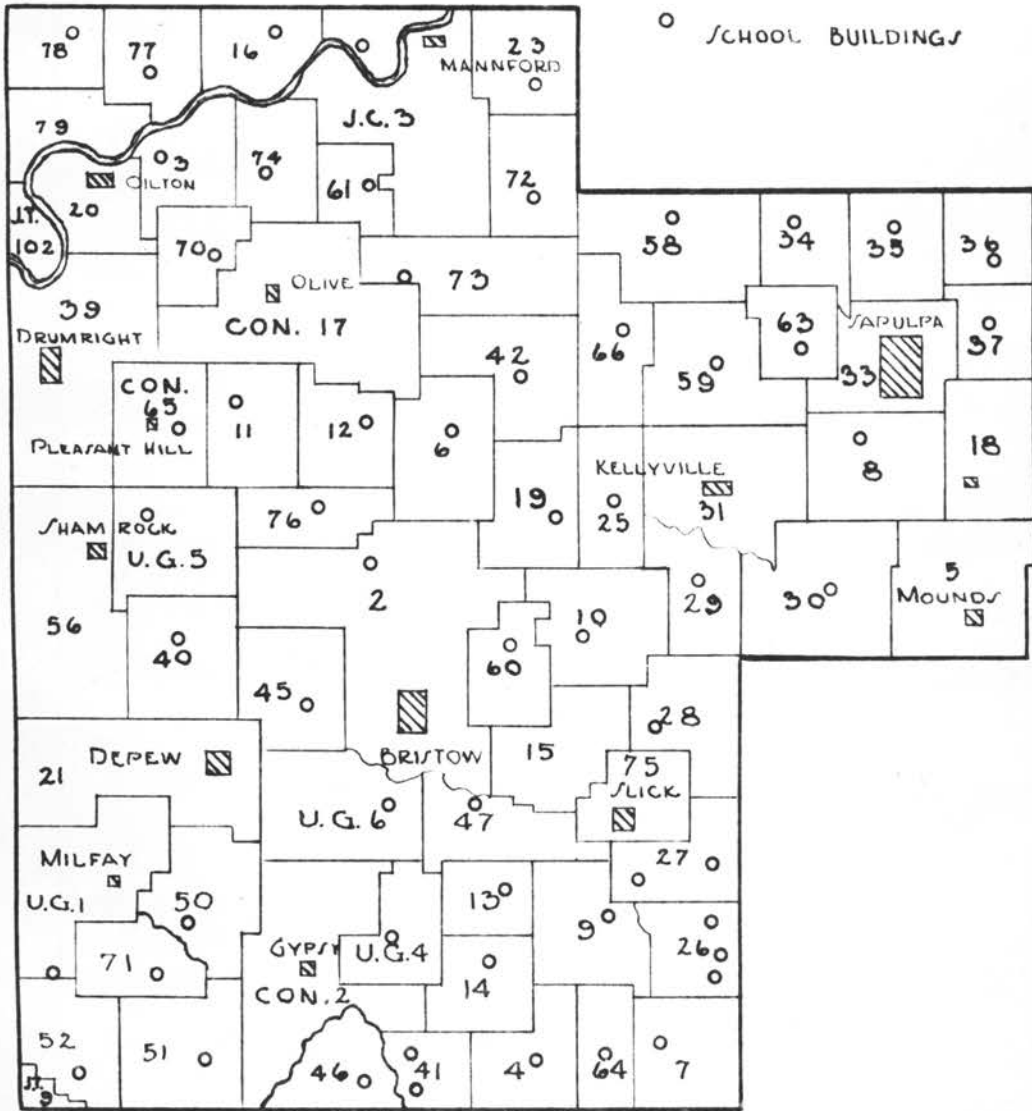
I would recommend the creation of a rural consolidated school with Gypsy Consolidated No. 2 as a center for the

following reasons:

1. There is at present no independent district near enough to serve a major part of the territory in this area.
2. There is sufficient territory to provide an adequate attendance area in this vicinity. The average attendance of the proposed district is 556.
3. There is adequate taxable wealth in the proposed new district to support a satisfactory unit. The assessed valuation of this district in 1935-1936 was \$1,003,763.00.
4. The school plant will with slight enlargement support a satisfactory unit. The present plant has eleven rooms, gymnasium and auditorium, superintendent's home, home for teachers and janitor and garage for storage and repair of trucks.

