

ADEQUACY OF INTERMEDIATE SCHOOL DISTRICTS  
IN OKLAHOMA

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## CHAPTER I

### BACKGROUND FOR THE STUDY

Much has been written and spoken concerning the value of the county as an administrative unit in American education. The county as an intermediate unit has been abolished in some states, strengthened in others, and in some states has been organized as the local administrative unit.

Isenberg refers to New York State as a good example of the controversy over the intermediate unit:

The experience of New York serves as an illustration. In 1841 provision was made for a superintendent of schools in each county of the state for visitation and inspection of the schools and to make possible a much more thorough system of school supervision and much more effective central control. Opposition to this intermediate office led to its being abolished in 1847. But the need for decentralized supervision continued, and an intermediate office was re-established in 1856. Although the new office was different from that previously abolished and the duties, responsibilities, and the structure itself having since been modified, an intermediate unit of school administration has continued in New York from 1856 to the present time.<sup>1</sup>

Dawson has also indicated that the value of the county superintendency is being challenged:

The County Superintendency in a majority of those states that do not have county unit school districts has reached the crossroads. . . . No room is left in which to stand still.

Extinction is one alternative. This has not only been suggested but has become a reality in some places. The State of Idaho, for example, has undergone a rather remarkable

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<sup>1</sup>Robert M. Isenberg, The Community School and the Intermediate Unit (Washington, D. C., 1954), p. 27.

reorganization of school districts. The number of districts was reduced from 1129 in 1947 to 216 in 1953, 14 of which were county units. . . . In the 30 Idaho counties organized on a community (or smaller) district basis, the specialized services of an intermediate unit which might be provided through the county (or, in the case of small counties, through a combination of counties) are still needed. But the county superintendents who represent a means by which the necessary services could be provided have been abolished in all but the few counties where school district reorganization has not yet been completed.<sup>2</sup>

The county geographic area as an intermediate administrative unit in Oklahoma has received much attention in recent years, and its value has also been questioned. This study was, therefore, concerned with the adequacy and economic feasibility of the county geographic area in Oklahoma, as the intermediate unit, to meet the need for special educational services within its respective area.

The Changing Economy. As the United States grew, the change from an almost wholly agricultural economy to a great manufacturing nation had its influence on the population of various areas. With the development of power machinery for use on the farm, there was less need for manual labor in the agricultural occupations and many people left the rural areas to seek employment in industry. One farmer with power equipment could cultivate several times as much land as was formerly tended by hand labor. This led to larger farms and a decreased farm and rural population. Recent studies, however, show that while the rural-farm population has been declining, the rural-non-farm population has been rapidly increasing. Butterworth and Dawson stated:

The rural farm population declined about 7.8 millions from 1910 to 1950 and the percentage that group is of the whole

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<sup>2</sup>Howard A. Dawson, "County Superintendents To Be--Or Not To Be," Rural Education News, VII (October, 1955), 4.

population declined from 34.1 to 15.6. The rural non-farm population has on the other hand been increasing. During the 1910-1950 period this group increased about 20.6 millions, and its percent of the total population from 19.6 to 25.6.<sup>3</sup>

The mobility of population has created many problems in school organization and administration. The mobility of the population was augmented by the development of improved means of communication and transportation. With the advent of the automobile and improved roads, people began sending their children to the towns and cities for high school and gradually many of the smaller schools consolidated to make larger units or to become a part of the town system. Dawson indicated that such reorganization had greatly reduced the number of school districts: "In 1930 there were 127,000 local administrative districts in American Education; by the year 1945-46 the number reduced to 103,000."<sup>4</sup> In 1951, again Dawson observed:

It seems reasonable to expect school district reorganization to continue at an accelerated rate during the next decade. If all states had adequate school district structures, there would be only 10,000 to 12,000 districts in the 48 states. Each of them would have a superintendent. In addition there would be about 2500 superintendents of intermediate units. It may well be that the next two decades will bring this accomplishment. Indeed, we are on our way.<sup>5</sup>

Reorganization is resulting in fewer but larger and more efficient school districts, but at the same time the people are expecting more and more services from the schools.

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<sup>3</sup>Julian E. Butterworth and Howard A. Dawson, The Modern Rural School (New York, 1952), p. 77.

<sup>4</sup>Howard A. Dawson, Your School District (Washington, D. C., 1948), p. 15.

<sup>5</sup>Howard A. Dawson, "Trends in School District Reorganization," Phi Delta Kappan, XXXII (March, 1951), 312.



During two world wars, concern was expressed at the number of physically disabled men who were examined for the services. Demands for better health carried over to the schools and regular health services became a part of many school programs. In recent years, and again because of manpower shortage during war times, the potential of the handicapped population in our society has been recognized by industry and society. Hence, a demand for special services for the handicapped children was made. As our society grew more complex, there came a demand for guidance and counseling services, and these are now accepted as functions of our educational systems. More types of special services are continually being added to the school program. Larger school districts are able to provide more of these services than the smaller units; but even if reorganization of school districts were complete, the majority of the school districts would be still too small to provide adequately and economically all of the needed special services. McCannon has stated:

From a practical standpoint we know these underlying local units in the majority of the counties even after reorganization, are not going to be large enough from the standpoint of enrollment or finances to offer a complete and effective educational program which will meet the needs of all children and adults within their respective communities.<sup>6</sup>

Since a vast majority of the reorganized local school districts will not be of adequate size to provide a complete educational program, a much larger unit must be sought to economically provide these necessary special services. The trend is toward the intermediate-unit type of organization for administering the program of special services to supplement those provided by the local school district.

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<sup>6</sup>R. M. McCannon, "County Superintendent in Reorganized Systems," School Management, XVIII (April, 1949), 14.

Functions of the Intermediate Unit. Although the intermediate school unit is not new, the functions of such a unit have often been misunderstood. Dawson observed:

The development in rural life and education have brought forward perhaps the most urgent problem in administration today. . . the problem is that of perfecting the intermediate school unit, the least understood of all concepts of American school administration.<sup>7</sup>

The test of any administrative unit lies within its ability to carry out the functions assigned to it. The accepted functions of the intermediate unit have changed considerably since its beginning. In the early development of the intermediate unit, the county superintendent's office, though not so designated, performed many of the functions of the intermediate district. The county geographic area was the intermediate district with the county superintendent's office as the administrative center and the county superintendent was the executive officer. The early functions of the county intermediate office were clerical and routine, according to Butterworth and Dawson:

In most states the county superintendency, in early days, was recognized primarily as a clerical office. To the superintendent were delegated such functions as making reports, keeping records, examining and certifying teachers, revoking certificates, holding meetings, distributing state aid, visiting schools and exercising "general supervision."<sup>8</sup>

The concept of the county superintendent's office as a clerical center for keeping records and making reports is rapidly changing to that of a center for providing special educational services to local school districts which

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<sup>7</sup>Howard A. Dawson, "Developments in Rural Areas," School Executive, LXXII (January, 1954), 80-81.

<sup>8</sup>Julian E. Butterworth and Howard A. Dawson, The Modern Rural School, p. 362.

they alone cannot economically provide. Isenberg describes this change:

Intermediate units are beginning to experience their greatest change in the more than 100 years of their existence. . . . The professional level of intermediate administrators is being raised very rapidly. An enthusiasm for the potentialities of the intermediate unit has developed and is increasing its momentum. The emphasis upon clerical and inspecting duties is being replaced by a variety of efforts to provide a program of educational services. The intermediate unit is rapidly coming to be regarded as a "service center" for schools, a center which can coordinate specialized services which two or more schools can share, a center which can supplement the educational program of community schools without encroaching upon their local autonomy. Although an understanding of this kind of relationship is not yet widespread, it is increasing rapidly. Many details are yet to be defined, but the possibilities are great.<sup>9</sup>

The concept of the county superintendent's office as a place where we go to get special educational services is new, but is being accepted in many states. The program of special services emanating from the county intermediate district office varies from state to state, but the number of services is increasing as the needs for different kinds of services become apparent.

The concern of this study was to examine the potential adequacy of the present intermediate school districts in Oklahoma, to meet the need for specialized educational services. In Oklahoma, the intermediate district is the geographic area of the county. Answers to the following questions were sought:

1. What counties in Oklahoma could economically provide a maximum program of special educational services to the schools in their respective areas?

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<sup>9</sup>Robert M. Isenberg, p. 54.

2. What counties in Oklahoma could economically provide a modified-maximum program of special educational services to the schools in their respective areas?
3. What counties in Oklahoma could economically provide a minimum program of special educational services to the schools in their respective areas?
4. What counties in Oklahoma are totally inadequate to offer even a minimum program of special educational services, and, therefore, inadequate to function as intermediate units?
5. What special educational services could each county, as now organized, be expected to provide economically to the schools in its area?

Needs For The Study. In recent years, there has been mounting interest in public education and the problems confronting it. It might be said that our whole system of public education is undergoing an appraisal such as it has never had before. This is evidenced by studies by local and state groups, by members of the profession, the National Citizens Commission for the Study of Public Schools, the National Commission on the Intermediate Unit, and recently the White House Conference on Education. These studies have done much to create better understanding of such problems as adequate financial support and other personnel needs. The local school districts are finding it increasingly difficult to meet the demands for the regular basic school program, much less provide staff members for the specialized educational services. The increased pupil enrollment demands more staff members for the regular school program and more buildings to house the pupils.

O. E. Shaw states that the housing needs alone are more than the local school districts can meet:

A serious school housing problem exists in Oklahoma. It is estimated it will cost \$209 millions up to the opening of 1959-60 school year to construct the school facilities needed by the 1799 districts in the state. . . . There are 1014 of the 1799 districts which have needs greater than their resources. . . . The total deficits of the 1014 districts amount to \$144 millions.<sup>10</sup>

The present administrative organization of school districts should be examined to secure information which might be helpful in developing a satisfactory program of special educational services as well as meeting the needs of the regular school program.

Studies have been made in the states of New York, California, Iowa, Nebraska, and others, to determine the potential adequacy of the county intermediate unit to provide a program of specialized educational services. Accordingly, there is a need for such a study in Oklahoma to ascertain to what extent the county intermediate districts, in Oklahoma, are adequate to provide special services to the local school districts.

A. LeRoy Taylor estimated that there were 46,050 handicapped children in Oklahoma in December, 1954.<sup>11</sup> He pointed out that only 3,598, or 7.8 per cent, of the handicapped pupils received special educational services during the 1953-1954 school year.<sup>12</sup> If only 7.8 per cent of the handicapped children in Oklahoma received special educational services in 1954,

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<sup>10</sup>O. E. Shaw, "School Facilities Survey," The Twenty-Fifth Biennial Report of the State Department of Education of Oklahoma, Chapter 20, (Oklahoma City, Oklahoma, 1954), p. 218.

<sup>11</sup>A. LeRoy Taylor, "Special Education," The Twenty-Fifth Biennial Report of the State Department of Education of Oklahoma, Chapter 7, (Oklahoma City, Oklahoma, 1954), p. 57.

<sup>12</sup>Ibid.

there should certainly be some way devised to better serve the other 92.2 per cent.

The National Commission on the Intermediate Administrative Unit indicates that, in many instances, the county may be the logical intermediate unit:

The most common intermediate district at this time is the county. It is important that units which people recognize and accept be retained if these units can serve adequately . . .<sup>13</sup>

The value of the county, as an intermediate administrative unit in Oklahoma, has been challenged many times, as it has in many other states. However, some states have utilized the county intermediate district effectively as a center to provide special educational services to the local districts. This study proposes to determine to what extent the county intermediate districts in Oklahoma are adequate to function as administrative units to provide special educational services.

#### Basic Assumptions

In this study the following assumptions were made:

1. Every child, so long as he is educable, regardless of his residence, should have available all services which will provide him with appropriate educational opportunities.
2. The county geographic area in Oklahoma was accepted as the intermediate unit for this study.

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<sup>13</sup>The National Commission on the Intermediate Administrative Unit of the National Education Association, Effective Intermediate Units, (Washington, D. C., 1955), p. 7.

3. An adequate intermediate unit can effectively provide many specialized educational services not available to local districts; and such specialized educational services from the intermediate unit can be provided without depriving the local districts of their autonomy.
4. Whether or not the county, as an intermediate school district, can economically meet the needs for special educational services is one basis for estimating the county's adequacy as a unit in the total organization of educational administration.

#### Delimitations of the Study

Many criteria exist which might be used in evaluating an intermediate unit, but that used in this study was the ability of an intermediate unit to offer an adequate program of specialized educational services. The criteria were developed and validated by McPherran.<sup>14</sup>

This study was concerned solely with the potential ability of the counties in Oklahoma, as now structured and organized, to economically provide such a program of specialized educational services to the local districts. This study was not concerned with the financial cost of the specialized educational services, but was concerned with the number of children needing specific specialized educational services, the incidence of such students, and the full utilization of staff members who might be employed. It did not, in any way, attempt to determine what specialized

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<sup>14</sup>A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 169.

services are now being provided from the county offices; but only the potential services that might be economically justified under the present organization and on the basis of the accepted criteria.

### Hypothesis

The intermediate units in Oklahoma, as measured by accepted criteria, are potentially adequate to provide a program of specialized educational services which are not now economically feasible by the local districts.

### Purposes of the Study

The primary purpose of this study was:

1. To determine, by applying accepted criteria, whether or not the intermediate school districts in Oklahoma are adequate to economically provide special educational services.

Other concomitant purposes were: (1) to identify and assess the needs in each county for the various special educational services, and (2) to draw inferences from the results, within the limits of the study, concerning the economic feasibility of each county intermediate school district in Oklahoma to function as an intermediate unit.

### Sources of Data

In making this study, data were selected from the following sources:

1. Publications from the Department of Rural Education, National Education Association, especially the recent yearbooks.
2. Bulletins, pamphlets, and correspondence from other states, especially New York, California, and Pennsylvania.
3. Population statistics from the Bureau of the Census,



Department of Commerce, Washington, D. C., 1950.

4. The Twenty-Fifth Biennial Report, State Department of Education of Oklahoma, 1954.
5. Publications of the National Commission on the Intermediate Unit.
6. Dissertations and abstracts on subjects closely related to the intermediate unit.
7. Oklahoma School Laws.
8. Informal interviews with leaders in the field, such as Howard A. Dawson, Shirley Cooper, Lois Clark, and others.
9. Numerous educational periodicals, e.g., "Journal of the National Education Association," "Teachers College Record," "School Executive," "Phi Delta Kappan," "School Management," "American School Board Journal," and others.
10. Publications of the National Commission on School District Reorganization.
11. Numerous books on Rural Education, especially The Modern Rural School, by Butterworth and Dawson.

#### Procedures

After studying the history and development of educational organizations and administration, and reviewing the literature in the field of the intermediate unit, including books, periodicals, dissertations, and legal instruments, the procedures were to:

1. Identify suitable criteria which have been validated by previous studies in other areas of the United States.
2. Apply these criteria to each intermediate school district

in Oklahoma, examining each to ascertain the degree of potential adequacy.

3. Determine, by the use of incidence tables, the needs for specific specialized educational services for each intermediate school district in Oklahoma, and for the state as a whole.
4. Determine the specific services which might be provided economically by each county intermediate school district as measured by the accepted criteria.

### Organization

Chapter I briefly reviews some of the concerns expressed in this problem by leaders in other areas of the United States, and presents an introduction to the specific problem. This chapter also includes an outline of the study, definition of terms, needs, purposes, basic assumptions, a statement of the hypothesis, sources of data, and other relevant information.

Chapter II is concerned with the development of educational administration and organization in the United States, with special emphasis on the intermediate administrative unit. The changing concept of the intermediate unit, as one for providing specialized educational services to the local units, is presented. Chapter II also calls attention to the general trend toward strengthening the office of the county superintendent to make it more effective. The history, the specific types of intermediate units, the characteristics of intermediate units, its limitations, and its functions are discussed. The needs for the intermediate unit in American education are considered in this chapter.

Chapter III introduces and analyzes the accepted criteria used in the study of the county intermediate units in Oklahoma. This chapter further discusses the development and validation of the criteria, and its use in studying the potential adequacy of the individual counties as intermediate school districts in Oklahoma, to function as intermediate units.

Chapter IV deals with the application of these criteria to each county in Oklahoma, and presents the results of the study in an attempt to ascertain the degree to which each county in Oklahoma might be expected to function economically as an administrative unit. It further attempts to define the specific special services which each county might provide the schools in its particular area on an economical basis.

Chapter V contains a summary and brief review of the study. Attention is directed to certain implications in the study and their relation to the possible future of the county intermediate school district in Oklahoma. This chapter presents the conclusions and recommendations drawn from the study.

#### Definition of Terms

In making this study, the following terms were used and are hereby further defined:

The intermediate unit is the educational administrative unit serving between the local school district and the state, and performing some functions for both the state and local districts. The county geographic area is the intermediate unit in Oklahoma. Good defines the intermediate unit as:

A type of administrative unit which is smaller than the state and which exercises some functions for smaller

administrative units, for example, the county in most states and the supervisory district or union in New England and New York.<sup>15</sup>

The intermediate unit is further defined by the National Commission on the Intermediate Administrative Unit as:

An organization within the legally established structure of school administration which includes the territory of two or more basic administrative units. It serves as the intermediary between the state department of education and the quasi corporate units having immediate responsibility for maintaining schools. It may have a board or officer, or both, responsible for performing stipulated services for the basic administrative units and for exerting leadership in their fiscal, administrative, and educational functions. Through leadership and services, the intermediate unit promotes and strengthens local control and responsibility. It assists local districts and the state education department in finding and meeting more effectively the educational needs of children and communities by performing functions which can best be administered by an intermediate type of organization.<sup>16</sup>

Adequacy: An intermediate unit has adequacy to the extent to which its pupil population provides sufficient numbers to justify provision for children needing special educational services.

Economic feasibility, insofar as this study is concerned, refers to the efficiency with which a teacher's time may be used. It is concerned with the number of students required to justify the employment of a special teacher. It is not concerned with financial cost as such.

Basic administrative unit refers to the local unit which is closest to the people and which had direct responsibility for the local school program. Carter V. Good, in the Dictionary of Education, defined a basic administrative unit as:

. . . fundamentally, an administrative unit which may often exercise complete administrative functions, except those

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<sup>15</sup>Carter V. Good, Dictionary of Education (New York, 1945), p. 12.

<sup>16</sup>Robert M. Isenberg, p. 38.

reserved by the state, or which, in other instances, may be dependent on an intermediate unit for the performance of certain administrative functions.<sup>17</sup>

Supervisory district refers to an early-type of intermediate district in New York State which set up a supervisor over a number of basic districts to improve the program of all schools in the supervisory district. This type of district was later replaced by the Central Rural District which set up districts including an urban center and the contiguous territory around it.

County unit district refers to a district in which the county organization is the basic administrative unit and has direct responsibility for the educational program. Twelve states have this type of organization, and in these twelve states there is no intermediate unit.

#### Summary

In this chapter, it has been noted that great concern is manifested by lay people as well as professional educators in the problems facing education. There has been expressed a need for better understanding the problems as they affect Oklahoma and, in particular, the problem of the intermediate administrative unit and its functions in Oklahoma. Certain assumptions, hypothesis, and procedures were stated in order to pursue a study of the intermediate administrative unit in Oklahoma.

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<sup>17</sup>Carter V. Good, p. 12.

## CHAPTER II

### THE INTERMEDIATE ADMINISTRATIVE SCHOOL DISTRICT

It has long been recognized that effective organization and administration are essential to facilitate the proper functioning of any enterprise. This is emphasized by Reeder:

Every business whether public or private, must be properly administered if it is to pay dividends in money or in services. Stockholders of industrial concerns have historically been aware of the need for proper administration of such concerns, and for almost as long the public has been cognizant of the necessity for--though unfortunately not so insistent upon--proper administration of its institutions . . . . There are hundreds of details incident to the running of an efficient school or an efficient system for which someone must be responsible.<sup>1</sup>

Frederick Eby further emphasizes the importance of administrative organization for American educational systems:

The conducting of schools has expanded into a business of gigantic proportions and of intricate performances requiring over a thousand separate functions and activities. From the simple art of managing a small school it has grown into the most elaborate technique of administering huge systems of schools in cities and states.<sup>2</sup>

Three types of educational administrative units have emerged in our American school system. The first educational administrative unit developed at the state level. As local schools increased in size, a local basic educational administrative unit emerged. It soon became apparent

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<sup>1</sup>Ward G. Reeder, The Fundamentals of Public School Administration (New York, 1941), p. 5.

<sup>2</sup>Frederick Eby, The Development of Modern Education (New York, 1952), p. 646.

that these two administrative units were not sufficient to meet all the educational needs, and a third unit, the county intermediate administrative unit, was conceived. It is with this county intermediate unit that this study is concerned.

As the importance of education in America became accepted and the number of schools increased, it became evident that there was need for an intermediate district somewhere between the state and the local schools. Such a district was to serve as an arm of the state administrative unit and also to provide leadership for the local districts. Since the county geographic area was already established as a unit of government in the American system, recognized and accepted by the local people, it was the natural location for an intermediate educational administrative unit to coordinate activities between the state and local school districts. Thus, it was not by chance that the county became the established intermediate unit.

The establishment of an intermediate administrative position at the county level was not the result of chance or entirely a matter of convenience to the state, altho the latter undoubtedly had considerable influence. But the significant thing, so far as the development of the county superintendency is concerned, is that the county as a unit of government and as a pattern of association had real meaning for the people . . . . It was natural that they should place at the county level a school official with whom they could keep in close touch, who was one of them and understood their problems, and who could act as their spokesman and counselor on school matters. Thus, the county became the first intermediate district of school administration.<sup>3</sup>

Thirty-four of the states continue to use some form of intermediate unit and twenty-seven states still use the county as the intermediate

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<sup>3</sup>National Education Association, The American School Superintendency (Washington, D. C., 1952), pp. 361-362.

administrative district.

