

**LOCAL SCHOOL ADMINISTRATIVE UNITS
OF LINCOLN COUNTY**

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**LOCAL SCHOOL ADMINISTRATIVE UNITS
OF LINCOLN COUNTY**

By

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PREFACE

It is the purpose of this thesis to present a comparative study of attendance areas, of educational ability and effort in the smaller and larger units, and of other data involving a detailed study of present local school unit organization in Lincoln County, an analysis of which will formulate a plan for the reorganization of existing school districts.

The data used were secured from the offices of the county superintendent of schools, the county assessor, the county clerk, the county agent, from old Lincoln County newspaper files, from the state department of education offices, and from the office of the committee on local school units.

The writer has served as an executive in the schools of the county seat for the past nine years. During this time many school board members, county superintendents of schools, and patrons interested in the educational development of the county have been interviewed. Much of the local history presented has been secured from these persons. Where dates or statistics were given, they were verified in the office of the county superintendent.

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He is grateful to Carl Anderson, present county superintendent, and his assistant, Lewis Anderson, for their many helpful suggestions and assistance in searching through old files; and to Miss Mabel Gillian for her aid in gathering the data. He also gratefully acknowledges the valuable assistance given by officials in the offices of the state department of education.

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CHAPTER I

INTRODUCTION

That Lincoln County has been woefully deficient in working out any successful plan of centralization of school districts is attested by the fact that there are more small one and two-room rural schools in this county than in any other county in the state. During the school year 1935-36, there were a total of 123 white school districts in the county, 111 of which were rural, and 25 separate or Negro school districts, 23 of which were rural.

Realizing the need for a consolidation program in Lincoln County, this study was undertaken with the hope that some impetus may be given to such a program. Statistics have been gathered which attempt to show how seriously handicapped the smaller units are in an attempt to provide the barest minimum essentials of a school program. A comparative study will be shown of attendance areas, of educational ability and effort in the smaller and larger units, and of similar related material involving a detailed study of present local school unit organization. By an analysis of these factors a plan will be formulated for the reorganization of existing school districts.

In common with most other western states of the union, when the federal government joined with Oklahoma in the formation of the compact known as the Enabling Act, sections

16 and 36 in each congressional township in Oklahoma territory were set aside by the government for the benefit of the common schools of this state. In lieu of a similar grant in Indian territory, Oklahoma received five million dollars for her permanent school fund. The land received totaled 1,415,000 acres and has a total value at the present time of approximately fifty million dollars.

Although the income from this permanent school fund averages around a million dollars a year it proved to be entirely inadequate to support a general system of public education in Oklahoma. The general property or ad valorem tax was found necessary as a chief basis of support for our schools.

With the coming of improved methods of transportation it was soon noted that an unfortunate mistake had been made by the legislature when the public school system of Oklahoma was organized into such a large number of small units. The district system originated in New England, gradually spreading across the country as new territory was settled. It was natural that Oklahoma should follow the same plan. Evidently it was quite satisfactory for our forefathers. Population then was sparse, travel slow, intercourse limited, and isolation almost compulsory.¹ But those days have gone, and modern times demand modern educational methods.

1. T. F. Hames, A Unit Finance Plan for Financing the Public Schools of Payne County. Unpublished Master's Thesis, Oklahoma A. & M. College, 1931, pp. 1-2.

According to Dr. Wm. C. Bagley, the inadequacy of the rural schools of the country is evidence of the failure of the present educational system.

"In the first place, the system of rural education is notoriously inadequate. The proportion of illiteracy in our rural districts is twice as high as in our urban districts. The problem of illiteracy is a problem of rural education." ²

When our early settlers founded the district school, the course of study was built to carry the "Three R's." Through years of enriching the curriculum, it now must carry a load of 14 subjects. A teacher can average only 19 minutes a day to each class when she is compelled to teach all eight grades. Naturally she cannot be a specialist in any field. The pupils are denied the services of skilled primary instructors and of specialists in the intermediate and junior high school grades. Recognizing these needs, it has been found necessary to enlarge the school districts through centralization that insures larger units. ³

Shortly after the World War a huge increase in school enrollment was noted, especially in the high schools. At the same time property valuations suffered a marked decline. Many schools were unable to care for their rapidly increasing enrollments with their limited budgets, caused principally from losses in property valuations. As a result, a state-wide interest in education was begun. It was found that

2. U. S. Chamber of Commerce Bulletin, November 20, 1922, p. 39.

3. Haskell Pruitt & E. A. Duke, Lincoln County School Survey. Chandler News Publicist, November 2, 1923, p. 1.

many school districts were totally unable to support an adequate system of free public education. Consequently, the state legislature of 1919 made an appropriation of \$100,000 to aid common schools that were too weak financially to maintain a full term.

This assistance of the state has been a life saver for many of our schools. However, the constant expenditure of funds year after year by the state to aid small weak districts was wasteful and did nothing to discourage the elimination of small units. Recognizing this fact the legislature of 1935 passed the now famous House Bill 212 which provided funds only to those districts maintaining an average daily attendance of a minimum of 17 pupils. A few rare exceptions were made to isolated districts. In spite of this law, several fairly weak districts of Lincoln County are holding so steadfastly to their belief in local autonomy that they are still maintaining a six or seven month school term without receiving either primary or secondary aid. Where the sentiment against consolidation or annexation is this strong, the state legislature appears to be the logical body to combine inefficient, weak units.

"Those who have become convinced that a reorganization of school districts into larger units is desirable need only to realize that the same authority of the legislature which created small local units in the first place can also destroy them and change them into larger ones."⁴

It is evident that a reorganization program will not take place when left to the will of the people in the affect-

ed areas. New York State had the same experience that has been witnessed in Lincoln County. The parents wanted to cling to the century-old district system, and raised an outcry when any attempt at centralization was made. Educational leaders felt that it was unjust to continue penalizing the children while waiting for the parents to voluntarily decide on larger administrative units. Consequently, the New York legislature started a system of equalization of opportunity, under the Farm Relief Bill of 1929.⁵

When president Roosevelt was governor of the state of New York he recognized the need of reorganization and simplification of local school government. In an address before the institute of public affairs in session at Charlottesville, Virginia, he mentioned the fact that his state contained 9,600 separate local school units, and pointed out the need for immediate improvement. At that time there were more than 150,00 school districts in the United States. If these could be combined, five or six thousand likely would be more than necessary. Where we have such a large number of units, barriers are up between the city dweller and the farmer.⁶

We can never achieve a close relationship between these two groups so long as such conditions exist. Chambers of Commerce in Lincoln County and elsewhere in the state find

5. Educational Monograph of the New York State Teachers Association, No. 5, August, 1936, p. 11.

6. American Country Life Conference, Cornell University, August 17, 1931, p. 2.

that the greatest difficulty in promoting harmonious relationships with nearby towns and rural districts is to break down the local pride and jealousy of the many self-governing bodies.

It is strange that most people recognize the necessity of making adjustments in their business affairs in keeping with best business practices and yet overlook a like necessity of reorganizing educational affairs. When schools unite in a consolidation program the community immediately profits economically and educationally. In some communities the value of land has doubled where modern school buildings have been remodeled and erected.⁷

"If a large portion of the rural youth of America are going to find it necessary to leave the farm in search of economic opportunity, sound social policy would require a fundamental reorganization of education in the poorer rural areas. In the first place, some means must be discovered whereby farm children can be afforded a richer and a more extended educational experience. In the second place, it will be necessary to give rural education a new direction, a new orientation. An educational program of the right kind can be made an effective instrument for the promotion of migration and for the better adjustment to the life of the community of persons who do not migrate."⁸

Many states have practically completed the reorganization of their school districts. Maryland, Louisiana, Utah, Ohio, Indiana and others have either reorganized on the county unit plan or on a similar basis. In Wisconsin it is

7. School Consolidation and Rural Life, Rural School Leaflet No. 1, Bureau of Education Bulletin, February 1922, pp. 3-4.

8. The Elementary School Journal, Vol. 37, Dec. 1936, p. 242.

estimated that through the merging of districts under a county unit plan the state, county, and local governments would be saved \$200,000 per year. At the same time the teacher load would be more evenly distributed. A high school would be provided for rural children, and 70% of the Wisconsin farm boys likely would not be dropping out of school by the time they reach the eighth grade, as they have been doing. A bill embodying the above features is now before the Wisconsin legislature. ⁹

In Oklahoma an attempt was made during the 1935 session of the legislature to adopt the county unit system in this state. The people, especially in the rural areas, had not been informed sufficiently of the advantages of such a plan, and consequently were opposed to it. Any change that may be made, whether to the county unit or to a larger basis, apparently will have to be developed gradually.

Randolph, County, Indiana provides a good example of a change in sentiment over a comparatively short period of years. Originally there were 131 one-room schools located every two miles throughout Randolph County. Like those in Lincoln County, they had an average daily attendance of from 5 to 20.

"All were of the usual type of one-room schools, with poor equipment, poor buildings, unkempt school grounds, and dilapidated outbuildings. Mud roads had given way to gravel and macadamized roads, the old churches had been remodeled, new farm homes had been built; in fact, everything in the community had responded to the spirit of progress except the schools. They were 40 years

9. The School Executive, May 1937, p. 364.

behind the other factors of community life." 10

"A campaign was begun and every energy was directed to better the rural schools, which meant the consolidation of the one-room schools. Of course the opposition was very pronounced, but the county was fortunate in having boards of township trustees who were open-minded, progressive, and fearless, and, above all, had the one great purpose of doing the best that possibly could be done for children. By 1920 only 6 of the 131 one-room schools remained, and only one remained in 1923." 11

With the aid of the W. P. A., Pike County, Ohio, recently replaced 42 one-room school buildings with seven modern, four-room, centralized schools. An enriched up-to-date curriculum in modern surroundings was given the rural pupils of Pike County and the operating costs will be no greater than formerly. 12

In Oklahoma, Jackson County has the honor of being the first to eliminate all her one-room schools and reach 100 percent consolidation. A high school is within the reach of every pupil in the county. The initial step in the consolidation of schools was the union of a joint district of Jackson and Greer Counties, which has been followed by one consolidation after another until all one-room schools in the county were eliminated. Greer County has done almost as well. In fact, many counties in the western part of the state especially, have found consolidation practical and will soon eliminate all their smaller units. 13

10. Consolidation of Schools in Randolph County, Indiana, Rural School Leaflet No. 12, Bureau of Education Bulletin, 1923, p. 4.

11. Ibid.

12. The School Executive, November 1936, p. 95.

13. The Daily Oklahoman, November 29, 1936, Sec. D, p. 1.

When we speak of "consolidated" schools we may have reference to many different types of schools. There are union graded districts where the high schools only are consolidated, with the grade schools remaining in the outlying districts. On the other hand, all the grades might be united into one large school system with transportation furnished to all the districts consolidated. Under the union graded plan, when all the districts involved vote to be united, they also determine by vote whether they shall provide transportation to the grade pupils.

Mrs. Mary C. C. Bradford, state superintendent of schools of Colorado, and formerly president of the National Education Association, described these consolidated rural schools before the joint senate and house committee on education.

"Consolidation means that two or three or more districts vote to come together and form one district, with a large school instead of a number of small schools. Then you put together all the resources of these districts and you establish a central school, to which the children are taken by transportation. Mrs. Bradford was asked how extensive the curriculum was in one of her consolidated schools. She replied, 'It is just as good as it is in the Denver schools and it is modified in such a way that it meets the requirements of the country life and develops the children for functioning in country life.' " 14

Description of County

Lincoln County, Oklahoma was organized October 1, 1891.

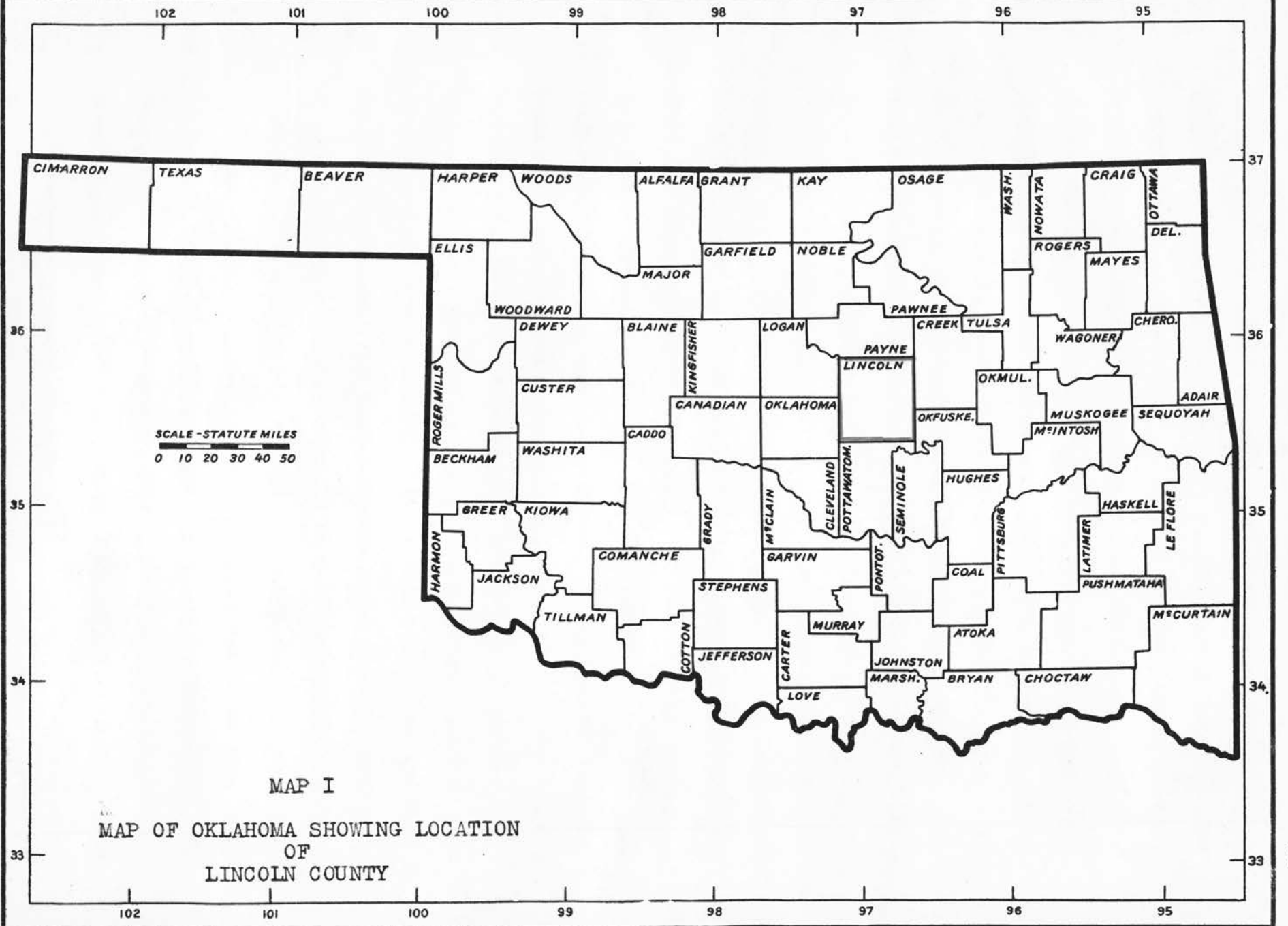
14. United States Chamber of Commerce Bulletin, November 20, 1922, p. 42.

It has a population of 33,738. Of this number 9,974 live in town and 23,764 in the country. It has an area of 960 square miles, and an average annual rainfall of 36 inches.

A map of Oklahoma showing the location of Lincoln County may be seen on page 11. The county is located in the central part of the state. It is bounded on the north by Payne county, on the east by Creek and Okfuskee counties, on the south by Pottawatomie, and on the west by Logan and Oklahoma counties. Chandler, with a population of 2,717, is the county seat and largest city. A list of the other chief towns with their respective populations follows:

Stroud, 1894; Prague, 1299; Davenport, 1072; Wellston, 632; Meeker, 562; Sparks, 470; Carney, 328; Tryon, 300; Kendrick, 270; and Agra, 258.

Four principal highways traverse Lincoln County. U. S. highway 66 passes through the center of the county running northeast and southwest through Wellston, Chandler, Davenport and Stroud. This highway is completely paved across the county. Highway No. 62 runs east and west through the southern part of the county. It is paved from Meeker west to the county line and hard surfaced east through Prague to the county line. Highway No. 18 runs through the central part of the county north and south, going through Meeker, Chandler and Agra. Some paving is under construction south of Meeker. The rest of the road is gravel. Highway No. 48 goes north and south through the extreme eastern section of the county passing through Stroud and Prague. It is partial-



SCALE - STATUTE MILES
 0 10 20 30 40 50

MAP I
 MAP OF OKLAHOMA SHOWING LOCATION
 OF
 LINCOLN COUNTY

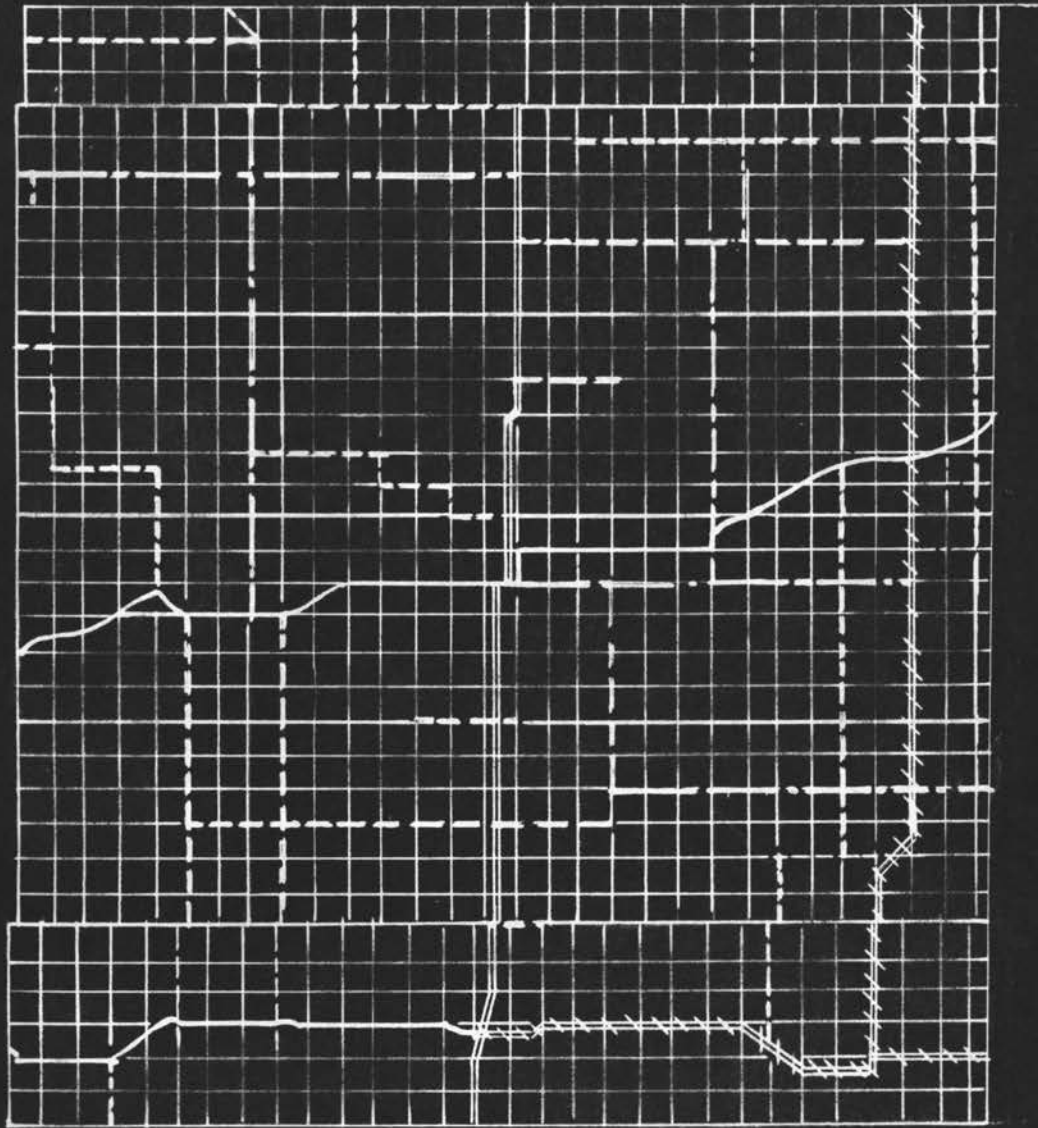
ly graveled and black-topped. The other roads are maintained by the county and during rainy weather some are almost impassible. The red clay hills and low bottom lands account for the bad roads in the rural areas. There are approximately 50 miles of paved roads in the county, 75 miles of all-weather roads, and 1800 miles of dirt roads. Map II on page 13 shows the roads of Lincoln County.