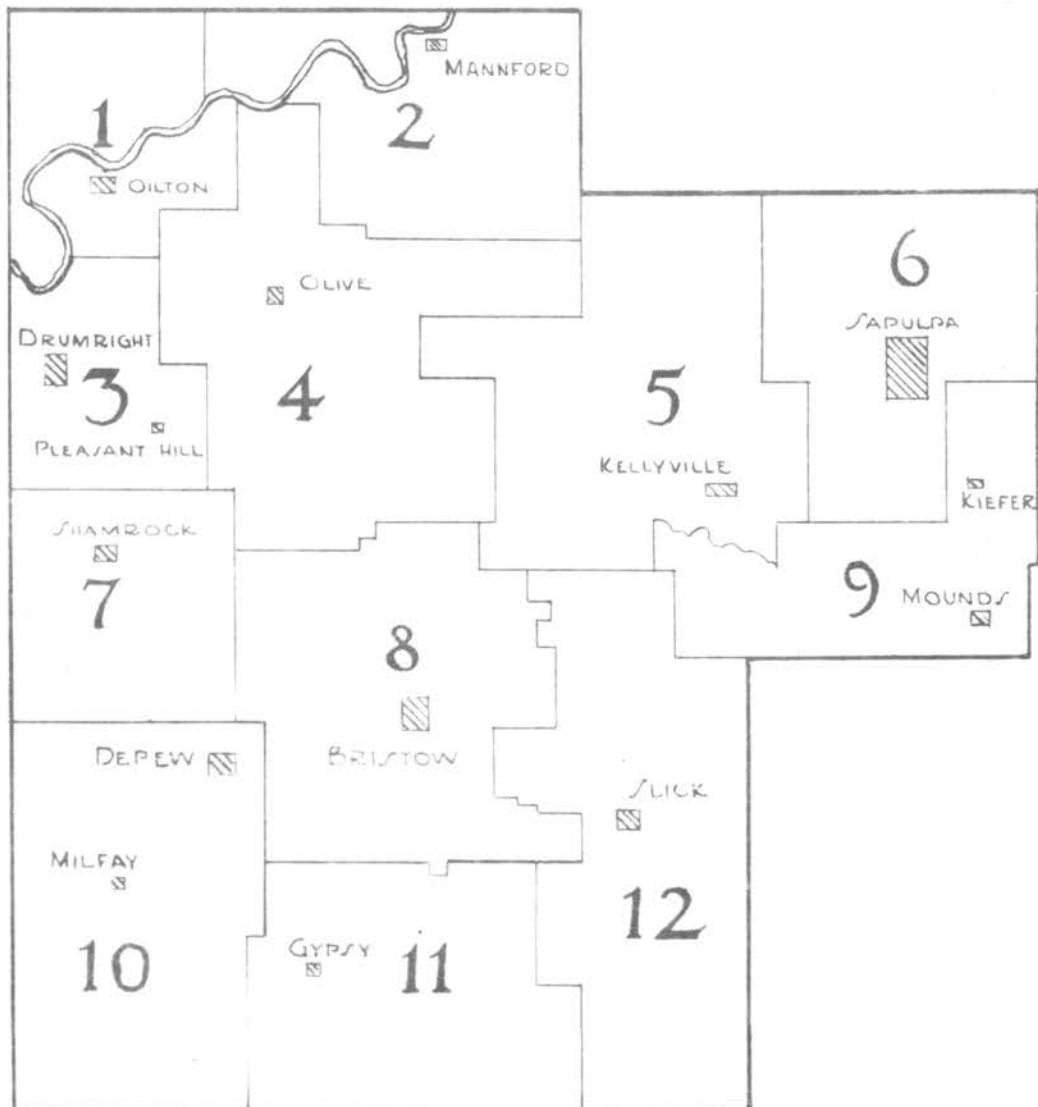
MAP OF CREEK COUNTY, OKLA.