### Functions of the County Intermediate District

The county intermediate unit was first developed to handle the clerical and statistical problems between the state and local districts. Cubberly has very accurately described the early duties of the county intermediate office:

Everywhere, at first, the county superintendent was to a very large degree a clerical and statistical officer, representing the state in the carrying out of a state purpose, and serving as a means of communication between the state on one hand the the school districts of the county on the other. He recorded changes in district boundary lines; apportioned the income from funds to the districts; saw that the teacher employed possessed a teacher's certificate; collected figures as to expenditures, attendance, etc., and reported the same for his county to the state; visited the schools and advised the trustees and teachers; and exhorted the people to provide for and extend their schools.

His duties were simple and required no professional training or skill.<sup>4</sup>

In recent years, with the reorganization programs developing larger local basic units, many of them independent, the county superintendent's task of supervision and clerical assistance to the fewer dependent districts has been minimized. On the other hand, as the new districts were created, there developed more needs and demands for special educational services. The demand for more specialized educational services has influenced the changing concept of the functions of the intermediate districts. Arguments have been advanced that the way to provide the needs for special educational services is to create larger basic school districts, and some

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<sup>4</sup>Elwood P. Cubberly, Public School Administration (New York, 1922), pp. 46-47.



states have followed this plan. It has been found, however, that many of the so-called larger units are still too small to justify provision of the special services needed. Local superintendents have recognized the need for the special educational services and are looking to the county intermediate unit for special services to supplement the local educational program.

As states become more concerned with providing educational services to meet the specialized needs of all types of boys and girls, the role of the intermediate superintendency takes on added importance. Recognition by the state of its dependence upon these superintendents for the development and effectiveness of the new and needed educational services and their implementation by state laws and regulations is of paramount significance.<sup>5</sup>

Cushman and Cooper made the following observations concerning the new functions of the intermediate unit:

Newly conceived functions of the intermediate district may be classified under three general headings, each of which overlaps the other to some extent, but all of which stand out clearly enough to claim special attention. To an increasing extent rural people are looking toward the intermediate unit of administrative organization as a means of providing:

1. General educational leadership.
2. Specialized educational services.
3. Management, accounting, and purchasing services for small school districts.<sup>6</sup>

Butterworth and Dawson called attention to leadership functions in the following statement:

The intermediate district should be dominated by the concept of leadership rather than by that of mere legal

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<sup>5</sup>American Association of School Administrators, The American School Superintendency (Washington, D. C., 1952), p. 364.

<sup>6</sup>The County Superintendent of Schools in the United States (Washington, D. C., 1950), p. 128.

authority. . . . In recent years new functions have been recognized that make the county superintendency one of the most important educational offices in the United States.<sup>7</sup>

### The Intermediate District and Special Services

In addition to leadership, another important function of the county intermediate unit is that of providing special educational services either directly from the intermediate office or by providing leadership to organize a cooperative program of special services among the local units. A number of specialized services are listed, but it is understood that ordinarily not all of them will be in operation in a certain county. The most important of these are:

1. Guidance service that reaches the child at all stages of his progress thru school and extends into adult life, and that gives assistance in the solving of personal, social and vocational problems.
2. Services for handicapped children that will help in the correction of defects and that will enable children to utilize their resources as fully as possible for the attainment of a rich and personally satisfying life.
3. Supervision of attendance of a type that seeks to remove the causes of non-attendance and to integrate the activities of the home, the school and other agencies of the community that contribute to the education of children.
4. Supervision of instruction that will stimulate and coordinate the use of all educational facilities and personnel available in the community.
5. Health services, including school hot lunches, medical and dental inspection, immunization, prevention and control of contagious and infectious diseases, and accident prevention.

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<sup>7</sup>Julian E. Butterworth and Howard A. Dawson, The Modern Rural School (New York, 1952), pp. 362-363.

6. School-community libraries.
7. Community recreation.
8. Specialized vocational education for youth.<sup>8</sup>

This list is rather comprehensive but could be further expanded to include such services as business management and group buying. It has been estimated that schools often save as much as 30 to 50 per cent by purchasing supplies in group quantities.

Reller emphasized the importance of the intermediate school district in his statement of purposes:

The purpose of the intermediate unit should be that of assisting and increasing the effectiveness of the administrative units which are directly responsible for the educational service. This assistance may be rendered through the provision of direct services such as supervisory service, audio-visual aids, curriculum laboratory services, etc. Increasingly, however, as the basic administrative units become large enough to provide many of these services on their own, the intermediate unit should move to services which require a larger base for efficient service and should devote more of its energy to research and planning.

The intermediate unit would thus adjust its purpose to the change in the size and competency of the administrative units found within it. With this development the intermediate unit would not be seen as an "arm of the state" in terms of regulation but in terms of stimulation, experimentation and guidance. . . . It would become increasingly an agency through which local units could plan for and achieve certain purposes through cooperation which they could not attain efficiently through independent or separate action.<sup>9</sup>

Attention is again called to the fact that the new concept of the intermediate district is one of leadership and specialized services to the

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<sup>8</sup>Howard A. Dawson, Your School District (Washington, D. C., 1948), pp. 76-77.

<sup>9</sup>Theodore E. Reller, "The Characteristics of a Desirable Intermediate Unit," American School Board Journal, CXXIX (August, 1954), 29-30.

local districts.

### The Intermediate District and Local Control

There appears to be a definite dislike for authority from agencies too far removed from the people, and there may be dangers involved in a great centralization of power. One of the concerns of people in any re-organization program is the fear of losing local control. The problem of administrative districts becoming too large was observed by Dawson:

If the local administrative unit is made large enough to provide all of the various elements of a desirable educational program there is grave danger that the school organization will be so far removed from the normal processes of community living that people will not participate effectively in the formulation of educational policy or in the control of the schools. On the other hand if educational needs cannot be met by local administrative units or thru some form of intermediate district organization, the state will assume the necessary functions and the control of the educational program will be much further removed from local community life.<sup>10</sup>

The problem of getting school organization too far from the people was carefully considered by authorities in New York State:

. . . the elimination of local boards of education and the concentration of control in a county board has led to a noticeable decrease of local interest in education. People who have no voice in determining educational policy cannot be expected to have a lively interest in schools. A second unfavorable result of the county unit system has been a "flattening out" of the educational program. It is an essential feature of the American system that local people, vitally concerned with the welfare of their own children, shall have the privilege of giving them, at their own expense, better educational opportunities than the minimum prescribed by the state or any larger governmental unit.<sup>11</sup>

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<sup>10</sup>Ibid., p. 83.

<sup>11</sup>Julian E. Butterworth, et al., A New Intermediate School District For New York State, Part I (University of the State of New York Bulletin No. 1336 [Albany, 1947]), p. 10.

The New York State efforts at developing satisfactory school units is probably an outstanding example of an effort to hold the principle of local control of education and yet plan some form of intermediate unit to provide a better program of services:

The problem in New York State is to develop a system that maintains the best features of the home school—alert interest on the part of the people, local initiative and local control—and at the same time, to make it possible for central rural and other types of local districts to coordinate their resources so that needed educational services may be provided.<sup>12</sup>

Cecil D. Hardesty recognized the importance of local interest in the schools in California when he stated:

County office programs such as that of San Diego County have been built in accordance with a certain concept of the role of the intermediate unit. Education in California is a function of the state, in that state law establishes general requirements and provides basic financial support for the conduct of the schools. It is essential, therefore, that there be unity of purpose, function, and program in education throughout the state so that standards may be maintained. At the same time, local control and responsibility must be guaranteed.<sup>13</sup>

The county intermediate district is larger than the local districts but is still close enough to the local districts for the people to know the staff and keep informed of the activities of the office. The county intermediate district can and should operate to supplement the local program and without affecting the autonomy of the local unit.

Through leadership and services the intermediate unit should supplement the program of the community school, while strengthening local control and responsibility. . . . At all times the people served by the intermediate units . . . should participate actively in determining

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<sup>12</sup>Ibid.

<sup>13</sup>Cecil D. Hardesty, A Survey of Services (Office of the County Superintendent of Schools, San Diego, California, 1953), p. 1.

the services needed and in defining the policies and procedures of the intermediate program.<sup>14</sup>

The National Commission on the Intermediate Administrative Unit has the following to say concerning the cooperation of local and intermediate administrative units:

The specific program of services provided by each intermediate unit should depend upon what the local community school districts need to supplement the educational services they can provide.<sup>15</sup>

Thus, the proper function of the intermediate school district appears to be one of leadership and cooperation with local districts and not one of control.

There have been demands to abolish the county intermediate district as unnecessary and ineffectual, but the literature and various studies indicate that the county intermediate district will be in existence for some time. The Thirtieth Yearbook of the American Association of School Administrators recognizes the trend to strengthen this unit in educational administration:

The persistence of the intermediate unit as one of the functional units of school administration is especially noteworthy . . . . The county has and will in all likelihood continue to be the most common form of intermediate unit . . . . There is a strong trend toward reorganizing local districts on a natural sociological community basis, as contrasted with township or small district units. The evidence clearly indicates that such community units still need the services of an intermediate unit to supplement their efforts in providing a modern comprehensive education program. . . . the number and variety of services provided by the county intermediate unit to local schools has markedly increased both in states actively reorganizing their local school districts and in others that are not so

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<sup>14</sup>National Education Association, Developing Community Schools, p. 41.

<sup>15</sup>National Commission on the Intermediate Administrative Unit, Effective Intermediate Units, p. 12.

active. . . . Recent legislation has greatly strengthened the county intermediate unit in a number of states, in some instances improving the structure for school administrative purposes, adding new service functions, and providing financial resources. Equally noteworthy have been state provisions for upgrading professional qualifications of county superintendents and for improvements in their salary status. Prominent among other trends is the progress resulting directly from various efforts of county superintendents themselves. . . . Raising their educational qualifications beyond minimum state requirements, participating actively in professional organizations, helping people to reorganize more effective local districts, working through many channels to improve local school programs--these are earmarks of genuine progress that point to a bright future for educational leadership at the intermediate level.<sup>16</sup>

Robert M. Isenberg has the following to say concerning the progress the intermediate unit has made:

Intermediate units are beginning to experience their greatest change in more than 100 years of their existence. The changes developing can be expected to make at least as great a contribution to the educational program of small communities and rural areas as the development of school district reorganization. Some aspects of this change are already evident. The professional level of intermediate administrators is being raised very rapidly. An enthusiasm for the potentialities of the intermediate unit has developed and is increasing in its momentum. The emphasis upon clerical and inspecting duties is being replaced by a variety of efforts to provide a program of educational services. The intermediate unit is rapidly coming to be regarded as a "service center" for schools, a center which can coordinate specialized services which two or more schools can share, a center which can supplement the educational program of community schools without encroaching upon their local autonomy.<sup>17</sup>

It is observed that in many states the new concept of the county superintendent's office as the administrative office of the intermediate unit and as a center for special services, is being readily accepted.

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<sup>16</sup>American Association of School Administrators, The American School Superintendency (Washington, D. C., 1952), pp. 377-378.

<sup>17</sup>Robert M. Isenberg, The Community School and the Intermediate Unit (Washington, D. C., 1954), p. 54.



All of this is hopeful, but there is still a great need for the people in general and especially some of the county superintendents to get the vision of the possibilities for the office. The National Commission on the Intermediate Unit observed:

. . . but in spite of change, many intermediate units function much the same as when first established generations ago. They no longer serve local districts effectively. They are handicapped by a legal organization designed to serve a situation which has already disappeared.<sup>18</sup>

### The Intermediate Unit in New York State

New York State has done extensive work in studying the administrative organization of its state school system. One of the early efforts, to increase the size of units and yet maintain local autonomy, was the central rural district which combined the village or town school and the contiguous territory surrounding it into one administrative unit. The central rural district has been very satisfactory and still functions, but it has now been found that these districts are not large enough to provide the special services now being demanded.

More recently, New York State has evolved a system of units known as "supervisory union" or "supervisory districts." This was an attempt to create larger administrative organizations to cooperatively provide the special services not deemed feasible by the smaller units. In a few cases the boundaries of a county and the supervisory district coincide, but usually there may be two or more supervisory districts in one county, sometimes as many as five or six. Many of the supervisory districts will have

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<sup>18</sup>National Commission on the Intermediate Unit, Effective Intermediate Unit, p. 4.



central rural districts, village schools, and city independent districts within their boundaries. The superintendents of these supervisory districts could arrange cooperatively financed services to all schools in the district. This proved unsatisfactory in some instances since many of the supervisory districts were still too small to function effectively. The supervisory district does function, however, as a type of intermediate unit.

A still later plan for New York State resulted from the study, A New Intermediate School District for New York State, completed in 1947 by Julian E. Butterworth and others. This study was fostered by a council of lay and professional people working together.

The council is made up of two representatives from each of 16 farm, home and professional organizations, plus the chairman and secretary of the Farm Conference Board and the Master of the State Grange.<sup>19</sup>

Other committees representing the State Association of District Superintendents, the State Association of Secondary School Principals, and the State Council of City and Village Superintendents were established to give suggestions and assistance to the research committee making a study of the probable intermediate districts in New York State. One of the first problems of the research committee was to establish needs for various special services and the size units needed to economically provide these services.

Many special services were studied, including counseling and guidance, adult education, business and distributive education, specialized supervision, supervision of attendance and health services, and services to

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<sup>19</sup>Butterworth, A New Intermediate School District for New York State, p. 11.

handicapped children. The study found the supervisory district was too small and lacked the administrative machinery to develop into an effective means of organization for providing needed services, and recommended that a new type of intermediate district be created to take the place of the supervisory district. The following objectives were stated:

If rural youth are to be provided the educational services they need a new administrative organization must be set up, that:

1. Is large enough in number of pupils to make it possible to provide a broad educational program at reasonable unit cost.
2. Has an administrative structure and financial resources that will enable it to perform effectively any duties that are assigned to it.
3. Is flexible in its structure so that it can be adapted to the varying conditions existing in the State or to conditions that may develop in the foreseeable future.
4. Insures the continued existence of the central rural and union free schools as the basic units for education in the State but makes it possible for them to combine their resources to do co-operatively what they cannot do singly.<sup>20</sup>

It is interesting to note that all through the New York study a major concern was for keeping the local basic units of moderate size close enough to the people to keep their interest in the public schools of the state.

The State of New York recognized the effectiveness of the socio-economic approach in organizing the central rural school districts and decided to use a similar concept in laying out proposed intermediate districts.

The intermediate district includes the common school, central rural and union free school districts within an

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<sup>20</sup>Ibid., p. 32.

area in which there is a feeling of common interest because all have social and economic relationships with the same city or village. It is the socio-economic concept applied to a larger area than the central rural school district. The method used in determining the area to be included in each proposed intermediate district was that of finding the limits of the territory within which a majority of the people commonly go to a particular center for services such as hospitalization, banking, trading in a large department store or purchase of a daily newspaper.<sup>21</sup>

The New York program also considered such factors as population and population trends, geography, topography, and the existing educational program. Decisions on the new intermediate district boundaries were based on all of these factors.

In re-mapping the state, instead of the 181 supervisory districts, 65 intermediate districts were proposed. Very complete plans for initiating and organizing these new intermediate districts were developed as well as operational organization, but the power to propose or put into operation one of these intermediate districts was left to the local basic units already functioning. To this date no such intermediate units have been established. This program for New York State has had much study and appears to be well planned and is expected eventually to develop a much more efficient system of schools for the state.

#### The County Intermediate Unit in California

In California, the intermediate unit is the county, with the county superintendent as the executive officer.

The office of county superintendent of schools was established by the State Constitution of 1879. Prior to the establishment of this office the work later normally performed by a county superintendent of schools was carried

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<sup>21</sup>Ibid., p. 33.

on by other county officials. Since its establishment the office has grown in importance and has increasingly contributed to advancement of education in the state.

Although originally created to perform clerical duties, the office has, because of its intermediate position in the structure of public education, been granted more and more authority to provide educational services. This authority granted by the legislature over the years has been accompanied by grants in state aid to carry out the additional responsibilities assigned to the office.<sup>22</sup>

As the county superintendent's office began to assume more responsibilities for educational services, there arose a need for more money, and in 1921 the legislature made provisions for certain funds to be set aside for this purpose.

By 1931 there existed three funds which superseded the earlier county funds. These funds, the (1) Unapportioned County Elementary School Fund, (2) Unapportioned County High School Fund, and (3) County Elementary Supervision Fund, were established to allow county superintendents of schools to provide needed educational services within the county.<sup>23</sup>

The Unapportioned County Elementary Fund and the Unapportioned County High School Fund were set up by the county superintendent of schools, withholding a portion, not to exceed five per cent of state and county funds allocated to said districts. This fund was to be used by the county superintendent's office to provide additional appropriations to schools of the county to meet emergencies, for instructional materials, and pupil transportation needed as a result of emergencies arising in such districts. The County Elementary School Supervision Fund consisted of moneys derived from the county elementary school tax and funds provided by the state for

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<sup>22</sup>Roy E. Simpson, A Report to the Legislature on a Study of the County Service Fund, California State Department of Education, Sacramento (March, 1955), p. 2.

<sup>23</sup>*Ibid.*, p. 2.

specific use in paying salaries and expenses to employ elementary supervisors to supervise instruction in the elementary school districts of the county having less than three hundred units of average daily attendance.

In 1933, the legislature passed a law providing that all moneys for these purposes would be provided by the state; and then in 1943, the legislature granted the county superintendents authority to use these funds for a broader program of services, including audio-visual education, preparation of courses of study, maintenance of a county teachers library, nurse and health services, and several others.

It was soon found these funds were inadequate to meet the needs of the expanded program of services, and in 1947 the legislature established the County School Service Fund.

. . . created by allocating from the State School Fund three dollars for each pupil in average daily attendance and an additional \$24.00 for each supervision unit in the county in districts under 900 average daily attendance.<sup>24</sup>

This legislation provided a much stronger financial base for the county program of special services, but in 1952 the legislature again raised the pupil allocation from \$3.00 to \$4.00 per unit of average daily attendance. The county intermediate unit in California is well financed and offers an extensive program of special educational services.

#### The Intermediate District in Oklahoma

The development of the intermediate school unit in Oklahoma rather parallels that of many of the other states. Since Oklahoma was one of the last states organized, its Constitution and laws were patterned after

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<sup>24</sup>Ibid., p. 5.

those of the older states. Article XVII, Section 2, of the Constitution of the State of Oklahoma provided for the creation of a county superintendent of public instruction (now county superintendent of schools) along with numerous other county officials:

There are hereby created subject to change by the legislature, in and for each organized county of this state, the office of Judge of the County Court, County Attorney, Clerk of District Court, County Clerk, Sheriff, County Treasurer, Register of Deeds, County Surveyor, Superintendent of Public Instruction, three County Commissioners, and such municipal township officers as are now provided for under the laws of the Territory of Oklahoma, except as in this Constitution provided.<sup>25</sup>

The county superintendency of public instruction in Oklahoma, from the beginning, demanded very little in the way of professional preparation or qualifications. The superintendent's salary was based on the population and assessed valuation of the county as were the other county officers. Without encouragement and proper support, the county superintendent's office was slow to develop into a position of strong professional leadership.

Oklahoma has moved to make the county superintendent's office, as the chief office of the intermediate unit, more professional. The Oklahoma School Code now requires the following qualifications:

No person shall be eligible to nomination, appointment, or election to the office of County Superintendent of Schools unless (1) he is a qualified elector of the county; (2) has a standard bachelor's degree from a college recognized by the State Board of Education; (3) is the holder of an appropriate administrator's certificate issued by the State Board of Education; and (4) shall have been engaged in continuous teaching in the public schools of the State of Oklahoma for a period of not less than thirty-six (36) school months during the four (4) years immediately preceding the time of his filing for office.<sup>26</sup>

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<sup>25</sup>Constitution of Oklahoma, Article XVII, Section 2.

<sup>26</sup>The Oklahoma School Code, 1955, Article 3, Section 1, p. 12.

This section of the school code increases the professional training required to qualify for the office of county superintendent in Oklahoma, and should result in increased quality of personnel. Section 2 of Article III goes still further in recognizing the professional status of the office of county superintendent. It places the salary on the same basis as superintendents of other administrative units.

The county intermediate school district in Oklahoma has been the subject of much discussion. The abolishment of the office has been suggested on many occasions, but in spite of the controversy and the demands for abolishment, the office continues to exist and has been strengthened by recent legislation.

Since the county in Oklahoma is the intermediate school district and appears to be entrenched in the state school system, there should be some way of determining how adequately it can perform its functions. One way of determining the ability of the county intermediate unit to function is to determine its adequacy to provide special educational services.

#### Summary

The chapter presents the importance of administration in any enterprise and particularly in education. The county intermediate district organization is discussed with emphasis on its functions in the over-all American educational system. The intermediate unit was examined particularly as an administrative unit for special educational services. The county intermediate school district in Oklahoma was discussed and the question of its adequacy was raised.

## CHAPTER III

### CRITERIA USED IN THIS STUDY

The expansion of the school curriculum and the recognition of the need for many specialized educational services led to much discussion concerning the needs for various specialized educational services, the economic feasibility of providing these services, and the proper unit to administer such services. Many studies have been made attempting to determine the need for the specialized educational services. Moreover, studies have been made in an attempt to ascertain what services can best be offered and the size of the unit most appropriate for administering the program. Such studies have led to the development of a new concept of the function of the intermediate district.

Many educational leaders are looking to the intermediate administrative unit for the provision of the specialized educational services. These leaders recognize that one way to more effectively secure the needed services is by strengthening the existing intermediate units, when these units have sufficient population to justify a program of special services. McPherran developed the following criteria for use in determining the feasibility of any intermediate unit to justify a program of specialized services:

1. The first criterion is based on the premise that, to be potentially adequate, an intermediate district needs to be able to provide specialized educational services at a reasonable cost. If this were not one of the main objectives, there would be no need for intermediate districts. Local school districts could provide these services for themselves and disregard the cost.