Although on the whole the county is mainly agricultural, the oil industry has been an important factor in the development of Lincoln County. Stroud, Davenport, Chandler and Wellston are the oil centers with numerous smaller fields scattered over the county.

Lincoln County has some very good farm lands, most of which are in the bottoms. A CCC Camp located at Chandler has been of great benefit in soil conservation. The principal crops are cotton, pecans, small grains (wheat, oats and barley) grain sorgums and corn. Lincoln County ranks first in the nation in the production of pecans.

There are three principal streams in the county; namely, Deep Fork, Dry Fork, and Bell Cow. Deep Fork Creek runs in a southeasterly direction across the southern part of the county. It is a branch of the Canadian River. Dry Fork Creek runs through the central part of the county and flows into Deep Fork. Bell Cow rises in the northwest part of the county and flows into Deep Fork north of Meeker. Bell Cow and Deep Fork Creeks overflow often and make crops and road conditions uncertain during winter and spring. It is difficult for farmers to get to town and for the buses to

ROAD MAP OF LINCOLN COUNTY OKLA.



LEGEND

- PAVED HIGHWAY
- /// ASPHALTIC TOP HIGHWAY
- == GRAVELED HIGHWAY
- GRADED & DRAINED COUNTRY ROADS.
- - - UNIMPROVED COUNTRY ROADS.

make their routes during rains or snows. About one-fourth of the land of the county is bottom land.

Numerous timber lands are found in the county along the creeks and in scattered parts of the up lands. The types of soil found in the county are: Derby Sand, Miller Clay, Yahola Silt Loam, Kirkland Loam and Vernon Clay.

On January 1, 1935 there were 4478 farms in the county. There were 1724 farm owners operating their own farms and 2754 tenant farmers. According to the 1930 census, the Negro population of Lincoln County is 3272. The number of Indians is listed as 348.

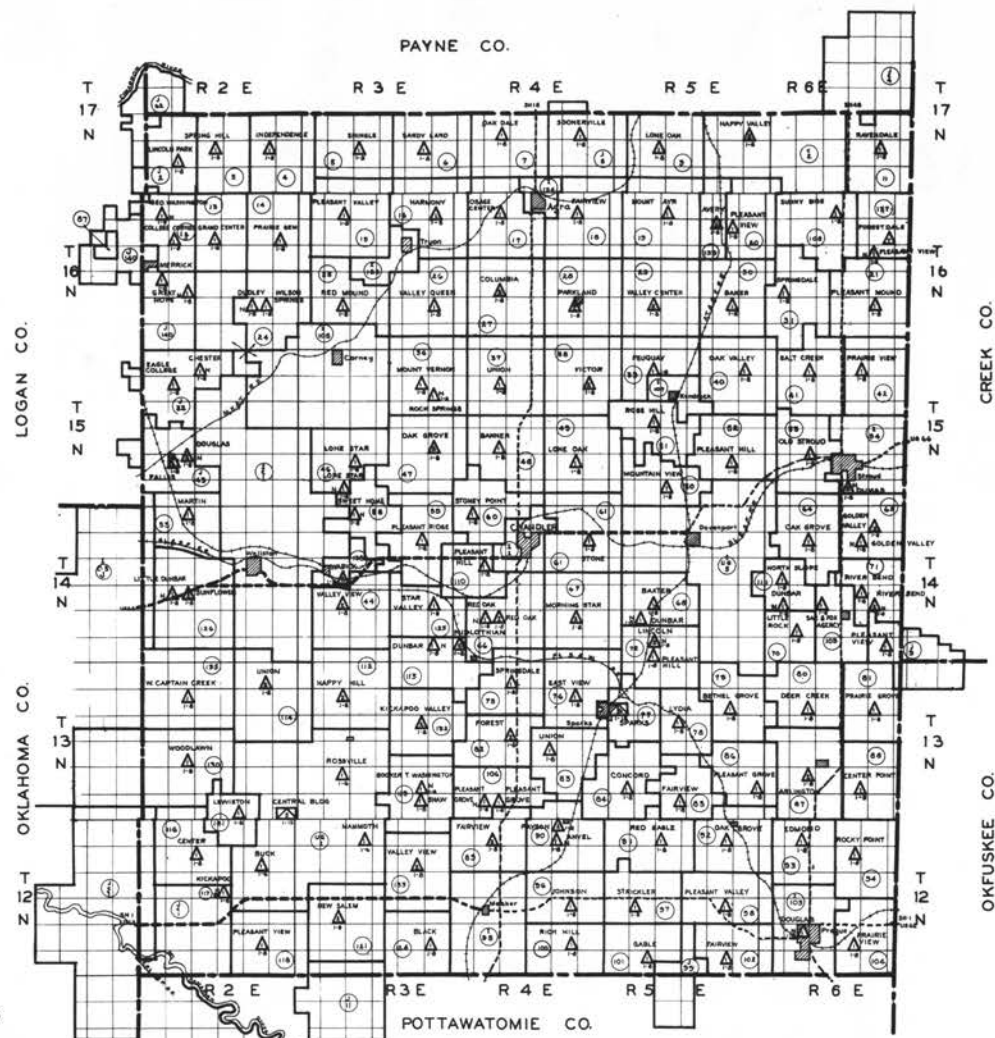
CHAPTER II

DETAILED STUDY OF PRESENT LOCAL SCHOOL UNIT ORGANIZATION

Originally Lincoln County had only 104 school districts, but from time to time new units were created until a total of 141 districts had been formed. This does not mean that the county has had as many as 141 separate districts at the same time. While new school areas were being created some consolidations were taking place to partially offset the new schools. On June 8, 1912, the last new district was created, when No. 141 was formed from parts of districts No. 115, 116, 130 and 131. Map III shows the present school organization. This includes all types of schools in the county during the school year 1935-36.

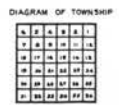
Although Lincoln County has been backward in combining her smaller school units she has had a few consolidations. In August 1917, districts No. 115, 120, 122, and 139 united to form Union Graded No. 1. A central high school was built. The old buildings are still in use as wing schools for grades one to six. They do not furnish transportation.

August 30, 1919, the Davenport school, district No. 129, was joined by districts No. 62, 63, and 75 to form Union Graded No. 3, under authority of the law as given in article 8, section 194 of the 1919 school laws of the state



LEGEND

- SCHOOLS**
 ▲ GRADES 1-8
 ▣ GRADES 7-12
 ▢ GRADES 1-12
 ▲ ▴ NEGRO AND TRANSFERRED
- DISTRICTS**
 ——— BOUNDARIES
 ○ NUMBERS
 ——— IMPROVED
 - - - UNIMPROVED



LINCOLN COUNTY

OKLAHOMA

MAP III



of Oklahoma.¹ Wellston organized a consolidated school in 1920, annexing districts No. 45, 56, 57, and 127, becoming Consolidated No. 1.

All three of the above districts have added other adjacent districts to their territory at various times since their original consolidations. (See Map III) The enumeration and the assessed valuations for these schools during 1935-36 are shown in Table III-A. The area is given in Table II-A.

In 1930 districts No. 10 and 136 voted to form a consolidated grade school district. District No. 10 has been the richest district in the county every since oil was discovered nearby and a tank farm was established there in 1914. In 1929 it had a valuation of \$6,591,807 while No. 136 had a valuation of \$102,729. Here would have been an ideal location for one of the finest high schools in the state. However, the people thought differently. They purchased three school buses and since that time have furnished transportation to the grade pupils within their district, and also have transported their high school pupils to Cushing, in Payne County.

Lincoln County has had three or four sad experiences while attempting centralization. During the month of August, 1920, school districts No. 68, 69, and 72, south of Davenport, voted to form a consolidated district. So much dissension among the patrons arose that by January of

1. County Superintendent's Records, 1919.

the following year at a special election, by a vote of 68 to 38, the districts voted to dissolve the proposed consolidation. An unfortunate representative of a bonding company was severely beaten by irate patrons who apparently blamed him, partly at least, for the vote to consolidate. Several years later, May 10, 1932, district No. 69 was annexed to Davenport. The two other districts still remain as separate units.

Meeker, district No. 95, attempted to annex several surrounding school districts in 1918; namely, district Nos. 89, 96, 99, 100, 124, and 133. A majority vote approved the annexations in each of the districts. Within a few months, however, so much opposition had developed in the annexing areas that the people of Meeker became disgusted. They informed the rural areas that Meeker had always had peace and contentment, and had no desire to become embroiled in such antagonisms. They advised the discontented districts to protest the recent vote on annexation and they would not oppose it. This was done and a court order dissolved the annexation on a technicality.

"The special election and special meeting purposed to have been held on the seventh day of February, 1918, is illegal and void for the reason that no notices of said meeting and election were posted as required by law, and that said notices were not signed by O. W. Bass, County Superintendent, Lincoln County." ²

It was not until April 30, 1920 that one of the above dis-

2. Journal entry in District Court, Case No. 5587, held at Chandler, Lincoln County, Oklahoma, May 6, 1918.

tricts, No. 99, voted to annex to Meeker. Midlothian, district No. 113, had practically the same unpleasant experience a few years later. At that time they maintained a four year high school at Midlothian which has since been discontinued. Their high school pupils now are transferred to Chandler.

These cases are mentioned because they are very unusual in the history of consolidation in the state and nation. Only five or six such occurrences have been recorded in the state of Oklahoma. Naturally these set-backs were discussed over the entire county, and have had some effect in retarding centralization. In attempting to analyze the conditions which caused these districts to rescind their previous actions in consolidating or annexing, the author finds five reasons for these actions: First, the fact that the districts annexed must assume their share of the bonded indebtedness of the districts to which they become a part; second, local pride and jealousy; third, lack of effective leadership, fourth, misunderstandings and false accusations; and fifth, bad road conditions. One's first impression probably would be that bad road conditions should have been placed first or second. When it is observed, however, that a large number of small one-room schools are still in use all along the best highways, some within a mile or two of the largest towns and cities, the reasons for the groupings above are readily seen.

In Table I-A it is shown that the 12 districts which maintain high schools had a total of 129 teachers during

the school year 1935-36. Of these 12 schools, all except Union Graded No. 1 are located in the cities and towns. Union Graded is a consolidated school located in the southwestern part of the county. (See Map III) Sparks is the only dependent district located in a city or town, although at various times Agra, Kendrick and others have been dependent. Of the 111 rural schools in the county, 87 were one-teacher schools, 24 employed two teachers, and one had four teachers. This gives a total of 139 rural teachers, making 268 white teachers for the entire county. (See Table I-B) Oddly enough, there are 110 more school board members in the county than teachers, the former numbering 376.

Table I-A

NUMBER OF TEACHERS EMPLOYED, GRADES TAUGHT, NUMBER OF BUILDINGS IN USE AND POPULATION OF CITIES IN DISTRICTS MAINTAINING HIGH SCHOOLS DURING 1935-36

Dist. No.	Name	Teachers	Grades	Buildings	Population
I-1	Ghandler	23	1-12	3	2,717
IG-1	Wellston	12	1-12	1	632
UG-1	Union Graded	8	1-12	1*	--
IUG-3	Davenport	19	1-12	2**	1,072
154	Stroud	16	1-12	1	1,894
195	Meeker	9	1-12	1	562
I-103	Prague	12	1-12	2	1,299
I-105	Garney	6	1-12	1	328
I-107	Kendrick	6	1-12	2	270
I-125	Tryon	6	1-12	1	300
I-134	Agra	6	1-12	1	258
77	Sparks	6	1-12	1	470
Total		129	1-12	17	9,802

* Plus 4 wing schools, teaching grades 1-6

** Plus 1 wing school, teaching grades 1-6

Table I-B

NUMBER OF TEACHERS EMPLOYED, GRADES TAUGHT, AND NUMBER OF BUILDINGS IN USE IN RURAL DISTRICTS DURING 1935-36

Dist. No.	Name	Teachers	Grade	Buildings
2	Lincoln Park	1	1-8	1
3	Spring Hill	1	1-8	1
4	Independence	1	1-8	1
5	Shingle	1	1-8	1
6	Sandy Lane	1	1-8	1
7	Oak Dale	1	1-8	1
8	Soonerville	1	1-8	1
9	Lone Oak	1	1-8	1
11	Ravendale	1	1-8	1
12	College Corner	1	1-8	1
13	Grand Center	1	1-8	1
14	Prairie Gem	1	1-8	1
15	Pheasant Valley	1	1-8	1
16	Harmony	1	1-8	1
17	Osage Center	1	1-8	1
18	Fairview	1	1-8	1
19	Mount Ayr	1	1-8	1
20	Pleasant View	1	1-8	1
21	Pleasant Mound	1	1-8	1

Table I-B (Continued)

<u>Dist. No.</u>	<u>Name</u>	<u>Teachers</u>	<u>Grade</u>	<u>Buildings</u>
23	Forest Home	1	1-8	1
24	Wilson Springs	1	1-8	1
25	Red Mound	1	1-8	1
26	Valley Queen	1	1-8	1
27	Columbia	2	1-8	1
28	Parkland	2	1-8	1
29	Valley Center	2	1-8	1
30	Baker	1	1-8	1
31	Springdale	1	1-8	1
32	Eagle College	1	1-8	1
34	Victory	1	1-8	1
35	Bannister	1	1-8	1
36	Mount Vernon	1	1-8	1
37	Union	1	1-8	1
38	Victor	2	1-8	1
39	Fair View	1	1-8	1
40	Oak Valley	1	1-8	1
41	Salt Creek	1	1-8	1
42	Prairie View	1	1-8	1
43	Fallis	2	1-8	1
44	Valley View	2	1-8	1
46	Lone Star	1	1-8	1
47	Oak Grove	2	1-8	1
48	Banner	1	1-8	1
49	Lone Oak	1	1-8	1
50	Mountain View	1	1-8	1
51	Rose Hill	1	1-8	1
52	Pleasant Hill	1	1-8	1
53	Old Stroud	1	1-8	1
55	Martin	1	1-8	1
59	Pleasant Ridge	1	1-8	1
60	Stoney Point	1	1-8	1
61	Stone	2	1-8	1
64	Oak Grove	1	1-8	1
65	Golden Valley	2	1-8	1
66	Red Oak	2	1-8	1
67	Morning Star	2	1-8	1
68	Baxter	1	1-8	1
70	Little Rock	1	1-8	1
71	River Bend	1	1-8	1
72	Pleasant Hill	1	1-8	1
75	Springdell	1	1-8	1
76	East View	1	1-8	1
78	Lydia	1	1-8	1
79	Bethel Grove	1	1-8	1
70	Deer Creek	1	1-8	1
81	Prairie Grove	1	1-8	1
82	Forest	2	1-8	1
83	Union	1	1-8	1
84	Concord	1	1-8	1

Table I-B (Continued)

<u>Dist.</u> <u>No.</u>	<u>Name</u>	<u>Teachers</u>	<u>Grade</u>	<u>Buildings</u>
85	Fair View	1	1-8	1
86	Pleasant Grove	1	1-8	1
87	Arlington	2	1-8	1
88	Center Point	1	1-8	1
89	Fair View	2	1-8	1
90	Payson	2	1-8	1
91	Red Eagle	1	1-8	1
92	Oak Grove	1	1-8	1
93	Edmond	1	1-8	1
94	Rocky Point	1	1-8	1
96	Johnson	1	1-8	1
97	Strickler	1	1-8	1
98	Pleasant Valley	1	1-8	1
100	Rich Hill	1	1-8	1
101	Gable	1	1-8	1
102	Fair View	1	1-8	1
104	Prarie View	1	1-8	1
106	Pleasant Grove	1	1-8	1
108	Sunny Side	1	1-8	1
109	Sac & Fox Agency	1	1-8	1
110	Pleasant Hill	1	1-8	1
111	North Slope	1	1-8	1
112	Happy Hill	2	1-8	1
113	Midlothian	2	1-8	1
114	Union	2	1-8	1
116	Center	1	1-8	1
118	Pleasant View	1	1-8	1
119	Shaw	1	1-8	1
121	New Salem	2	1-8	1
123	Star Valley	1	1-8	1
124	Black Shady View	1	1-8	1
126	Sunflower	2	1-8	1
130	Woodlawn	1	1-8	1
132	Kickapoo Valley	2	1-8	1
133	Valley View	2	1-8	1
135	W. Captain Creek	1	1-8	1
137	Forest Dale	1	1-8	1
138	Warwick	2	1-8	1
139	Avery	2	1-8	1
140	Merrick	1	1-8	1
141	Lewiston	1	1-8	1
JT9	Pleasant View	1	1-8	1
C-2	Happy Valley	4	1-8	1
	Total	139	1-8	112

A study of Table II shows that Chandler, the county seat and largest city, has the greatest number of pupils enumerated in the county. With an average of 175 pupils per square mile, Chandler also has the greatest population density. District No. 140 has the least number of pupils per square mile, averaging 1.6. Wellston's area of 37.5 square miles is the largest in the county, closely followed by Union Graded No. 1 with an area of 35.3 square miles. Davenport, Consolidated No. 2, and Meeker rank next in size, with Agra the smaller geographically in the county. Table II reveals that the latter covers only 1.8 square mile. However, Agra provides transportation outside her district, which helps off-set her narrow boundary lines. Most of the other city schools also furnish some transportation. Further data on this subject will be furnished in another chapter.