SHOWING PRESENT
SCHOOL DISTRICTS



MAP OF CREEK COUNTY, OKLA.

SHOWING SCHOOL DISTRICTS
AS PROPOSED



Plan for the Administration and Supervision of the Schools of the County

The essential features of the County Unit organization for education are approximately as follows: (1)

1. Abolition by law of district system of school administration, and the organization of the county into one county school district, which is to be the unit for administration and supervision.
2. City school districts, organized under a city board of education, maintaining a full high school and employing a city superintendent of schools, and meeting educational standards, but not towns and villages under principals who teach, may be set off from the county school district for purposes of administration and supervision, though not for taxation. On the other hand, a city may join with the county or a part of the organization.
3. A county board of education, of from five to seven members to be elected from the county school district at a regular state-wide school election; to be elected preferably at large, but may be by districts; and to have much the same powers and functions as a city board of education for a city.
4. The countyboard of education to select the county superintendent of schools and to fix his salary, electing him for three to five year terms and being as free from political and residential requirements in his selection of its superintendent of schools or high school principal.
5. The county superintendent of schools to be the

(1) Cubberly, Ellwood P. "State School Administration". 1927. pp. 230-232.

executive officer of the county board of education, to serve as its secretary, and to be the recognized professional and executive head of the educational system of the county. The board may also appoint other officers, if needed, such as clerk and business manager, superintendent of plant, etc. The county treasurer to serve, ex-officio, as treasurer for both the county and city school districts.

6. The county board of education to have control of all schools within the county, outside of independent city school districts, with power to establish and consolidate schools, make all repairs, buy and sell buildings and real estate, erect new school buildings, establish high schools and special schools, determine and change as needed the attendance district lines within the county school district, furnish all supplies and janitor service, employ all teachers and principals for the schools, employ supervisors of instruction, fix the salaries of all employees, approve of courses of study, and adopt textbooks for the schools of the county, just as a city board of education does today for a city, acting in most matters only on the recommendation of the county superintendent of schools.

7. In the consolidation of schools to provide larger units for instruction, the county board of education should try to establish such schools with partial or complete high school advantages attached, in such a manner as eventually to organize the schools of the county into a number of community school systems. To this end a careful educational survey of the county ought to be made at the time of the

inauguration of the county unit plan.

8. For each small school the board may appoint an attendance subdistrict director, to look after the school property, make minor repairs, and to act as agent of the county board of education in the attendance sub-district and as a means of communication between the people of the subdistrict and the board. For the consolidated or community schools, the people of the subdistrict might be allowed to elect three subdistrict directors with somewhat larger powers. On the other hand, there is no real need for such subdirectors or boards, and they are in no way an essential part of the county unit plan.

9. The county board of education to approve an annual budget of expenditures for maintenance and outlays for the schools of the county, and to notify the county tax levying authorities of the amount of county school tax, as well as any special or subdistrict taxes, to be levied.

10. The county school tax to be levied in the entire county, and then divided between the county school district and the independent city districts as provided by law. This makes the county the unit for taxation, but with additional taxation permitted in any attendance subdistrict or community school district, on vote of the people, to provide educational advantages beyond what the county school district can furnish.

I recommend the plan as outlined by Cubberly with the following changes:

1. No change.

2. Any district having an average daily attendance of 750 pupils may become, by calling an election, an independent district upon a majority vote of the qualified electors in the district, provided the school meets the standards of efficiency set up by the State Department of Education. The question of budgets, district boundaries and transfers to remain under the jurisdiction of the county board of education. The district becoming independent to retain its right of membership on the board when the consideration of questions under the jurisdiction of the county board are considered.

3. A county board of education composed of one member from each subdistrict, the member to be elected for a term of five years. The membership of the board to be so constituted that there will not be more than one regularly elected board member each year. In case of a vacancy the State Superintendent of Public Instruction is to have power to appoint a member who will hold office until the next regular election time at which time this district will elect a member to fill the remaining portion of the unexpired term. Provided that all appointed members must have the same qualifications as a regularly elected member. The members of the board must be bona fide residents of the subdistrict that they represent, must possess a diploma from an accredited high school or work which will be regularly accepted as its equivalent and must be a qualified voter in the school district they represent at the time of their election.