2. The second criterion is concerned with the minimum pupil enrollment which can be served economically by each staff member needed in an intermediate district. This is particularly applicable to classes for exceptional pupils, since the per pupil cost of providing adequate educational opportunities for them is several times the cost per pupil for the regular school program. In the small local school district there seldom are enough exceptional pupils of any one type to provide classes for them except at undue cost. Too, there are seldom enough pupils enrolled in a local school district to provide such other specialized educational services as that of a nurse, dental hygienist, and instructional supervisor. If the intermediate district is to provide these services more effectively and economically than small local school districts, there must be at least a minimum number of each type of exceptional pupils served by the intermediate district.
  
3. The third criterion is concerned with the maximum number of pupils which can be served effectively by each staff member. The nature of some classes for exceptional pupils imposes a limitation on the number that can be served effectively in any one class, for example, a class for the deaf and hard-of-hearing. Limitations on the number that can be served by some staff members is determined in a different manner, for example, such personnel as nurses, dental hygienists, guidance counselors, speech correctionists, and instructional supervisors. In an intermediate district, such personnel will be required to spend considerable time in travel between schools. This factor will limit the amount of time they can spend working with pupils and teachers.
  
4. The fourth criterion is the incidence of exceptional pupils that normally would be found in an intermediate district. The incidence rates used for this criterion are those which were established by a national survey of exceptional children. [Elise H. Martens, Needs of Exceptional Children, Bulletin No. 1. Washington, D. C.: U. S. Office of Education, 1946, 82 pp.] This survey reported the per cent of the pupil enrollment that normally would possess each type of handicap. In addition, state and local surveys have been made of one or more types of exceptional pupils. [J. E. Butterworth, et al., A New Intermediate School District for New York State (Albany, New York: State Education Department, 1947), p. 20; and R. L. Predstrom and LeRoy Lasse, Meeting Educational Needs of Handicapped Children in Nebraska (Lincoln, Nebraska: The State Department of Public Instruction, 1947, p. 7.] The significance of these more limited surveys is their tendency to confirm the validity of the more extensive surveys. They also tend to show the reliability of incidence rates for small population groups.

5. The fifth criterion is the total pupil enrollment required to provide specialized educational services economically. For exceptional pupils, the total enrollment required for a particular service is determined by the incidence rate of each type of pupils in the total pupil enrollment and the number of such pupils who may be served properly by the staff member. The lower the incidence rate, the larger the total pupil enrollment required to provide at least a minimum staff-pupil enrollment in the service. The more costly services tend to require a higher total enrollment. A psychologist, for example, will require a higher total enrollment than a nurse.
6. The sixth criterion is the total intermediate district population required in order for the district to provide specialized educational services effectively and economically. This criterion is based on census reports, which indicate that the pupil enrollment is approximately one-fifth of the total population. [Research Division, Schools and the 1950 Census, Vol. 29, No. 4 (Washington, D. C.: National Education Association, 1951.)] Stated differently, the total population is five times greater than the pupil enrollment of a given area. Thus, the total population generally will need to be five times greater than the required total pupil enrollment to provide a particular service.<sup>1</sup>

These criteria were developed by surveying the literature in the field and securing data from a number of state departments of education. Utilizing these criteria, McPherran developed an index to be used in the evaluation of intermediate districts. This index was validated by:

A careful survey and analysis of the literature concerning the nature and incidence of a total population in producing given numbers of children of school age who need the various services that must be provided through an intermediate school district if they are to be provided effectively and economically in the smaller communities and rural areas.

The second step was an analysis of authorities in education concerning the number of pupils needed in the various specialized educational services in order to make possible an effective and economical provision of the services by an intermediate

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<sup>1</sup>A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), pp. 166-169.

school district. It is believed that this method of approach has developed a reliable index.<sup>2</sup>

The validation of the index involved another step, that of using it to make an analysis of selected existing counties in California and Iowa.

. . . California counties with a low total population, and a consequent low pupil enrollment, offer a very limited program of special services as compared to counties with a large pupil enrollment. For example, Contra Costa County which had a favorable rating on the index developed in the study, provides the following special services: instructional supervision, audio-visual, attendance supervision, guidance, juvenile fall school, classes for the mentally retarded, classes for the physically handicapped, psychiatric service, and the services of a curriculum coordinator. The total county budget for special services in Contra Costa County during 1953-54 was \$382,500, or \$5.36 per pupil for the 71,299 pupils served. In contrast, Mono County, which had an unfavorable rating on the index, provided only the services of a general coordinator-curriculum director and an audio-visual coordinator-school librarian. Even with this limited number of special services, Mono County had a county budget of \$39,468 in 1953-54, or \$148.93 per pupil for the 265 pupils served. In other words, it cost Mono County 27.8 times more per-pupil than Contra Costa County to provide even a limited program of services. These data are significant in the validation of the index in that they indicate that counties with an unfavorable rating are providing only at an excessive per-pupil cost.

For the purpose of further validating the index, thirteen Iowa counties were selected for analysis. They are: Polk, Pottawatomie, Page, Dallas, Jasper, Mohaska, Decatur, Fremont, Davis, Ringgold, Clarke, Adams, and Union. They are listed according to their rating on the index. The first eight counties had a favorable rating on the index, while the last five had an unfavorable rating. Of the eight counties having a favorable rating, only Page and Fremont do not provide at least one type of special service. Adams is the only county of the five having an unfavorable rating that provides any type of special service to local school districts.

. . . It is significant that Polk County, which had the most favorable rating on the index of any Iowa county, also provides the greatest number of special services to its local school districts.<sup>3</sup>

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<sup>2</sup>Ibid., p. 210.

<sup>3</sup>Ibid., pp. 212-216.

McPherran later applied this index to 508 counties in seven states to measure the potential ability of these counties to function as intermediate units. In studying the ratio of school population to total population in the United States, McPherran found an average of one person in school to every five persons in the total population. The National Census records<sup>4</sup> show an average of 20.08 per cent of the total population in school. The seven states included in the McPherran study seemed to be typical of the United States as a whole.<sup>5</sup>

Incidence of Exceptional Children. McPherran recognized that in addition to pupil enrollment and total population data, he must know the incidence rate of children who need special educational services, in any population. The incidence rate of special students determines the total pupil enumeration required to produce a sufficient number of special students to justify employment of a special teacher. Butterworth also used this incidence rate of special students in his study of New York State:

From various studies, it has been estimated that from 8 to 12 per cent of the school enrollment have handicaps sufficiently serious as to demand special attention. These may be divided roughly as follows:<sup>6</sup>

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<sup>4</sup>Howard G. Brunsman, Editor, Census of Population, 1950, Vol. II, Part I, Chap. C, (Washington, D. C., 1950), p. 165.

<sup>5</sup>McPherran, p. 194.

<sup>6</sup>Julian E. Butterworth, et al., A New Intermediate School District For New York State, p. 20.

TABLE I\*

PER CENT OF PUPILS NORMALLY EXPECTED TO BE FOUND  
WITH SPECIFIC HANDICAPS

Handicap	Per Cent
Visual	.2
Auditory	1.5
Orthopedic (crippled)	.2
Cardiac	1.0
Speech	5-8.0
Backward	2.0

\*A New Intermediate School District for New York State,  
p. 20.

In his study, McPherran used the following table from a study by  
Lise Martens which presented the incidence rate of exceptional pupils in  
the United States:

TABLE II\*

TYPE, NUMBER, AND PER CENT OF EXCEPTIONAL PUPILS  
IN THE UNITED STATES

Classification	Number of Pupils	Percentage of Pupils
Blind and Partial-Seeing	67,208	.2
Deaf and Hard of Hearing	504,060	1.5
Crippled	336,040	1.0 <sup>a</sup>
Delicate (lowered vitality)	504,060	1.5
Speech Defective	504,060	1.5 <sup>b</sup>
Mentally Retarded	672,080	2.0
Epileptic	67,208	.2
Mentally Gifted	672,208 (sic)	2.0
Behavior Problems	840,100	2.5

\*Elise H. Martens, Needs of Exceptional Children, Bulletin  
No. 1, U. S. Office of Education, Washington, D. C., Government  
Printing Office, 1946, 82 pp. (Quoted from A. L. McPherran,  
p. 188).

<sup>a</sup>About one-third need special services.

<sup>b</sup>This figure is sometimes given as 5 to 8 per cent when  
less cases are included.

This incidence of need (see Table II) was used by McPherran and may serve as a means for estimating the number of exceptional pupils in each specific special service for any intermediate unit when the pupil population is determined.

Per Capita Cost of Special Services. Another factor utilized in determining a program of special educational services is the cost of providing a teacher for a class of exceptional pupils. McPherran concluded that eight was the minimum number for which a teacher could reasonably be employed, as reflected in Chart 1:

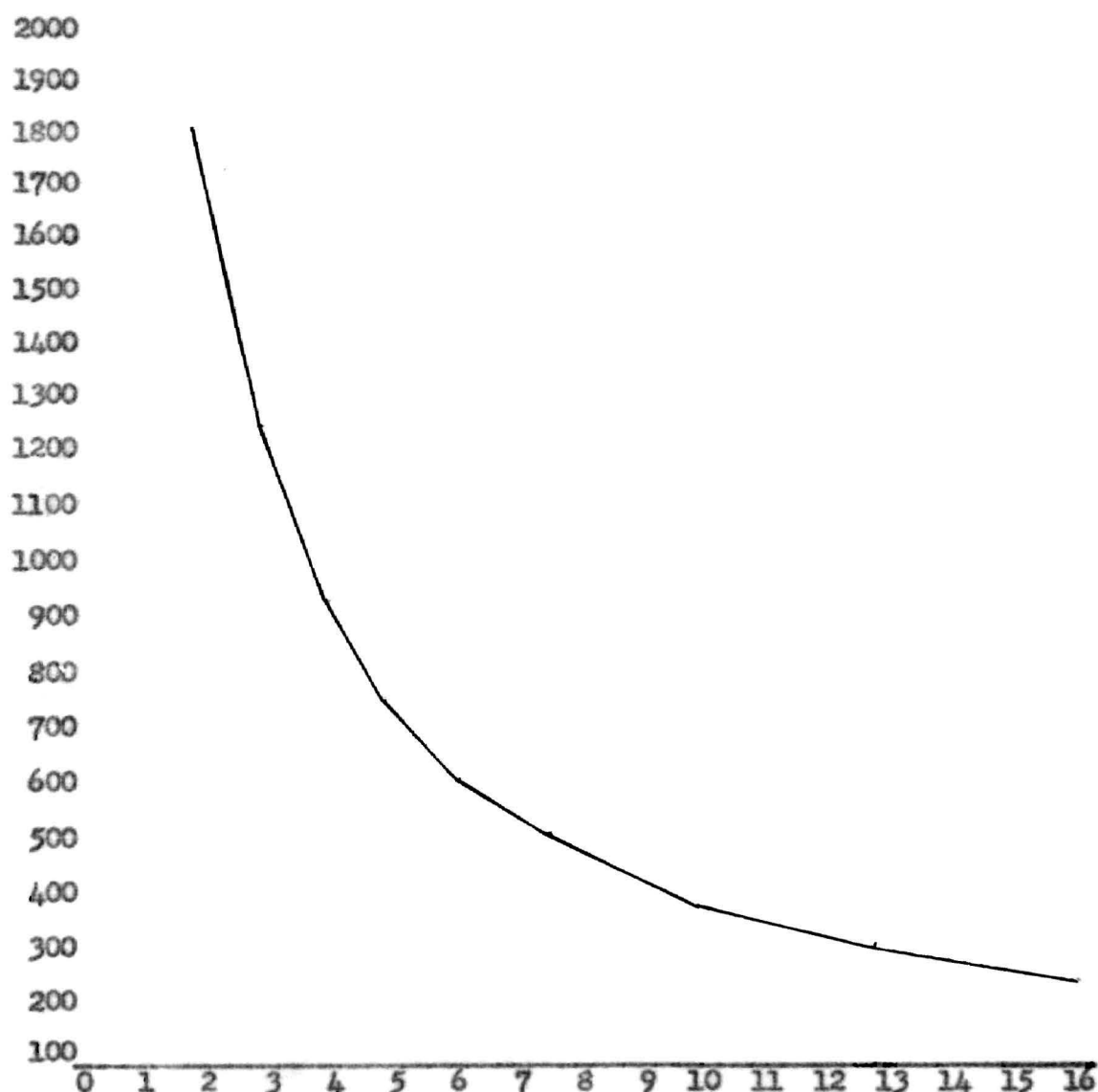


Chart 1. Per Pupil Cost of Providing a Teacher For a Class of Exceptional Pupils (Quoted from McPherran), "The Nature and Role of the Intermediate District in American Education," p. 175.

Using \$3600 as the annual salary for a teacher of special students, it was found in Chart 1 that the per capita cost for sixteen students was \$225, for fifteen students \$240, for fourteen students \$257, for ten students it is \$360, for nine \$400, for eight \$450, for seven \$514, and for six the per capita cost rises to \$600. McPherran noted that the per capita cost rose gradually until a minimum of eight was reached, but thereafter the per capita cost rose sharply and became prohibitive. Eight pupils were accepted as the smallest enrollment for which any special teacher could be justified.

By referring to the incidence of need in the various specialized educational areas among the total pupil population, and considering the per capita cost of supplying the specialized services, McPherran established the following index as a basis for determining the minimum and maximum pupil enrollments acceptable in each of the special education areas:

TABLE III\*

## MINIMUM AND MAXIMUM PUPIL ENROLLMENT IN SERVICES

Type of Service	Pupil Enrollment	
	Minimum	Maximum
Teacher for Partially Sighted	8	20
Teacher for the Homebound	8	18
Teacher for the Delicate (nutrition)	15	25
Teacher for the Mentally Gifted	20	30
Teacher for Orthopedically Handicapped	8	18
Speech Correctionist	100	200
Teacher for Deaf and Hard of Hearing	9	18
Teacher for Socially Maladjusted	15	20
Teacher for the Mentally Retarded	12	20
Nurse	800	1200
Dental Hygienist	2000	3000
Guidance Counselor	1200	3000
Psychologist	3000	6000
Supervisor of Transportation	700	- -
Supervisor of Instruction	750	1200
Supervisor of Attendance	2000	2500
Audio-Visual Director	4000	- -
Adult Education Director	4000	- -
Vocational Education Supervisor	4000	- -

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 186.

In Table III, McPherran noted that a teacher might be employed for a minimum of eight partially sighted pupils and that one teacher might serve a maximum of twenty such pupils; one teacher might be justified for a minimum of fifteen delicate children and the maximum number she could serve effectively would be twenty-five; one speech correctionist could be justified for a minimum of one hundred children but the maximum number she should be expected to serve is two hundred. The other minimum and maximum enrollments are justified on a similar basis.

These various special educational services require different ratios



of staff to pupils, and taking into account the incidence of certain special students in the school population, McPherran developed Table IV. This table indicates the total pupil enrollment required to justify employment of a special staff member. Table IV indicates the pupil enrollment necessary to provide a teacher at minimum or maximum capacity.

TABLE IV\*  
PUPIL ENROLLMENT NECESSARY TO PROVIDE SPECIALIZED  
SERVICES AT REASONABLE COST

Type of Service	Per Cent of Pupils to be Served	Number of Pupils Served		Total Pupil Enrollment Required to Produce the Number of Pupils to be Served	
		Min.	Max.	Min.	Max.
Homebound	.08	8	18	10,000	22,500
Partially Sighted	.2	8	20	4,000	10,000
Delicate (nutrition)	1.5	15	25	1,000	1,666
Mentally Gifted	2.0	20	30	1,000	1,500
Orthopedically Handicapped	.4	8	18	2,000	4,500
Speech Correctionist	8.	100	200	1,250	2,500
Deaf and Hard of Hearing	1.5	9	18	600	1,200
Socially Maladjusted	2.5	15	20	600	800
Mentally Retarded	2.0	12	20	600	1,000
Nurse		800	1,200	800	1,200
Dental Hygienist		2,000	3,000	2,000	2,000
Guidance Counselor		1,200	3,000	1,200	3,000
Psychologist		3,000	6,000	3,000	6,000
Supervisor of Transportation	62.5	700	- -	1,120	- -
Supervisor of Instruction		750	1,250	750	1,250
Supervisor of Attendance		2,000	2,500	2,000	2,500
Audio-Visual Director		4,000	- -	4,000	- -
Adult Education Director		4,000	- -	4,000	- -
Adult Education Supervisor		4,000	- -	4,000	- -

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 192.

On examining Table IV from the McPherran study, it is noted that the incidence of homebound students, partially sighted students, and orthopedically handicapped students is very low, and that to reach them with special services it may be necessary to accept the minimum ratio of eight students to one staff member. One staff member cannot serve as many students in some types of handicaps as is possible in others. The pupil population and incidence of need for a specific specialized service is one basis for determining the types of specialized educational services which an intermediate district can justify economically. For example, one teacher can serve a maximum of eighteen homebound students which, according to the McPherran study, requires a student population of 22,500. The employment of this teacher could be justified to serve a minimum of eight homebound students which would require a student population of 10,000.

On the other hand, it is noted that a nurse could be employed profitably to serve a minimum of eight hundred students or a maximum of twelve hundred students. The nurse serving twelve hundred students would be working at maximum capacity and, therefore, more economical. Districts having more than twelve hundred students could justify more nurses at the same ratio. This will have a tendency to utilize the special teacher to maximum capacity, and will be more economical. The student population required to supply the necessary enrollment for specialized educational classes is dependent upon the total intermediate district population. The Bureau of the Census found the pupil population was approximately one-fifth of the total population.<sup>7</sup> McPherran stated this ratio differently:

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<sup>7</sup>Research Division, National Education Association, Schools and the 1950 Census, Vol. 29, No. 4 (Washington, D. C., 1951), p. 164.

"The total population is five times greater than the pupil enrollment in a given area. Thus, the total population will need to be five times greater than the required total pupil enrollment required to justify a particular service."<sup>8</sup>

McPherran accepted the pupil enrollment and the total intermediate district population as an index for determining the justification of a program of specialized educational services, and counties having as great a population as the index population are adequate to provide specialized services.

In Table V, McPherran has shown the total intermediate district population necessary to provide the required pupil enrollment which, according to the incidence rates, will produce the number of children needing specific specialized services that can be provided economically and effectively.

McPherran has noted in Table V that the maximum total intermediate district population that will provide enough partially sighted children for a special teacher to be employed economically is 20,000, and to provide enough partially sighted students to use this staff member to maximum capacity would require a total intermediate district population of 50,000 persons. Due to differences in incidence rates, it is seen that a total intermediate district population of 3,000 would provide enough students to employ a teacher for the deaf and hard of hearing on a minimum pupil-teacher ratio; and that a total intermediate population of 6,000 would provide enough deaf and hard of hearing students to get maximum use

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<sup>8</sup>McPherran, p. 194.

of a special teacher.

TABLE V\*

## POPULATION NECESSARY TO PROVIDE SPECIALIZED SERVICES

Type of Service	Number Pupils Served	School Enrollment Required	Intermediate District Population Necessary to Provide Required Pupil Enrollment
Homebound	8-18	10,000-22,500	50,000-112,500
Partially Sighted	8-20	4,000-10,000	20,000-50,000
Delicate (nutrition)	15-25	1,000-1,666	5,000-8,330
Mentally Gifted	20-30	1,000-1,500	5,000-7,500
Orthopedically Handicapped	8-18	2,000-4,500	10,000-22,500
Speech Correctionist	100-200	1,250-2,500	6,250-12,500
Deaf and Hard of Hearing	9-18	600-1,200	3,000-6,000
Socially Maladjusted	15-20	600-800	3,000-6,000
Mentally Retarded	12-20	600-1,000	3,000-5,000
Nurse	800-1,200	800-1,200	4,000-6,000
Dental Hygienist	2,000-3,000	2,000-3,000	10,000-15,000
Guidance Counselor	1,200-3,000	1,200-3,000	6,000-15,000
Psychologist	3,000-6,000	3,000-6,000	15,000-18,000
Transportation Supervisor	700-	1,120-	5,600-
Instructional Supervisor	750-1,250	750-1,250	3,750-6,250
Attendance Supervisor	2,000-2,500	2,000-2,500	10,000-12,500
Audio-Visual Director	4,000-	4,000-	20,000-
Adult Education Director	4,000-	4,000-	20,000-
Vocational Education Supervisor	4,000-	4,000-	20,000-

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 196.

After studying the incidence of special students found in the total pupil enrollment, the per capita cost of providing the special services, and the minimum and maximum pupil enrollment acceptable for a class of special students, McPherran developed the following summary statements concerning the feasibility of the intermediate unit to economically provide

such special educational services:

1. To be completely self sufficient in the provision of an educational program that includes specialized services, a local school district should have a minimum pupil enrollment of 1500 or a minimum total population of 7500 . . .
2. The minimum staff-pupil enrollment for each class for the partially sighted, homebound, and orthopedically handicapped is eight; mentally gifted, twenty; delicate, fifteen; socially maladjusted, fifteen; mentally retarded, twelve; and nine for the deaf and hard of hearing. There should be a minimum of 100 pupils served by a speech correctionist; nurse, 800 pupils; dental hygienist, 2000; guidance counselor, 1200; psychologist, 3000; supervisor of transportation, 700; supervisor of instruction, 750; supervisor of attendance, 2000; audio-visual director, 4000; adult education director, 4000; and vocational education supervisor, 4000.
3. The maximum staff-pupil enrollment for the partially sighted is twenty; homebound, eighteen; delicate, twenty-five; mentally gifted, thirty; orthopedically handicapped, eighteen; nurse, 1200; dental hygienist, 3000; guidance counselor, 3000; psychologist, 600; supervisor of instruction, 1,250; and supervisor of attendance, 2,500 . . .
4. An intermediate district requires a total pupil enrollment of ten thousand or a total population of fifty thousand to have the potentiality necessary to provide a maximum program of services to local school districts at reasonable cost . . .
5. An intermediate district requires a pupil enrollment of 4000 or a total population of 20,000 to be potentially adequate in the provision of a modified-maximum program of specialized educational services to local school districts . . .
6. An intermediate school district requires a pupil enrollment of 2,000 or a total population of 10,000 to have the potentiality necessary to provide a minimum program of services to local school districts.
7. A county or any other type of intermediate school district, having less than 2,000 pupils enrolled in its schools or a total population of 10,000 is inadequate to function effectively as an intermediate district according to the present day concept of such districts.<sup>9</sup>

McPherran found in his study of 508 counties in seven states that twenty-six counties were adequate to provide a maximum program, sixty counties

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<sup>9</sup>McPherran, pp. 296-300.

a modified-maximum program, one-hundred seventy-six counties a minimum program, and two hundred forty-four counties totally inadequate.