DENSITY OF SCHOLASTIC POPULATION IN DISTRICTS MAINTAINING
HIGH SCHOOLS 1935-36

<u>District No.</u>	<u>Area</u>	<u>Population</u>	<u>Density</u>
134 Agra	1.8	111	61.7
105 Carney	8.4	121	14.4
1 Chandler	4.0	700	175.0
UG3 Davenport	26.6	645	24.2
107 Kendrick	2.5	119	47.6
95 Meeker	12.0	290	24.2
103 Prague	9.0	444	49.3
54 Stroud	8.0	587	73.4
77 Sparks	4.9	166	33.9
125 Tryon	3.0	113	37.7
UG1 Union Graded	35.5	303	8.6
C-1 Wellston	37.5	370	9.9

Table II-B

DENSITY OF SCHOLASTIC POPULATION IN RURAL SCHOOLS 1935-36

<u>District No.</u>	<u>Area</u>	<u>Population</u>	<u>Density</u>
2	5.9	14	2.6
C-2	15.0	92	6.1
3	6.0	35	5.8
4	7.5	57	7.6
5	7.5	36	4.8
6	7.5	41	5.5
7	7.5	45	6.0
8	8.3	76	9.2
9	7.5	47	6.3
JT9	6.3	14	2.2
11	8.3	47	5.7
12	5.8	21	3.6
13	6.0	37	6.2
14	7.5	17	2.3
15	9.0	67	7.4
16	7.9	50	6.3
17	7.9	57	7.2
18	8.3	44	5.3
19	9.0	60	6.7
20	6.0	32	5.3
21	8.8	58	6.6
23	6.0	15	2.5
24	7.8	34	4.3
25	6.4	49	7.7
26	8.5	47	5.0
27	9.0	82	9.1
28	9.0	97	10.8
29	9.0	72	8.0
30	8.0	54	6.8

Table II-B (Continued)

<u>District No.</u>	<u>Area</u>	<u>Population</u>	<u>Density</u>
31	7.5	49	6.5
32	8.1	25	3.1
34	5.8	27	4.7
35	6.3	56	8.8
36	9.0	58	6.4
37	9.0	62	6.9
38	8.8	58	6.6
39	5.5	49	8.9
40	8.8	74	8.4
41	7.1	45	6.3
42	7.5	36	4.8
43	7.1	47	6.6
44	8.3	89	10.7
46	6.3	45	7.1
47	9.1	92	10.1
48	8.0	59	7.4
49	8.8	59	6.7
50	5.7	43	7.6
51	7.9	54	6.8
52	7.9	75	9.5
53	6.7	45	6.7
55	5.4	30	5.6
59	7.5	47	6.3
60	6.3	65	10.3
61	8.8	96	10.9
64	7.6	61	8.0
65	6.3	53	8.3
66	8.0	93	11.6
67	9.0	97	10.8
68	5.8	41	7.1
70	4.4	25	5.7
71	5.5	16	2.9
72	7.3	39	5.3
75	6.3	39	6.2
76	7.8	53	6.8
78	5.0	52	10.4
79	6.8	58	8.5
80	6.6	66	10.0
81	7.1	46	6.5
82	5.8	53	9.1
83	6.5	88	13.1
84	7.6	65	8.6
85	5.0	36	7.2
86	6.0	63	10.5
87	9.0	67	7.4
88	7.5	61	8.1
89	7.0	66	9.4
90	7.4	93	12.6
91	7.0	53	7.6
92	7.3	72	9.9

Table II-B (Continued)

<u>District No.</u>	<u>Area</u>	<u>Population</u>	<u>Density</u>
93	6.3	40	6.3
94	7.5	65	8.7
96	6.0	50	8.3
97	6.3	41	6.5
98	7.0	46	6.6
100	6.0	35	5.8
101	5.5	46	8.2
102	5.8	45	7.6
104	7.3	46	6.3
106	5.4	35	6.5
108	7.5	26	3.5
109	5.4	28	5.2
110	4.5	56	12.4
111	4.0	49	12.3
112	9.0	58	6.4
113	7.0	73	10.4
114	9.8	57	5.8
116	7.8	55	7.1
118	7.5	45	6.0
119	6.5	58	8.9
121	9.0	77	8.6
123	5.8	52	8.9
124	6.3	36	5.7
126	11.3	73	6.5
130	9.9	54	5.5
132	7.0	49	7.0
133	7.5	59	7.9
135	10.3	35	3.4
137	5.0	26	5.2
138	2.1	53	27.2
139	3.0	54	18.0
140	12.5	20	1.6
141	3.9	21	5.4

A study of Table III shows the great inequalities existing in the financial ability of various districts in Lincoln County to support education. Table III-A shows the assessed valuation, the enumeration and the per pupil valuation for the twelve districts in the county maintaining four year high schools, while Table III-B gives the same information for the 111 rural schools. The wide differences in valuations, with the resulting unfair distribution of wealth per pupil, is the most striking fact shown by these tables. The wealthiest district, Consolidated No. 2, has a valuation of \$4,013,843 compared with \$16,121 for district No. 141, the lowest in valuation. Since there are 92 pupils enumerated in the richer school, each pupil has back of him \$43,624, compared to a per pupil valuation of only \$768 in district No. 141, which has 21 pupils enumerated. In other words, Consolidated No. 2 has 57 times as much wealth per child as school district No. 141.

Here we have one rural grade school enumerating 92 pupils, with a valuation of \$4,013,843, compared with Chandler, the county seat and largest city, which has an enumeration of 700 scholastics and a valuation of only \$969,930. This gives a per-pupil valuation of \$1,385 for Chandler compared with \$43,624 for the pupils in Consolidated No. 2. This little district has more valuation than the combined districts in the towns and cities of Agra, Carney, Chandler, Kendrick, Meeker, Prague, Stroud Sparks, and Wellston. (See Table I-A) A total of 2,910

Table III-A

ASSESSED VALUATION AND ENUMERATION PER DISTRICT FOR YEAR
1935-36 IN DISTRICTS MAINTAINING HIGH SCHOOLS

<u>No. District</u>	<u>Assessed Valuation</u>	<u>Enumeration</u>	<u>Per Pupil Valuation</u>
I-1 Chandler	969,930	700	1,385
IC-1 Wellston	584,785	371	1,576
UG-1 Union Graded	210,412	303	694
IUG-3 Davenport	997,433	645	1,546
154 Stroud	789,982	587	1,344
195 Meeker	439,136	306	1,435
I-103 Prague	543,823	444	1,225
I-105 Carney	214,669	121	1,774
I-107 Kendrick	107,773	119	901
I-125 Tryon	134,658	113	1,191
I-134 Agra	115,204	96	1,200
77 Sparks	242,689	166	1,462

Table III-B

ASSESSED VALUATION AND ENUMERATION PER DISTRICT FOR YEAR
1935-36 FOR RURAL DISTRICTS

<u>No. District</u>	<u>Assessed Valuation</u>	<u>Enumeration</u>	<u>Per Pupil Valuation</u>
2	41,939	14	2,995
3	46,434	35	1,327
4	82,743	57	1,452
5	61,155	36	1,696
6	75,215	41	1,834
7	82,471	45	1,833
8	77,287	76	1,017
9	344,468	47	7,329
11	93,258	47	1,984
12	27,335	21	1,302
13	33,623	37	909
14	49,598	17	2,918
15	63,417	67	961
16	106,947	50	2,138
17	134,123	57	2,353
18	137,473	44	3,124
19	82,984	60	1,383
20	63,182	32	1,974
21	116,876	58	2,015
23	29,879	15	1,992
24	37,803	34	1,112
25	100,197	49	2,145
26	70,693	47	1,504
27	63,520	82	774
28	54,271	97	559
29	87,866	72	1,220

Table III-B (Continued)

<u>No. District</u>	<u>Assessed Valuation</u>	<u>Enumeration</u>	<u>Per Pupil Valuation</u>
30	184,819	54	3,423
31	103,530	49	2,113
32	44,172	25	1,767
34	95,479	27	3,536
35	52,576	56	957
36	58,958	58	1,016
37	52,625	62	849
38	73,572	58	1,268
39	104,149	49	2,125
40	96,439	74	1,303
41	112,122	45	2,491
42	118,283	36	3,286
43	132,222	47	2,813
44	105,231	89	1,183
46	66,841	45	1,485
47	50,485	92	548
48	32,745	59	555
49	78,746	59	1,304
50	157,824	43	3,670
51	143,427	54	2,656
52	144,115	75	1,909
53	215,140	45	4,781
55	53,364	30	1,778
59	146,050	47	3,107
60	46,798	65	719
61	216,868	96	2,259
64	72,623	61	1,191
65	108,145	53	2,041
66	173,421	93	1,834
67	73,679	97	759
68	150,240	41	3,664
70	21,318	25	852
71	54,172	16	3,386
72	201,561	39	5,168
75	72,472	39	1,858
76	64,271	53	1,213
78	64,052	52	1,232
79	69,750	58	1,203
80	49,910	66	756
82	46,823	53	883
81	75,398	46	1,639
83	162,950	88	1,852
84	154,577	65	2,375
85	40,650	36	1,129
86	68,733	63	1,091
87	53,986	67	805
88	66,111	61	1,084
89	79,030	66	1,197
90	236,979	53	4,471

Table III-B (Continued)

<u>No. District</u>	<u>Assessed Valuation</u>	<u>Enumeration</u>	<u>Per Pupil Valuation</u>
91	134,349	53	2,535
92	79,520	72	1,104
93	42,917	40	1,073
94	67,335	64	1,052
96	101,637	50	2,033
97	32,690	41	798
98	61,251	46	1,332
100	38,530	35	1,101
101	37,745	45	839
102	51,461	45	1,143
104	75,539	46	1,642
106	57,647	35	1,647
108	75,946	26	2,921
109	28,116	28	1,004
110	158,642	56	2,833
111	30,171	49	616
112	58,636	58	1,011
113	60,745	73	832
114	69,331	57	1,216
116	35,139	55	639
118	41,401	45	920
119	32,215	58	555
121	56,323	77	732
123	76,600	52	1,281
124	66,471	36	1,846
126	180,823	73	2,477
130	64,709	54	1,199
132	52,229	49	1,066
133	135,623	59	2,299
135	58,360	35	1,668
137	73,117	26	2,812
138	64,354	53	1,214
139	141,703	54	2,624
140	32,212	20	1,611
141	16,121	21	768
JT9	20,685	14	1,477

pupils in nine city school districts have only as much wealth or ability back of them collectively as 92 pupils have in Consolidated No. 2. There are 32 times as many pupils in these nine districts as are found in Consolidated No. 2. This one contrast alone presents a most potent argument for a more equitable distribution of scholastic wealth.

The total assessed valuation of the rural districts for 1935-36 was \$13,700,512; the average wealth per pupil amounted to \$2,417. For the school districts located in the cities and towns, with Union Graded No. 1 also included, the total assessed valuation was \$5,350,494, with the average wealth per pupil amounting to \$1,347. Taken together the valuations total \$19,051,006, with an average per pupil wealth of \$1,918.

Table IV is based on figures taken from the Model School Score Cards, used by the county superintendent in checking each rural school in the county. These score sheets contain a detailed description and analysis of almost every possible phase of each school and its activities. Lack of space prevents the listing of these items individually, but a summary has been prepared in Table IV, which gives the total score made by each school on its grounds, building, equipment, and organization. The minimum requirement each school must have to rate as a model school is given also.

From this table it can be seen that although a few schools rate exceptionally high, many are far down in the

Table IV

RESULTS OF LINCOLN COUNTY MODEL SCHOOL SCORE CARD

<u>Dist. No.</u>	<u>Grounds</u>		<u>Building</u>		<u>Equipment</u>		<u>Organization</u>	
	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>
2	200	35	400	130	500	145	150	50
3	200	83	400	225	500	327	150	115
4	200	160	400	280	500	300	150	125
5	200	70	400	175	500	195	150	90
6	200	120	400	175	500	194	150	75
7	200	85	400	360	500	330	150	90
8	200	236	400	440	500	532	150	187
9	200	250	400	548	500	560	150	250
11	200	236	400	375	500	500	150	240
12	200	50	400	195	500	140	150	80
13	200	74	400	235	500	230	150	115
14	200	117	400	260	500	240	150	90
15	200	183	400	375	500	400	150	175
16	200	150	400	375	500	400	150	175
17	200	126	400	285	500	510	150	130
18	200	306	400	405	500	395	150	160
19	200	140	400	360	500	305	150	125
20	200	75	400	270	500	240	150	110
21	200	160	400	375	500	505	150	225
24	200	110	400	160	500	235	150	100
25	200	173	400	315	500	225	150	70
26	200	167	400	350	500	260	150	133
27	200	155	400	305	500	310	150	160
28	200	191	400	450	500	565	150	225
29	200	140	400	320	500	335	150	140
30	200	175	400	340	500	331	150	160
31	200	100	400	340	500	215	150	115
32	200	148	400	435	500	550	150	240

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Table IV (Continued)

<u>Dist. No.</u>	<u>Grounds</u>		<u>Building</u>		<u>Equipment</u>		<u>Organization</u>	
	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>	<u>Min. Req.</u>	<u>Score</u>
36	200	130	400	235	500	220	150	138
37	200	150	400	375	500	300	150	175
38	200	115	400	295	500	355	150	-
39	200	145	400	265	500	285	150	105
40	200	133	400	385	500	315	150	132
41	200	170	400	350	500	355	150	135
42	200	80	400	290	500	320	150	105
43	200	90	400	363	500	230	150	74
44	200	144	400	410	500	405	150	155
46	200	202	400	425	500	549	150	225
47	200	187	400	340	500	571	150	130
48	200	120	400	280	500	305	150	120
49	200	153	400	390	500	485	150	175
50	200	150	400	375	500	400	150	175
51	200	335	400	450	500	550	150	155
52	200	200	400	305	500	485	150	180
53	200	185	400	415	500	320	150	150
55	200	125	400	335	500	260	150	133
59	200	240	400	462	500	572	150	205
60	200	200	400	340	500	375	150	180
61	200	191	400	440	500	532	150	187
64	200	150	400	460	500	383	150	148
65	200	281	400	500	500	565	150	285
66	200	125	400	410	500	490	150	120
67	200	150	400	400	500	500	150	150
68	200	215	400	423	500	552	150	165
70	200	25	400	320	500	215	150	88
71	200	160	400	350	500	480	150	145
72	200	215	400	423	500	552	150	165
75	200	80	400	410	500	240	150	110
76	200	35	400	210	500	205	150	45

Table IV (Continued)

<u>District No.</u>	<u>Grounds</u>		<u>Building</u>		<u>Equipment</u>		<u>Organization</u>	
	<u>Min.</u>	<u>Score</u>	<u>Min.</u>	<u>Score</u>	<u>Min.</u>	<u>Score</u>	<u>Min.</u>	<u>Score</u>
78	200	97	400	350	500	390	150	142
79	200	260	400	455	500	760	150	310
80	200	120	400	435	500	275	150	105
81	200	95	400	360	500	240	150	93
82	200	160	400	350	500	490	150	192
83	200	97	400	325	500	325	150	115
84	200	135	400	250	500	420	150	135
85	200	75	400	135	500	135	150	63
86	200	66	400	245	500	200	150	85
87	200	100	400	355	500	240	150	120
88	200	140	400	400	500	330	150	148
89	200	210	400	400	500	130	150	120
90	200	365	400	405	500	640	150	200
91	200	155	400	335	500	383	150	200
92	200	175	400	435	500	515	150	175
93	200	100	400	360	500	278	150	110
94	200	92	400	230	500	180	150	125
96	200	91	400	265	500	243	150	125
98	200	121	400	295	500	305	150	138
100	200	59	400	350	500	241	150	115
101	200	110	400	335	500	345	150	125
102	200	125	400	275	500	306	150	95
104	200	160	400	420	500	500	150	190
108	200	120	400	420	500	425	150	180
109	200	148	400	450	500	430	150	170
110	200	205	400	425	500	450	150	140
111	200	75	400	295	500	300	150	70
112	200	100	400	200	500	320	150	125
113	200	150	400	510	500	325	150	170
114	200	150	400	360	500	360	150	95
116	200	125	400	345	500	545	150	170
118	200	70	400	235	500	362	150	115

Table IV (Continued)

<u>District No.</u>	<u>Grounds</u>		<u>Building</u>		<u>Equipment</u>		<u>Organization</u>	
	<u>Min.</u>	<u>Req. Score</u>	<u>Min.</u>	<u>Req. Score</u>	<u>Min.</u>	<u>Req. Score</u>	<u>Min.</u>	<u>Req. Score</u>
119	200	130	400	305	500	240	150	125
121	200	125	400	350	500	570	150	170
123	200	80	400	363	500	440	150	110
124	200	100	400	380	500	250	150	100
126	200	220	400	405	500	590	150	155
130	200	155	400	200	500	340	150	125
132	200	200	400	400	500	455	150	155
133	200	145	400	455	500	315	150	85
135	200	65	400	235	500	240	150	120
138	200	200	400	385	500	550	150	195
139	200	230	400	525	500	627	150	195
140	200	100	400	355	500	330	150	155
JT9	200	105	400	390	500	330	150	110
U#1	200	225	400	410	500	575	150	110
C-2	200	310	400	625	500	800	150	310

scoring. For example, the first school listed, district No. 2, made a score of only 35 on its grounds out of the required 200. On the other hand, district No. 90 earned a score of 365, for a total of 165 points above the minimum, surpassing even Consolidated No. 2, which made 310 points. District No. 70 scored lower than No. 90, totaling only 25 points. Grounds in such districts usually are small, rocky or hilly, and have little or no playground apparatus, shrubs, sidewalks, athletic courts, and the like. 79 schools were rated below the 200 point minimum.

Several new buildings have been completed or are under construction in the county through W. P. A. assistance.³ District No. 93 is being rebuilt to provide more adequate lighting and ventilation. Total cost of this project will be approximately \$800. A new one-room native stone building is practically completed in district No. 109, at a cost of \$1,934. Five other one-room buildings have been erected in districts No. 39, 75, 89, 103, and U. G. 1, at a cost of \$4,000 each. Three two-room buildings have been completed in districts No. 53, 113, 139, at a cost of \$7,500. District No. 139 has practically completed a \$10,000 two-room school, with an auditorium thirty-four feet wide and sixty feet in length. All of these buildings except No. 93 are being constructed of native stone. Nine rural buildings are in such poor con-

3. County superintendent's records, November, 1936.

dition that they should no longer be used. The others range upward from this group to the new native-stone group mentioned above. Their scores are shown in Table IV.

There are three teacherages in the county. They are located in districts No. 65, Consolidated No. 2 and Union Graded No. 1. A principal and his wife live in a trailer located on the school grounds in one of the districts.

Practically the same inequalities are noted in equipment and organization that are found in the other ratings. Equipment includes school furniture, instructional apparatus, library facilities, pictures, buses, etc. Organization includes study groups, clubs, health programs, hot lunches, use of standardized tests, tenure of teacher, permanent records, fire drills, and similar activities. Table IV shows that practically the same schools that rate low or high in their buildings and grounds make little change in the rest of their score. These facts will be discussed again in a later chapter.

CHAPTER III

EDUCATIONAL RESPONSIBILITY AND EFFORT TO MEET IT.