4. No change, except that the county superintendent must possess a Master's degree from a standard college and have a minimum of five years experience as a superintendent of a school with a minimum of twelve teachers.

5. No change except that the county superintendent will have the power to recommend all persons employed by the board and the board shall not have the power to employ any person not so recommended.

6. No change, except that the county board is at all times subject to the recommendations of the county superintendent of public instruction who is in turn subject to the recommendation of the state superintendent of public instruction.

7. No change.

8. The subdistrict director is to be the member of the county board of education from that subdistrict, having the powers as outlined in the remaining portion of the section.

9. No change.

10. No change.

Transportation Problem Suggestions for Its Solution

The extension of attendance areas so as to create larger administrative units brought into prominence the problem of transporting the pupils to and from the larger unit.

One of the main obstacles to the creation of these larger units has been the objection that the extra cost was too great to justify the change. This has led to a study of the problem of transportation with a view of reducing the cost per capita of transporting pupils to and from each school.

There are several problems to be studied in order to have an efficient and economical system of transportation among which are the following:

1. Where should the ownership of school transportation be placed.
2. (a) What is the proper length of bus routes?
(b) How many should the bus haul?
3. How large is it economically feasible to make an attendance area taking into consideration the problem of transportation?
4. Should the drivers of the buses be school boys or men?
5. What should be the average load per truck?
6. If the district owns the buses should they hire a mechanic to take care of bus repair?
7. What is the best plan for maintaining order on the buses?

8. How far should a child have to walk to school?
9. How far should children be required to walk after leaving the buses?
10. Minor economies that may be affected which will save the district money and at the same time provide efficient transportation.

Taking the first of these questions it now is quite commonly accepted that it is more economical for the district to own and operate its own buses.

The following citations show the advantages of district owned and operated transportation over privately owned and operated:

1. Little found in his study of transportation for 1930 in California : (1)
 - A. School owned transportation costs twenty cents per mile.
 - B. Privately owned transportation costs thirty cents per mile.
2. Noble reports in North Carolina study that: (2)
 - A. Daily per capita cost of county owned and operated bus was \$ 0.0670.
 - B. Daily per capita cost of privately owned and operated buses was \$0.0936.
 - C. He stated that county owned and operated buses meant:

(1) Little, Harry A. "Public Transportation of School Pupils in Arkansas". Little Rock, Arkansas. 1930. Bulletin State Dept. of Education. p. 24.

(2) Noble, M.C.S. Jr. "Public School Bus Transportation in North Carolina". Raleigh, N.C. 1931. State Supt. of Public Instruction. p. 79.

- (1) Lower daily per capita cost.
- (2) Contract method is approximately thirty-one per cent more expensive than the county owned and operated bus method.
- (3) That the data in North Carolina agree to the conclusions advanced by other states.

3. Gregory states that in Oklahoma during the year 1931-1932 the average cost per pupil per day: (3)
- A. For privately owned buses was \$0.1199.
 - B. For publicly owned and operated buses was \$0.0717.
 - C. In districts that owned the body and leased the chassis from private persons the cost was \$0.1228.

The evidence in the cases examined favors the district or county owned and operated bus.

The proper length of bus routes will depend on two main factors:

- 1. The condition of the roads over which the bus must travel.
- 2. The load the bus is required to carry.

If the pupils must leave home too early, before seven-thirty o'clock in the morning parents will object; if they do not arrive home at a reasonable time after the dismissal of school, which is about five-thirty, there will also be objection. It is also recommended that all buses be left at

(1) Gregory, Marshall. "Statistics Pertaining to Pupil Transportation in Oklahoma, 1931-1932." Oklahoma City. 1933. Bulletin No. 136. State Dept. of Edu. p. 34.

the end or near the end of the routes. Taking the above into consideration the length of route will vary from twelve to twenty-two miles.