It can be seen that the staff-pupil ratio varies greatly with the type of special service needed. Table III shows the minimum number of pupils for which an intermediate district can justify employing a teacher for any specific service. It further identifies the maximum number of pupils any teacher might be expected to serve effectively. Based upon these findings, McPherran established three classifications for intermediate districts which might operate with certain degrees of economy. They were: (1) maximum program, (2) modified-maximum program, and (3) minimum program.

A Maximum Program of Services. The first classification and the most efficient intermediate district would be one of sufficient size to provide the special educational services needed and to use each special staff member at maximum capacity. Such an intermediate district would require a total population of 50,000 or a pupil enrollment of 10,000. McPherran developed total population index numbers for determining the population necessary to provide a maximum program of services (see Table VI).

TABLE VI\*  
A MAXIMUM PROGRAM OF SPECIALIZED SERVICES

Type of Service	Maximum Number of Pupils That Can be Served Effectively	Intermediate Dis- trict Population Required to Pro- vide the Service
Teacher for Partially Sighted	20	50,000
Teacher for Delicate (nutrition)	25	8,330
Teacher for Mentally Gifted	30	7,500
Teacher for Orthopedically Handicapped	18	22,500
Speech Correctionist	200	12,500
Teacher for Deaf and Hard of Hearing	18	6,000
Teacher for Socially Maladjusted	20	4,000
Teacher for Mentally Retarded	20	4,000
Nurse	1,200	6,000
Dental Hygienist	3,000	15,000
Guidance Counselor	3,000	15,000
Psychologist	6,000	30,000
Transportation Supervisor	6,250	50,000
Instructional Supervisor	1,250	6,250
Attendance Supervisor	2,500	12,500
Audio-Visual Director	10,000	50,000
Adult Education Director	- -	50,000
Vocational Education Supervisor	10,000	50,000

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 199.

An existing intermediate district population of 50,000 could economically employ the following staff members exclusive of administrative and clerical personnel:

- 1 teacher of the partially sighted
- 6 teachers for the delicate
- 7 teachers for the mentally gifted
- 3 teachers for the orthopedically handicapped
- 4 speech correctionists
- 9 teachers for the deaf and hard of hearing
- 13 teachers for the socially maladjusted
- 10 teachers for the mentally retarded
- 9 nurses
- 4 dental hygienists
- 4 guidance counselors
- 2 psychologists

1 transportation supervisor  
8 instructional supervisors  
4 attendance supervisors  
1 audio-visual director  
1 adult education director  
1 vocational education director<sup>10</sup>

Modified-Maximum Program of Services. In the second classification of intermediate districts, McPherran declared that the districts in the modified-maximum classification should offer a complete program of special services. However, these districts could maintain a full program of services only by employing some of the special staff members to care for the minimum pupil enrollment acceptable.

McPherran presented in Table VII the total population required to justify offering each of the specialized educational services and the number of pupils who would benefit from each service in an intermediate district of sufficient population to provide a modified-maximum program of services.

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<sup>10</sup>Ibid., p. 201.



TABLE VII\*  
A MODIFIED-MAXIMUM PROGRAM OF SERVICES

Type of Service	Maximum Number of Pupils That Can be Served	Population Re- quired to Provide a Modified-Maximum Program
Teacher for Partially Sighted	8	20,000
Teacher for Delicate (nutrition)	25	8,330
Teacher for Mentally Gifted	30	7,500
Teacher for Orthopedically Handicapped	16	20,000
Speech Correctionist	2,000	12,500
Teacher for Socially Maladjusted	20	4,000
Teacher for Mentally Retarded	20	5,000
Nurse	1,200	6,000
Dental Hygienist	3,000	15,000
Guidance Counselor	3,000	15,000
Psychologist	4,000	20,000
Transportation Supervisor	2,500	20,000
Instructional Supervisor	1,250	6,250
Attendance Supervisor	2,500	12,500
Audio-Visual Director	4,000	20,000
Adult Education Director		20,000
Vocational Education Supervisor	4,000	20,000

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 200.

It is noted that the minimum number of pupils for which any special teacher can be justified is eight; and that to provide the minimum of eight partially sighted students, a total population of 20,000 is required. McPherran, therefore, accepted 20,000 as the minimum total population number for any intermediate district to be able to provide a full program of special services. With a total intermediate district population of 20,000, the following staff members could be economically employed, exclusive of administrative and clerical personnel:

1 teacher of partially sighted  
3 teachers of the delicate  
3 teachers of the mentally gifted  
1 teacher of the orthopedically handicapped  
2 speech correctionists  
4 teachers of the deaf and hard of hearing  
5 teachers of the socially maladjusted  
4 teachers of the mentally retarded  
4 nurses  
2 dental hygienists  
2 guidance counselors  
1 psychologist  
1 transportation supervisor  
4 instructional supervisors  
1 audio-visual director  
1 adult education director  
1 vocational education director<sup>11</sup>

It is noted in Table VII that although a full program of services is provided, the enrollment in partially sighted classes will be the minimum acceptable for such classes.

Minimum Program of Services. It would be well if all intermediate districts could be of adequate structure to justify a maximum program of services or even a modified-maximum program. If new intermediate districts were being organized, this might well be the goal. However, McPherran's objective was to develop index numbers which might be used to evaluate the adequacy of existing county intermediate units. He concluded:

There are certain services that each intermediary district should be expected to provide, if it can justify its retention as an intermediate school district. Among these are the provision for the orthopedically handicapped, the deaf and hard of hearing, the socially maladjusted, the mentally retarded, nurses, dental hygienist, guidance counselor, instructional supervisors, attendance supervisors, and a transportation supervisor. These aforementioned services form a minimum program, the minimum of services that can be provided on a sound fiscal basis.<sup>12</sup>

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<sup>11</sup>Ibid., p. 200.

<sup>12</sup>Ibid., p. 201.

TABLE VIII\*  
A MINIMUM PROGRAM OF SERVICES

Type of Service	Number of Pupils That Can Be Served Per Staff Member	Intermediate Dis- trict Population Required to Pro- vide the Service
Teacher for Orthopedically Handicapped	8	10,000
Speech Correctionist	160	10,000
Teacher for Deaf and Hard of Hearing	18	6,000
Teacher for Socially Maladjusted	20	4,000
Teacher for Mentally Retarded	20	5,000
Nurse	1,200	6,000
Dental Hygienist	2,000	10,000
Transportation Supervisor	1,250	10,000
Guidance Counselor-Psychologist	2,000	10,000
Instructional Supervisor	1,250	6,250
Attendance Supervisor	2,000	10,000

\*A. L. McPherran, "The Nature and Role of the Intermediate District in American Education," (unpub. Doctoral Dissertation, University of Nebraska, 1954), p. 203.

Table VIII presents data to indicate how McPherran determined the index number of 10,000. For example, it has already been noted that the smallest pupil enrollment justified for any special teacher is eight children.

McPherran has listed orthopedically handicapped as one of the necessary services for a minimum program, and according to Table VIII a total population of 10,000 is required to produce this eight orthopedically handicapped pupils. Likewise, the minimum number of pupils to justify employment of a dental hygienist is 2,000, and requires a total population of 10,000 to provide the 2,000 pupils to justify employment of a dental hygienist. Thus, McPherran accepted 10,000 as the minimum total population number for any intermediate district to justify a minimum program of special services. He concluded that an existing intermediate district having a total population

of 10,000 could employ the following staff members on an economical basis, exclusive of administrative and clerical personnel:

- 1 teacher for the orthopedically handicapped
- 1 speech correctionist
- 2 teachers for the deaf and hard of hearing
- 3 teachers for the socially maladjusted
- 2 teachers for the mentally retarded
- 2 nurses
- 1 dental hygienist
- 1 guidance counselor-psychologist
- 1 transportation supervisor
- 2 instructional supervisors
- 1 attendance supervisor.<sup>13</sup>

A further examination of Table VIII shows that to employ a teacher for the orthopedically handicapped would require a total population of 10,000, and this one teacher would only serve eight pupils, which is the minimum number acceptable. The dental hygienist would be serving 2,000 pupils although he could serve 3,000 effectively. The guidance-counselor would be serving 2,000 but is capable of serving 3,000 effectively. The supervisor of attendance would also be serving the minimum of his capacity with only 2,000 pupils in the area.

Under the minimum program, no provision could be made for employing a teacher for the partially sighted. A combination psychologist-guidance counselor might be employed, but if a psychologist were employed, it would be on a part-time basis.

Inadequate Intermediate Districts. In McPherran's study, he concluded that any intermediate district having a total population of less than 10,000 would have fewer than 2,000 pupils and could not justify provision of even the minimum program of essential educational services, except at prohibitive cost and is, therefore, deemed potentially inadequate

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<sup>13</sup>McPherran, p. 203.

to function as an intermediate district. This does not mean that districts with less than 10,000 population cannot justify any of the essential special educational services. Such intermediate districts, according to the index, cannot provide sufficient special services to justify operation as intermediate units.

### Summary

It has been noted in this chapter that the potential adequacy of an intermediate unit to function effectively and economically is dependent upon pupil population and total intermediate district population. The incidence of pupils in the total pupil population influences the size population required to supply enough pupils to justify provision of a specific special educational service on an economical basis. The pupil-teacher ratio should be kept as near the maximum allowed as possible in order to secure the most economical program.

McPherran established three categories in which all potentially adequate intermediate districts may be classified: The maximum program classification which requires a total intermediate district population of 50,000 or a pupil population of 10,000; the modified-maximum program which requires a total population of 20,000 or a pupil population of 4,000; and the minimum program which requires a total population of 10,000 or a pupil population of 2,000. Any intermediate district with less than 10,000 population or 2,000 pupil population was considered inadequate to function as an intermediate district.

## CHAPTER IV

### COUNTIES IN OKLAHOMA AND A PROGRAM OF SPECIALIZED EDUCATIONAL SERVICES

Oklahoma is much like the seven states included in McPherran's study. It is a midwestern state, with a large rural population and very few large cities. Oklahoma also has the county as the established intermediate unit which was true of the seven states in the McPherran study. The ratio of pupil population to total population in Oklahoma compares favorably to that of the seven states in McPherran's study. It is, therefore, proposed in this chapter to use the same incidence rates developed by Martens<sup>1</sup> and the index established by McPherran to determine the extent to which each county intermediate unit in Oklahoma can function to provide a program of specialized educational services on an economical basis.

#### Population Characteristics of Oklahoma

In studying the state as a whole, it was found that the ratio of pupil population to the total population in the state followed very closely the national ratio of one pupil to every five total population, or a pupil population equal to 20 per cent of the total population. The National Census records<sup>2</sup> average of 20.05 per cent for the United States closely

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<sup>1</sup>Elise H. Martens, Needs of Exceptional Children (Bulletin No. 1), (Washington, D. C., 1946), 82 pp.

<sup>2</sup>Bureau of the Census, 1950, Vol. II, Part 1, Chap. C, p. 165.

matched Oklahoma's average of 20.06 per cent, accepted in this study. The ratio of 20.6 pupils enumerated for each 100 total population also compares very favorably with the 20.8 per cent found in the seven states included in the McPherran study.<sup>3</sup>

The following Table IX presents, by counties, the total population based on the 1950 Census; total scholastic enumeration, total enrollment, and total average daily attendance for 1954 in Oklahoma, as recorded in The Twenty-Fifth Biennial Report<sup>4</sup> of the State Department of Education of Oklahoma. The Bureau of the Census records<sup>5</sup> show that the total population of the State of Oklahoma, in 1950, was 2,233,351. The Twenty-Fifth Biennial Report<sup>6</sup> of the State Department of Education in Oklahoma indicates that the total pupil enrollment for 1953-1954 was 522,970, the total pupil enumeration for the same year was 461,985, and the total average daily attendance for the same year was 435,033. Based on these figures, it was determined that the ratio of the school population to the total population in Oklahoma was: enumeration, 20.6 per cent of the total population; enrollment, 23.4 per cent of the total population; and average daily attendance, 19.4 per cent of the total population.

For the purposes of this study, the pupil enumeration percentage was selected. Although the three pupil population percentages listed above were very close, it was believed that the enumeration would be more accurate for the purposes of the study than either of the others.

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<sup>3</sup>McPherran, p. 194.

<sup>4</sup>The Twenty-Fifth Biennial Report, 1954, pp. 413-417.

<sup>5</sup>Bureau of the Census, 1950, Vol. II, Part 1, Chap. B, p. 31.

<sup>6</sup>The Twenty-Fifth Biennial Report, 1954, pp. 413-417.

TABLE IX

TOTAL POPULATION, PUPIL ENROLLMENT, ENUMERATION, AND AVERAGE  
DAILY ATTENDANCE BY COUNTIES IN OKLAHOMA

County	Total Population 1950 Census	Okla. State Department of Education 25th Biennial Report, 1954		
		Enumeration	Enrollment	A. D. A.
Adair	14,918	3,815	4,152	3,380
Alfalfa	10,699	1,938	2,044	1,829
Atoka	14,269	3,129	3,260	2,611
Beaver	7,411	1,500	1,508	1,328
Beckham	21,627	4,219	4,631	3,997
Blaine	15,049	3,154	3,431	3,074
Bryan	28,999	5,684	6,821	5,598
Caddo	34,913	7,835	8,526	7,184
Canadian	25,644	4,569	4,748	4,048
Carter	36,455	8,552	9,740	8,217
Cherokee	18,989	4,058	4,385	3,542
Choctaw	20,405	4,184	4,704	3,841
Cimarron	4,589	985	1,115	927
Cleveland	41,443	7,046	7,251	6,012
Coal	8,056	1,583	1,752	1,383
Comanche	55,165	11,670	13,599	10,486
Cotton	10,180	2,147	2,340	2,073
Craig	18,263	3,210	3,303	2,815
Creek	43,143	8,976	10,342	8,542
Custer	21,097	4,266	4,598	4,097
Delaware	14,734	3,345	3,843	4,059
Dewey	8,789	1,891	2,063	1,895
Ellis	7,326	1,436	1,435	1,313
Garfield	52,820	9,234	10,142	8,449
Garvin	29,500	6,933	7,746	6,643
Grady	34,872	7,282	7,929	6,643
Grant	10,461	1,996	2,051	1,862
Greer	11,749	2,035	2,339	1,993
Harmon	8,079	1,709	1,766	1,462
Harper	5,977	1,221	1,292	1,160
Haskell	13,313	2,891	3,097	2,599
Hughes	20,664	4,339	4,958	4,124
Jackson	20,082	4,056	4,724	3,741
Jefferson	11,122	2,232	2,525	2,162
Johnston	10,608	2,409	2,681	2,266



TABLE IX (Continued)

County	Total Population 1950 Census	Okla. State Department of Education 25th Biennial Report, 1954		
		Enumeration	Enrollment	A. D. A.
Kay	48,892	10,225	10,588	9,343
Kingfisher	12,860	2,742	2,401	2,214
Kiowa	18,926	3,729	4,073	3,516
Latimer	9,690	1,947	2,110	1,815
LeFlore	35,276	8,300	8,821	6,630
Lincoln	22,102	4,763	5,338	4,471
Logan	22,170	4,476	4,513	3,909
Love	7,721	1,647	1,840	1,595
McClain	14,681	3,228	3,595	2,921
McCurtain	31,588	7,382	8,254	6,977
McIntosh	17,829	3,938	4,529	3,708
Major	10,279	1,932	1,894	1,734
Marshall	8,177	1,593	1,810	1,560
Mayes	19,743	4,766	5,204	4,500
Murray	10,775	2,368	2,680	2,180
Muskogee	65,573	13,642	14,979	12,385
Noble	12,156	2,718	2,600	2,316
Nowata	12,734	2,905	3,262	2,765
Okfuskee	16,948	3,908	4,125	3,466
Oklahoma	325,352	68,192	83,885	64,601
Okmulgee	44,561	9,097	9,823	8,382
Osage	33,071	6,957	6,666	5,622
Ottawa	32,218	6,901	7,460	6,385
Pawnee	13,616	2,605	2,888	2,479
Payne	46,430	7,297	7,909	6,696
Pittsburg	41,031	9,002	10,061	8,346
Pontotoc	30,875	6,266	7,176	5,853
Pottawatomie	43,517	9,009	10,237	8,358
Pushmataha	12,001	2,622	3,074	2,392
Roger Mills	7,395	1,283	1,249	1,102
Rogers	19,532	4,325	5,086	4,384
Seminole	40,672	7,608	8,454	7,074
Sequoyah	19,773	4,995	5,852	4,906
Stephens	34,071	8,077	9,507	7,914
Texas	14,235	2,769	3,045	2,674
Tillman	17,598	3,569	4,340	3,613
Tulsa	251,686	55,809	62,241	53,334
Wagoner	16,741	3,773	4,028	3,469
Washington	32,880	7,033	7,730	6,681
Washita	17,657	3,231	3,288	2,826

TABLE IX (Continued)

County	Total Population 1950 Census	Okla. State Department of Education 25th Biennial Report, 1954		
		Enumeration	Enrollment	A. D. A.
Woods	14,526	2,628	2,730	2,498
Woodward	14,382	2,587	2,734	2,454
Total for State	2,233,351	461,985	522,970	435,033
Per Cent of Total Population		20.6	23.4	19.4

It is recognized that in some instances not all students are enumerated; but since some state moneys are paid on the basis of district enumeration, most districts make an effort to see that all persons eligible are placed on the enumeration rolls. Pupils quite often enroll in one county in the state and later move and enroll in another county, thereby being enrolled more than one time during the year. Some students might also enroll in an Oklahoma school, attend only a few days, then move from the state. For these reasons it was felt that the enrollment was not the best figure to use in the study. The number of students in school, based on the average daily attendance records, might not be the best record for purposes of this study since due to absences the average attendance would never equal the total number of children actually attending the schools.

#### Needs for Special Education Services

The need for special education services in any given population is best understood by determining the number of pupils in that population who need such special education services.

The number of students needing specialized educational services in Oklahoma may be determined by utilizing the incidence of special students in any given pupil population and the pupil population of Oklahoma (see

Table X). Utilizing the incidence of special students in a given population, as indicated in Table II, and the pupil population in Oklahoma, the number of exceptional children in each special area is estimated for Oklahoma, as indicated in Table X.

TABLE X  
TYPE AND NUMBER OF EXCEPTIONAL CHILDREN  
EXPECTED TO BE FOUND IN OKLAHOMA

Classification	Number of Pupils	Percentage
Blind and Partial-Seeing	924	.2
Deaf and Hard of Hearing	6,930	1.5
Crippled	4,620	1.0
Delicate (lowered vitality)	6,930	1.5
Speech Defectives (serious)	6,930	1.5
Speech Defectives (less serious included)	36,958 <sup>a</sup>	8.0 <sup>a</sup>
Mentally Retarded	9,240	2.
Epileptic	924	.2
Mentally Gifted	9,240	2.
Behavior Problems	11,550	2.5
Totals	57,288 <sup>a</sup>	12.4 <sup>b</sup>

<sup>a</sup>Includes all speech defects, including less serious, and is not included in total number of pupils nor total per cent.

<sup>b</sup>Includes only those with serious speech defects.

The needs for special educational services in Oklahoma (see Table X), as determined by the incidence rate for special students in the United States, are 928 partially sighted; 6,930 deaf and hard of hearing; 4,620 crippled; 6,930 delicate; 6,930 with serious speech defects, or 36,958 including minor speech defects; 9,240 mentally retarded; 924 epileptics; 9,240 mentally gifted; and 11,550 who are behavior problems. These 57,288 special students are found distributed throughout Oklahoma, but not in sufficient numbers in present local school districts to economically justify

employment of special teachers.

The estimate of 57,288 special students in Oklahoma, as determined by incidence rates for the United States, is greater than the estimate made by the State Department of Education of Oklahoma (see Table XI). The estimate made by the State Department of Oklahoma admittedly was very conservative. The Twenty-Fifth Biennial Report of the State Department of Education of Oklahoma reports:

According to figures from the U. S. Office of Education, there are some 5,000,000 handicapped children in the United States.

It is an evident fact that Oklahoma has her share of these children. Based on spot surveys, the U. S. Office of Education has found that from ten to twelve per cent of our population is handicapped. In communities in Oklahoma where surveys have been conducted, these figures are found to be very conservative. By applying these percentages to the school population of Oklahoma, approximately 475,953, a quite accurate estimate can be reached.<sup>7</sup>

The State Department of Education has estimated the number of pupils needing each special education service as:

TABLE XI\*

ESTIMATED NUMBER OF HANDICAPPED CHILDREN OF  
PUBLIC SCHOOL AGE IN OKLAHOMA

Slow Learning	10,000
Crippled	1,800
Epileptic	500
Deaf and Hard of Hearing	7,500
Speech Defective	2,500
Blind and Partially Sighted	1,250
Total	46,050

\*The Twenty-Fifth Biennial Report, State Department of Education of Oklahoma, 1954, p. 57.

<sup>7</sup>Ibid., p. 57.

The estimate of pupil needs for special education services made by the State Department of Education in Oklahoma, and the estimate derived by applying the incidence of special students in any population, should both serve to arouse the people to greater effort toward meeting those needs.

Adequacy of Oklahoma County Intermediate Units  
to Meet the Needs for Special Services

The Oklahoma county intermediate districts were grouped in three classifications, using the index developed by McPherran. As a further check for the adequacy of each county, the incidence rate of children in a population needing a particular kind of special service was applied to the pupil population in each county. The first classification is justified in providing a maximum program of specialized services; the second classification, a modified-maximum program; and the third classification, a minimum program of special services. The counties in Oklahoma, not included in the above three classifications, were placed in a group designated as being totally inadequate to function as intermediate units.