During the school year ending May, 1936, 4440 pupils were enrolled in the 111 rural schools of Lincoln County with total average daily attendance of 2696. (See Table V) The average enrollment per school was 40.0, and the average daily attendance was 24.29. At the same time 4411 pupils were enrolled in the districts maintaining high schools. The average enrollment was 367.5. Their total average daily attendance was 3504 making an average daily attendance per school district of 292. This gives a total of 8851 pupils for the entire county, with an average daily attendance of 6200. In Table V the enrollment, average daily attendance, number of teachers, and per teacher load based on the average daily attendance is given for both grades and high school. Table V-A gives this information for grades 1-12 in the city districts, with Union Graded No. 1 included. Chandler is found to have the greatest number of pupils per teacher with 31.6, while Union Graded with a per pupil load of 19.3 has the smallest number per teacher. The total number of teachers is 127 and the pupil load averages 27.5. Tables V-B and V-C show the same information divided for the grades and high school. Chandler teachers have the heaviest load in the grades, with an average of 34.26. Tryon has the least number with 20.00. The total number of teachers in

Table V-A

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS,
AND PUPIL-TEACHER LOAD FOR GRADES 1-12 IN DISTRICTS MAIN-
TAINING HIGH SCHOOLS DURING 1935-36

<u>District</u> <u>No.</u> <u>Name</u>	<u>Enroll- ment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Pupil-Teacher Load Based On A. D. A.</u>
134 Agra	204	168	6	28.0
105 Carney	157	119	6	19.8
1 Chandler	880	696	22	31.6
UG3 Davenport	603	475	16.5	28.7
107 Kendrick	162	126	6	21.0
95 Meeker	322	266	9	29.5
103 Prague	432	374	12	31.0
54 Stroud	660	520	17.5	29.7
77 Sparks	198	152	6	25.3
125 Tryon	151	127	6	21.1
UG1 Union Graded	243	155	8	19.3
C-1 Wellston	399	326	12	27.1
Total	4411	3504	127	27.5

Table V-B

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS,
AND PUPIL-TEACHER LOAD FOR GRADES 1-8 IN DISTRICTS MAIN-
TAINING HIGH SCHOOLS DURING 1935-36

<u>District</u> <u>No.</u> <u>Name</u>	<u>Enroll- ment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Pupil-Teacher Load Based on A. D. A.</u>
134 Agra	112	87	3	29.00
105 Carney	89	64	3	21.33
1 Chandler	525	394	11.5	34.26
UG3 Davenport	423	314	10	31.40
107 Kendrick	97	72	3	24.00
95 Meeker	184	144	5	28.80
103 Prague	294	243	7.2	33.75
54 Stroud	434	333	10	33.30
77 Sparks	141	102	3	34.00
125 Tryon	74	60	3	20.00
UG1 Union Graded	192	111	5	22.20
C-1 Wellston	254	196	6.5	30.15
Total	2819	2120	70.2	30.19

Table V-C

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS,
AND PUPIL-TEACHER LOAD FOR GRADES 9-12 IN DISTRICTS MAIN-
TAINING HIGH SCHOOLS DURING 1935-36

<u>District</u> <u>No.</u> <u>Name</u>	<u>Enroll- ment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Pupil-Teacher Load Based on A. D. A.</u>
134 Agra	92	81	3	27.00
105 Carney	68	55	3	18.33
1 Chandler	355	302	10.5	28.76
UG3 Davenport	180	161	6.5	24.77
107 Kendrick	65	54	3	18.00
95 Meeker	138	122	4	30.50
103 Prague	138	131	4.8	27.29
54 Stroud	226	187	7.5	24.93
77 Sparks	57	50	3	16.67
125 Tryon	77	67	3	22.33
UG1 Union Graded	51	44	3	14.67
G-1 Wellston	145	130	5.5	23.63
Total	1592	1384	56.8	24.36

Table V-D

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS,
AND PUPIL-TEACHER LOAD FOR RURAL SCHOOLS 1935-36

<u>District</u> <u>Number</u>	<u>Enroll- ment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Pupil-Teacher Load Based on A. D. A.</u>
2	11	5	1	5
3	26	19	1	19
4	42	27	1	27
5	31	18	1	18
6	36	25	1	25
7	27	19	1	19
8	47	35	1	35
9	28	20	1	20
11	35	17	1	17
12	16	14	1	14
13	20	12	1	12
14	28	13	1	13
15	41	24	1	24
16	33	18	1	18
17	51	35	1	35
18	46	24	1	24
19	47	26	1	26
20	15	10	1	10
21	53	23	1	23

Table V-D (Continued)

<u>District Number</u>	<u>Enroll- ment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Pupil-Teacher Load Based on A. D. A.</u>
23	17	9	1	9
24	27	14	1	14
25	36	27	1	27
26	35	19	1	19
27	58	40	2	40
28	80	54	2	54
29	56	37	2	37
30	45	27	1	27
31	35	22	1	22
32	29	22	1	22
34	21	10	1	10
35	41	22	1	22
36	43	20	1	20
37	53	21	1	21
38	60	34	2	17
39	37	18	1	18
40	60	38	1	38
41	35	20	1	20
42	36	22	1	22
43	36	28	2	14
44	68	40	2	20
46	31	19	1	19
47	65	38	2	19
48	55	28	1	28
49	44	29	1	29
50	35	15	1	15
51	19	15	1	15
52	55	30	1	30
53	37	22	1	22
55	30	18	1	18
59	49	28	1	28
60	41	28	1	28
61	62	48	2	24
64	32	21	1	21
65	38	30	2	15
66	45	35	2	17.5
67	82	47	2	23.5
68	40	21	1	21
70	16	11	1	11
71	28	9	1	9
72	32	24	1	24
75	32	14	1	14
76	44	24	1	24
78	40	23	1	23
79	38	18	1	18
80	43	26	1	26
81	36	12	1	12
82	47	24	2	12
83	47	28	2	14

Table V-D (Continued)

<u>District Number</u>	<u>Enroll- ment</u>	<u>Pupil-Teacher Load Based on</u>		
		<u>A. D. A.</u>	<u>No. of Teachers</u>	
84	53	37	1	37
85	23	16	1	16
86	47	31	1	31
87	66	40	2	20
88	44	25	1	25
89	36	24	2	12
90	75	54	2	27
91	34	12	1	12
92	40	31	1	31
93	33	21	1	21
94	57	32	1	32
96	33	29	1	29
97	20	9	1	9
98	32	20	1	20
100	24	19	1	19
101	33	20	1	20
102	27	15	1	15
104	43	27	1	27
106	26	19	1	19
108	40	21	1	21
109	46	23	1	23
110	53	31	1	31
111	33	15	1	15
112	46	35	2	17.5
113	58	39	2	19.5
114	29	18	2	9
116	45	21	1	21
118	62	27	1	27
119	37	20	1	20
121	65	35	2	17.5
123	26	21	1	21
124	29	16	1	16
126	50	32	2	16
130	37	26	1	26
132	42	32	2	16
133	43	28	2	14
135	22	16	1	16
138	50	30	2	15
139	37	24	2	12
140	26	19	1	19
141	15	8	1	8
JT9	30	12	1	12
G-2	69	53	4	13.25
Total	4440	2696	139	19.3

grades is 70.2. The pupil load averages 30.19.

In the high school division Meeker's load of 30.5 is heaviest, closely followed by Chandler with 28.76. Union Graded's average of 14.67 is the least number in this division. The total number of high school teachers is 56.8, the average daily attendance is 1384, making the average pupil-teacher load 24.36.

Table 6 shows that for the year 1936 the total enrollment of rural students in the eighth grade was 537, the average daily attendance was 332. The number promoted was 336. This shows that only 62% of the enrollment graduated. Twenty-five of these pupils graduating were from U. G. 1 and Sparks. There was a total of 536 eighth grade graduates in the county.

The educational rating of the rural teachers given in Table 7 shows improvement over the past five year period. In 1932 there were six teachers with degrees and 25 with county certificates. In 1936, 18 had degrees and only one had a county certificate. The majority of the teachers hold state certificates ranging from one-year elementary to life.

In 1936, 110 of the 111 rural schools were one and two-room schools. With 4371 out of the 4440 rural students enrolled in one and two-room schools it is hardly possible to offer an elementary curriculum in keeping with the modern educational standards.

"In the first place it is almost impossible to have teachers specialized in the various fields. A teacher in these schools would have to be an expert teacher in all the fundamental tool subjects, also of music, art and directed play activities. Needless to

Table VI

ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND NUMBER PROMOTED IN RURAL SCHOOLS U. G. 1 AND SPARKS INCLUDED DURING 1935-36

<u>Grades</u>	<u>Enrollment</u>	<u>A. D. A.</u>	<u>No. Promoted</u>	
1	922	441	471	
2	532	330	327	
3	599	390	402	
4	551	346	369	
5	578	376	408	
6	508	364	361	
7	472	330	327	
8	537	332	336	
9	47	30	27	
10	27	23	22	
11	22	20	22	
12	22	21	20	
<u>1-12</u>	<u>4817</u>	<u>3003</u>	<u>3092</u>	Total

Table VII

NUMBER OF TEACHERS, AND TEACHER QUALIFICATIONS OVER 5 YEAR PERIOD FOR RURAL AND CONSOLIDATED SCHOOLS

Year	No. Of Teachers	Elementary		State		County			
		Degree	5 Year	Life	2 Year	Elementary	1 Year	3rd	1st
					Elementary	Elementary	Grade	Grade	Grade
1931-32	141	6	3	63	41	5	6	10	9
1932-33	138	4	0	84	26	11	3	8	4
1933-34	137	9	2	93	31	3	2	0	1
1934-35	137	12	15	76	41	2	0	0	0
1935-36	138	18	27	52	28	12	0	0	1

say, but very few such individuals are found employed in the small schools. The task of teaching a large number of subjects and a larger number of classes has the general effect of confining the elementary curriculum to the strictly subject matter courses." ¹

Nine of the 12 districts of Lincoln County having high schools employ less than 6 high school teachers.

"In a high school with less than 6 teachers the curriculum offerings must necessarily be very limited. All pupils are required to follow the same course of study regardless of what the individual attitudes, capacities, interests, and desire of the pupil may be." ²

Two of the rural schools at one time maintained high schools. These were Midlothian, and Fallis. The Midlothian high school was discontinued in 1930 and their students are transferred to Chandler. Fallis discontinued her high school in 1927 and most of the students are transferred to Wellston. Neither of these rural schools provides transportation for its students to districts having high schools. In fact, only one district in the entire county makes such provision for its pupils; namely, Consolidated No. 2. The others leave this responsibility to the districts having the high schools and to the state.

Instruction cost, total expenditures, and cost per pupil enrolled may be studied from table VIII-A and VIII-B. Of the districts having high schools the instruction costs and total expenditures for Chandler are the highest while

1. W. C. Cook, An Administrative Survey of the Public Schools of Mercer County, West Virginia, Report of the Survey Commission, 1932, p. 31.

2. Ibid.

the per-pupil cost ranks ninth from the top for all expenditures and tenth for instructional cost. The total instruction costs were \$110,165.73, making the average cost \$9,180.47 per school. There were 127 teachers employed. This makes an average of \$867 per teacher. By studying carefully the instruction costs for the rural schools, it is found that 15% of the teachers receive less than \$500 per year and 33% receive \$600 or less. \$621 is the average wage for the rural teacher. This is not a living wage for persons who give their time and money to obtain the best standard of teaching. At the same time the cost per pupil enrolled is higher than in schools where more than two teachers are employed.

Table VIII-A

COST PER PUPIL ENROLLED BASED ON INSTRUCTION COST AND TOTAL EXPENDITURES DURING 1935-36 IN DISTRICTS MAINTAINING HIGH SCHOOLS

<u>District No.</u>	<u>Name</u>	<u>Instruction Cost</u>	<u>Total Expenditures</u>	<u>Cost Per Pupil Enrolled For All Expenditures</u>	<u>For Instruction</u>
134	Agra	4,650.91	7,545.95	36.99	22.79
105	Carney	4,552.29	6,642.07	42.30	28.99
1	Chandler	20,112.57	30,142.99	34.25	22.85
UG3	Davenport	13,443.00	23,938.64	39.69	22.29
107	Kendrick	5,200.15	7,058.92	43.57	32.90
95	Meeker	7,668.83	11,752.78	36.48	23.81
103	Prague	11,396.25	15,123.05	35.00	26.38
54	Stroud	15,481.70	21,760.63	32.98	23.45
125	Tryon	4,072.18	6,996.22	46.33	26.96
C-1	Wellston	10,892.95	17,418.41	43.65	27.30
UG1	Union Grade	7,353.00	7,896.98	32.49	30.26
77	Sparks	5,342.00	6,081.15	30.71	26.98

Table VIII-B

COST PER PUPIL ENROLLED BASED ON INSTRUCTION COST AND TOTAL EXPENDITURES DURING 1935-36 IN RURAL DISTRICTS

<u>District Number</u>	<u>Instruction Cost</u>	<u>Total Expenditures</u>	<u>Cost Per Pupil Enrolled For All Expenditures</u>	<u>For Instruction</u>
2	385	413.60	37.60	35.00
3	400	505.17	19.43	15.38
4	630	800.12	19.05	15.00
5	480	588.91	18.99	15.48
6	585	744.57	24.01	16.25
7	780	995.31	36.86	28.88
8	810	1130.00	24.04	17.23
9	680	998.50	35.66	24.28
11	810	1132.82	32.36	23.14
12	315	332.25	20.76	19.68
13	495	500.23	25.01	24.74
14	400	499.12	17.82	14.28
15	585	758.40	18.49	14.27
16	675	703.82	21.32	20.45
17	765	866.06	16.98	15.00
18	675	1270.89	27.62	14.67
19	680	937.11	19.93	14.46
20	480	535.27	35.68	32.00
21	810	1124.25	21.21	15.28
23	410	410.00	24.11	24.11
24	479	609.24	22.56	17.74
25	455	654.58	18.18	12.63
26	630	707.82	20.22	18.00

Table VIII-B (Continued)

District Number	Instruction Cost	Total Expenditures	Cost Per Pupil Enrolled	
			For All Ex- penditures	For Instruc- tion
27	800	874.90	15.08	13.79
28	1440	1902.40	23.78	18.00
29	1342.24	1780.09	31.78	23.96
30	765	972.70	21.61	17.00
31	480	688.60	19.10	13.71
32	584	632.35	21.80	20.13
34	520	657.86	31.32	24.76
35	600	864.38	21.08	14.63
36	480	640.89	14.90	11.18
37	600	619.43	11.68	11.32
38	1040	1178.99	19.65	17.33
39	675	894.06	24.16	18.24
40	720	1306.55	21.77	12.00
42	400	552.46	15.34	11.11
43	1260	1534.73	42.63	35.00
44	1120	1237.16	18.19	16.47
46	600	842.98	27.19	19.35
47	1530	1741.94	26.71	23.53
48	680	811.69	14.75	12.36
49	675	971.69	22.17	15.34
50	600	819.73	23.42	17.14
51	787.50	936.27	49.25	41.44
52	810	877.03	15.94	14.72
53	810	3975.17	107.43	21.89
55	480	495.40	16.51	16.00
59	810	928.48	18.94	16.53
60	720	838.25	20.44	17.56
61	1260	1439.00	23.21	20.32
64	480	581.00	18.15	15.00
65	1665	1821.12	47.92	43.81
66	1200	1423.96	31.64	26.67
67	1160	1309.38	15.96	14.14
68	900	1121.35	28.03	22.50
70	374.98	406.48	25.37	23.43
71	765	853.66	30.48	27.32
72	900	1016.76	31.77	28.12
75	520	1338.00	41.80	16.25
76	600	666.48	15.14	12.72
78	455	514.15	12.85	11.37
79	810	982.55	25.85	21.31
80	585	722.45	16.80	13.60
81	630	714.89	19.85	17.50
82	1578	1728.01	36.76	33.57
83	870	953.09	20.27	18.51
84	600	659.27	12.43	11.30
85	440	529.21	23.00	19.13
86	480	574.60	12.22	10.21
87	1608	1784.23	27.03	24.36
88	520	617.30	14.03	11.81

Table VIII-B (Continued)

District Number	Instruction Cost	Total Expenditures	Cost Per Pupil Enrolled	
			For All Ex- penditures	For Instruc- tion
89	1215	1283.35	35.64	33.75
90	1655	2187.29	26.19	22.06
91	630	854.86	25.14	18.52
92	640	750.28	18.75	16.00
93	720	1072.18	32.49	21.81
94	800	937.32	18.44	14.03
96	600	778.41	23.56	18.18
97	480	518.73	25.93	24.00
98	600	672.74	21.02	18.75
100	480	508.32	21.18	20.00
101	462	530.92	15.78	14.00
102	400	604.74	22.39	14.81
104	720	872.75	20.29	16.74
106	560	641.17	24.66	21.53
108	560	646.50	16.16	14.00
109	674.45	744.21	16.17	14.66
110	765	1113.80	21.01	14.43
111	675	793.95	24.05	20.45
112	800	860.40	18.70	17.39
113	800	881.23	15.19	13.79
114	900	1112.65	38.36	31.05
116	675	836.25	18.58	15.00
118	585	661.04	10.66	9.43
119	810	1013.36	27.38	21.89
121	1575	1649.16	25.37	24.23
123	675	809.72	31.14	25.96
124	680	843.44	29.08	23.44
126	1280	1724.40	34.48	25.60
130	520	686.10	18.54	14.05
132	1320	1456.20	34.67	31.42
133	970	1054.94	24.53	22.32
135	400	442.70	20.12	18.18
138	1440	1541.01	30.82	28.80
139	1350	1585.46	42.85	36.48
140	585	678.51	26.09	22.50
141	640	760.62	50.70	42.67
C-2	3375	11502.09	166.69	48.91
JT9	600	945.22	31.50	20.00

Table IX shows the valuation, enrollment, average daily attendance, teachers salaries and monthly cost of teaching. Ten of the twelve districts maintaining high schools had nine month terms and two had eight month terms. This makes the average length 8.83. The total average daily attendance was 3504, the total annual salaries \$110,165.45 making the average monthly cost \$3.56. Davenport has the lowest monthly cost of \$3.14. Union Graded has the highest monthly cost which is \$5.27.

The length of the school terms varies in different districts. Table IX-B shows that 53 schools had 8 month terms, 3 had 7 month terms, two had $8\frac{1}{2}$ months while 53 had 9 months or full length terms. It also shows the monthly cost of teaching based on average daily attendance. The average monthly cost of teaching was \$3.63. The valuation of the districts are recorded and range from \$16,121 in district No. 141 to \$4,014,223 in C-2.