The number that can be safely transported within reasonable limits depends on the type of bus and will vary from thirty-five to fifty.

In working out the attendance areas which are the subdistricts, it has been my aim to provide a school of sufficient size for economical operation and at the same time keep the length of the bus routes within the limits that I have just mentioned.

I have been supervising consolidated schools furnishing transportation for fifteen years, using both adult drivers and school boys. The only information I offer on this is based on my experience. I have found the school boys equally as efficient as men and the discipline on the buses with school boys not as difficult a problem as with adult drivers. The boys are economically cheaper than the men.

Districts are fast coming to the practice of hiring a mechanic driver to inspect and care for the buses daily. Almack and Bursch say that "The mechanic is the keystone of the transportation arch." (4) A poor mechanic means that the cars land in the scrap heap three years before their time.

I would suggest as a means for keeping order that bus drivers be required to report all irregularities on the bus to the proper official each day. That pupils be instructed

(4) Almack, John C. and Bursch, James F. "Administration of Consolidated and Village School. 1935." p. 164.

and cautioned as to proper conduct on the buses. The drivers should exclude any unruly pupils from riding on the bus until reinstated by the principal.

Pupils should not be required to walk more than one mile to reach the bus. This is state law in Oklahoma where a district furnishes transportation.

There are many economies that may be affected through proper management of the transportation in a county and if the county board can secure the services of a competent, experienced director of transportation, they might well afford to hire one and pay a good salary.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

There is perhaps no more common objection to any plan which proposes to do away with our obsolete one, two, three, and even smaller consolidated and union graded schools than that such a procedure is too expensive.

Yet, the actual facts will show that states which have adopted the county unit plan are saving money, offering a much improved type of school and equalizing educational opportunity. The following states have adopted the county unit system in some form, Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Tennessee, Utah, and Virginia. (1) I have submitted a table which shows the reduction effected in the number of school board members as compared with the district states. This is only illustrative of the many savings that are made by the plan I am proposing. The schools of the county can actually be conducted with the same number of teachers and provide graded instruction for all the pupils of the county. Likewise by proper distribution the same number of high school teachers can offer instruction to all the pupils of the county. The overlapping of effort will be eliminated and the final result will be a system functioning smoothly and economically to all the people of the county. I do not submit this as a perfect plan but as a plan that is workable

(1) Deffenbaugh, Walter S. Covert, Timon. School Administrative Units with Special Reference to the County Unit. Pamphlet No. 34. United States Department of Edu. p. 5.

and subject to revision and improvement. There is perhaps no county in a better condition to use the county unit plan in the entire state than is Creek County due to the fact that there are already created sufficient school centers to house the pupils of the county with very little alteration or expense.

The following quotation from a recent communication from the secretary of the California Taxpayers Association is typical of the conclusions reached by many who have considered the possibilities of economies through the elimination of small schools and taxing districts: (2) "In California we have approximately 1,700 schools with from one to thirty-five pupils in each. Many of these schools are near other schools and are located on paved highways. There is no doubt of the possibility of raising the average rural teacher-pupil load if we had consolidation by counties. Officials of our State Department of Education have told me that there would be no educational difficulties involved in consolidation of at least two hundred of our one-room schools. It should be possible to eliminate at least one-half of our teachers in one-room schools with proper consolidation. Part of the gross saving should be consumed by transportation costs and the remainder might be divided between higher salaries for better teachers and the taxpayer, now unduly burdened to support an unnecessarily large number of small schools."

(2) Financial Implications of the Consolidation of Schools and the Transportation of Pupils. Circular No. 117. United States Department of Interior, Office of Edu. p. 14.

TREND IN TYPES OF HIGH SCHOOL ORGANIZATION
(1)
UNITED STATES
1920-1936

TYPE OF HIGH SCHOOL	ENROLLMENT		PER CENT INCREASE
	1920	1926	
All of public high schools	1,999,106	3,741,073	87.14
Regular	1,667,480	2,201,675	32.04
Junior	37,331	628,809	1584.42
Senior	17,791	290,454	1532.59
Junior, Senior and undivided	276,504	620,135	124.28

(1) National Educational Association "Creating a Curriculum for Adolescent Youth," Research Bulletin No. 1. Vol. VI. p. 8. 1926.