Oklahoma County Intermediate Units Which Can Justify a Maximum Program of Specialized Educational Services. According to the McPherran index, an intermediate district requires a total pupil enrollment of 10,000 or a total population of 50,000 to have the potential necessary to provide, at reasonable cost, a maximum program of specialized educational services. Six county intermediate districts in Oklahoma meet the pupil enrollment and/or total population requirement and are deemed potentially adequate to justify a maximum program of specialized educational services. They are:

TABLE XII

OKLAHOMA COUNTIES POTENTIALLY ADEQUATE TO PROVIDE A MAXIMUM  
PROGRAM OF SPECIALIZED EDUCATIONAL SERVICES

County	Population		Population Gain or Loss	1954 Pupil Enumeration
	1940	1950		
Comanche	38,988	55,165	Gain	11,670
Garfield	45,484	52,820	Gain	9,234
Kay	47,084	48,892	Gain	10,225
Muskogee	65,914	65,573	Loss	13,642
Oklahoma	244,159	325,352	Gain	68,192
Tulsa	193,363	251,686	Gain	55,809

It is noted in Table XII that all of the counties are well over the 50,000 population required, with the exception of Kay County; but it will be further noted that Kay County has the required 10,000 pupil population and is very close to the 50,000 population requirement. Another factor in Kay County's favor is the fact that it is gaining in population. Garfield County, as an intermediate unit, has less than the 10,000 pupils required for a maximum program, but the total intermediate district population exceeds the 50,000 required. Garfield County has also shown growth in population during the past decade.

It should be recognized that Oklahoma City and Tulsa are both large cities and are adequate to provide a maximum program of specialized educational services within their own administrative organizations. Excluding Oklahoma City and Tulsa populations from their respective counties does not, however, affect the potential ability of those districts to still offer a maximum program of services through the intermediate office of the county superintendent to other schools in those counties.

Thus, essentially, the counties of Comanche, Garfield, Kay, Muskogee, Oklahoma, and Tulsa, meet requirements set up for an intermediate district potentially adequate to provide a maximum program of specialized services

and could each economically employ the following staff members, exclusive of administrative and clerical personnel:

- 1 teacher for the partially sighted
- 6 teachers for the delicate
- 7 teachers for the mentally gifted
- 3 teachers for the orthopedically handicapped
- 4 speech correctionists
- 9 teachers for the deaf and hard of hearing
- 13 teachers for the socially maladjusted
- 10 teachers for the mentally retarded
- 9 nurses
- 4 dental hygienists
- 4 guidance counselors
- 2 psychologists
- 1 transportation supervisor
- 8 instructional supervisors
- 4 attendance supervisors
- 1 audio-visual director
- 1 adult education director
- 1 vocational education director

Not only could the above counties economically employ this staff, they would be able to use each staff member to his maximum capacity. To illustrate the need for special education in each county in the maximum program classification (see Table XIII), Comanche County, as an intermediate school district, was selected as representative. As an example, Comanche County, with a total population of 55,165 and a pupil enrollment of 11,600, met both requirements to economically justify a maximum program of

specialized educational services.

TABLE XIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN COMANCHE COUNTY

Total Population: 55,165 Scholastic Enumeration: 11,670

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	9	1.	.5	1
Partially Sighted	23	2.9	1.1	2
Delicate (nutrition)	175	11.6	7.7	8
Mentally Gifted	233	11.6	7.7	8
Orthopedically Handicapped	47	5.8	2.6	3
Speech Correctionist	934	9.3	4.7	5
Deaf and Hard of Hearing	175	19.4	9.7	10
Socially Maladjusted	292	19.4	14.6	15
Mentally Retarded	233	19.4	11.6	12
Nurse		14.6	9.7	10
Dental Hygienist		5.8	3.8	4
Guidance Counselor		9.7	3.9	4
Psychologist		3.9	1.9	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		15.5	9.3	10
Supervisor of Attendance		5.8	4.6	5
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

When the incidence rate of .08 per cent of any pupil population expected to need services for the homebound (see Table V) was applied to the 11,600 pupil enumeration in Comanche County, it was found that Comanche County would be expected to have 9 pupils who need homebound services. McPherran concluded that no special teacher could be justified for fewer



than eight pupils for any special service. Comanche County, as an intermediate unit, has nine homebound students and can, therefore, justify employment of a special teacher for the homebound. When the incidence rate of .2 per cent of any pupil population expected to be partially sighted was applied to the 11,600 pupil enrollment in Comanche County, it was found that Comanche County would likely have twenty-three pupils who were partially sighted. By further checking Table V, it was found that eight was the minimum number of partially sighted children for which a teacher could be economically employed, but that one teacher for the partially sighted could teach a maximum of twenty pupils. This indicated that Comanche County could use 2.9 teachers for the partially sighted on a minimum pupil-teacher ratio, and that the county would need 1.1 teachers on the basis of a maximum pupil-teacher ratio. Since the table indicates that there are more pupils than one teacher can serve, it was then recommended that two teachers for the partially sighted could be economically employed.

As measured by the McPherran index, Comanche County (see Table XIII) had forty-seven pupils who were orthopedically handicapped and would require 2.6 teachers, working at maximum capacity, to serve the forty-seven pupils. By employing three teachers, the pupils would be served, with each teacher working at near maximum capacity. To employ only two teachers would cause each to work at more than their maximum capacity; therefore, Comanche County could justify employment of three teachers for the orthopedically handicapped. This would be far below the 5.8 teachers which would be required if each served only at a minimum capacity. Comanche County (see Table XIII) then could justify the employment of the following staff members, exclusive of administrative and clerical personnel:

- 1 teacher for the homebound
- 2 teachers for the partially sighted
- 9 teachers for the delicate
- 8 teachers for the mentally gifted
- 3 teachers for the orthopedically handicapped
- 5 speech correctionists
- 10 teachers for the deaf and hard of hearing
- 15 teachers for the socially maladjusted
- 12 teachers for the mentally retarded
- 10 nurses
- 4 dental hygienists
- 4 guidance counselors
- 2 psychologists
- 1 supervisor of transportation
- 10 supervisors of instruction
- 5 supervisors of attendance
- 1 audio-visual director
- 1 adult education director
- 1 vocational education supervisor

All of the above staff would serve on the maximum pupil-teacher ratio except the homebound.

Comanche County, then, based upon the accepted criteria, could provide a complete program of specialized educational services to the local school districts of the county and was, therefore, potentially adequate to serve as an intermediate administrative unit, offering a maximum program of special services.

In a similar manner, it could be shown that other counties as inter-

mediate units in this classification are potentially adequate to offer a maximum program of specialized educational services. Individual tables for each county are found in Appendix A and a summary table for all counties in Appendix B.

Adequacy of Oklahoma County Intermediate Units to Provide a Modified-Maximum Program of Specialized Educational Services. In classifying counties for a modified-maximum program of specialized educational services, McPherran assumed that an intermediate district should provide a full program of services, but that certain staff members would not be utilized to full capacity; while in the maximum program every staff member would be expected to serve the maximum number of pupils in his special area of service. Any intermediate district should have a total population of 20,000 or a total pupil enrollment of 4,000 to justify a modified-maximum program of special services on an economical basis.

The counties in Oklahoma which, as intermediate school districts, can provide at least a modified-maximum program (see Table XIV) of specialized educational services, are:

TABLE XIV

OKLAHOMA COUNTIES POTENTIALLY ADEQUATE TO PROVIDE A MODIFIED-  
MAXIMUM PROGRAM OF SPECIALIZED EDUCATIONAL SERVICES

County	Population		Population Gain or Loss	Pupil Enumeration
	1940	1950		1954
Beckham	22,169	21,627	Loss	4,219
Bryan	38,138	28,999	Loss	5,684
Caddo	41,567	34,913	Loss	7,835
Canadian	27,229	25,644	Loss	4,569
Carter	43,292	36,455	Loss	8,552
Choctaw	28,358	20,405	Loss	4,184
Cleveland	27,728	41,443	Gain	7,046
Creek	55,508	43,143	Loss	8,976
Custer	23,068	21,097	Loss	4,266
Garvin	31,150	29,500	Loss	6,933
Grady	41,116	34,872	Loss	7,282
Hughes	29,189	20,664	Loss	4,339
Jackson	22,708	20,082	Loss	4,056
LeFlore	45,866	35,276	Loss	8,300
Lincoln	29,529	22,102	Loss	4,763
Logan	25,245	22,170	Loss	4,476
McCurtain	41,318	31,588	Loss	7,382
Okmulgee	50,101	44,561	Loss	9,097
Osage	41,502	33,071	Loss	6,957
Ottawa	35,849	32,218	Loss	6,901
Payne	36,057	46,430	Gain	7,297
Pittsburg	48,985	41,031	Loss	9,022
Pontotoc	39,792	30,875	Loss	6,266
Pottawatomie	54,377	43,517	Loss	9,009
Seminole	61,201	40,672	Loss	7,608
Stephens	31,090	34,071	Gain	8,077
Washington	30,559	32,880	Gain	7,033

Thus, the counties of Beckham, Bryan, Caddo, Canadian, Carter, Choctaw, Cleveland, Creek, Custer, Garvin, Grady, Hughes, Jackson, LeFlore, Lincoln, Logan, McCurtain, Okmulgee, Osage, Ottawa, Payne, Pittsburg, Pontotoc, Pottawatomie, Seminole, Stephens, and Washington, could economically employ at least the following staff, exclusive of administrative and clerical personnel:

- 1 teacher of partially sighted
- 3 teachers of the delicate
- 3 teachers of the mentally gifted
- 1 teacher of the orthopedically handicapped
- 2 speech correctionists
- 4 teachers of the deaf and hard of hearing
- 5 teachers of the socially maladjusted
- 4 teachers of the mentally retarded
- 4 nurses
- 2 dental hygienists
- 2 guidance counselors
- 1 psychologist
- 1 transportation supervisor
- 4 instructional supervisors
- 1 audio-visual director
- 1 adult education director
- 1 vocational education director

Evidence indicates that in this type of program some of the staff members will not be working to maximum capacity. It will be seen that the teacher for partially sighted, who is working with eight pupils in the modified-maximum program, could serve twenty children if they were available. Again, under the modified-maximum program, the psychologist would be serving four thousand pupils when his maximum capacity is six thousand.

Several of the counties in this classification have population much greater than twenty thousand but less than fifty thousand. The nearer the population of a county approaches fifty thousand the more nearly can that county reach the maximum program of services. For example, Okmulgee County,

with a population of 44,561, could provide a larger pupil enrollment per staff member than could Jackson County, with only 20,082 population. In Table XIV, the data indicates the counties could employ the staff listed above, but the larger counties in this group might profitably employ additional staff members in some areas of special services.

To illustrate the need for special education in each county intermediate unit in the modified-maximum classification (see Table XV), Beckham County, as an intermediate school district, was selected as representative.

TABLE XV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN BECKHAM COUNTY

Total Population: 21,627      Scholastic Enumeration: 4,219

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	63	4.2	2.5	3
Mentally Gifted	84	4.2	2.82	3
Orthopedically Handicapped	17	2.1	.9	1
Speech Correctionist	337	3.3	1.7	2
Deaf and Hard of Hearing	63	7.	3.5	4
Socially Maladjusted	105	7.	5.	5
Mentally Retarded	84	7.	4.2	4
Nurse		5.2	3.5	4
Dental Hygienist		2.1	1.4	2
Guidance Counselor		3.5	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.6	3.4	4
Supervisor of Attendance		2.1	1.7	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

When the incidence rate of .2 per cent of any pupil population expected to have partial sight was applied to the 4,216 pupil enumeration in Beckham County, it was found that Beckham County would be expected to have eight pupils with eye defects. For economy, McPherran accepted that no teacher could be justified for less than eight pupils for any special service. Beckham County, as an intermediate district, has eight partially sighted pupils and, therefore, can justify a special teacher at minimum capacity. By utilizing similar incidence rates for each of the specific specialized educational services, it was found that Beckham County, as an intermediate district, could provide staff members for each of the specialized services (see Table XV) except for the homebound. Beckham County could justify the employment of the following staff members, exclusive of administrative and clerical personnel:

- 1 teacher for the partially sighted
- 3 teachers for the delicate
- 3 teachers for the mentally gifted
- 1 teacher for the orthopedically handicapped
- 2 speech correctionists
- 4 teachers for the deaf and hard of hearing
- 5 teachers for the socially maladjusted
- 4 teachers for the mentally retarded
- 4 nurses
- 2 dental hygienists
- 2 guidance counselors
- 1 psychologist
- 1 supervisor of transportation
- 4 supervisors of instruction

2 supervisors of attendance

1 audio-visual director

1 adult education director

1 vocational education supervisor

Although Beckham County could justify a full staff of employees for a complete program of specialized educational services, some of the staff members, such as the teacher for partially sighted, or the teacher for the orthopedically handicapped, or the psychologist, would be serving at less than full capacity. The principal difference between the maximum program and the modified-maximum program was that in the modified-maximum program some of the staff members were working with the minimum justifiable pupil load, while in the maximum program all staff members worked with a maximum pupil load.

In a similar manner, it could be shown that other counties as intermediate units in this classification are potentially adequate to offer a modified-maximum program of specialized educational services. Individual tables for each county are found in Appendix A and a summary table of all counties is found in Appendix B.

A Minimum Program of Specialized Educational Services. It would be well if every intermediate district were populous enough to justify the provision of a maximum program of specialized services; but under the present structure, very few Oklahoma county intermediate districts are so constituted. In fact, a majority of the county intermediate districts in Oklahoma cannot offer anything more than the minimum program. McPherran states:

There are certain services that each intermediate district should be expected to provide, if it can justify its retention as an intermediate school district. Among



these services are the provision for the orthopedically handicapped, the deaf and hard of hearing, the socially maladjusted, the mentally retarded, nurses, dental hygienist, guidance counselor, instructional supervisors, attendance supervisors, and a transportation supervisor. These aforementioned services form a minimum program, the minimum of services that can be provided on a sound fiscal basis. Although some of the services will have less than the maximum staff-pupil enrollment, others will have the maximum enrollment. Since this type of class is an essential service for any intermediate district, it is the service that helps determine the total population needed to implement a minimum program of services.<sup>7</sup>

McPherran indicated that an intermediate district should have a population of ten thousand in order that there be a pupil enrollment sufficient to justify the limited program of services even at the minimum level. He further noted that a total population of ten thousand was required to provide a minimum of eight pupils in a class for the orthopedically handicapped, to provide for a dental hygienist or for an attendance supervisor. McPherran also established the index that an intermediate district with a population no greater than ten thousand could not justify a psychologist, except on a part-time basis.

Table XVI lists thirty-three counties as intermediate units in Oklahoma which are potentially adequate to provide the minimum program of specialized services.

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<sup>7</sup>A. L. McPherran, pp. 201-202.

TABLE XVI

OKLAHOMA COUNTIES POTENTIALLY ADEQUATE TO PROVIDE A MINIMUM  
PROGRAM OF SPECIALIZED EDUCATIONAL SERVICES

County	Population		Population Gain or Loss	Pupil Enumeration
	1940	1950		1954
Adair	15,755	14,918	Loss	3,815
Alfalfa	14,179	10,699	Loss	1,939
Atoka	18,702	14,269	Loss	3,129
Blaine	18,543	15,049	Loss	3,154
Cherokee	21,030	18,989	Loss	4,058
Cotton	12,884	10,180	Loss	2,147
Craig	21,083	18,263	Loss	3,210
Delaware	18,592	14,734	Loss	3,345
Grant	13,128	10,461	Loss	1,996
Greer	14,550	11,749	Loss	2,035
Haskell	17,324	13,313	Loss	2,891
Jefferson	15,107	11,122	Loss	2,232
Johnston	15,960	10,608	Loss	2,409
Kingfisher	15,617	12,860	Loss	2,742
Kiowa	22,817	18,926	Loss	3,729
McClain	19,205	14,681	Loss	3,938
McIntosh	24,097	17,829	Loss	1,932
Major	11,946	10,279	Loss	1,932
Mayes	21,668	19,743	Loss	4,766
Murray	13,841	10,775	Loss	2,368
Noble	14,826	12,156	Loss	2,718
Nowata	15,774	12,734	Loss	2,905
Okfuskee	26,279	16,948	Loss	3,908
Pawnee	17,395	13,616	Loss	2,605
Pushmataha	19,466	12,001	Loss	2,622
Rogers	21,079	19,532	Loss	4,325
Sequoyah	23,138	19,773	Loss	4,995
Texas	9,896	14,235	Loss	2,769
Tillman	20,754	17,598	Loss	3,569
Wagoner	21,642	16,741	Loss	3,773
Washita	22,279	17,657	Loss	3,231
Woods	14,915	14,526	Loss	2,628
Woodward	16,270	14,383	Loss	2,587

The counties of Adair, Alfalfa, Atoka, Blaine, Cherokee, Cotton, Craig, Delaware, Grant, Greer, Haskell, Jefferson, Johnston, Kingfisher, Kiowa, McClain, McIntosh, Major, Mayes, Murray, Noble, Nowata, Okfuskee, Pawnee, Pushmataha, Rogers, Sequoyah, Texas, Tillman, Wagoner, Washita, Woods, and Woodward, could justify employment of the following staff, exclusive of administrative and clerical personnel:

- 1 teacher for the orthopedically handicapped
- 1 speech correctionist
- 2 teachers for the deaf and hard of hearing
- 3 teachers for the socially maladjusted
- 2 teachers for the mentally retarded
- 2 nurses
- 1 dental hygienist
- 1 guidance counselor-psychologist
- 2 instructional supervisors
- 1 attendance supervisor

Table XVI indicates that in some of the counties the total population and pupil enumeration are nearly sufficient to justify a modified-maximum program, but in each case these counties suffered a population decline during the 1940 to 1950 period. The population trend suggests that several counties may continue to lose population. Some of the counties listed in Table XVI are also near the minimum population and pupil enrollment deemed sufficient to justify a minimum program of services and appear to be losing population. Thus, some of the counties may soon fall into the group inadequate to function as intermediate districts. As was the case with the larger counties in the modified-maximum group, the counties listed in Table XVI with the greatest population and enumeration are nearly inadequate

to justify a modified-maximum program. Such counties should be able to augment the minimum program offerings.

To illustrate the need for special education in each county intermediate unit in the minimum program classification (see Table XVII), Alfalfa County, as an intermediate district, was selected as representative.

TABLE XVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ALFALFA COUNTY

Total Population: 10,699		Scholastic Enumeration: 1,939		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	29	2.	1.1	1
Mentally Gifted	38	1.9	1.2	1
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	155	1.5	.8	1
Deaf and Hard of Hearing	29	3.2	1.6	2
Socially Maladjusted	48	3.2	2.4	2
Mentally Retarded	39	3.2	2.	2
Nurse		2.4	1.6	2
Dental Hygienist		.9	.6	1
Guidance Counselor		1.6	.6	1
Psychologist		.6	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.5	1.5	2
Supervisor of Attendance		1.	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

By referring to Table IV and applying the data to the pupil enumeration in Alfalfa County, it was found that Alfalfa County could justify the employment of the following staff members, exclusive of administrative and clerical personnel:

- 1 teacher for the delicate
- 1 teacher for the mentally gifted
- 1 teacher for the orthopedically handicapped
- 1 speech correctionist
- 2 teachers for the deaf and hard of hearing
- 2 teachers for the socially maladjusted
- 2 teachers for the mentally retarded
- 2 nurses
- 1 dental hygienist
- 1 guidance counselor
- 1 supervisor of transportation
- 2 supervisors of instruction
- 1 supervisor of attendance

Alfalfa County, based on the McPherran index, could provide a satisfactory program of specialized educational services to the local school districts and is, therefore, potentially adequate to function as an intermediate unit. While the minimum program of service left much to be desired, it did provide the most essential specialized services.

In a similar manner, it could be shown that other counties, as intermediate units in this classification, are potentially adequate to offer a minimum program of specialized educational services. Individual tables for each county are found in Appendix A, and a summary table of all counties in Appendix B.

Oklahoma County Intermediate Units Inadequate to Provide Even a Minimum Program of Specialized Educational Services. Intermediate districts having fewer than ten thousand population or two thousand pupil enumeration are not likely to be able to justify a minimum program of specialized educational services and are, therefore, classified as potentially inadequate to function as intermediate districts. The counties of Beaver, Cimarron, Coal, Dewey, Ellis, Harper, Harmon, Latimer, Love, Marshall, and Roger Mills are found to be potentially inadequate to function as intermediate districts.

TABLE XVIII

OKLAHOMA COUNTIES POTENTIALLY INADEQUATE TO PROVIDE A MINIMUM PROGRAM OF SPECIALIZED EDUCATIONAL SERVICES AND, THEREFORE, INADEQUATE TO FUNCTION AS INTERMEDIATE DISTRICTS

County	Population		Population Gain or Loss	Pupil Enumeration
	1940	1950		1954
Beaver	8,648	741	Loss	1,500
Cimarron	3,654	4,589	Gain	958
Coal	12,811	8,056	Loss	1,583
Dewey	11,981	8,789	Loss	1,891
Ellis	8,466	7,326	Loss	1,436
Harmon	10,019	8,079	Loss	1,709
Harper	6,454	5,977	Loss	1,221
Latimer	12,380	9,690	Loss	1,947
Love	11,433	7,721	Loss	1,647
Marshall	12,384	8,177	Loss	1,593
Roger Mills	10,736	7,395	Loss	1,283

To illustrate the treatment of the information for each county intermediate district in the inadequate classification (see Table XIX), Cimarron County, as an intermediate school district, was selected as representative.