Table IX-A

VALUATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, TEACHERS SALARIES, AND MONTHLY COST OF TEACHING BASED ON AVERAGE DAILY ATTENDANCE FOR DISTRICTS MAINTAINING HIGH SCHOOLS DURING 1935-36

District No.	Name	Valuation	Enrollment	A. D. A.	Months in Term	Teachers Salary	Monthly Cost of Teaching Based on A.D.A.
134	Agra	115,204	204	168	8	4650.81	3.48
105	Carney	214,669	157	119	9	4552.81	4.25
1	Chandler	969,930	880	696	9	29112.57	3.21
UG3	Davenport	997,433	603	475	9	13443.00	3.14
107	Kendrick	107,773	162	126	8	5200.15	5.15
95	Meeker	439,136	322	266	9	7668.83	3.20
103	Prague	543,823	432	374	9	11396.25	3.38
54	Stroud	789,982	660	520	9	15481.70	3.30
77	Sparks	242,689	198	152	9	5342.00	3.00
125	Tryon	134,658	151	127	9	4072.18	3.56
UG1	Union	210,412	243	155	9	7353.00	5.37
	Graded						
C-1	Wellston	584,785	399	326	9	10892.95	3.71

Table IX-B

VALUATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, TEACHERS SALARIES, AND MONTHLY COST OF TEACHING BASED ON AVERAGE DAILY ATTENDANCE FOR THE YEAR 1935-36

District No.	Valuation	Enrollment	A.D.A.	Months in Term	Annual Teachers Salary	Monthly Cost of Teaching Based on A. D. A.
2	41,939	11	5	7	385	11.00
3	46,434	26	19	8	400	2.63
4	82,743	42	27	9	630	2.59
5	61,155	31	18	8	580	3.33
6	75,215	36	25	9	585	2.60
7	82,471	27	19	8	780	5.13
8	87,009	37	35	9	810	2.57
9	344,446	28	20	8	680	4.25
11	93,258	35	17	9	810	5.29
12	29,356	16	14	7	315	3.21
13	33,623	20	12	9	495	4.58
14	49,598	28	13	8	400	3.84
15	63,417	41	24	9	585	2.80
16	106,947	33	18	9	675	4.16
17	134,123	51	35	9	765	2.42
18	137,473	46	24	9	675	3.12
19	82,984	47	26	8	680	3.26
20	63,182	15	10	9	480	6.00
21	116,876	53	23	9	810	3.91

Table IX-B (Continued)

District No.	Valuation	Enroll- ment	A.D.A.	Mos. In Term	Annual Teachers Salary	Monthly Cost of Teaching Based on A. D. A.
23	29,879	17	9	8	410	5.69
24	37,803	27	14	8	479	4.27
25	100,197	36	27	8	455	2.10
26	70,693	35	19	9	630	3.62
27	63,520	58	40	8	800	2.50
28	54,271	80	54	8	1440	3.33
29	87,866	56	37	8	1342.24	4.53
30	184,819	45	27	9	765	3.14
31	103,530	35	22	8	480	2.72
32	51,197	29	22	9	584	2.94
34	95,479	21	10	8	520	6.50
35	52,576	41	22	8	600	3.40
36	58,958	43	20	8	580	3.00
37	52,625	53	21	8	600	3.57
38	73,572	60	34	8	1040	3.82
39	104,149	37	18	9	675	4.16
40	96,439	60	38	9	720	2.10
41	112,122	35	20	9	675	3.75
42	118,283	36	22	8	400	2.27
43	135,672	36	28	9	1260	5.00
44	105,231	68	40	8	1120	3.50
46	66,841	31	19	8	600	3.94
47	50,485	65	38	8.5	1530	4.75
48	32,845	55	28	8	680	3.03
49	78,746	44	29	9	675	2.58
50	157,824	35	15	8	600	5.00
51	143,427	19	15	9	787.50	5.83
52	144,115	55	30	9	810	3.00
53	215,140	37	22	9	810	4.90
55	53,364	30	18	8	480	3.33
59	146,050	49	28	9	810	3.21
60	46,798	41	28	9	720	2.85
61	216,868	62	48	9	1260	2.91
64	72,623	32	21	9	480	2.54
64	108,145	38	30	9	1665	6.16
66	173,421	45	35	8	1200	4.28
67	73,679	82	47	8	1160	3.25
68	150,240	40	21	9	900	4.76
70	21,318	16	11	7	374.98	4.87
71	54,172	28	9	9	765	9.44
72	201,561	32	24	9	900	4.16
75	72,472	32	14	8	520	4.64
76	64,271	44	24	8	600	3.28
78	64,052	40	23	8	455	2.47
79	69,750	38	18	9	810	5.00
80	49,910	43	26	9	585	2.50
81	75,398	36	12	9	630	5.83
82	46,824	47	24	9	1578	7.30

Table IX-B (Continued)

District No.	Valuation	Enroll- ment	A.D.A.	Mos. In Term	Annual Teachers Salary	Monthly Cost of Teaching Based on A. D. A.
83	162,950	47	28	8	370	3.88
84	154,577	53	37	8	600	2.02
85	40,650	23	16	8	440	3.43
86	68,733	47	31	8	480	1.93
87	53,986	66	40	9	1608	2.46
88	66,111	44	25	8	520	2.60
89	79,030	36	24	9	1215	5.62
90	236,797	75	54	9	1655	3.40
91	134,349	34	12	9	630	5.83
92	79,520	40	31	8	640	2.58
93	42,917	33	21	9	720	3.80
94	67,335	57	32	8	800	3.12
96	101,637	33	39	8	600	2.58
97	32,690	20	9	8	480	6.66
98	61,251	32	20	8	600	3.75
100	38,530	24	19	8	480	3.15
101	37,745	33	20	8	462	2.88
102	51,461	27	15	8	-	-
104	75,539	43	27	8	720	3.33
106	57,647	26	19	8	560	3.68
108	75,946	40	21	9	560	2.96
109	28,116	46	23	9	674.45	3.25
110	158,642	53	31	9	765	2.74
111	30,171	33	15	9	675	5.00
112	58,636	46	35	8	800	2.85
113	60,745	58	39	8	800	2.56
114	69,331	29	18	9	900	5.55
116	35,139	45	21	9	675	3.57
118	41,401	62	27	9	585	2.40
119	32,215	37	20	9	810	4.50
121	56,323	65	35	9	1575	5.00
123	76,600	26	21	8	675	4.01
124	66,471	29	16	8	680	5.31
126	180,823	50	32	8	1280	5.00
130	64,709	37	26	8	520	2.50
132	52,229	42	32	8.5	1320	4.85
133	135,623	43	28	8	960	4.28
135	58,360	22	16	8	400	3.12
138	64,354	50	30	9	1440	5.33
139	141,703	37	24	9	1350	6.25
140	62,832	26	19	9	585	3.42
141	16,121	15	8	9	640	8.88
C-2	4,014,223	69	53	9	3375	7.07
JT9	43,981	30	12	9	600	5.55

Table X shows the tax levies for the school year 1935-36. The average tax levy for districts maintaining high schools is 24.09 mills and for the rural schools is 8.01. The tax rate in rural schools ranges from nothing in six districts to 23.88 mills in district No. 70. From this table it can be seen that a large number of rural schools are levying hardly any millage. These smaller units are not poverty-stricken by any means. On the contrary, many of them have almost unlimited means, as was pointed out in Chapter II. Table X shows that their effort does not keep pace with their ability.

Table X-A

LEVIES FOR DISTRICTS MAINTAINING HIGH SCHOOLS 1935-36

<u>Dist.</u>		<u>Gen.</u>	<u>Sink.</u>	<u>Total</u>
<u>No.</u>	<u>Name</u>			
134	Agra	14.00	5 Bldg. 17.47 S	36.47
105	Carney	13.79	.95	14.74
	1 Chandler	12.39	9.13	21.52
UG3	Davenport	14.00	5.05	19.05
107	Kendrick	14.00	5 Bldg. 15.74 S	34.74
	95 Meeker	14.00	4.70	18.70
103	Prague	14.00	7.98	21.98
	77 Sparks	14.00	10.49	24.49
	54 Stroud	14.00	10.64	24.64
125	Tryon	14.00	7.01	21.01
UG1	Union Graded	14.00	7.00	21.00
C-1	Wellston	14.00	16.79	30.79

Table X-B

LEVIES FOR RURAL DISTRICTS 1935-36

<u>Dist. No.</u>	<u>Gen.</u>	<u>Sink.</u>	<u>Total</u>
2	9.32	--	9.32
3	14.00	--	14.00
4	.48	--	.48
5	1.26	--	1.26
6	2.18	--	2.18
7	4.00	--	4.00
8	7.80	--	7.80
9	2.14	1.70	3.84
11	9.30	--	9.30
12	10.76	--	10.76
13	9.32	--	9.32
14	10.47	--	10.47
15	1.85	4.42	6.28
16	6.29	--	6.29
17	8.48	--	8.48
18	5.56	--	5.56
19	1.04	--	9.04
20	8.55	--	8.55
21	2.66	--	2.66
23	.00	--	.00
24	8.74	--	8.74
25	1.31	--	1.31
26	6.28	3.42	9.70
27	14.00	--	14.00
28	7.38	6.18	13.56
29	11.64	--	11.64

Table X-B (Continued)

<u>Dist. No.</u>	<u>Gen.</u>	<u>Sink.</u>	<u>Total</u>
30	4.75	---	4.75
31	1.70	---	1.70
32	13.10	---	13.10
36	2.89	---	2.89
37	3.05	---	2.05
38	14.00	---	14.00
39	5.77	---	5.77
40	4.40	---	4.40
41	2.80	---	2.80
42	5.21	---	5.21
43	11.74	---	11.74
44	9.61	---	9.61
46	6.50	---	6.50
47	14.00	---	14.00
48	12.87	---	12.87
49	10.94	---	10.94
50	2.86	---	2.86
51	3.34	---	3.34
52	1.93	---	1.93
53	6.80	2.48	9.28
55	3.06	3.96	7.02
58	6.81	---	6.81
59	.00	---	.00
60	11.78	---	11.78
61	6.52	---	6.52
64	.00	5.53	5.53
65	14.00	1.79	15.79
66	6.95	.40	7.35
67	9.25	5.00 Bldg.	14.25
68	4.98	---	4.98
70	14.00	9.88	23.88
71	9.12	---	9.12
72	4.29	---	4.29
75	14.00	---	14.00
76	7.84	---	7.84
78	4.02	---	4.02
79	4.64	---	4.64
80	6.47	3.64	10.11
81	11.78	4.33	16.11
82	14.00	---	14.00
83	2.65	---	2.65
84	3.08	---	3.08
85	.00	---	.00
86	.00	---	.00
87	14.00	---	14.00
88	.00	3.83	3.83
89	14.00	---	14.00
90	7.85	---	7.85
91	2.53	---	2.53
92	1.43	7.08	8.51
93	14.00	---	14.00

Table X-B (Continued)

<u>Dist. No.</u>	<u>Gen.</u>	<u>Sink.</u>	<u>Total</u>
94	14.00	---	14.00
96	5.18	---	5.18
97	7.53	---	7.53
98	3.63	---	3.63
100	1.34	---	1.34
101	1.49	---	1.49
102	12.15	---	12.15
104	6.97	3.33	10.30
106	3.52	---	3.52
108	4.73	2.10	6.83
109	5.54	5.95	11.49
110	6.62	---	6.62
111	11.93	---	11.93
112	14.00	---	14.00
113	14.00	5. Bldg. 00.70	19.70
114	5.85	---	5.85
116	8.30	---	8.30
118	14.00	---	14.00
119	11.60	---	11.60
121	14.00	---	14.00
123	5.88	---	5.88
124	8.64	8.34	16.98
126	7.13	---	7.13
130	1.76	---	1.76
132	12.26	---	12.26
133	5.38	---	5.38
135	.86	7.72	8.58
137	.00	---	.00
138	12.53	---	12.53
139	10.41	3.09	13.50
140	9.51	---	9.51
141	.00	---	.00
JT9	14.00	8.47	22.47
C-2	3.83	---	3.83

CHAPTER IV

COMPARISONS OF UNITS OF COST

In this chapter the cost of education in Lincoln County will be shown, and comparisons of expenditures will be made among the various districts. References will be made also to the sources of income, and tables will show how these have changed over a period of years.

Table XI shows the amounts spent by each district for certain selected items, and the per cent each is of the total general fund expenditures. The annual financial report to the state department of education lists salary of superintendent for administrative purposes, salaries of clerk and clerical help, office supplies, annual audit, enumeration, treasurer's bond and other general control expenses for "General Control." Under this heading it is noted that Carney expended \$556.28 for a percentage of 8.3, which is the highest per cent spent on this item. Davenport comes second with a percentage of 8.1 on a total expenditure of \$1943.08. Although Chandler's expenditure of \$2,386.00 is the largest in dollars, her percentage of 7.9 ranks her in third place. Kendrick spent the least amount in this group, \$29.51, for a percentage of only 4.1.

The total expenditures for all dependent schools are shown in Table XII. The various accounts as shown are the totals for all the rural schools, with Sparks and Union Graded included. Only the teachers' salaries are listed

for each school individually. (See Table Xlll) The other accounts were not available separately. From this table it can be seen that the rural districts have made no expenditures for general control other than for office supplies and enumeration. It has been pointed out before that one of the greatest needs of our rural schools is better supervision.

Teachers' salaries, instructional supplies, and school library costs are included under "Instruction." Prague's 75.3 per cent with an expenditure of \$11,396.25 is the highest percentage among the districts maintaining high schools, closely followed by Kendrick with a percentage of 73.6, on a total expenditure of \$5,200.15. 47 men teachers were paid \$32,168.00 for instruction in the dependent districts, and 106 women teachers received \$64,883.00 for their services. 23.9 per cent of the total budget was spent on salaries, for men, and 48.3 per cent was expended on women's salaries, for a total expenditure of 72.2 per cent for teachers' salaries. The dependent schools, for the most part, are spending most of their total budgets for teachers' salaries than are the independent districts. (See Table Xlll) This is usually done at the expense of badly needed equipment and supplies.

On the other hand, many of the rural schools were found to be exerting every effort to build up their libraries. During the past two or three years a sharp, upward swing was noted in the library facilities. Table Xll shows that \$4,398.42 was expended for library supplies,

Table XI

COSTS FOR GENERAL CONTROL, INSTRUCTION, AUXILIARY AGENCIES, AND PER CENT EACH IS OF THE TOTAL EXPENDITURES IN DISTRICTS MAINTAINING HIGH SCHOOLS

<u>District No. Name</u>	<u>General Control</u>	<u>% Of Total</u>	<u>Instruction</u>	<u>% Of Total</u>	<u>Auxiliary Agencies</u>	<u>% Of Total</u>	<u>Total General Fund</u>
134 Agra	572.90	7.5	4650.81	61.6	880.76	10.7	7545.95
105 Carney	556.28	8.3	4552.29	68.3	480.70	7.2	6642.07
1 Chandler	2386.00	7.9	20112.57	66.6	2103.36	6.9	30142.99
UG3 Davenport	1943.08	8.1	13443.00	56.2	2735.00	11.4	23938.64
107 Kendrick	29.51	4.1	5200.15	73.6	1105.00	15.6	7058.92
95 Meeker	852.77	7.2	7668.83	65.2	210.00	1.7	11752.78
103 Prague	953.50	6.3	11396.25	75.3	-	-	15123.05
77 Sparks	-	-	5342.00	87.8	-	-	6081.15
54 Stroud	1530.21	7.3	15481.70	71.1	2116.36	9.7	21760.63
125 Tryon	461.46	6.5	4072.18	58.2	836.83	11.9	6996.22
UG1 Union Graded	-	-	7353.00	93.1	-	-	7896.98
C-1 Wellston	1041.94	5.2	10892.95	55.1	3219.83	16.3	19741.97

Table XII

TOTAL EXPENDITURES FOR ALL DEPENDENT SCHOOLS DURING 1935-36

<u>Appropriation Account</u>	<u>Total</u>	<u>% Of Total</u>
<u>General Control</u>		
Salary of Superintendent for administrative purposes	--	--
Salaries of Clerk and clerical help	--	--
Office supplies	200.04	.1
Annual audit	--	--
Enumeration, treasurer's bond and other general control expense	364.95	.3
<u>Instruction</u>		
Salaries of 47 men teachers	32,168.00	23.9
Salaries of 106 women teachers	64,883.00	48.3
Instructional supplies	914.85	.6
School library--librarian's salary and supplies	4,398.42	3.3
All other expense of instruction	--	--
<u>Operation of School Plant</u>		
Salaries of janitors and engineers	694.00	.5
Janitorial-engineering supplies	585.15	.4
Light, water, fuel and power	5,019.13	3.8
All other plant operation	--	--
<u>Maintenance of School Plant</u>		
Maintenance and repair of buildings	8,092.83	6.0
Upkeep of grounds	1,077.22	.8
Repair and replacement of furniture and fixtures	139.16	.1
Repair and replacement of school apparatus	--	--
All other plant maintenance	--	--
<u>Auxiliary Agencies and Coordinate Activities</u>		
Transportation of pupils--drivers' salaries	1,485.00	1.1
Transportation of pupils--maintenance and operation	814.29	.6
Promotion of health	--	--
Enforcement of compulsory attendance	--	--
Physical education	41.26	.03
Other auxiliary agencies and coordinate activities	--	--

Table XII (Continued)

<u>Appropriation Account</u>	<u>Total</u>	<u>% Of Total</u>
<u>Fixed Charges</u>		
Insurance premiums paid on buildings and contents	1,897.62	1.4
Rent	2.00	.001
Other fixed charges	--	--
<u>Permanent Improvements</u>		
Purchase and improvement of grounds	--	--
New buildings, additions and remodeling	6,299.00	4.7
Furniture and fixtures	1,733.20	1.2
School apparatus	--	--
New trucks or vehicles	1,380.00	1.02
All other permanent improvements	--	--
Total expenditure for permanent improvements	--	--
Total warrant expenditures	132,171.12	98.3
Total claims and contracts pending	113.77	.08
Interest paid on warrants of current year series	1,001.38	.7
Interest reserve	1,058.96	.8
Total general fund expenditures	134,345.23	
Total district enrollment	4,817.00	
Per capita cost	27.88	

which is 3.3 per cent of the total budget. Operation of the school plant cost \$6,298.28, or 4.7 per cent, and maintenance accounted for \$9,309.21, for a percentage of 6.9.

"Auxiliary Agencies and Coordinate Activities" was selected for the third account, as shown by Table XI. This includes transportation, promotion of health, enforcement of compulsory attendance, and physical education. Wellston takes the lead in percentage spent for these items, with 16.3 per cent on a total expenditure of \$3,219.83. Kendrick's percentage of 15.6 with an expenditure of \$1,105.00 is next, while Meeker spent only \$210.00 for a percentage of 1.7 for the lowest rank in this group. None of this was spent for transportation. Meeker, Prague, and Sparks do not maintain buses. Davenport spent the greatest amount in dollars, \$2,735.00 but her percentage on this expenditure was only 11.4 of her total budget.