TEACHING LOAD OF DEPENDENT DISTRICTS
OFFERING GRADE WORK

SCHOOL	DIST. NO.	AVERAGE DAILY ATTENDANCE	NUMBER OF TEACHERS	TEACHING LOAD
Gypsy	Con.2	197	7	28.1
Olive	Con.17	200	6	33.3
Pleasant Hill	Con.65	117	4	29.2
Milfay	U.G. 1	133	6	26.6
Iron Post	U.G. 4	89	2	44.5
U.G. 5	U.G. 5	80	3	26.6
U.G. 6	U.G. 6	52	4	13
Buckeye	3	51	3	17
Banner	4	36	2	18
Pine Hill	6	39	2	19.5
Oakgrove	7	31	1	31
Lone Star	8	58	2	29
Fisher	9	32	2	16
Wyatt	10	64	2	32
McClintock	11	35	1	35
Victor Chapel	12	34	1	35
Fairview	13	27	2	13.5
Newby	14	54	2	27
Lovett	15	28	2	14
McElroy	16	29	2	14.5
Dunham	19	32	2	16
Prairie View	23	29	2	14.5
Sunrise	25	53	2	26.5
Edna	26	39	2	19.5
Crowson	27	17	1	17
Yale	28	11	1	11
Mountain Creek	29	62	2	31
Pickett Prairie	30	86	3	28.6
Pretty Water	34	45	2	22.5
Bowden	35	93	4	23.2
Allen	36	40	2	20
Hilton	37	61	3	30.3
Hull	40	21	2	10.5
Sandridge	41	23	1	23
Browns Creek	42	23	1	23
Genelle	45	44	2	22
Valentine	46	35	2	17.5
Mills Chapel	47	58	3	19.3
Big Pond	50	62	3	21.6
Shady Glen	51	47	2	23.5
Mountain Pleasant	52	11	1	11
Pleasant Valley	58	34	1	34

TEACHING LOAD OF DEPENDENT DISTRICTS
OFFERING GRADE WORK (continued)

SCHOOL	DIST. NO.	AVERAGE DAILY ATTENDANCE	NUMBER OF TEACHERS	TEACHING LOAD
Blue Bell	59	58	2	29
Model	60	106	4	26.5
Cotton Wood	61	26	1	26
Model	63	24	1	24
Tuskegee	64	62	2	26
Dripping Springs	66	26	1	26
Rockdale	70	17	1	17
Hickory Grove	71	55	2	27.5
Flat Rock	72	6	1	6
Eureka	73	21	1	21
Sand Creek	74	24	1	24
Bellvue	76	16	1	16
Lagoon	77	22	1	22
Sunny Brook	78	25	2	12.5
Oakwood	79	40	2	20
TOTALS	- - -	<u>3134</u>	<u>122</u>	<u>25.5</u>

In the dependent districts there is a total of six high schools offering high school work as follows:

TEACHING LOAD, HIGH SCHOOL
DEPENDENT DISTRICTS

SCHOOL	DIST. NO.	AVERAGE DAILY ATTENDANCE	NUMBER OF TEACHERS	TEACHING LOAD
Gypsy	Con.2	40	3	13.3
Olive	Con.17	88	4	22
Pleasant Hill	Con.65	66	3	22
Milfay	U.G.1	59	3	19.8
U.G. Five	U.G.5	15	2	7.5
Wyatt	10	16	1	16
TOTALS	- - - -	<u>284</u>	<u>16</u>	<u>17.7</u>