TABLE XIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CIMARRON COUNTY

Total Population		Scholastic Enrollment: 958		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1.	.1	.04	0
Partially Sighted	2	.2	.1	0
Delicate (nutrition)	14	.9	.6	0
Mentally Gifted	19	1.	.6	1
Orthopedically Handicapped	4	.5	.2	0
Speech Correctionist	76	.7	.38	0
Deaf and Hard of Hearing	14	1.6	.8	1
Socially Maladjusted	24	1.6	1.2	1
Mentally Retarded	19	1.6	.9	1
Nurse		1.	.8	1
Dental Hygienist		.5	.3	0
Guidance Counselor		.8	.3	0
Psychologist		.3	.16	0
Supervisor of Transportation		.8	.8	0
Supervisor of Instruction		1.2	.7	1
Supervisor of Attendance		.4	.4	0
Audio-Visual Director		.2	.2	0
Adult Education Director		.2	.2	0
Vocational Education Supervisor		.2	.2	0

Cimarron County, with a total population of 4,589 and a pupil enumeration of 958, failed to meet McPherran's requirement of pupil enrollment or total population for a minimum program of specialized educational services, and, as an intermediate school district, could justify only the following staff members for a program of special services:

1 teacher for the mentally gifted

1 teacher for the deaf and hard of hearing

- 1 teacher for the socially maladjusted
- 1 teacher for the mentally retarded
- 1 nurse
- 1 supervisor of instruction

Only one of the above staff members, the teacher for the socially maladjusted, would be utilized to full capacity. Therefore, Cimarron County was found to be potentially inadequate to serve as an intermediate unit. This does not mean that Cimarron County or any of the other counties in this classification could not justify any specialized educational services for some of them could justify one or more services, and in cooperation with adjoining counties, might justify additional specialized services. The interpretation is that as now structured, the above counties are potentially inadequate to justify a minimum program of services and, therefore, inadequate to function as intermediate units.

In a similar manner, it could be shown that other counties, as intermediate units in this classification, are potentially inadequate to provide even a minimum program of services and, therefore, potentially inadequate to function as intermediate units.

Individual tables for each county are found in Appendix A, and a summary table of all counties in Appendix B.

#### Summary

Chapter IV indicated that the pupil ratio to total population in Oklahoma was very similar to that for the United States as a whole. The ratio for both the United States and Oklahoma was accepted at one pupil for each five total population.

In applying accepted criteria to the counties in Oklahoma, it was



found that only six counties in Oklahoma were potentially adequate to provide a maximum program of specialized educational services to the local school districts, only twenty-seven counties were potentially adequate to provide a modified-maximum program of services; thirty-three counties were potentially adequate to provide a minimum program of services; and eleven counties were potentially inadequate to provide a program of specialized educational services. These eleven counties were found inadequate to function as intermediate units.

Chapter IV also indicated that most of the counties could provide a minimum or above program of specialized educational services to the local school districts; that all counties could provide some special service; and that a total of 4,175 special staff members could be used to serve the local districts through the intermediate units in Oklahoma.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Some type of organization and administration have, for some time, been recognized as essential to the effective functioning of any enterprise. The American education system has developed into one of the largest enterprises in the United States and, therefore, demands adequate administrative structure. One of the most controversial units in our system of educational administration has been the intermediate district. The intermediate district has been abolished in some states, strengthened in some, and reorganized in others; but in twenty-seven states the county still exists as the intermediate unit. Oklahoma, as one of these twenty-seven states, has heard much discussion concerning the justification of the county as an administrative unit. This study intended, within the limits of the adopted and accepted criteria, to ascertain the adequacy of the county geographic area in Oklahoma, as the intermediate unit, to meet the needs of children for special educational services. The study sought answers to five questions: (1) Which counties in Oklahoma could justify a maximum program of specialized services on an economical basis; (2) Which counties in Oklahoma could justify a modified-maximum program of specialized services on an economical basis; (3) Which counties in Oklahoma could justify a minimum program of specialized services on an economical basis; (4) Which counties in Oklahoma are totally inadequate to provide a minimum

program of specialized services and, therefore, inadequate to function as intermediate units; and (5) Which specific specialized educational services could each county, as now organized, justify on an economical basis.

The procedures of the study were, first, to review thoroughly the literature in the field of the intermediate unit, including books, periodicals, dissertations, and legal documents; second, to secure data from the State Department of Education of Oklahoma and from the United States Bureau of the Census; third, to determine, by the use of incidence tables, the needs for specialized educational services in each of the counties in Oklahoma; fourth, examine tested and validated criteria for use in the study; fifth, apply the criteria to each county in Oklahoma, to ascertain its feasibility to provide a program of specialized services on an economical basis.

The literature indicated that the county, as an intermediate unit, is deeply rooted in the American system and will probably be in existence for some time. There were indications, however that the concept of the county intermediate unit as a clerical office appeared to be changing to that of a center for special educational services. The incidence rates for handicapped children in a pupil population were used to supplement McPherran's index of pupil enrollment and total district population. As evaluated by these measures, Oklahoma was found to have six counties, Oklahoma, Tulsa, Garfield, Kay, Muskogee, and Comanche, which met the requirements for a maximum program of services. Twenty-seven counties, Beckham, Bryan, Caddo, Canadian, Carter, Choctaw, Cleveland, Creek, Custer, Garvin, Grady, Hughes, Jackson, LeFlore, Lincoln, Logan, McCurtain, Okmulgee, Osage, Ottawa, Payne, Pittsburg, Pontotoc, Pottawatomie, Seminole, Stephens, and Washington, were judged adequate to justify a modified-

maximum program. Thirty-three counties, Adair, Alfalfa, Atoka, Blaine, Cherokee, Cotton, Craig, Delaware, Grant, Greer, Haskell, Jefferson, Johnston, Kingfisher, Kiowa, McClain, McIntosh, Major, Mayes, Murray, Noble, Nowata, Okfuskee, Pawnee, Pushmataha, Rogers, Sequoyah, Texas, Tillman, Wagoner, Washita, Woods, and Woodward, were found adequate to justify a minimum program of services. Eleven counties, Beaver, Cimarron, Coal, Dewey, Ellis, Harmon, Harper, Latimer, Love, Marshall, and Roger Mills, were found to be inadequate to provide even a minimum program of special services and, based on McPherran's criteria, were deemed inadequate to function as intermediate districts. A table was developed for each county and is found in Appendix A, and a summary table for all counties is found in Appendix B.

#### Conclusions and Recommendations

According to McPherran's index, most of the county intermediate districts in Oklahoma were adequate to justify at least a minimum program of special educational services. However, only a few counties could offer a maximum program and some of the counties were deemed totally inadequate to provide even a minimum program of special services. A program with the number of special staff members required by this index could hardly be financed in the near future, especially in the light of present unmet needs for school housing and increased compensation for the regular staff members.

The McPherran index appears to have validity to the extent to which it ascertains the number of pupils needing special educational services and the number of staff members justified to meet these needs. There are other factors, however, such as financial cost, topography of the area,

and socio-economic influence, which affect the development of a program of special educational services. To institute an adequate program of specialized educational services, it would seem advisable to consider all of the above factors rather than the population factor alone. Perhaps the major contribution this study may make is to call attention to the needs for special educational services in Oklahoma, point out the possibilities of the present intermediate units, and encourage further studies to continually improve the intermediate unit.

From the findings in this study, the following recommendations are offered:

1. A study should be made to determine if it is more feasible to strengthen the present counties as intermediate service units or to re-district the state into new intermediate units.
2. A study should be made to determine to what extent the counties in Oklahoma are now providing the services needed.
3. A study should be made to determine the cost of providing an adequate program of special services to the pupils in the local districts, through the county intermediate office. Such a study could determine cost for adequately providing each specific special service, making it possible to start a program with a few of the most necessary special services and expanding the program as staff and finances are available.
4. The administrative staff of each county unit should study the specific need for special services and work toward a program that will, as nearly as possible, meet the demands. Some of these services might be provided on a cooperative

financing plan.

5. It is recommended that criteria, applicable to Oklahoma, be developed and validated for further studies.

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## APPENDIX

TABLE XX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ADAIR COUNTY

Total Population: 14,918 Scholastic Enumeration: 3,815

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.0	.0	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	57	3.8	2.3	3
Mentally Gifted	76	3.8	2.5	3
Orthopedically Handicapped	12	1.5	.7	1
Speech Correctionist	305	3.	1.5	2
Deaf and Hard of Hearing	57	6.3	3.1	3
Socially Maladjusted	95	6.3	4.7	5
Mentally Retarded	76	6.3	3.8	4
Nurse		4.7	3.	3
Dental Hygienist		1.9	1.	1
Guidance Counselor		3.1	1.	1
Psychologist		1.2	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.	3.	3
Supervisor of Attendance		2.	1.5	2
Audio-Visual Director		.0	.0	0
Adult Education Director		.0	.0	0
Vocational Education Supervisor		.0	.0	0

TABLE XXI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ALFALFA COUNTY

Total Population: 10,699

Scholastic Enumeration: 1,939

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	29	2.	1.1	1
Mentally Gifted	38	1.9	1.2	1
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	155	1.5	.8	1
Deaf and Hard of Hearing	29	3.2	1.6	2
Socially Maladjusted	48	3.2	2.4	2
Mentally Retarded	39	3.2	2.	2
Nurse		2.4	1.6	2
Dental Hygienist		.9	.6	1
Guidance Counselor		1.6	.6	1
Psychologist		.6	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.5	1.5	2
Supervisor of Attendance		1.	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE XXII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ATOKA COUNTY

Total Population: 14,269		Scholastic Enumeration: 3,129		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.14	0
Partially Sighted	6	.78	.31	0
Delicate (nutrition)	47	3.1	1.87	2
Mentally Gifted	63	3.1	2.	2
Orthopedically Handicapped	13	1.5	.7	1
Speech Correctionist	250	2.5	1.2	1
Deaf and Hard of Hearing	47	5.2	2.6	3
Socially Maladjusted	78	5.2	3.9	4
Mentally Retarded	63	5.2	3.1	3
Nurse		4.	2.6	3
Dental Hygienist		1.5	1.	1
Guidance Counselor		2.6	1.	1
Psychologist		1.	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.1	2.5	3
Supervisor of Attendance		1.5	1.2	1
Audio-Visual Director		.8	.8	0
Adult Education Director		.8	.8	0
Vocational Education Supervisor		.8	.8	0

TABLE XXIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN BEAVER COUNTY

Total Population: 7,411

Scholastic Enumeration: 1,500

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.15	.07	0
Partially Sighted	3	.37	.15	0
Delicate (nutrition)	23	1.5	.9	1
Mentally Gifted	30	1.5	1.	1
Orthopedically Handicapped	6	.75	.3	0
Speech Correctionist	120	1.2	.6	1
Deaf and Hard of Hearing	23	2.5	1.2	1
Socially Maladjusted	38	2.5	1.9	2
Mentally Retarded	30	2.5	1.5	2
Nurse		1.9	1.2	1
Dental Hygienist		.7	.5	0
Guidance Counselor		1.2	.5	1
Psychologist		.5	.25	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.0	1.2	1
Supervisor of Attendance		.75	.6	0
Audio-Visual Director		.4	.4	0
Adult Education Director		.4	.4	0
Vocational Education Supervisor		.4	.4	0

TABLE XXIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN BECKHAM COUNTY

Total Population: 21,627		Scholastic Enumeration: 4,219		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	63	4.2	2.5	3
Mentally Gifted	84	4.2	2.82	3
Orthopedically Handicapped	17	2.1	.9	1
Speech Correctionist	337	3.3	1.7	2
Deaf and Hard of Hearing	63	7.	3.5	4
Socially Maladjusted	105	7.	5.	5
Mentally Retarded	84	7.	4.2	4
Nurse		5.2	3.5	4
Dental Hygienist		2.1	1.4	2
Guidance Counselor		3.5	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.6	3.4	4
Supervisor of Attendance		2.1	1.7	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN BLAINE COUNTY

Total Population: 15,049		Scholastic Enumeration: 3,154		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.1	0
Partially Sighted	6	.75	.3	0
Delicate (nutrition)	47	3.1	1.9	2
Mentally Gifted	63	3.	2.1	2
Orthopedically Handicapped	13	1.5	.7	1
Speech Correctionist	252	2.5	1.2	1
Deaf and Hard of Hearing	47	5.2	2.6	3
Socially Maladjusted	79	5.2	3.9	4
Mentally Retarded	63	5.2	3.1	3
Nurse		3.9	2.6	3
Dental Hygienist		1.5	1.	1
Guidance Counselor		2.6	1.	1
Psychologist		1.	1.	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.2	2.5	3
Supervisor of Attendance		1.5	1.2	1
Audio-Visual Director		.78	.78	0
Adult Education Director		.78	.78	0
Vocational Education Supervisor		.78	.78	0



TABLE XXVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN BRYAN COUNTY

Total Population: 28,999

Scholastic Enumeration: 5,684

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	5	.5	.3	0
Partially Sighted	11	1.4	.6	1
Delicate (nutrition)	85	5.7	3.4	4
Mentally Gifted	114	5.6	3.8	4
Orthopedically Handicapped	23	2.8	1.2	1
Speech Correctionist	455	4.5	2.3	3
Deaf and Hard of Hearing	85	9.4	4.7	5
Socially Maladjusted	142	9.5	7.1	7
Mentally Retarded	114	9.5	5.6	6
Nurse		7.1	4.7	5
Dental Hygienist		2.8	1.8	2
Guidance Counselor		4.7	1.8	2
Psychologist		1.8	.9	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		7.6	4.5	5
Supervisor of Attendance		2.8	2.2	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CADDO COUNTY

Total Population: 34,913		Scholastic Enumeration: 7,835		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6.2	.7	.3	0
Partially Sighted	16	1.9	.78	1
Delicate (nutrition)	118	7.8	5.9	6
Mentally Gifted	156	7.8	5.2	5
Orthopedically Handicapped	31	3.9	1.7	2
Speech Correctionist	627	6.3	3.1	3
Deaf and Hard of Hearing	118	13.	6.5	7
Socially Maladjusted	196	13.	9.8	10
Mentally Retarded	157	13.	7.8	8
Nurse		9.8	6.5	7
Dental Hygienist		3.9	2.6	3
Guidance Counselor		6.5	2.6	3
Psychologist		2.6	1.3	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		10.4	6.2	6
Supervisor of Attendance		3.9	3.1	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CANADIAN COUNTY

Total Population: 25,644 Scholastic Enumeration: 4,569

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.4	.2	0
Partially Sighted	9	1.	.5	1
Delicate (nutrition)	69	4.5	2.7	3
Mentally Gifted	91	4.5	3.	3
Orthopedically Handicapped	18	2.3	1.	1
Speech Correctionist	366	3.6	1.8	2
Deaf and Hard of Hearing	69	7.6	3.8	4
Socially Maladjusted	114	7.6	5.7	6
Mentally Retarded	91	7.6	4.5	5
Nurse		5.7	3.8	4
Dental Hygienist		2.2	1.5	2
Guidance Counselor		3.8	1.5	2
Psychologist		1.5	.75	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		6.	3.6	4
Supervisor of Attendance		2.2	1.8	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CARTER COUNTY

Total Population: 36,455		Scholastic Enumeration: 8,552		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.8	.4	0
Partially Sighted	17	2.	.94	1
Delicate (nutrition)	128	8.5	5.1	5
Mentally Gifted	171	8.5	5.7	6
Orthopedically Handicapped	34	4.2	1.9	2
Speech Correctionist	684	6.8	3.4	4
Deaf and Hard of Hearing	128	14.2	7.1	7
Socially Maladjusted	214	14.2	10.7	11
Mentally Retarded	171	14.2	8.5	9
Nurse		10.7	7.1	8
Dental Hygienist		4.3	2.8	3
Guidance Counselor		7.1	2.2	3
Psychologist		2.8	1.4	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		11.4	6.8	7
Supervisor of Attendance		4.2	3.4	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CHEROKEE COUNTY

Total Population: 18,989		Scholastic Enumeration: 4,058		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	61	4.	2.4	3
Mentally Gifted	81	4.	2.7	3
Orthopedically Handicapped	16	2.	.9	1
Speech Correctionist	325	3.2	1.6	2
Deaf and Hard of Hearing	61	6.6	3.3	4
Socially Maladjusted	101	6.7	5.	5
Mentally Retarded	81	6.7	4.	4
Nurse		5.7	3.4	4
Dental Hygienist		2.	1.3	2
Guidance Counselor		3.4	1.3	2
Psychologist		1.3	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.4	3.2	4
Supervisor of Attendance		2.	1.6	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXXI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CHOCTAW COUNTY

Total Population: 20,405

Scholastic Enumeration: 4,184

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	63	4.1	2.5	3
Mentally Gifted	84	4.1	2.8	3
Orthopedically Handicapped	17	2.1	.9	1
Speech Correctionist	335	3.3	1.6	2
Deaf and Hard of Hearing	63	7.	3.5	4
Socially Maladjusted	105	7.	5.2	6
Mentally Retarded	84	7.	4.2	5
Nurse		5.2	3.5	4
Dental Hygienist		2.	1.3	2
Guidance Counselor		3.5	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.6	3.3	4
Supervisor of Attendance		2.	1.6	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXXII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CIMARRON COUNTY

Total Population: 4,589		Scholastic Enumeration: 958		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.04	0
Partially Sighted	2	.2	.1	0
Delicate (nutrition)	14	.9	.6	0
Mentally Gifted	19	1.	.6	1
Orthopedically Handicapped	4	.5	.2	0
Speech Correctionist	76	.7	.38	
Deaf and Hard of Hearing	14	1.6	.8	1
Socially Maladjusted	24	1.6	1.2	1
Mentally Retarded	19	1.6	.9	1
Nurse		1.	.8	1
Dental Hygienist		.5	.3	0
Guidance Counselor		.8	.3	0
Psychologist		.3	.16	0
Supervisor of Transportation		.8	.8	0
Supervisor of Instruction		1.2	.7	1
Supervisor of Attendance		.4	.4	0
Audio-Visual Director		.2	.2	0
Adult Education Director		.2	.2	0
Vocational Education Supervisor		.2	.2	0

TABLE XXXIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CLEVELAND COUNTY

Total Population: 41,443

Scholastic Enumeration: 7,046

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	14	1.7	.8	1
Delicate (nutrition)	106	7.	4.2	5
Mentally Gifted	141	7.	4.7	5
Orthopedically Handicapped	28	3.5	1.5	2
Speech Correctionist	564	5.6	2.8	3
Deaf and Hard of Hearing	106	11.7	5.8	6
Socially Maladjusted	176	11.7	8.8	9
Mentally Retarded	141	11.7	7.	7
Nurse		8.8	5.9	6
Dental Hygienist		3.5	2.3	3
Guidance Counselor		5.9	2.3	3
Psychologist		2.3	1.1	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.4	5.6	6
Supervisor of Attendance		3.5	2.3	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1



TABLE XXXIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN COAL COUNTY

Total Population: 8,056		Scholastic Enumeration: 1,583		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.07	0
Partially Sighted	3	.4	.16	0
Delicate (nutrition)	24	1.6	.9	1
Mentally Gifted	32	1.6	1.	1
Orthopedically Handicapped	6	.75	.3	0
Speech Correctionist	127	1.2	.6	1
Deaf and Hard of Hearing	24	2.6	1.3	2
Socially Maladjusted	40	2.6	2.	2
Mentally Retarded	32	2.6	1.6	2
Nurse		1.9	1.3	1
Dental Hygienist		.79	.5	0
Guidance Counselor		1.3	.5	1
Psychologist		.5	.25	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.	1.2	1
Supervisor of Attendance		.75	.62	0
Audio-Visual Director		.4	.4	0
Adult Education Director		.4	.4	0
Vocational Education Supervisor		.4	.4	0

TABLE XXXV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN COMANCHE COUNTY

Total Population: 55,165      Scholastic Enumeration: 11,670

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	9	1.	.5	1
Partially Sighted	23	2.9	1.1	2
Delicate (nutrition)	175	11.6	7.7	8
Mentally Gifted	233	11.6	7.7	8
Orthopedically Handicapped	47	5.8	2.6	3
Speech Correctionist	934	9.3	4.7	5
Deaf and Hard of Hearing	175	19.4	9.7	10
Socially Maladjusted	292	19.4	14.6	15
Mentally Retarded	233	19.4	11.6	12
Nurse		14.6	9.7	10
Mental Hygienist		5.8	3.8	4
Guidance Counselor		9.7	3.9	4
Psychologist		3.9	1.9	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		15.5	9.3	10
Supervisor of Attendance		5.8	4.6	5
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XXXVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN COTTON COUNTY

Total Population: 10,180

Scholastic Enumeration: 2,147

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.09	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	32	2.1	1.2	2
Mentally Gifted	43	2.1	1.4	2
Orthopedically Handicapped	9	1.	.5	1
Speech Correctionist	112	1.1	.55	1
Deaf and Hard of Hearing	32	3.6	1.8	2
Socially Maladjusted	54	3.6	2.7	3
Mentally Retarded	43	3.6	2.1	2
Nurse		2.7	1.8	2
Dental Hygienist		1.0	.7	1
Guidance Counselor		1.8	.7	1
Psychologist		.7	.35	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.8	1.7	2
Supervisor of Attendance		1.0	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE XXXVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CRAIG COUNTY

Total Population: 18,263

Scholastic Enumeration: 3,210

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.14	0
Partially Sighted	6	.8	.3	0
Delicate (nutrition)	48	3.2	1.9	2
Mentally Gifted	64	3.2	2.1	2
Orthopedically Handicapped	13	1.6	.7	1
Speech Correctionist	257	2.5	1.3	2
Deaf and Hard of Hearing	48	5.3	2.6	3
Socially Maladjusted	80	5.3	4.	4
Mentally Retarded	64	5.3	3.2	4
Nurse		4.	1.7	2
Dental Hygienist		1.6	1.	1
Guidance Counselor		2.7	1.	1
Psychologist		1.	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.3	2.5	3
Supervisor of Attendance		1.6	1.	1
Audio-Visual Director		.8	.8	0
Adult Education Director		.8	.8	0
Vocational Education Supervisor		.8	.8	0