Table XIII shows the amount each rural district expended on teachers' salaries, and the percentage each is of the total district expenditures. Although it is hardly imaginable, one district, No. 23, actually spent 100% of its total budget of \$410 on instructional costs. District No. 13 with a percentage of 98.9 on an expenditure of \$500 is almost in the same classification. Twenty-nine other districts used over 90% of their funds for instruction. Contrast these figures with those for Consolidated No. 2, which spent only 29.3 per cent for instruction. In other words, \$3,375 out of the total budget of \$11,502.09 was spent for instruction, leaving \$8,127.09 to be used for other

Table XIII

COSTS FOR INSTRUCTION, PER CENT OF TOTAL AND TOTAL EXPENDITURES FOR RURAL SCHOOLS DURING 1935-36

<u>Dist. No.</u>	<u>In-struction</u>	<u>% Of Total</u>	<u>Total Ex-penditures</u>	<u>Dist. No.</u>	<u>In-struction</u>	<u>% Of Total</u>	<u>Total Ex-penditures</u>
2	385	93.8	413.60	51	787.50	84.1	936.27
3	400	79.1	505.17	52	810.00	92.3	877.03
4	630	78.7	800.12	53	810	20.4	3975.17
5	480	81.5	588.91	55	480	96.8	495.40
6	585	78.7	744.57	59	810	87.2	928.48
7	780	78.3	995.31	60	720	85.8	838.25
8	810	71.6	1130.00	61	1260	87.5	1439.00
9	680	68.1	998.50	64	480	82.6	581.00
11	810	71.0	1132.82	65	1665	91.4	1821.12
12	315	94.8	332.25	66	1200	84.2	1423.96
13	495	98.9	500.23	67	1160	88.5	1309.38
14	400	80.1	499.12	68	900	80.1	1121.35
15	585	77.0	758.40	70	374.98	92.2	406.48
16	675	95.9	703.82	71	765	89.6	853.66
17	765	88.3	866.06	72	900	88.5	1016.76
18	675	53.1	1270.89	75	520	38.8	1338.00
19	680	92.5	937.11	76	600	90.0	666.48
20	480	89.4	535.27	78	455	88.4	514.15
21	810	72.0	1124.25	79	810	82.4	982.55
23	410	100.0	410.00	80	585	80.9	722.45
24	479	78.6	609.24	81	630	88.1	714.89
25	455	67.9	654.58	82	1578	91.3	1728.01
26	630	89.0	707.82	83	870	91.2	953.09
27	800	91.4	874.90	84	600	91.0	659.27
28	1440	75.6	1902.40	85	440	83.1	529.21
29	1342.24	75.9	1780.09	86	480	83.5	574.60
30	765	78.6	972.70	87	1608	90.1	1784.23
31	480	71.7	668.60	88	520	84.2	617.30
32	584	92.3	632.35	89	1215	94.6	1283.35
34	520	79.0	657.86	90	1655	75.6	2187.29
35	600	69.4	864.38	91	630	73.6	854.86
36	480	74.8	640.89	92	640	85.3	750.28
37	600	96.8	619.43	93	720	67.1	1072.18
38	1040	88.2	1178.99	94	300	85.3	937.32
39	675	75.4	894.06	96	600	77.0	778.41
40	720	55.1	1306.55	97	480	92.5	518.73
41	675	63.7	1058.67	98	600	89.1	672.74
42	400	72.4	552.46	100	480	94.0	508.32
43	1260	82.1	1534.73	101	462	88.6	520.92
44	1120	90.5	1237.16	102	400	66.1	604.74
46	600	71.1	842.98	104	720	82.4	872.75
47	1530	87.7	1741.94	106	560	87.3	641.17
48	680	83.7	811.69	108	560	86.6	646.50
49	675	69.4	971.69	109	674.45	90.6	744.21
50	600	73.1	819.73	110	765	68.7	1113.80

Table XIII (Continued)

<u>Dist. No.</u>	<u>Instruction</u>	<u>% Of Total</u>	<u>Total Expenditures</u>
111	674	85.0	793.95
112	800	81.3	860.40
113	800	90.7	881.23
114	900	80.8	1112.65
116	675	80.7	836.25
118	585	88.5	661.04
119	810	79.9	1013.36
121	1575	95.5	1649.16
123	675	83.3	809.72
124	680	80.6	843.44
126	1280	74.2	1724.40
130	520	75.7	686.10
132	1320	90.6	1456.20
133	960	91.0	1054.14
135	400	90.3	442.70
138	1440	93.4	1541.01
139	1350	85.0	1585.46
140	585	87.6	678.51
141	640	84.1	760.62
C-2	3375	29.3	11502.09
JT9	600	63.4	945.22

educational purposes.

Table XIV-A gives the per-capita costs of each district based on the enrollment, as shown by the annual financial reports. These costs are divided into grades and high schools for the districts that have high schools. (See Table XIV-A) Complete data were not available for Tryon, Sparks and Agra, only the totals being shown. Tryon, with \$46.33, has the highest total per-capita cost in this group, closely followed by Wellston and Kendrick, with costs of \$43.65 and \$43.57, respectively. Stroud has the lowest total per-capita with \$32.98. Wellston's per-capita of \$69.09 for high school pupils was the highest in the county. Davenport and Carney follow them with \$66.27 and \$60.45, respectively. Chandler has the lowest high school per-capita with an average cost of \$42.15. In the grades Wellston's cost of \$38.28 is highest. All the others are closely bunched, Stroud having the least cost with a grade per-capita of \$25.51.

Table XIV-B shows that Consolidated No. 2 has a per-capita cost of \$166.69, and that district No. 53 spent \$107.43 per pupil. Each of these districts, however, spent a large part of their funds on new buildings, so their true per-capitas would be considerably lower, especially in district No. 53. Districts No. 118 and No. 37 with per-capita costs of \$10.66 and \$11.68 had the lowest rural school per-capita costs.

Table XIV-A

EXPENDITURES, ENROLLMENT AND PER-CAPITA COST FOR DISTRICTS
MAINTAINING HIGH SCHOOLS DURING 1935-36

District No.	Name	Expenditures	En- rollment	Per-Capita		
				1-8	9-12	1-12
134	Agra	7545.95	204	-	-	36.99
105	Carney	6642.07	157	28.45	60.45	42.30
1	Chandler	30142.99	880	28.91	42.15	34.25
UG3	Davenport	23938.64	603	28.39	66.27	36.69
107	Kendrick	7058.92	162	26.85	44.10	43.57
95	Meeker	11752.78	322	30.51	44.49	36.48
103	Prague	15123.05	432	32.15	59.50	35.00
77	Sparks	6081.15	189	-	-	30.71
54	Stroud	21760.63	660	25.51	47.29	32.98
125	Tryon	6996.22	151	-	-	46.33
UG1	Union Graded	7896.98	243	-	-	32.49
C-1	Wellston	19741.97	399	38.28	69.09	43.65

Table XIV-B

EXPENDITURES, ENROLLMENT AND PER-CAPITA COST FOR RURAL DIS-
TRICTS 1935-36

District	Expenditures	Enrollment	Per-Capita 1-8
2	413.60	11	37.60
3	505.17	26	19.43
4	800.12	42	19.05
5	588.91	31	18.99
6	744.57	36	24.01
7	995.31	27	36.86
8	1130.00	47	24.04
9	998.50	28	35.66
11	1132.82	35	32.36
12	332.25	16	20.76
13	500.23	20	25.01
14	499.12	28	17.82
15	758.40	41	18.49
16	703.82	33	21.32
17	866 .06	51	16.98
18	1270.89	46	27.62
19	937.11	47	19.93
20	535.27	15	35.68
21	1124.25	53	21.21
23	410.00	17	24.11
24	609.24	27	22.56
25	654.58	36	18.18
26	707.82	35	20.22
27	874.90	58	15.08
28	1902.40	80	23.78
29	1780.09	56	31.78

Table XIV-B (Continued)

<u>District</u>	<u>Expenditures</u>	<u>Enrollment</u>	<u>Per-Capita 1-8</u>
30	972.70	45	21.61
31	668.60	35	19.10
32	632.35	29	21.80
34	657.86	21	31.32
35	864.38	41	21.08
36	640.89	43	14.90
37	619.43	53	11.68
38	1178.99	60	19.65
39	894.06	37	24.16
40	1306.55*	60	21.77
41	1058.67	35	30.24
42	552.46	36	15.34
43	1534.73	36	42.63
44	1237.16	68	18.19
46	842.98	31	27.19
47	1741.94	65	26.71
48	811.69	55	14.75
49	971.69	44	21.17
50	819.73	35	23.42
51	936.27	19	49.25
52	877.03	55	15.94
53	3975.17*	37	107.43
55	495.40	30	16.51
59	928.48	49	18.94
60	838.25	41	20.44
61	1439.00	62	23.21
64	581.00	32	18.15
65	1821.12	38	47.92
66	1423.96	45	31.64
67	1309.38	82	15.96
68	1121.35	40	28.03
70	406.48	16	25.37
71	853.66	28	30.48
72	1016.76	32	31.77
75	1338.00*	32	41.81
76	666.48	44	15.14
78	514.15	40	12.85
79	982.55	38	25.85
80	722.45	43	16.80
81	714.89	36	19.85
82	1728.01	47	36.76
83	953.09	47	20.27
84	659.27	53	12.43
85	529.21	23	23.00
86	574.60	47	12.22
87	1784.23	66	27.03
88	617.30	44	14.03
89	1283.35	36	35.64
90	2187.29	75	26.19
91	854.86	34	25.14
92	750.28	40	18.75

Table XIV-B (Continued)

<u>District</u>	<u>Expenditures</u>	<u>Enrollment</u>	<u>Per-Capita 1-8</u>
93	1072.18	33	32.49
94	937.32	57	16.44
96	778.41	33	23.58
97	518.73	20	25.93
98	672.74	32	21.02
100	508.32	24	21.18
101	520.92	33	15.78
102	604.74	27	22.39
104	872.75	43	20.29
106	641.17	26	24.66
108	646.50	40	16.16
109	744.21	46	16.17
110	1113.80	53	21.01
111	793.95	33	24.05
112	860.40	46	18.70
113	881.23	58	15.19
114	1112.65	29	38.36
116	836.25	45	18.58
118	661.04	62	10.66
119	1013.36	37	27.38
121	1649.16	65	25.37
123	809.72	26	31.14
124	843.44	29	29.08
126	1724.40	50	34.48
130	686.10	37	18.54
132	1456.20	42	34.67
133	1054.94	43	24.53
135	442.70	22	20.12
138	1541.01	50	30.82
139	1585.46	37	42.85
140	678.51	26	26.09
141	760.62	15	50.70
C-2	11502.09*	69	166.69
JT9	945.22	30	31.50

* Building funds included.

From Table XV it can be seen that nine districts in Lincoln County furnish transportation. One of these, Consolidated No. 2, is a grade school which uses two buses to transport grade pupils within the district, and a third bus to transport its high school pupils to Cushing. In all other districts except Wellston and Davenport the buses are used primarily to bring in high school transfers. Both grade and high school pupils are transported in Wellston and Davenport, which are consolidated and union graded districts, respectively. The former hauls an average of 237 pupils daily, for the largest number transported in the county. Chandler averages 176 pupils for the second highest number transported daily. All these pupils are high school students, which gives her the lead when grade pupils are excluded. Davenport hauls an average of 119 daily for third place, while Carney with an average of 29 per day transports the least number.

While some of the districts still use privately-owned buses the trend is for vehicles owned by the districts. Better supervision, more thorough inspections, and lower costs are usually found where buses are owned by the districts.

The average number of pupils hauled daily was 849 making an average of 30.3 for each of the 28 buses used. There were 30 grade pupils transferred and 565 high school pupils, totaling 595. These figures show that 95% of pupils hauled were high school pupils.

Table XV-A

District No. Name	Average No. Pupils Hauled Daily	Average No. Per Bus	Legal Trans- fers Hauled			No. of Buses			Daily Miles	Average Daily
			1-8	9-12	Total	Pri- vately Owned	Dist. Owned	Total		
1 Chandler	176	44	0	191	191	0	4	4	159	39.9
54 Stroud	89	44.5	22	66	88	2	0	2	126	63
C-2 Con.2	70	23.3	0	20	20	0	3	3	106	36.3
105 Carney	29	29	0	34	34	1	0	1	44	44
107 Kendrick	31.4	15.7	6	31	37	2	0	2	100	50
125 Tryon	40	10	0	51	51	4*	0	4	65	16.25
134 Agra	58	29	0	69	69	0	2	2	100	50
UG3 Davenport	119	29.7	2	41	43	3	1	4	162	40.5
C-1 Wellston	237	39.5	0	62	62	0	6	6	188	31.3
Total	849.4	30.3	30	565	595	12	16	28	1050	371.35

Table XV-B

District No. Name	Length Of Routes	Average Length	Cost Per Pupil	Total Expenditures
1 Chandler	78	19.5	19.79	3484.59
54 Stroud	40	20	20.81	1852.50
C-2 Con.2	53	17.6	35.14	2460.03
105 Carney	22	22	16.75	486.70
107 Kendrick	50	25	35.19	1105.00
125 Tryon	31	7.7	18.00	720.00
134 Agra	50	25	28.25	1638.76
UG3 Davenport	51	12.7	22.98	2735.00
C-1 Wellston	89	14.8	13.40	3176.97
Total	464	16.5	20.80	17659.55

Although Chandler's total expense of \$3484.59 is the highest, Kendrick with \$35.19 has the greatest cost per pupil. Con. 2 is a close second with an average cost of \$35.14 per pupil, and Wellston has the cheapest per pupil expenditure with \$13.40

Tables XVI and XVII show how the principal receipts are provided. In Table XVI it is noted that very little funds are provided from state sources, practically all revenue coming from local funds. In Table XVII a vast difference is noted, a good part of the funds coming from primary and secondary aid.

Of the districts maintaining high schools in 1930-31 only five received any funds from the state. Union Graded received the greatest amount, \$175 or 16.1% of their budget. Prague received second highest, \$1000. Davenport with \$300 received the least amount. The five districts make a total of \$4415. This was 2.5% of \$170,469 the total budget for districts maintaining high schools. The state cared for 75.5 days for the districts maintaining high schools or an average of 6.3 days each.

In 1930-31 only 13 rural schools received help from the state to carry on their schools. The amounts ranged from \$75 in district No. 70 to \$300 in districts No. 112 and No. 113. The total amount received was \$2400. This provided 260.3 days of school. This is an average of 2.3 days per school. The county received \$6815 for 335.8 days, an average of 2.7 days per school for the county. \$6815 is 1.8% of \$377,328 the county budget.

Table XVI-A

DAYS PROVIDED BY STATE EQUALIZATION AND LOCAL FUNDS DURING 1930-31 IN DISTRICTS MAINTAINING HIGH SCHOOLS

District	Grand State	%	Total	Total	Days	Days	Days
No. Name	Total	Equali-	Grand	Local	Taught	Local	State
		zation	Total			Funds	Equali-
							zation
1 Chandler	27053	-	-	27,053	180	180	-
IC-1 Wellston	19510	-	-	19,510	180	180	-
UG1 Union Gra	10830	1750	17.1	9,080	160	134.2	25.8
UG3 Davenport	23447	300	1.3	23,147	180	177.7	2.3
54 Stroud	20855	-	-	20,855	180	180	-
77 Sparks	7184	-	-	7,184	180	180	-
95 Meeker	13450	-	-	13,450	180	180	-
105 Carney	8150	-	-	8,150	180	180	-
107 Kendrick	7462	600	8.	6,862	180	165.6	14.4
125 Tryon	8958	-	-	8,958	180	180	-
134 Agra	6041	765	12.6	5,276	180	157.3	22.7
103 Prague	17529	1000	5.7	16,529	180	169.7	10.3

Table XVI-B

DAYS PROVIDED BY STATE EQUALIZATION AND LOCAL FUNDS DURING 1930-31 IN RURAL DISTRICTS

District	Grand State	%	Total	Total	Days	Days	Days
Number	Total	Equali-	Grand	Local	Taught	Local	State
		zation	Total			Funds	Equali-
							zation
2	800	-	-	800	140	140	-
C-2	22386	-	-	22386	180	180	-
3	1297	-	-	1297	140	140	-
4	1522	-	-	1522	180	180	-
5	1230	-	-	1230	160	160	-
6	2385	-	-	2385	160	160	-
7	1190	-	-	1190	160	160	-
8	2411	-	-	2411	180	180	-
9	2080	-	-	2080	160	160	-
JT9	1191	-	-	1191	160	160	-
11	1500	-	-	1500	160	160	-
12	790	-	-	790	140	140	-
13	930	-	-	930	160	160	-
14	1218	-	-	1218	160	160	-
15	2164	-	-	2164	180	180	-
16	3010	-	-	3010	180	180	-
17	2400	-	-	2400	180	180	-
18	1500	-	-	1500	160	160	-
19	1715	-	-	1715	160	160	-
20	1250	-	-	1250	160	160	-
21	1403	-	-	1403	180	180	-
23	888	-	-	888	160	160	-

XVI-B (Continued)

<u>District</u> <u>Number</u>	<u>Grand</u> <u>Total</u>	<u>State</u> <u>Equali-</u> <u>zation</u>	<u>%</u> <u>Grand</u> <u>Total</u>	<u>Total</u> <u>Local</u>	<u>Total</u> <u>Days</u> <u>Taught</u>	<u>Days</u> <u>Local</u> <u>Funds</u>	<u>Days</u> <u>State</u> <u>Equali-</u> <u>zation</u>
24	1310	-	-	1310	160	160	-
25	1750	-	-	1750	160	160	-
26	1740	-	-	1740	160	160	-
27	1725	120	6.9	1605	160	149	11.
28	1852	-	-	1852	160	160	-
29	2400	-	-	2400	180	180	-
30	1465	-	-	1465	180	180	-
31	1250	-	-	1250	160	160	-
32	1021	-	-	1021	160	160	-
34	1525	-	-	1525	160	160	-
35	1446	-	-	1446	160	160	-
36	1600	-	-	1600	160	160	-
37	1864	-	-	1864	160	160	-
38	2156	-	-	2156	160	160	-
39	2024	-	-	2024	160	160	-
40	2082	-	-	2082	180	180	-
41	1500	-	-	1500	160	160	-
42	1337	-	-	1337	160	160	-
43	3195	-	-	3195	180	180	-
44	2486	-	-	2486	160	160	-
46	1453	-	-	1453	160	160	-
47	1821	-	-	1821	160	160	-
48	1092	-	-	1092	160	160	-
59	1931	-	-	1931	180	180	-
50	2230	-	-	2230	160	160	-
51	1898	-	-	1898	180	180	-
52	1899	-	-	1899	180	180	-
53	3176	-	-	3176	180	180	-
55	1250	-	-	1250	160	160	-
59	1198	-	-	1198	160	160	-
60	1364	-	-	1364	160	160	-
61	3247	-	-	3247	180	180	-
64	1982	-	-	1982	180	180	-
65	3625	-	-	3625	180	180	-
66	2690	-	-	2690	180	180	-
67	1806	200	11.	1806	160	142.4	17.6
68	2228	-	-	2228	180	180	-
70	700	75	10.7	625	160	142.9	17.1
71	1086	-	-	1086	160	160	-
72	2485	-	-	2485	180	180	-
75	1602	-	-	1602	160	160	-
76	1684	-	-	1684	160	160	-
78	1202	-	-	1202	160	160	-
79	1972	-	-	1972	180	180	-
80	1220	-	-	1220	160	160	-
81	1598	-	-	1598	180	180	-
82	1028	-	-	1028	160	160	-
83	1002	-	-	1002	160	160	-

Table XVI-B (Continued)

<u>District</u> <u>Number</u>	<u>Grand</u> <u>Total</u>	<u>State</u> <u>Equali-</u> <u>zation</u>	<u>%</u> <u>Grand</u> <u>Total</u>	<u>Total</u> <u>Local</u>	<u>Total</u> <u>Days</u> <u>Taught</u>	<u>Days</u> <u>Local</u> <u>Funds</u>	<u>Days</u> <u>State</u> <u>Equali-</u> <u>zation</u>
84	1743	-	-	1743	160	160	-
85	1153	-	-	1153	160	160	-
86	1405	-	-	1405	180	180	-
87	1782	130	7.2	1652	160	148.5	11.5
88	1140	-	-	1140	160	160	-
89	1900	-	-	1900	180	180	-
90	4010	-	-	4010	180	180	-
91	1382	-	-	1382	160	160	-
92	1120	-	-	1120	160	160	-
93	1600	-	-	1600	160	160	-
94	1569	-	-	1569	160	160	-
96	2010	-	-	2010	180	180	-
97	1040	-	-	1040	160	160	-
98	1400	-	-	1400	160	160	-
100	1100	-	-	1100	160	160	-
101	940	-	-	940	160	160	-
102	1000	-	-	1000	160	160	-
104	1250	-	-	1250	140	140	-
106	1315	-	-	1315	160	160	-
108	870	-	-	870	160	160	-
109	1003	200	19.9	803	180	144.2	35.8
110	1861	-	-	1861	180	180	-
111	1080	100	9.2	980	160	145.3	14.7
112	1764	300	17.	1464	160	132.8	27.2
113	2,219	300	13.5	1919	160	138.4	21.6
114	1,859	100	5.3	1759	180	170.5	9.5
116	1007	-	-	1007	160	160	-
118	1152	-	-	1152	180	180	-
119	991	-	-	991	160	160	-
121	2014	250	12.4	1764	180	157.7	22.3
123	1674	-	-	1674	160	160	-
124	1512	-	-	1512	160	160	-
126	3393	-	-	3393	160	160	-
130	1200	-	-	1200	160	160	-
132	1795	250	13.9	1545	160	137.8	22.2
133	2410	-	-	2410	160	160	-
135	1259	-	-	1259	180	180	-
138	1962	200	10.1	1762	160	143.8	16.2
139	3030	-	-	3030	180	180	-
140	1757	-	-	1757	180	180	-
141	830	175	21.	655	160	126.4	33.6

In the districts maintaining high schools in 1935-36 Table XVII based on approved estimates show that Chandler has the highest approved estimate, \$30,138. Chandler also received the most primary aid, \$7,840. Stroud comes second receiving \$5,520, Davenport third with \$5,400. Carney, received \$1,060. This was the least amount. U. G. 1 though receiving only \$2,020, received the highest per cent, 31.1%, of the approved estimate. Chandler is placed second with 26% of the approved estimate provided by primary aid. All of the districts maintaining high schools received primary aid, the total amount was \$37,920. Eleven of them received secondary aid. Wellston received the most, \$5,431. Chandler and Sparks rank second and third receiving \$4,753 and \$1,150. The total secondary aid received was \$32,379. Primary aid cared for 454.7 days, secondary aid cared for 498.9 days. This made a total of 953.6 days cared for by the state out of a total of 2100 days taught. This was 45% of days taught paid by the state. The total primary and secondary aid for districts maintaining high schools was \$70,299. The total approved estimate was \$163,633. The state paid 42.9% of the approved estimate. Compare this with the 1930-31 budget when the state only paid 2.5%.