COMPARATIVE TABLE SHOWING ATTENDANCE AND FINANCIAL STATUS
 PROPOSED DISTRICTS
 1935-1936

SCHOOL	DIST. NO.	AVERAGE DAILY ATTENDANCE	ASSESSED VALUATION	WARRANT EXPENDITURES
Sapulpa	6	2,864	6,635,221.00	134,202.40
Bristow	8	2,083	5,641,263.00	118,115.12
Drumright	3	2,282	4,380,537.00	105,120.53
Oilton	1	982	1,100,614.00	41,408.30
Mounds	9	899	1,746,729.00	43,062.09
Gypsy	11	556	1,003,763.00	27,552.58
Mannford	2	455	1,130,917.00	24,502.05
Depew	10	683	1,717,666.00	37,779.67
Slick	12	537	1,092,890.00	28,730.32
Shamrock	7	555	1,399,206.00	30,163.71
Olive	4	474	1,257,776.00	25,205.33
Kellyville	5	593	1,921,316.00	32,835.64
TOTALS - - -		12,963	29,027,898.00	648,682.74

WARRANT EXPENDITURES OF
PROPOSED REORGANIZED DISTRICTS

DISTRICT 6

District Number	School	Warrant Expenditure
33	Sapulpa	116,306.66
63	Model	1,199.05
34	Pretty Water	1,739.75
35	Bowden	5,560.22
36	Thirty-Six	2,752.83
37	Hilton	3,414.79
8	Lone Star	3,229.10
	TOTAL	134,202.40

DISTRICT 9

District Number	School	Warrant Expenditure
5	Mounds	17,275.06
18	Keifer	20,468.37
30	Pickett Prairie	2,998.46
29	Mountain Creek	2,320.20
	TOTAL	43,062.09

DISTRICT 5

District Number	School	Warrant Expenditure
31	Kellyville	17,777.45
25	Sunrise	3,133.37
59	Blue Bell	3,563.80
66	Dripping Springs	2,334.56
58	Pleasant Valley	1,631.81
42	Browns Creek	1,975.10
19	Dunham	1,228.50
	TOTAL	31,644.59

DISTRICT 2

District Number	School	Warrant Expenditure
J.C. 3	Mannford	13,261.95
23	Prairie View	1,427.27
61	Cottonwood	978.40
16	McElroy	3,001.71
72	Flat Rock	832.72
	TOTAL	24,502.05

DISTRICT 4

District Number	School	Warrant Expenditures
17	Olive	16,255.58
70	Rockdale	878.56
11	McClontock	898.79
76	Bell View	1,288.88
12	Victory Chapel	1,115.38
73	Eureka	1,427.80
74	Sand Creek	2,121.34
6	Pine Hill	1,219.00
	TOTAL	25,205.53

DISTRICT 8

District Number	School	Warrant Expenditures
2	Bristow	96,477.42
60	Model	3,994.20
45	Genelle	2,476.62
U.G. 6	U.G. 6	6,582.85
47	Mills Chapel	8,584.03
	TOTAL	118,115.12

DISTRICT 12

District Number	School	Warrant Expenditures
75	Slick	13,348.89
26	Edna	1,819.56
27	Crowson	1,361.85
28	Yale	992.00
15	Lovett	1,736.51
9	Fisher	1,896.88
64	Tuskegee	1,830.63
7	Oakgrove	1,570.38
10	Wyatt	4,172.62
	TOTAL	28,730.32

DISTRICT 10

District Number &	School	Warrant Expenditures
21	Depew	18,861.61
50	Big Pond	4,308.79
U.G.1	Milfay	11,551.35
51	Shady Glen	1,921.78
52	Mt. Pleasant	1,136.16
	TOTAL	37,779.67

DISTRICT 11

District Number	School	Warrant Expenditures
Con.2	Gypsy	13,809.54
U.G.4	Iron Post	3,563.87
46	Valentine	2,391.57
41	Sand Ridge	920.83
4	Banner	1,721.23
14	Newby	1,578.85
13	Fairview	1,696.53
61	Hickory Grove	1,870.16
	TOTAL	27,522.58

DISTRICT 7

District Number	School	Warrant Expenditure
55	Shamrock	22,099.14
U.G.5	U.G. 5	6,289.91
40	Hull	1,774.66
	TOTAL	<u>30,163.71</u>

DISTRICT 3

District Number	School	Warrant Expenditure
39	Drumright	96,720.50
Con.65	Pleasant Hill	8,400.03
	TOTAL	<u>105,120.53</u>