TABLE XXXVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CREEK COUNTY

Total Population: 43,143 Scholastic Enumeration: 8,976

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.9	.4	0
Partially Sighted	18	2.2	.9	1
Delicate (nutrition)	135	9.	5.4	5
Mentally Gifted	180	9.	6.	6
Orthopedically Handicapped	36	4.5	2.	2
Speech Correctionist	718	7.2	3.6	4
Deaf and Hard of Hearing	135	15.	7.5	8
Socially Maladjusted	224	18.7	11.2	12
Mentally Retarded	180	15.	9.	9
Nurse		11.	7.5	8
Dental Hygienist		4.4	3.	3
Guidance Counselor		7.5	3.	3
Psychologist		3.	1.1	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		12.	7.1	8
Supervisor of Attendance		4.4	3.5	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Super- visor		1.	1.	1

TABLE XXXIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN CUSTER COUNTY

Total Population: 21,097		Scholastic Enumeration: 4,266		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	9	1.	.4	1
Delicate (nutrition)	64	4.3	2.6	3
Mentally Gifted	85	4.2	2.8	3
Orthopedically Handicapped	17	2.	.95	1
Speech Correctionist	341	3.4	1.7	2
Deaf and Hard of Hearing	21	2.4	1.2	2
Socially Maladjusted	107	7.1	5.3	6
Mentally Retarded	85	7.1	4.2	5
Nurse		5.3	3.5	4
Dental Hygienist		2.1	1.4	2
Guidance Counselor		3.5	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.7	3.4	4
Supervisor of Attendance		2.1	1.7	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XL

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN DELAWARE COUNTY

Total Population: 14,734		Scholastic Enumeration: 3,345		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.14	0
Partially Sighted	7	.8	.4	0
Delicate (nutrition)	50	3.3	2.	2
Mentally Gifted	67	3.3	2.2	3
Orthopedically Handicapped	13	1.7	.7	1
Speech Correctionist	268	2.6	1.3	2
Deaf and Hard of Hearing	50	5.5	2.8	3
Socially Maladjusted	84	5.6	4.2	5
Mentally Retarded	67	5.6	3.3	4
Nurse		4.1	2.8	3
Dental Hygienist		1.6	1.1	1
Guidance Counselor		2.8	1.1	2
Psychologist		1.1	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.4	2.6	3
Supervisor of Attendance		1.6	1.3	1
Audio-Visual Director		.8	.8	0
Adult Education Director		.8	.8	0
Vocational Education Supervisor		.8	.8	0

TABLE XLI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN DEWEY COUNTY

Total Population: 8,789

Scholastic Enumeration: 1,891

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.1	.08	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	28	1.9	1.1	1
Mentally Gifted	38	1.9	1.2	1
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	151	1.5	.75	1
Deaf and Hard of Hearing	28	3.1	1.5	2
Socially Maladjusted	47	3.1	2.3	3
Mentally Retarded	38	3.1	1.9	2
Nurse		2.3	1.5	2
Dental Hygienist		.9	.6	0
Guidance Counselor		1.5	.6	1
Psychologist		.6	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.5	.75	1
Supervisor of Attendance		.94	.75	0
Audio-Visual Director		.47	.47	0
Adult Education Director		.47	.47	0
Vocational Education Supervisor		.47	.47	0



TABLE XLII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ELLIS COUNTY

Total Population: 7,326

Scholastic Enumeration: 1,436

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.06	0
Partially Sighted	3	.3	.16	0
Delicate (nutrition)	22	1.4	.86	1
Mentally Gifted	29	1.4	.9	1
Orthopedically Handicapped	6	.7	.3	0
Speech Correctionist	115	1.	.5	1
Deaf and Hard of Hearing	12	1.3	.6	1
Socially Maladjusted	36	2.4	1.7	2
Mentally Retarded	29	2.3	1.4	2
Nurse		1.8	1.2	1
Dental Hygienist		.7	.5	0
Guidance Counselor		1.2	.5	1
Psychologist		.5	.2	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		1.9	1.1	1
Supervisor of Attendance		.7	.6	0
Audio-Visual Director		.35	.35	0
Adult Education Director		.35	.35	0
Vocational Education Supervisor		.35	.35	0

TABLE XLIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN GARFIELD COUNTY

Total Population: 52,820

Scholastic Enumeration: 9,234

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.9	.4	0
Partially Sighted	18	2.3	.9	1
Delicate (nutrition)	139	9.2	5.5	6
Mentally Gifted	185	9.2	6.2	7
Orthopedically Handicapped	37	4.6	2.	2
Speech Correctionist	739	7.4	3.7	4
Deaf and Hard of Hearing	139	15.4	7.7	8
Socially Maladjusted	231	15.3	11.5	12
Mentally Retarded	185	15.4	9.2	10
Nurse		10.3	7.7	8
Dental Hygienist		4.6	3.	3
Guidance Counselor		7.7	3.	3
Psychologist		3.	1.5	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		12.3	7.3	8
Supervisor of Attendance		4.6	3.7	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XLIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN GARVIN COUNTY

Total Population: 29,500		Scholastic Enumeration: 6,933		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	14	1.7	.77	1
Delicate (nutrition)	104	6.9	4.1	5
Mentally Gifted	139	6.9	4.6	5
Orthopedically Handicapped	28	3.7	1.5	2
Speech Correctionist	555	5.5	2.7	3
Deaf and Hard of Hearing	104	11.5	5.7	6
Socially Maladjusted	173	11.5	8.1	9
Mentally Retarded	139	11.5	6.9	7
Nurse		8.6	5.8	6
Dental Hygienist		3.4	2.3	3
Guidance Counselor		5.8	2.3	3
Psychologist		2.3	1.2	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.2	5.5	6
Supervisor of Attendance		3.4	2.8	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XLV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN GRADY COUNTY

Total Population: 34,872		Scholastic Enumeration: 7,282		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	15	1.8	.7	1
Delicate (nutrition)	109	7.3	4.4	5
Mentally Gifted	146	7.3	4.4	5
Orthopedically Handicapped	29	3.6	1.6	2
Speech Correctionist	583	5.8	2.9	3
Deaf and Hard of Hearing	109	12.1	6.	6
Socially Maladjusted	182	12.1	9.1	10
Mentally Retarded	146	12.1	7.2	8
Nurse		9.	6.	6
Dental Hygienist		3.6	2.4	3
Guidance Counselor		6.	2.4	3
Psychologist		2.4	1.2	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.7	5.8	6
Supervisor of Attendance		3.6	2.4	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XLVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN GRANT COUNTY

Total Population: 10,461		Scholastic Enumeration: 1,996		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.09	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	30	2.	1.2	1
Mentally Gifted	40	2.	1.3	2
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	160	1.5	.8	1
Deaf and Hard of Hearing	30	3.3	1.6	2
Socially Maladjusted	50	3.3	2.5	3
Mentally Retarded	40	3.3	2.	2
Nurse		2.5	1.6	2
Dental Hygienist		1.	.66	1
Guidance Counselor		1.6	.66	1
Psychologist		.66	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.6	1.6	2
Supervisor of Attendance		.9	.8	0
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE XLVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN GREER COUNTY

Total Population: 11,749

Scholastic Enumeration: 2,035

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.09	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	31	2.	1.2	2
Mentally Gifted	41	2.	1.3	2
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	163	1.6	.8	1
Deaf and Hard of Hearing	31	3.4	1.7	2
Socially Maladjusted	51	3.4	2.5	3
Mentally Retarded	41	3.4	2.	2
Nurse		2.5	1.7	2
Dental Hygienist		1.	.7	1
Guidance Counselor		1.7	.66	1
Psychologist		.66	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.7	1.6	2
Supervisor of Attendance		1.	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE XLVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN HARMON COUNTY

Total Population: 8,079		Scholastic Enumeration: 1,709		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.2	.07	0
Partially Sighted	3	.4	.17	0
Delicate (nutrition)	26	1.7	1.	1
Mentally Gifted	34	1.7	1.1	1
Orthopedically Handicapped	7	.8	.4	0
Speech Correctionist	127	1.2	.6	1
Deaf and Hard of Hearing	26	2.8	1.4	2
Socially Maladjusted	43	2.8	2.1	2
Mentally Retarded	34	2.8	1.7	2
Nurse		2.	1.4	2
Dental Hygienist		.8	.6	0
Guidance Counselor		1.4	.56	1
Psychologist		.56	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.2	1.4	2
Supervisor of Attendance		.85	.7	0
Audio-Visual Director		.4	.4	0
Adult Education Director		.4	.4	0
Vocational Education Supervisor		.4	.4	0

TABLE XLIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN HARPER COUNTY

Total Population: 5,977

Scholastic Enumeration: 1,221

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.05	0
Partially Sighted	2	.3	.1	0
Delicate (nutrition)	17	1.	.7	1
Mentally Gifted	24	1.2	.8	1
Orthopedically Handicapped	5	.6	.2	0
Speech Correctionist	97	.9	.5	0
Deaf and Hard of Hearing	17	1.9	.9	1
Socially Maladjusted	31.5	2.	1.5	2
Mentally Retarded	24	2.	1.2	2
Nurse		1.5	1.	1
Dental Hygienist		.6	.4	0
Guidance Counselor		1.	.4	1
Psychologist		.4	.2	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		1.6	1.	1
Supervisor of Attendance		.6	.5	0
Audio-Visual Director		.3	.3	0
Adult Education Director		.3	.3	0
Vocational Education Supervisor		.3	.3	0



TABLE L

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN HASKELL COUNTY

Total Population: 13,313		Scholastic Enumeration: 2,891		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.13	0
Partially Sighted	6	.7	.3	0
Delicate (nutrition)	43	2.9	1.7	2
Mentally Gifted	58	2.9	1.9	2
Orthopedically Handicapped	12	1.4	.64	1
Speech Correctionist	231	2.3	1.1	2
Deaf and Hard of Hearing	43	4.8	2.4	3
Socially Maladjusted	72	4.8	3.6	4
Mentally Retarded	58	4.8	2.9	3
Nurse		3.6	2.4	3
Dental Hygienist		1.4	.96	1
Guidance Counselor		2.4	.96	1
Psychologist		.96	.48	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.8	2.3	3
Supervisor of Attendance		1.4	1.1	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE LI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN HUGHES COUNTY

Total Population: 20,664		Scholastic Enumeration: 4,339		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	9	1.	.4	1
Delicate (nutrition)	65	4.3	2.6	3
Mentally Gifted	87	4.3	2.7	3
Orthopedically Handicapped	17	2.1	.96	1
Speech Correctionist	347	3.4	1.7	2
Deaf and Hard of Hearing	65	7.2	3.6	4
Socially Maladjusted	109	7.2	5.4	6
Mentally Retarded	87	7.2	4.3	5
Nurse		5.	3.6	4
Dental Hygienist		2.1	1.4	2
Guidance Counselor		3.6	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.7	3.4	4
Supervisor of Attendance		2.1	1.7	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN JACKSON COUNTY

Total Population: 20,082

Scholastic Enumeration: 4,056

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	61	4.	2.4	3
Mentally Gifted	81	4.	2.7	3
Orthopedically Handicapped	16	2.	.9	1
Speech Correctionist	324	3.2	1.6	2
Deaf and Hard of Hearing	61	6.6	3.3	4
Socially Maladjusted	101	6.7	5.	5
Mentally Retarded	81	6.7	4.	4
Nurse		5.	3.4	4
Dental Hygienist		2.	1.3	2
Guidance Counselor		3.3	1.3	2
Psychologist		1.3	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.4	3.2	4
Supervisor of Attendance		2.	1.6	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN JEFFERSON COUNTY

Total Population: 11,122		Scholastic Enumeration: 2,232		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	5	.6	.2	0
Delicate (nutrition)	34	2.2	1.3	2
Mentally Gifted	45	2.2	1.5	2
Orthopedically Handicapped	9	1.	.5	1
Speech Correctionist	179	1.8	.89	1
Deaf and Hard of Hearing	34	3.7	1.8	2
Socially Maladjusted	56	3.7	2.8	3
Mentally Retarded	45	3.7	2.2	3
Nurse		2.8	1.8	2
Dental Hygienist		1.1	.7	1
Guidance Counselor		1.8	.7	1
Psychologist		.7	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.	1.7	2
Supervisor of Attendance		1.1	.9	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE LIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN JOHNSTON COUNTY

Total Population: 10,608		Scholastic Enumeration: 2,409		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	5	.6	.2	0
Delicate (nutrition)	36	2.4	1.4	2
Mentally Gifted	48	2.4	1.6	2
Orthopedically Handicapped	10	1.2	.6	1
Speech Correctionist	192	1.9	.96	1
Deaf and Hard of Hearing	36	4.	2.	2
Socially Maladjusted	60	4.	3.	3
Mentally Retarded	48	4.	2.4	3
Nurse		3.	2.	2
Dental Hygienist		1.2	.8	1
Guidance Counselor		2.	.8	1
Psychologist		.8	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.2	1.9	2
Supervisor of Attendance		1.2	.9	1
Audio-Visual Director		.6	.6	0
Adult Education Director		.6	.6	0
Vocational Education Supervisor		.6	.6	0

TABLE LV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN KAY COUNTY

Total Population: 48,892		Scholastic Enumeration: 10,225		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	8	1.	.4	1
Partially Sighted	20	2.5	1.	1
Delicate (nutrition)	153	10.2	6.1	7
Mentally Gifted	205	10.2	6.8	7
Orthopedically Handicapped	41	5.1	2.2	3
Speech Correctionist	818	8.2	4.1	5
Deaf and Hard of Hearing	153	17.	8.5	9
Socially Maladjusted	256	17.	12.8	13
Mentally Retarded	205	17.	10.2	11
Nurse		12.7	8.5	9
Dental Hygienist		5.1	3.4	4
Guidance Counselor		8.5	3.4	4
Psychologist		3.4	1.7	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		13.	8.5	9
Supervisor of Attendance		5.1	4.	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN KINGFISHER COUNTY

Total Population: 12,860                      Scholastic Enumeration: 2,742

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	6	.7	.3	0
Delicate (nutrition)	14	.9	.5	0
Mentally Gifted	55	2.7	1.8	2
Orthopedically Handicapped	11	1.3	.6	1
Speech Correctionist	219	2.2	1.1	2
Deaf and Hard of Hearing	14	1.5	.8	1
Socially Maladjusted	69	4.5	3.4	4
Mentally Retarded	55	4.5	2.7	3
Nurse		3.4	2.3	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.3	.9	1
Psychologist		.9	.45	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.6	2.2	3
Supervisor of Attendance		1.4	1.1	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE LVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN KIOWA COUNTY

Total Population: 18,926		Scholastic Enumeration: 3,729		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	7	.9	.4	0
Delicate (nutrition)	56	3.8	2.3	3
Mentally Gifted	75	3.7	2.5	3
Orthopedically Handicapped	15	1.9	.9	1
Speech Correctionist	298	2.9	1.4	2
Deaf and Hard of Hearing	56	6.3	3.1	4
Socially Maladjusted	93	6.	4.6	5
Mentally Retarded	75	6.2	3.7	4
Nurse		4.6	3.1	4
Dental Hygienist		1.8	1.2	1
Guidance Counselor		3.1	1.2	2
Psychologist		1.2	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.9	2.9	3
Supervisor of Attendance		1.8	1.5	1
Audio-Visual Director		.9	.9	0
Adult Education Director		.9	.9	0
Vocational Education Supervisor		.9	.9	0



TABLE LVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN LATIMER COUNTY

Total Population: 9,690

Scholastic Enumeration: 1,947

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	4	.5	.2	0
Delicate (nutrition)	29	2.	1.1	2
Mentally Gifted	39	1.9	1.3	1
Orthopedically Handicapped	8	1.	.4	1
Speech Correctionist	156	1.6	.8	1
Deaf and Hard of Hearing	29	3.2	1.6	2
Socially Maladjusted	49	3.2	2.4	3
Mentally Retarded	39	3.2	1.9	2
Nurse		2.4	1.6	2
Dental Hygienist		1.	.6	1
Guidance Counselor		1.6	.6	1
Psychologist		.6	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.6	1.5	2
Supervisor of Attendance		.97	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE LVIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN LEFLORE COUNTY

Total Population: 35,276		Scholastic Enumeration: 8,300		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.8	.4	0
Partially Sighted	17	2.	.8	1
Delicate (nutrition)	125	8.3	5.	5
Mentally Gifted	166	8.3	5.5	6
Orthopedically Handicapped	33	4.	1.9	2
Speech Correctionist	664	6.6	3.3	4
Deaf and Hard of Hearing	125	13.8	6.9	7
Socially Maladjusted	207	13.8	10.3	11
Mentally Retarded	166	13.8	8.3	9
Nurse		8.	6.9	7
Dental Hygienist		4.1	2.8	3
Guidance Counselor		7.	2.8	3
Psychologist		2.8	1.4	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		11.	6.6	7
Supervisor of Attendance		4.1	3.3	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN LINCOLN COUNTY

Total Population: 22,102 Scholastic Enumeration: 4,763

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.4	.2	0
Partially Sighted	10	1.2	.5	1
Delicate (nutrition)	71	4.7	2.8	3
Mentally Gifted	95	4.7	3.1	4
Orthopedically Handicapped	19	2.3	1.	1
Speech Correctionist	381	3.8	1.9	2
Deaf and Hard of Hearing	71	8.	4.	4
Socially Maladjusted	119	8.	6.	6
Mentally Retarded	95	8.	4.7	5
Nurse		5.9	3.9	4
Dental Hygienist		2.3	1.5	2
Guidance Counselor		4.	1.5	2
Psychologist		1.5	.8	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		6.3	3.8	4
Supervisor of Attendance		2.3	1.9	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN LOGAN COUNTY

Total Population: 22,170		Scholastic Enumeration: 4,476		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.4	.2	0
Partially Sighted	9	1.	.5	1
Delicate (nutrition)	67	4.4	2.7	3
Mentally Gifted	90	4.5	3.	3
Orthopedically Handicapped	18	2.2	1.	1
Speech Correctionist	358	3.6	1.8	2
Deaf and Hard of Hearing	67	7.3	3.6	4
Socially Maladjusted	112	7.4	5.6	6
Mentally Retarded	90	7.4	4.5	5
Nurse		5.5	3.7	4
Dental Hygienist		2.2	1.4	2
Guidance Counselor		3.7	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.9	3.6	4
Supervisor of Attendance		2.2	1.8	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN LOVE COUNTY

Total Population: 7,721		Scholastic Enumeration: 1,647		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.2	.1	0
Partially Sighted	3	.4	.16	0
Delicate (nutrition)	25	1.6	1.	1
Mentally Gifted	33	1.6	1.	1
Orthopedically Handicapped	7	.8	.4	0
Speech Correctionist	132	1.3	.6	1
Deaf and Hard of Hearing	25	2.7	1.4	2
Socially Maladjusted	41	2.7	2.7	2
Mentally Retarded	33	2.7	1.6	2
Nurse		2.	1.3	2
Dental Hygienist		.8	.5	0
Guidance Counselor		1.3	.5	1
Psychologist		.5	.25	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.2	1.3	2
Supervisor of Attendance		.8	.6	0
Audio-Visual Director		.4	.4	0
Adult Education Director		.4	.4	0
Vocational Education Supervisor		.4	.4	0

TABLE LXIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN MAJOR COUNTY

Total Population: 10,279

Scholastic Enumeration: 1,932

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	4	.5	.19	0
Delicate (nutrition)	29	2.	1.1	1
Mentally Gifted	38	1.9	1.2	1
Orthopedically Handicapped	8	.9	.4	1
Speech Correctionist	155	1.5	.77	1
Deaf and Hard of Hearing	29	3.2	1.6	2
Socially Maladjusted	48	3.2	2.4	3
Mentally Retarded	38	3.1	1.9	2
Nurse		2.4	1.6	2
Dental Hygienist		1.	.6	1
Guidance Counselor		1.6	.6	1
Psychologist		.6	.3	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.5	1.5	2
Supervisor of Attendance		1.	.8	1
Audio-Visual Director		.5	.5	0
Adult Education Director		.5	.5	0
Vocational Education Supervisor		.5	.5	0

TABLE LXIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN MARSHALL COUNTY

Total Population: 8,177		Scholastic Enumeration: 1,593		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.07	0
Partially Sighted	3	.4	.1	0
Delicate (nutrition)	24	1.6	.9	1
Mentally Gifted	32	1.5	1.	1
Orthopedically Handicapped	6	.8	.3	0
Speech Correctionist	127	1.2	.6	1
Deaf and Hard of Hearing	24	2.6	1.3	2
Socially Maladjusted	40	2.6	2.	2
Mentally Retarded	32	2.6	1.6	2
Nurse		2.	1.3	2
Dental Hygienist		.8	.5	0
Guidance Counselor		1.3	.5	1
Psychologist		.5	.25	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.	1.3	2
Supervisor of Attendance		.8	.6	0
Audio-Visual Director		.4	.4	0
Adult Education Director		.4	.4	0
Vocational Education Supervisor		.4	.4	0

TABLE LXV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN MAYES COUNTY

Total Population: 19,743

Scholastic Enumeration: 4,766

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.5	.2	0
Partially Sighted	10	1.2	.5	1
Delicate (nutrition)	72	4.7	2.9	3
Mentally Gifted	95	4.7	3.1	4
Orthopedically Handicapped	19	2.3	1.3	2
Speech Correctionist	380	3.8	1.8	2
Deaf and Hard of Hearing	72	8.	4.	4
Socially Maladjusted	118	8.	5.9	6
Mentally Retarded	95	8.	4.7	5
Nurse		5.9	4.	4
Dental Hygienist		2.3	1.6	2
Guidance Counselor		4.	1.6	2
Psychologist		1.6	.8	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		6.3	3.8	4
Supervisor of Attendance		2.4	1.9	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1