In the rural schools all received primary aid but only 8 received secondary aid during 1935-36. Table XVII-B shows the amount received by each district, the percentage and the number of days taught on local, state primary and secondary aid funds. C-2 received the most, \$720 in primary aid.

District No. 23 received the least, \$13. The total primary aid received by the rural schools was \$28,698. The rural approved estimate was \$140,129. The primary aid was 20.4% of the total approved estimate. The secondary aid for the rural schools amounted to \$4,425 or 3.1% of rural school approved estimate. The total primary and secondary aid for rural districts was \$33,123 or 23% of the approved estimate.

For the county including all 123 districts \$66,618 was received in primary aid, \$36,804 in secondary aid. This totals \$103,422 spent in Lincoln County from state funds. This is 34% of the county approved estimate of \$303,762.

Table XVII-A

DAYS PROVIDED BY STATE PRIMARY AND SECONDARY AID AND LOCAL FUNDS DURING 1935-36 IN DISTRICTS MAINTAINING HIGH SCHOOLS

District No.	District Name	Grand Total Approved Estimate	Primary % Aid	% Grand Total	Secun- dary % Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days On Local	
1	Chandler	30,138	7,840	26.	4,753	15.7	17,545	180	46.8	28.3	104.9
C-1	Wellston	20,136	4,440	22.	5,431	26.9	10,265	180	39.6	48.4	92.0
UG1	Union Graded	6,481	2,020	31.1	2,597	40.0	1,864	140	43.5	56.0	40.5
UG3	Davenport	22,498	5,400	24.	1,362	6.	15,736	180	43.2	10.8	126.0
54	Stroud	21,662	5,520	25.4	3,113	14.3	13,029	180	45.7	25.7	108.6
77	Sparks	6,760	1,080	15.9	1,150	17.	4,530	180	28.6	30.6	120.8
95	Meeker	10,956	2,780	25.3	-	-	8,176	180	45.5	-	134.5
103	Prague	15,129	3,860	25.5	2,193	14.4	9,076	180	45.9	25.9	108.2
105	Carney	6,767	1,060	15.6	1,748	25.8	3,959	170	26.5	43.9	99.6
107	Kendrick	7,339	1,400	19.	2,737	37.2	3,202	170	32.3	63.2	74.5
125	Tryon	7,121	1,080	15.1	3,243	45.5	2,798	180	27.2	81.9	70.9
134	Agra	8,646	1,440	16.6	4,052	46.8	3,154	180	29.9	84.2	65.9

Table XVII-B

DAYS PROVIDED BY STATE PRIMARY AND SECONDARY AID AND LOCAL FUNDS DURING 1935-36 IN RURAL SCHOOLS

District Number	District Name	Grand Total Approved Estimate	Primary % Aid	% Grand Total	Secun- dary % Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days On Local	
2		467	260	55.6	-	-	207	180	100.1	-	79.9
C-2		11026	720	65.3	-	-	10306	180	117.5	-	62.5
3		885	260	29.3	-	-	625	160	46.9	-	113.1
4		908	260	28.6	-	-	648	180	51.5	-	128.5

Table XVII-B (Continued)

District Number	Grand Total Approved Estimate	Primary % Aid	Grand Total	Sec- ondary % Aid	Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days on Local
5	687	300	43.6	-	-	387	160	69.8	-	90.2
6	1009	320	31.7	-	-	689	180	57.1	-	122.9
7	1302	360	27.6	-	-	942	160	44.2	-	115.8
8	1410	360	25.5	-	-	1050	180	45.9	-	134.1
9	1385	300	21.6	-	-	1085	160	34.6	-	125.4
JT9	969	300	30.9	-	-	669	180	55.6	-	124.4
11	1264	320	25.3	-	-	944	180	45.5	-	134.5
12	400	18	4.5	-	-	382	140	6.3	-	133.7
13	609	32	5.2	-	-	577	180	9.4	-	170.6
14	580	15	2.6	-	-	565	160	4.2	-	155.8
15	1261	300	23.7	-	-	961	180	42.7	-	137.3
16	936	43	4.5	-	-	893	180	8.1	-	171.9
17	1248	360	28.8	-	-	888	180	51.8	-	128.2
18	1455	260	17.8	-	-	1195	180	32.	-	148.
19	1206	260	21.5	-	-	946	160	34.4	-	125.6
20	779	28	3.6	-	-	751	160	5.8	-	154.2
21	1104	50	4.5	-	-	1054	180	8.1	-	171.9
23	453	13	2.8	-	-	440	160	4.5	-	155.5
24	759	29	3.8	-	-	730	160	6.1	-	153.9
25	813	360	44.2	-	-	453	160	70.7	-	89.3
26	864	300	34.7	-	-	564	180	62.5	-	117.5
27	1110	300	27.	-	-	810	160	43.2	-	116.8
28	1912	360	18.8	513	26.8	1039	160	30.1	42.9	87.
29	2389	300	12.5	500	20.9	1589	160	20.	33.4	106.6
30	1094	300	27.4	-	-	794	180	49.	-	131.
31	764	260	34.8	-	-	486	160	55.7	-	104.3
32	863	22	2.5	-	-	841	180	4.5	-	175.5
34	820	23	2.8	-	-	797	160	4.5	-	155.5
35	1077	300	27.8	-	-	777	160	44.5	-	115.5
36	835	260	31.1	-	-	575	160	49.8	-	110.2
37	919	300	32.6	-	-	619	160	52.2	-	107.8

Table XVII-B (Continued)

District Number	Grand Total Approved Estimate	Primary Aid	% Grand Total	Secon- dary Aid	% Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days on Local
38	1536	260	16.9	-	-	1,276	160	27.	-	133.
39	1159	300	25.8	-	-	859	180	46.4	-	133.6
40	1357	300	22.1	-	-	1,057	180	39.8	-	140.2
41	1252	250	19.9	-	-	1,002	180	35.8	-	144.2
42	727	250	34.3	-	-	477	160	54.9	-	105.1
43	2332	300	12.8	-	-	2,032	180	23.	-	157
44	1469	300	20.4	-	-	1,169	160	32.6	-	127.4
46	1143	300	26.2	-	-	843	160	41.9	-	118.1
47	2956	300	14.5	615	29.9	1411	170	24.7	50.8	94.5
48	925	300	32.4	-	-	625	160	51.8	-	108.2
49	1427	300	21.	-	-	1,127	180	37.8	-	142.2
50	1125	37	3.2	-	-	1,088	160	5.1	-	154.9
51	1407	260	18.4	-	-	1,147	180	33.1	-	146.9
52	1234	350	28.3	-	-	884	180	50.9	-	129.1
53	1282	350	27.3	-	-	932	180	49.1	-	130.9
55	705	300	42.5	-	-	405	160	68.	-	92.
59	1242	320	25.7	-	-	922	180	46.3	-	133.7
60	1183	260	21.9	-	-	923	180	39.4	-	140.6
61	2274	520	22.8	-	-	1,754	180	41.	-	139.
64	834	260	31.1	-	-	574	180	56.	-	124.
65	2385	300	12.5	-	-	2,085	180	22.5	-	157.5
66	1993	300	15.	-	-	1,693	160	24.	-	136.
67	1724	300	17.4	-	-	1,424	160	27.8	-	132.2
68	1574	35	2.2	-	-	1,539	180	4.	-	176.
70	454	22	4.8	-	-	432	140	6.7	-	133.3
71	1207	300	24.8	-	-	907	180	44.6	-	135.4
72	1472	300	20.3	-	-	1,172	180	36.5	-	143.5
75	973	34	3.4	-	-	939	160	5.4	-	154.6
76	1092	260	23.8	-	-	832	160	38.1	-	121.9
78	697	300	43.	-	-	397	160	68.8	-	91.2
79	1194	360	30.1	-	-	834	180	54.2	-	125.8

Table XVII-B (Continued)

District Number	Grand Total Approved Estimate	Primary Aid	% Grand Total	Secon- dary Aid	% Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days on Local
80	1017	300	29.4	-	-	717	180	52.9	-	127.1
81	930	260	27.9	-	-	670	180	50.2	-	129.8
82	1142	300	26.2	-	-	842	180	47.2	-	132.8
83	1443	300	20.7	-	-	1143	160	33.1	-	126.9
84	1000	300	30.	-	-	700	160	48.	-	112.
85	799	31	3.8	-	-	768	160	6.1	-	153.9
86	594	300	50.5	-	-	294	160	80.8	-	79.2
87	1375	300	21.8	-	-	1075	180	39.2	-	140.8
88	698	300	42.9	-	-	398	160	68.6	-	91.4
89	1784	300	16.8	-	-	1484	180	30.2	-	149.8
90	2922	320	10.9	-	-	2600	180	19.6	-	160.4
91	1070	300	28.	-	-	770	180	50.4	-	129.6
92	1164	300	25.7	-	-	864	160	41.1	-	118.9
93	1175	320	27.2	-	-	855	180	49.	-	131.
94	1038	320	30.8	-	-	718	160	49.3	-	110.7
96	1012	300	29.6	-	-	712	160	47.4	-	112.6
97	690	35	5.	-	-	655	160	8.	-	152.
98	791	260	32.8	-	-	531	160	52.5	-	107.5
100	777	300	38.6	-	-	477	160	61.8	-	98.2
101	614	300	48.8	-	-	314	160	78.1	-	101.3
102	708	260	36.7	-	-	448	160	58.7	-	81.9
104	940	320	34.	-	-	620	160	54.4	-	105.6
106	890	300	33.7	-	-	590	160	53.9	-	106.1
108	667	300	44.9	-	-	367	180	80.8	-	99.2
109	1034	300	29.	-	-	734	180	52.2	-	127.8
110	1581	300	18.9	-	-	1281	180	34.	-	146.
111	1028	320	30.1	-	-	708	180	54.2	-	125.8
112	1026	300	29.2	-	-	726	160	46.7	-	113.3
113	1221	260	21.2	-	-	961	160	33.9	-	126.1
114	1378	260	18.8	-	-	1118	180	33.8	-	146.2
116	1003	320	31.9	-	-	683	180	57.4	-	122.6

Table XVII-B (Continued)

District Number	Grand Total Approved Estimate	Primary% Aid	Grand Total	Secon- dary Aid	% Grand Total	Total Local	Days Taught	Days on P.A.	Days on S.A.	Days on Local
118	861	39	4.5	-	-	822	180	8.1	-	171.9
119	1281	320	24.9	242	18.8	719	180	44.8	33.8	101.4
121	1997	300	15	634	31.7	1063	180	27.	57.1	59.9
123	878	300	34.1	-	-	578	160	54.6	-	105.4
124	1202	300	24.9	-	-	902	160	39.8	-	120.2
126	2090	300	14.3	-	-	1790	160	22.9	-	137.1
130	745	290	38.9	-	-	455	160	62.2	-	97.8
132	1973	300	15.2	737	37.3	936	170	25.8	63.4	80.8
133	1371	300	21.8	-	-	1071	160	34.9	-	125.1
135	563	30	5.3	-	-	533	160	8.5	-	151.5
138	2149	360	16.7	653	30.3	1136	180	30.1	54.5	95.4
139	2242	260	11.5	-	-	1982	180	20.7	-	159.3
140	1106	32	2.8	-	-	1074	180	5.	-	175.
141	1182	300	25.3	531	44.9	351	180	45.5	80.8	53.7

CHAPTER V

SEPARATE SCHOOLS

The Oklahoma school law provides that complete separation be maintained for the white and colored races in the public school organization of this state, with impartial facilities provided for both races. Separate schools are defined as those of the race in each district having the fewest number of children, as designated by the county superintendent. The school board must be from the majority race in the district.¹

In Lincoln County the colored schools are the separate or minority schools in every district except one. This is district No. 58, which now contains only Negro children. At one time this district had both a white and a colored school; the white school was the minority or separate unit. In the days before statehood the board of education in this district was composed of one white and two colored members. The administration of the white school was left to the minority member, and he in turn made no attempt to interfere in the affairs of the majority schools. Occasionally he would aid the other members when their financial affairs became too intricate. However, this seldom happened because practically no limit was placed on school expenditures in earlier territorial days. The greatest difficulty experienced by the white member usually was to keep the colored teacher

1. Oklahoma School Law, Sections 195, 197, 1935.

from receiving more salary than the white instructor. Statehood brought changes in school laws, and when a new white district, No. 138, was formed, the best land from district No. 58 was taken into the new district. Since that time no white school has been maintained in district No. 58.

Table XVIII shows that there were 23 Negro rural schools in Lincoln County during 1935-36 of which 19 were one-teacher schools and 4 were taught by two teachers. In addition two city districts, Chandler and Wellston, maintain high schools as well as grades. Chandler, with 246 pupils enrolled and an average daily attendance of 172, has the largest separate school organization. Wellston and the two grade schools in the Davenport district are next in size. The majority school, district No 58, leads all schools in the county in per pupil-load based on average daily attendance, with 27. District No. 43 with 62 pupils enrolled and an average daily attendance of 43 leads the schools strictly in the rural areas. Two rural districts, No. 113 and 126 have a pupil-teacher based on average daily attendance of only seven. Two others, No. 106 and 140, have an average load of only 8. Fifteen of the rural schools have a per-teacher load of less than 17.

Table XVIII-A

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS, GRADES TAUGHT, AND PUPIL-TEACHER LOAD BASED ON AVERAGE DAILY ATTENDANCE FOR YEAR 1935-36 IN SEPARATE SCHOOLS MAINTAINING HIGH SCHOOLS

<u>District No.</u>	<u>Name</u>	<u>Enrollment</u>	<u>A.D.A.</u>	<u>No. of Teachers</u>	<u>Grades Taught</u>	<u>Pupil Teacher Load Based On A.D.A.</u>
I	Chandler	246	172	7	1-12	24.5
CI	Wellston	164	139	6.5	1-12	21.3

Table XVIII-B

ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER OF TEACHERS, GRADES TAUGHT, AND PUPIL-TEACHER LOAD BASED ON AVERAGE DAILY ATTENDANCE FOR YEAR 1935-36 IN SEPARATE RURAL SCHOOLS

<u>Dist. No</u>	<u>Enrollment</u>	<u>A. D. A.</u>	<u>No. of Teachers</u>	<u>Grades Taught</u>	<u>Pupil Teacher Load Based On A. D. A.</u>
12	14	10	1	1-8	10
24	36	24	1	1-8	24
32	30	16	1	1-8	16
36	29	15	1	1-8	15
43	62	43	2	1-8	21.5
46	25	13	1	1-8	13
54	53	37	2	1-8	18.5
58	43	27	1	1-8	27
65	22	13	1	1-8	13
66	26	12	1	1-8	12
68	17	15	1	1-8	15
71	53	34	2	1-8	17
72	49	31	2	1-8	15.5
90	16	12	1	1-8	12
103	21	14	1	1-8	14
106	24	8	1	1-8	8
111	24	19	1	1-8	19
113	20	7	1	1-8	7
117	49	21	1	1-8	21
119	27	16	1	1-8	16
126	9	7	1	1-8	7
140	21	8	1	1-8	8
UG3	62	46	2*	1-8	23.0

* Two separate one-room grade schools.

Table XIX-A shows that the qualifications of the 14 teachers employed in Chandler and Wellston are considerably higher than in the rural areas, as shown by Table XIX-B. 7 teachers hold regular college degrees. One teacher holds a 5 year elementary, 6 hold life elementary and the 7 holding degrees have high school life certificates.

Table XIX-B shows that the qualifications of rural teachers in the colored schools during 1935-36 were fairly low. Only one degree is held by the 28 rural teachers. Three hold two-year elementary certificates, one has a five-year elementary. The average annual salary is \$580.30, and the average school term is 8.5 months.

The Oklahoma school law made one of its most noteworthy contributions to education when the county was made the unit in financing the separate schools. In Lincoln County there has never been a time since statehood that the separate schools have been in serious need for lack of money. Contrast this with the endless financial worries of most of the white schools. No better argument is needed for a county or state-wide basis of taxation to equalize educational opportunities for white and colored children.

Table XIX-A

NUMBER OF TEACHERS, ANNUAL SALARY, QUALIFICATIONS OF TEACHERS
AND LENGTH OF TERM IN SEPARATE SCHOOLS MAINTAINING HIGH
SCHOOLS 1935-36

<u>District</u>	<u>Number Teachers</u>	<u>Annual Salary</u>	<u>Qualifications of Teachers</u>	<u>Months in Term</u>
I Chandler	7	1200	A.B. Degree H.S. Life	9
		810	B.S. Degree H.S. Life	9
		765	B.S. Degree H.S. Life	9
		765	Life Elementary	9
		675	Life Elementary	9
		675	Life Elementary	9
		630	5 Year Elementary	9
G-I Wellston	7	1650	B.S. Degree H. S. Life	9
		810	90 hours Elem. Life	9
		765	B.S. Degree H. S. Life	9
		765	B.S. Degree H. S. Life	9
		675	80 hours Elem. Life	9
		990*	B. S. Degree H. S. Life	9
		675	100 hours Life Elem.	9

* \$55.00 of this from U.S. Govt. for Vocational Agri.