DISTRICT 1

District Number	School	Warrant Expenditures
20	Oilton	32,578.94
77	Lagoon	1,708.53
3	Buckeye	3,615.78
78	Sunny Brook	1,549.60
79	Oak Wood	1,955.44
	TOTAL	<u>41,408.30</u>

ASSESSED VALUATION OF
PROPOSED REORGANIZED DISTRICTS

DISTRICT 6

District Number	School	Warrant Expenditure
33	Sapulpa	5,228,056.00
63	Model	295,112.00
34	Fretty Water	91,176.00
35	Bowdeon	328,560.00
36	Thirty Six	268,181.00
37	Hilton	223,660.00
8	Lone Star	200,476.00
	TOTAL	<u>6,335,221.00</u>

DISTRICT 9

District Number	School	Warrant Expenditure
5	Mounds	654,059.00
30	Pickett Prairie	151,093.00
18	Keifer	833,467.00
29	Mountain Creek	108,110.00
	TOTAL	<u>1,746,729.00</u>

DISTRICT 5

District Number	School	Warrant Expenditure
31	Kellyville	655,848.00
25	Sunrise	217,599.00
59	Blue Bell	311,648.00
66	Dripping Springs	130,566.00
58	Pleasant Valley	78,347.00
42	Browns Creek	117,607.00
19	Dunham	113,589.00
	TOTAL	<u>1,626,204.00</u>

DISTRICT 2

District Number	School	Warrant Expenditure
J.C.3	Mannford	499,867.00
23	Prairie View	177,591.00
72	Flat Rock	73,869.00
61	Cottonwood	62,289.00
16	McElroy	317,301.00
	TOTAL	1,130,917.00

DISTRICT 4

District Number	School	Warrant Expenditure
17	Olive	488,807.00
70	Rockdale	65,435.00
11	McClintock	96,491.00
76	Bellvue	68,526.00
12	Victor Chapel	95,875.00
73	Eureka	182,859.00
74	Sand Creek	105,335.00
6	Pine Hill	154,457.00
	TOTAL	1,257,776.00

DISTRICT 1

District Number	School	Warrant Expenditure
20	Oilton	502,173.00
77	Lagoon	121,621.00
3	Buckeye	301,143.00
78	Sunny Brook	87,280.00
79	Oakwood	88,397.00
	TOTAL	1,100,614.00

DISTRICT 8

District Number	School	Warrant Expenditure
2	Bristow	3,666,526.00
60	Model	62,289.00
45	Genelle	198,102.00
U.G.6	U.G. 6	512,754.00
47	Mills Chapel	201,592.00
	TOTAL	5,641,263.00

DISTRICT 12

District Number	School	Warrant Expenditure
75	Slick	188,622.00
26	Edna	110,758.00
27	Crowson	130,962.00
28	Yale	94,248.00
15	Lovett	111,582.00
9	Fisher	104,850.00
64	Tuskegee	74,516.00
7	Oakgrove	80,728.00
10	Wyatt	196,624.00
	TOTAL	1,092,890.00

DISTRICT 10

District Number	School	Warrant Expenditure
21	Depew	789,789.00
50	Big Pond	245,452.00
U.G.1	Milfay	466,499.00
51	Shady Glenn	108,667.00
52	Mt. Pleasant	107,259.00
	TOTAL	1,717,666.00

DISTRICT 11

District Number	School	Warrant Expenditures
2	Gypsy	394,917.00
U.G.4	Iron Post	127,359.00
46	Valentine	89,907.00
41	Sandridge	52,978.00
4	Banner	127,359.00
14	Newby	90,403.00
13	Fairview	57,421.00
71	Hickory Grove	63,419.00
	TOTAL	1,003,763.00

DISTRICT 7

District Number	School	Warrant Expenditures
56	Shamrock	654,794.00
U.G.5	U.G. Five	586,194.00
40	Hull	158,218.00
	TOTAL	1,399,206.00

DISTRICT 3

District Number	School	Warrant Expenditures
39	Drumright	4,184,745.00
65	Pleasant Hill	195,792.00
	TOTAL	4,380,537.00

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