Table XIX-B

NUMBER OF TEACHERS, ANNUAL SALARY, KIND OF CERTIFICATE,
AND LENGTH OF TERM IN SEPARATE RURAL SCHOOLS 1935-36

<u>District No.</u>	<u>Name</u>	<u>No. of Teachers</u>	<u>Annual Salary</u>	<u>Qualification of Teachers</u>	<u>Months in Term</u>
12	Pleasant Grove	1	360	El. Life	6
24	Dudley	1	520	El. Life	8
32	Chester	1	520	El. Life	8
36	Rock Spring	1	480	El. Life	8
43	Douglas	2	585	El. Life	9
			630	El. Life	9
46	Lone Star	1	520	El. Life	8
54	Dumas	2	652.50	El. Life	9
			585.00	El. Life	9
58	Sweet Home	1	720	-	9
65	Golden Valley	1	562.50	El. Life	9
66	Red Oak	1	520	El. Life	8
68	Dumbar	1	585	El. Life	9
71	River Bend	2	541.87	A.B. Degree	8
				Life	
			520	El. Life	8
72	Lincoln	2	540	2 Yr. Elem.	9
			630	El. Life	9
90	Anvil	1	540	El. Life	9
103	Douglas	1	540	El. Life	9
106	Pleasant Valley	1	480	2 Yr. Elem.	8
111	Dumbar	1	585	El. Life	9
113	Dumbar	1	520	El. Life	8
117	Kickapoo	1	480	2 Yr. Elem.	8
119	B. T. Washington	1	520	El. Life	8
126	Little Dumbar	1	585	El. Life	9
140	Great Hope	1	500	5 Yr. Elem.	8
U.G3	Davenport	2	650.57	El. Life	9
			636	El. Life	9

The enrollment, average daily attendance, teachers annual salary and monthly cost of teaching based on average daily attendance can be found in Table XX-A and XX-B.

The county enrollment totals 1142. Of this number 732 or 64% are in the rural schools. The remaining 36% are in districts maintaining high schools. The average daily attendance for the county is 759. The average daily attendance of the rural schools is 448 or 59% of the county.

For the schools maintaining high schools the average daily attendance is 75% of the enrollment. In the rural schools it is only 61%. It is quite noticeable that the percent of attendance is greater in the schools maintaining most teachers. The monthly cost of teaching ranges in rural schools from \$2.70 in district No. 24 to \$9.28 in district No. 126. In the districts maintaining high schools, Chandler has a monthly cost of \$3.56 and Wellsten \$5.59. There are five rural schools with monthly costs higher than Wellsten's.

Table XX-A

ENROLLMENT, AVERAGE DAILY ATTENDANCE, TEACHERS ANNUAL SALARY,
AND MONTHLY COST OF TEACHING BASED ON AVERAGE DAILY ATTENDANCE
FOR DISTRICTS MAINTAINING HIGH SCHOOLS 1935-36

<u>District</u> <u>No.</u>	<u>Name</u>	<u>Enrollment</u>	<u>A. D. A.</u>	<u>Total</u> <u>Annual</u> <u>Salary</u>	<u>Monthly Cost of</u> <u>Teaching Based</u> <u>on A. D. A.</u>
I	Chandler	246	172	5520.00	3.56
C-I	Wellston	164	139	6330.00	5.59

Table XX-B

ENROLLMENT, AVERAGE DAILY ATTENDANCE, TEACHERS ANNUAL SALARY
AND MONTHLY COST OF TEACHING BASED ON AVERAGE DAILY ATTENDANCE
FOR SEPARATE RURAL DISTRICTS MAINTAINING SCHOOLS 1935-36

<u>District</u>	<u>Enrollment</u>	<u>A. D. A.</u>	<u>Total</u> <u>Annual</u> <u>Salary</u>	<u>Monthly Cost of</u> <u>Teaching Based</u> <u>On A. D. A.</u>	
12	14	10	360	6.00	
24	36	24	520	2.70	
32	30	16	520	4.06	
36	29	15	480	4.00	
43	62	43	1215	3.14	
46	25	13	520	5.00	
54	53	37	1237.50	3.71	
58	43	27	720	2.66	
65	22	13	562.50	4.80	
66	26	12	520	5.41	
68	17	15	585	4.33	
71	53	34	1061.87	3.90	
72	49	31	1170	4.19	
90	16	12	540	5.00	
103	21	14	540	4.28	
106	24	8	480	7.50	
111	24	19	585	3.42	
113	20	7	520	9.28	
117	49	21	480	2.85	
119	27	16	520	4.06	
126	9	7	585	9.28	
140	21	8	500	7.81	
153	Davenport	62	46	1286.57	3.10

Table XXI shows the instruction cost, total expenditure and cost per pupil enrolled for both total expenditures and for instruction. The \$75.94 per-pupil cost for all expenditures and \$65.00 instruction cost per-pupil are highest in district 126. This school had only 9 students enrolled, making the cost per pupil \$65, with the cost for all expenditures \$75.94, based on the enrollment of nine pupils. District No. 117 has an instruction cost as low as \$9.75 per pupil, while for all expenditures the cost per pupil amounted to \$13.08. This school had 49 pupils enrolled.

The assessed valuation of the county for 1935-36 was \$19,051,006. The mill levy for the separate schools was .076. In district No. 58, the majority school, the assessed valuation was \$49,015 for 1935-36. The mill levy was 2.55. From the table it can be seen that this majority school, with a per-pupil cost of \$20.66 for all expenditures and a cost of \$16.74 for instruction, compares favorably with the other schools of the county. However, this is accounted for principally because of the large enrollment and the fact that only one teacher is employed.

Table XXI-A

INSTRUCTION COST, TOTAL EXPENDITURE, ENROLLMENT, AND COST PER PUPIL ENROLLED DURING 1935-36, IN DISTRICTS MAINTAINING HIGH SCHOOLS

<u>Dist. No</u>	<u>Instruction Cost</u>	<u>Total Expenditure</u>	<u>Enroll-ment</u>	<u>Cost Per Pupil for all Exp.</u>	<u>Enrolled For Inst.</u>
I Chandler 5520		10666.67	246	43.36	22.43
CI Wellston 6330		10063.08	164	60.75	39.20

Table XXI-B

INSTRUCTION COST, TOTAL EXPENDITURE, ENROLLMENT, AND COST PER PUPIL ENROLLED DURING 1935-36, IN SEPARATE RURAL SCHOOLS

<u>Dist. No.</u>	<u>Instruction Cost</u>	<u>Total Expenditure</u>	<u>Enroll-ment</u>	<u>Cost Per Pupil for All Exp.</u>	<u>Enrolled For Inst.</u>
12	360	435	14	31.07	25.71
24	520	726.82	36	20.19	14.44
32	520	711.25	30	23.70	17.33
36	480	622.00	29	21.45	16.55
43	1215	1358.82	62	21.91	19.59
46	520	613	25	24.52	20.80
54	1237.50	1447.12	53	27.20	23.35
UG3	1286.57	2171.99	62	35.03	20.75
65	562.50	618.49	22	28.11	25.57
66	520	612.25	26	23.54	20.00
68	585	729.00	17	42.88	34.41
71	1061.87	1241.55	53	23.42	20.03
72	1170	1333	49	27.20	23.87
90	540	630.50	16	39.40	33.75
103	540	841.47	21	40.07	25.71
106	480	650	24	27.08	20.00
111	585	761	24	31.71	26.00
113	520	658.90	20	32.94	26.00
117	480	641.34	49	13.08	9.79
119	520	696.25	27	25.78	19.26
126	585	693.48	9	75.94	65.00
140	500	667.70	21	31.79	23.43
58	720	888.59	43	20.66	16.74

The two separate schools of Lincoln County that maintain high schools, Wellston and Chandler, have excellent transportation facilities. Wellston covers the western half of the county with three buses, while Chandler brings in pupils from the central and eastern portions. The latter school also has three buses, one of which drives in each morning from near the Sac and Fox Agency, through Stroud and Davenport. (See Map II) This is the longest distance from which either white or colored children are transported in the county. The end of the route is 26.3 miles from the Douglas School in Chandler. The driver lives at the end of the route. Here is an excellent illustration of the possibilities for future consolidations in Lincoln County. A modern all-steel bus runs 52.6 miles daily and yet it is only on the road approximately an hour and a half each morning and each afternoon. Good roads largely account for this. Many other buses in the county take more time for their daily runs, while traversing little more than half this distance.

CONCLUSIONS AND RECOMMENDATIONS

It has been shown in previous chapters that a large number of small school districts are impractical, weak and inefficient compared with larger units. The need for the abolishment of a large number of the weaker units is found to be particularly pressing Lincoln County, because of the few consolidations. Vast inequalities have been noted in both ability and effort of the districts of this county.

By no means has it been found that the smaller areas in general were poor in ability. On the contrary, the districts of this county were shown to be far above the average in taxable valuations. The fact that only eight of the 111 Lincoln County rural schools received secondary aid during 1935-36 proves conclusively that suitable effort has not been made to maintain school districts to the maximum of their financial ability. In the independent districts apparently every effort has been made to maintain the best possible schools. The full levy of 10 mills was voted in each district, while in the rural schools 65 districts levied less than 8 mills, including the 4 mills allowed by the excise board.

It was shown further that because the separate schools were supported by a county-wide tax levy, there has never been any financial difficulties comparable with those of the white schools. In fact, it has seldom been necessary to levy over half the maximum of two mills allowed by the state

constitution. During 1935-36 the levy was only .076 mills. No better argument would appear to be necessary to show the need of a similar plan for financing the white schools. It seems hardly fair that because a child happened to be living in Consolidated district No. 2 that he should have a per-capita value of \$58,177, compared with a child living in district No. 141, who has a per-capita value of only \$768.00. Yet this condition has been shown to exist in Lincoln County.

It has also been mentioned that opposition to a general consolidation program is very strong at the present time in Lincoln County. However it is the author's firm conviction that the advantages of such a program so far outweigh its disadvantages that ultimately a reorganization will take place. With the constant decrease of local revenue it is becoming more and more necessary for an increasing number of districts to look to the state for financial aid. Homestead exemption will add greatly to the state's financial responsibilities. As the local districts come into contact with other administrative units they will observe the advantages to be gained through consolidations. Then the state legislature can continue the program started by House Bill 212. Instead of allowing districts with a minimum of 15 or 17 pupils in average daily attendance to receive primary or secondary aid, the minimum could be increased every two years until within a short time suitable administrative units would be formed.

Lincoln County has a tax valuation of \$19,051,006. With a uniform levy of 13 mills, \$196,590.90 could be raised, which is approximately the total amount expended by all schools in

the county during 1935-36. With consolidation once perfected, all schools of the county could be operated much more economically. Furthermore, every pupil in the county would be in reach of a highschool, and would have all the advantages offered by larger units.

Although this study has been concerned with Lincoln County only, it is realized that a state-wide basis is the goal toward which all reorganization should strive. If the impetus for consolidations comes from the legislature, all counties will be affected similarly. Believing that a centralization program will take place within the next few years, a proposed grouping of districts in Lincoln County is suggested. Wherever possible the districts are grouped with the towns. Here buildings are already provided, partially at least, roads are better and in most instances the districts are already furnishing transportation to high school pupils from rural districts. In some instances road conditions will have to be improved before the consolidations may be perfected. Bounday lines have been straightened where topography permitted.

In the northwest corner of the county districts No. 2 and 3 are so near Perkins, in Payne County, that they should be attached to this district. Tryon could become the center of a group composed of districts No. 4, 5, 12, 13, 14, 15, 16, 25, and 26. This group would have a valuation of \$730,366 and 433 pupils. At the present time Tryon has only 151 pupils and a valuation of \$134,658. Transportation would be furnished the grade children who are now walking to one-room schools, and they would profit by having highly specialized teachers,

better physical facilities, and all the other advantages offered by the larger units without any increased cost per pupil.

Carney is made the center of a combination composed of districts No. 24, J. 140, J. 32, 46, 35, and 37. These districts have a total assessed valuation of \$507,280 and enroll 366 pupils. Agra could annex districts No. 6, 7, 8, 9, 17, 18, 19, 27 and 28. This would give her a valuation of \$1,167,016 compared with her present valuation of \$115,204 and an enrollment of 512 compared with 92 now. A new central building would need to be built in the northeastern part of the county. The richest schools in the county are located here, centering around Consolidated No. 2, and a well-equipped building should be erected in this vicinity. Districts No. 11, Con. 2, J.C. 4 in Payne County, 139, 108, 21, and 137 are grouped for this new unit. It is suggested that the building be located near the center of section 9, township 16 N. R. 6 E. This district would have a valuation of \$4,583,309, by far the largest in the county. Their enrollment would total 249.

Districts No. 29, 30, 31, 38, 39, 40, and 51 are grouped with Kendrick, giving a total valuation of \$901,575, and a total enrollment of 474 pupils. Stroud is made the center for districts No. 41, 42, 53, 64, 65, 70, 71, 109, J. 9, and 80. This would give the group a valuation of \$1,590,506 and an enrollment of 1001. Although Davenport already is a consolidated school, districts No. 52, 111, 68 and 50 are added to its territory, for a combined valuation of \$1,479,783 and an enrollment of 766. Chandler, with a present area of only

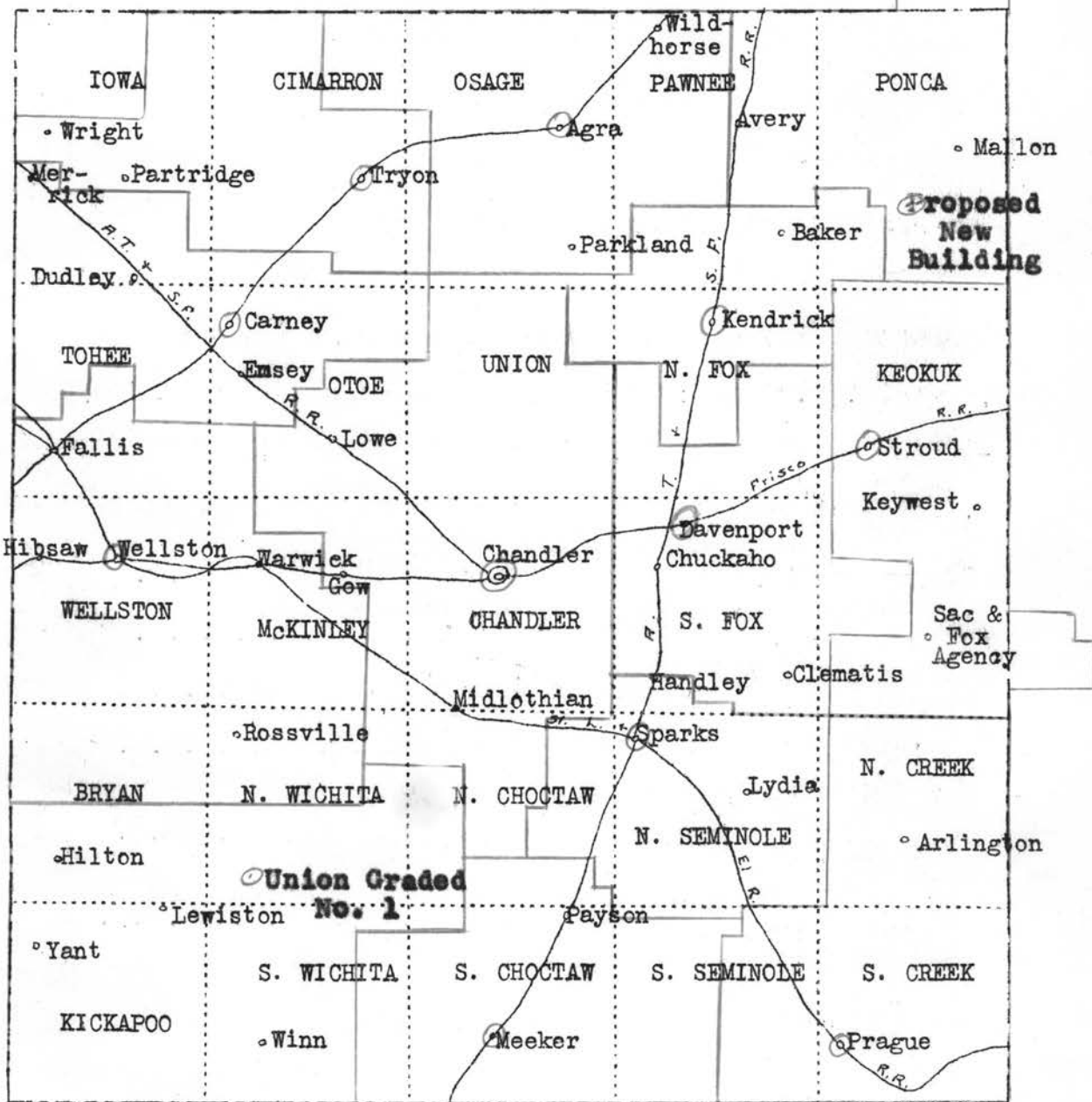
four square miles, is made the center for districts No. 47, 48, 49, 59, 60, 61, 110, 123, 66, 67, 113, and 75. This would make a total valuation of \$2,157,181 and the district would have 1,492 pupils enrolled. Wellston consolidated school contains the greatest number of square miles of any school in the county with 37.5, but districts No. 44, 112, 114, 126, 135, 55, 138, and J. 43 could very easily be annexed with advantages for all districts. This would give a total valuation of \$1,307,106 and the new district would have an enrollment of 730. Union Graded No 1 could be grouped with districts No. 130, 119, 132, 121, 118, J. C. 1, 116, and 141. Their valuations would total \$635,921 and their enrollment would be 546, not considering the enrollment of J. C. 1 which was not available.

Districts No. 106, 89, 90, 91, 97, 133, 96, 124, 100 and 101 are grouped with Meeker. Their valuations total \$1,359,655 and the number of pupils enrolled in these districts totals 655. Sparks is grouped with districts No. 72, 78, 79, 86, 85, 84, 83, 76 and 82. This gives a valuation of \$1,116,057 and an enrollment of 569. With Prague in the extreme southeast corner it is found advisable to group districts No. 81, 87, 88, 92, 93, 94, 98, 104, 102 and J. 99. This would give a total valuation of \$1,128,477 and an enrollment of 810 without considering the enrollment of J. 99 which was not available. The groupings above would reduce the number of school districts from 123 to 13. At first glance this may seem impossible but when it is realized that hundreds of counties all over the state and nation actually have

accomplished complete abolition of their one and two-room schools, encouragement is given to a centralization program for Lincoln County. Map IV shows how the districts would look after the proposed changes were made. Quite a contrast is provided when the location and size of the proposed districts are compared with the present school organization as shown by Map III.

Since the separate schools now are located approximately seven miles apart, due to some recent consolidation, and buses are transporting most of the eighth grade graduates to high school, no immediate general consolidation is needed. It is recommended that standards for the separate schools be raised, meeting at least the minimum required for secondary aid districts in payment of teachers' salaries and maintenance.

MAP IV



LINCOLN COUNTY

1 Inch = 5 Miles



MAP IV

SHOWING PROPOSED RE-
ORGANIZATION OF SCHOOL
DISTRICTS

TYPIST

MISS WANDA MYERS

Chandler, Okla.