TABLE LXVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN McCLAIN COUNTY

Total Population: 14,681      Scholastic Enumeration: 3,228

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.1	0
Partially Sighted	6	.8	.3	0
Delicate (nutrition)	48	3.2	1.9	2
Mentally Gifted	65	3.2	2.1	3
Orthopedically Handicapped	13	1.5	.7	1
Speech Correctionist	258	2.6	1.3	2
Deaf and Hard of Hearing	48	5.4	2.7	3
Socially Maladjusted	81	5.4	4.	4
Mentally Retarded	65	5.4	3.2	4
Nurse		4.	2.7	3
Dental Hygienist		1.6	1.	1
Guidance Counselor		2.7	1.	1
Psychologist		1.	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.	2.6	3
Supervisor of Attendance		1.6	1.3	1
Audio-Visual Director		.8	.8	0
Adult Education Director		.8	.8	0
Vocational Education Supervisor		.8	.8	0

TABLE LXVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN McCURTAIN COUNTY

Total Population: 31,588		Scholastic Enumeration: 7,382		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	15	1.8	.7	1
Delicate (nutrition)	111	7.4	4.4	5
Mentally Gifted	148	7.3	4.9	5
Orthopedically Handicapped	30	3.7	1.6	2
Speech Correctionist	591	5.6	2.9	3
Deaf and Hard of Hearing	111	12.3	6.1	7
Socially Maladjusted	185	12.3	9.2	10
Mentally Retarded	148	12.3	7.3	8
Nurse		9.2	6.1	7
Dental Hygienist		3.6	2.4	3
Guidance Counselor		6.	2.4	3
Psychologist		2.4	1.2	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.8	6.	6
Supervisor of Attendance		3.6	2.9	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN McINTOSH COUNTY

Total Population: 17,829                      Scholastic Enumeration: 3,938

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	.9	.4	1
Delicate (nutrition)	20	1.3	.8	1
Mentally Gifted	79	3.9	2.3	3
Orthopedically Handicapped	16	1.9	.9	1
Speech Correctionist	315	3.1	1.6	2
Deaf and Hard of Hearing	20	2.2	1.1	2
Socially Maladjusted	98	6.5	4.9	5
Mentally Retarded	79	6.5	3.9	4
Nurse		5.	3.3	4
Dental Hygienist		2.	1.3	2
Guidance Counselor		3.3	1.3	2
Psychologist		1.3	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.2	3.1	4
Supervisor of Attendance		1.9	1.6	1
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN MURRAY COUNTY

Total Population: 10,775

Scholastic Enumeration: 2,368

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	5	.6	.3	0
Delicate (nutrition)	36	2.3	1.4	2
Mentally Gifted	47	2.3	1.6	2
Orthopedically Handicapped	9	1.1	.5	1
Speech Correctionist	189	1.9	.9	1
Deaf and Hard of Hearing	36	4.	2.	2
Socially Maladjusted	39	2.6	2.	2
Mentally Retarded	47	4.	2.3	3
Nurse		3.	2.	2
Dental Hygienist		1.1	.8	1
Guidance Counselor		2.	.8	1
Psychologist		.8	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.1	1.9	2
Supervisor of Attendance		1.1	.9	1
Audio-Visual Director		.6	.6	0
Adult Education Director		.6	.6	0
Vocational Education Supervisor		.6	.6	0

TABLE LXX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN MUSKOGEE COUNTY

Total Population: 65,573		Scholastic Enumeration: 13,642		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	11	1.3	.6	1
Partially Sighted	27	3.4	1.3	2
Delicate (nutrition)	205	13.6	8.2	9
Mentally Gifted	273	13.6	9.1	10
Orthopedically Handicapped	55	6.8	3.	4
Speech Correctionist	1091	10.9	5.5	6
Deaf and Hard of Hearing	205	22.7	11.3	12
Socially Maladjusted	341	22.7	17.	17
Mentally Retarded	273	22.7	16.	16
Nurse		17.	11.3	12
Dental Hygienist		6.8	4.5	5
Guidance Counselor		11.3	4.5	5
Psychologist		4.5	2.3	3
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		18.1	10.9	11
Supervisor of Attendance		6.8	5.9	6
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN NOBLE COUNTY

Total Population: 12,156		Scholastic Enumeration: 2,718		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	5	.7	.3	0
Delicate (nutrition)	41	2.7	1.6	2
Mentally Gifted	54	2.7	1.8	2
Orthopedically Handicapped	11	1.3	.6	1
Speech Correctionist	217	2.2	1.	1
Deaf and Hard of Hearing	41	4.5	2.2	3
Socially Maladjusted	48	3.2	2.4	3
Mentally Retarded	54	4.5	2.7	3
Nurse		3.4	2.2	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.2	.9	1
Psychologist		.9	.5	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.6	2.2	3
Supervisor of Attendance		1.3	1.1	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE LXXII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN NOWATA COUNTY

Total Population: 12,734		Scholastic Enumeration: 2,905		
Type of Special Services	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	6	.7	.3	0
Delicate (nutrition)	44	2.9	1.7	2
Mentally Gifted	58	3.	2.	2
Orthopedically Handicapped	12	1.4	.6	1
Speech Correctionist	232	2.3	1.6	2
Deaf and Hard of Hearing	44	4.8	2.4	3
Socially Maladjusted	73	4.8	3.6	4
Mentally Retarded	58	5.	3.	3
Nurse		3.6	2.4	3
Dental Hygienist		1.4	1.	1
Guidance Counselor		2.4	1.	1
Psychologist		1.	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.	2.3	3
Supervisor of Attendance		1.4	1.1	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE LXXIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN OKFUSKEE COUNTY

Total Population: 16,948      Scholastic Enumeration: 3,908

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.2	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	59	4.	2.3	3
Mentally Gifted	78	3.9	2.6	3
Orthopedically Handicapped	16	2.	.8	1
Speech Correctionist	313	3.1	1.5	2
Deaf and Hard of Hearing	59	6.5	3.3	4
Socially Maladjusted	98	6.5	4.9	5
Mentally Retarded	78	6.5	3.9	4
Nurse		5.	3.3	4
Dental Hygienist		1.9	1.3	1
Guidance Counselor		3.3	1.3	2
Psychologist		1.3	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.2	3.1	4
Supervisor of Attendance		1.9	1.5	1
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1



TABLE LXXIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN OKLAHOMA COUNTY

Total Population: 325,352		Scholastic Enumeration: 68,192		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	55	6.8	3.	3
Partially Sighted	136	17.	6.8	7
Delicate (nutrition)	1023	68.2	41.	41
Mentally Gifted	1364	68.	45.4	46
Orthopedically Handicapped	273	34.	15.1	16
Speech Correctionist	5455	54.6	27.3	28
Deaf and Hard of Hearing	1023	114.	57.	57
Socially Maladjusted	1705	111.4	85.	85
Mentally Retarded	1364	114.	68.2	69
Nurse		85.	57.	57
Dental Hygienist		34.	23.	23
Guidance Counselor		56.8	22.6	23
Psychologist		22.6	11.3	12
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		91.	54.5	55
Supervisor of Attendance		34.	27.2	28
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN OKMULGEE COUNTY

Total Population: 44,561		Scholastic Enumeration: 9,097		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.9	.4	0
Partially Sighted	18	2.3	.9	1
Delicate (nutrition)	136	9.1	5.5	6
Mentally Gifted	182	9.	6.	6
Orthopedically Handicapped	36	4.5	2.	2
Speech Correctionist	728	7.3	3.6	4
Deaf and Hard of Hearing	136	15.1	7.6	8
Socially Maladjusted	227	15.1	11.4	12
Mentally Retarded	182	15.	9.	9
Nurse		11.3	7.5	8
Dental Hygienist		4.5	3.	3
Guidance Counselor		7.5	3.	3
Psychologist		3.	1.5	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		12.1	7.3	8
Supervisor of Attendance		4.5	3.6	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN OSAGE COUNTY

Total Population: 33,071      Scholastic Enumeration: 6,957

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	14	1.7	.8	1
Delicate (nutrition)	104	7.	4.	4
Mentally Gifted	139	7.	4.5	5
Orthopedically Handicapped	28	3.5	1.5	2
Speech Correctionist	557	5.5	2.7	3
Deaf and Hard of Hearing	104	11.6	5.8	6
Socially Maladjusted	174	11.6	8.7	9
Mentally Retarded	139	11.6	7.	7
Nurse		8.7	5.8	6
Dental Hygienist		3.5	2.3	3
Guidance Counselor		5.8	2.3	3
Psychologist		2.3	1.1	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.3	5.6	6
Supervisor of Attendance		3.5	2.8	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN OTTAWA COUNTY

Total Population: 32,218

Scholastic Enumeration: 6,901

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	14	1.7	.7	1
Delicate (nutrition)	104	6.9	4.1	5
Mentally Gifted	138	6.9	4.6	5
Orthopedically Handicapped	28	3.4	1.5	2
Speech Correctionist	552	5.5	2.8	3
Deaf and Hard of Hearing	104	11.5	5.8	6
Socially Maladjusted	173	11.5	8.6	9
Mentally Retarded	138	11.5	6.9	7
Nurse		8.6	5.7	6
Dental Hygienist		3.5	2.3	3
Guidance Counselor		5.7	2.3	3
Psychologist		2.3	1.5	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.2	5.5	6
Supervisor of Attendance		3.5	2.8	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN PAWNEE COUNTY

Total Population: 13,616		Scholastic Enumeration: 2,605		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	5	.7	.26	0
Delicate (nutrition)	39	2.6	1.6	2
Mentally Gifted	52	2.6	1.7	2
Orthopedically Handicapped	10	1.3	.6	1
Speech Correctionist	208	2.	1.	1
Deaf and Hard of Hearing	39	4.3	2.2	3
Socially Maladjusted	65	4.3	3.2	4
Mentally Retarded	52	4.3	2.6	3
Nurse		3.2	2.2	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.2	.9	1
Psychologist		.9	.5	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.4	2.	2
Supervisor of Attendance		1.3	1.	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE LXXIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN PAYNE COUNTY

Total Population: 46,430		Scholastic Enumeration: 7,297		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomicallly Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	15	1.8	.7	1
Delicate (nutrition)	110	7.3	4.4	5
Mentally Gifted	146	7.3	4.9	5
Orthopedically Handicapped	29	3.6	1.6	2
Speech Correctionist	584	5.8	2.9	3
Deaf and Hard of Hearing	110	12.1	6.1	7
Socially Maladjusted	182	12.1	9.1	10
Mentally Retarded	146	12.1	7.3	8
Nurse		9.1	6.	6
Dental Hygienist		3.6	2.4	3
Guidance Counselor		6.	2.4	3
Psychologist		2.4	1.2	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.7	5.8	6
Supervisor of Attendance		3.6	2.9	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN PITTSBURG COUNTY

Total Population: 41,031		Scholastic Enumeration: 9,022		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.9	.4	0
Partially Sighted	18	2.2	.9	1
Delicate (nutrition)	135	9.	5.4	6
Mentally Gifted	180	9.	6.	6
Orthopedically Handicapped	36	4.5	2.	2
Speech Correctionist	722	7.2	3.6	4
Deaf and Hard of Hearing	135	15.	7.5	8
Socially Maladjusted	226	15.	11.2	12
Mentally Retarded	180	15.	9.	9
Nurse		11.3	7.5	8
Dental Hygienist		4.5	3.	3
Guidance Counselor		7.5	3.	3
Psychologist		3.	1.5	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		12.	7.	7
Supervisor of Attendance		4.5	3.6	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN PONTOTOC COUNTY

Total Population: 30,875

Scholastic Enumeration: 6,266

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	5	.6	.3	0
Partially Sighted	13	1.5	.6	1
Delicate (nutrition)	94	6.	4.	4
Mentally Gifted	125	6.2	4.1	5
Orthopedically Handicapped	25	3.1	1.4	2
Speech Correctionist	501	5.	2.5	3
Deaf and Hard of Hearing	94	10.3	5.2	6
Socially Maladjusted	157	10.4	7.8	8
Mentally Retarded	125	10.4	6.2	7
Nurse		7.8	5.2	6
Dental Hygienist		3.1	2.	2
Guidance Counselor		5.2	2.	2
Psychologist		2.	1.	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		8.3	5.	5
Supervisor of Attendance		3.1	2.5	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1



TABLE LXXXII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN POTTAWATOMIE COUNTY

Total Population: 43,517

Scholastic Enumeration: 9,009

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.9	.4	0
Partially Sighted	18	2.2	.9	1
Delicate (nutrition)	135	9.	5.4	6
Mentally Gifted	180	9.	6.	6
Orthopedically Handicapped	36	4.5	2.	2
Speech Correctionist	721	7.2	3.6	4
Deaf and Hard of Hearing	135	15.	7.5	8
Socially Maladjusted	225	15.	11.2	12
Mentally Retarded	180	15.	9.	9
Nurse		11.2	7.5	8
Dental Hygienist		4.5	3.	3
Guidance Counselor		7.5	3.	3
Psychologist		3.	1.5	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		12.	7.2	8
Supervisor of Attendance		4.5	3.6	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN PUSHMATAHA COUNTY

Total Population: 12,001

Scholastic Enumeration: 2,622

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	5	.7	.2	0
Delicate (nutrition)	39	2.6	1.6	2
Mentally Gifted	52	2.6	1.7	2
Orthopedically Handicapped	11	1.	.6	1
Speech Correctionist	210	2.	1.	1
Deaf and Hard of Hearing	39	4.4	2.2	3
Socially Maladjusted	66	4.4	3.3	4
Mentally Retarded	52	4.3	2.6	3
Nurse		3.3	2.2	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.2	.9	1
Psychologist		.9	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		2.5	2.1	2
Supervisor of Attendance		1.3	1.	1
Audio-Visual Director		.6	.6	0
Adult Education Director		.6	.6	0
Vocational Education Supervisor		.6	.6	0

TABLE LXXXIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ROGER MILLS COUNTY

Total Population: 7,395 Scholastic Enumeration: 1,283

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	1	.1	.1	0
Partially Sighted	3	.3	.1	0
Delicate (nutrition)	19	1.3	.8	1
Mentally Gifted	26	1.3	.9	1
Orthopedically Handicapped	5	.6	.3	0
Speech Correctionist	103	1.	.5	1
Deaf and Hard of Hearing	19	2.1	1.	1
Socially Maladjusted	32	2.9	1.6	2
Mentally Retarded	26	2.1	1.3	2
Nurse		1.5	1.	1
Dental Hygienist		.6	.4	0
Guidance Counselor		1.	.4	1
Psychologist		.4	.2	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		1.7	1.	1
Supervisor of Attendance		.6	.5	0
Audio-Visual Director		.3	.3	0
Adult Education Director		.3	.3	0
Vocational Education Supervisor		.3	.3	0

TABLE LXXXV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN ROGERS COUNTY

Total Population: 19,532

Scholastic Enumeration: 4,325

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.4	.2	0
Partially Sighted	9	1.	.4	1
Delicate (nutrition)	65	4.3	2.6	3
Mentally Gifted	86	4.3	2.8	3
Orthopedically Handicapped	17	2.1	.9	1
Speech Correctionist	346	3.4	1.7	2
Deaf and Hard of Hearing	65	7.2	3.6	4
Socially Maladjusted	108	7.2	4.3	5
Mentally Retarded	86	7.1	4.3	5
Nurse		5.	3.6	4
Dental Hygienist		2.1	1.4	2
Guidance Counselor		3.6	1.4	2
Psychologist		1.4	.7	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.7	3.4	4
Supervisor of Attendance		2.1	1.7	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN SEMINOLE COUNTY

Total Population: 40,672      Scholastic Enumeration: 7,608

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.8	.3	0
Partially Sighted	15	1.9	.7	1
Delicate (nutrition)	141	9.4	5.6	6
Mentally Gifted	152	7.6	5.	5
Orthopedically Handicapped	30	3.7	1.7	2
Speech Correctionist	608	6.	3.	3
Deaf and Hard of Hearing	141	15.6	7.8	8
Socially Maladjusted	190	12.6	9.5	10
Mentally Retarded	152	12.6	7.6	8
Nurse		9.5	6.3	7
Dental Hygienist		3.8	2.5	3
Guidance Counselor		6.3	2.5	3
Psychologist		2.5	1.3	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		10.	6.	6
Supervisor of Attendance		3.8	3.	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXVII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN SEQUOYAH COUNTY

Total Population: 19,773

Scholastic Enumeration: 4,995

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	4	.5	.2	0
Partially Sighted	10	1.2	.5	1
Delicate (nutrition)	75	5.	3.	3
Mentally Gifted	100	5.	3.3	4
Orthopedically Handicapped	20	2.5	1.1	2
Speech Correctionist	400	4.	2.	2
Deaf and Hard of Hearing	75	8.3	4.2	5
Socially Maladjusted	125	8.6	6.2	7
Mentally Retarded	100	8.3	5.	5
Nurse		6.2	4.1	5
Dental Hygienist		2.5	1.6	2
Guidance Counselor		4.1	1.6	2
Psychologist		1.6	.8	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		6.6	4.	4
Supervisor of Attendance		2.5	2.	2
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXVIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN STEPHENS COUNTY

Total Population: 34,071 Scholastic Enumeration: 8,077

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	7	.8	.3	0
Partially Sighted	16	2.	.8	1
Delicate (nutrition)	121	8.	4.8	5
Mentally Gifted	162	8.	5.4	6
Orthopedically Handicapped	32	4.	1.8	2
Speech Correctionist	646	6.5	3.3	4
Deaf and Hard of Hearing	121	13.3	6.7	7
Socially Maladjusted	202	13.5	10.1	11
Mentally Retarded	162	13.5	8.1	9
Nurse		10.	6.6	7
Dental Hygienist		3.9	2.6	3
Guidance Counselor		6.6	2.6	3
Psychologist		2.6	1.3	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		10.	6.4	7
Supervisor of Attendance		4.	3.2	4
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE LXXXIX

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN TEXAS COUNTY

Total Population: 14,235		Scholastic Enumeration: 2,769		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.3	.1	0
Partially Sighted	6	.7	.3	0
Delicate (nutrition)	42	2.8	1.6	2
Mentally Gifted	55	2.7	1.8	2
Orthopedically Handicapped	11	1.3	.6	1
Speech Correctionist	222	2.2	1.1	2
Deaf and Hard of Hearing	42	4.6	2.3	3
Socially Maladjusted	69	4.6	3.4	4
Mentally Retarded	55	4.6	2.7	3
Nurse		3.4	2.3	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.3	.9	1
Psychologist		.9	.45	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.7	2.2	3
Supervisor of Attendance		1.3	1.1	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0



TABLE XC

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN TILLMAN COUNTY

Total Population: 17,598

Scholastic Enumeration: 3,569

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.1	0
Partially Sighted	7	.9	.3	0
Delicate (nutrition)	54	3.6	2.1	3
Mentally Gifted	71	3.5	2.3	3
Orthopedically Handicapped	14	1.7	.8	1
Speech Correctionist	286	2.8	1.4	2
Deaf and Hard of Hearing	54	6.	3.	3
Socially Maladjusted	89	6.	4.4	5
Mentally Retarded	71	6.	3.5	4
Nurse		4.4	3.	3
Dental Hygienist		1.7	1.2	1
Guidance Counselor		3.	1.2	2
Psychologist		1.2	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.7	2.8	3
Supervisor of Attendance		1.8	1.4	1
Audio-Visual Director		.9	.9	0
Adult Education Director		.9	.9	0
Vocational Education Supervisor		.9	.9	0

TABLE XCI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN TULSA COUNTY

Total Population: 251,686 Scholastic Enumeration: 55,809

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	45	5.6	2.5	3
Partially Sighted	112	14.	5.6	6
Delicate (nutrition)	837	55.8	33.4	34
Mentally Gifted	1116	55.8	34.2	35
Orthopedically Handicapped	223	28.	12.9	13
Speech Correctionist	4465	44.6	22.3	23
Deaf and Hard of Hearing	837	93.	46.5	47
Socially Maladjusted	1395	93.	70.	70
Mentally Retarded	1116	93.	55.8	56
Nurse		69.7	46.5	47
Dental Hygienist		27.9	18.6	19
Guidance Counselor		46.5	18.6	19
Psychologist		18.6	9.3	10
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		74.4	44.6	45
Supervisor of Attendance		27.9	22.3	23
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Supervisor		1.	1.	1

TABLE XCII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN WAGONER COUNTY

Total Population: 16,741                      Scholastic Enumeration: 3,773

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.4	.1	0
Partially Sighted	8	1.	.4	1
Delicate (nutrition)	57	3.8	2.2	3
Mentally Gifted	75	3.7	2.5	3
Orthopedically Handicapped	14	1.7	.8	1
Speech Correctionist	302	3.	1.5	2
Deaf and Hard of Hearing	57	6.3	3.2	4
Socially Maladjusted	94	6.2	4.7	5
Mentally Retarded	75	6.2	3.7	4
Nurse		4.7	3.1	4
Dental Hygienist		1.8	1.2	1
Guidance Counselor		3.1	1.2	2
Psychologist		1.2	.6	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		5.	3.	3
Supervisor of Attendance		1.8	1.5	1
Audio-Visual Director		.9	.9	0
Adult Education Director		.9	.9	0
Vocational Education Supervisor		.9	.9	0

TABLE XCIII

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN WASHINGTON COUNTY

Total Population: 32,880

Scholastic Enumeration: 7,033

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher-Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	6	.7	.3	0
Partially Sighted	14	1.7	.8	1
Delicate (nutrition)	105	7.	4.2	5
Mentally Gifted	141	7.	4.7	5
Orthopedically Handicapped	28	3.5	1.5	2
Speech Correctionist	563	5.6	2.8	3
Deaf and Hard of Hearing	105	11.6	5.8	6
Socially Maladjusted	176	11.7	8.8	9
Mentally Retarded	141	11.7	7.	7
Nurse		8.7	5.8	6
Dental Hygienist		3.5	2.3	3
Guidance Counselor		5.8	2.3	3
Psychologist		2.3	1.6	2
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		9.4	5.6	6
Supervisor of Attendance		3.5	2.8	3
Audio-Visual Director		1.	1.	1
Adult Education Director		1.	1.	1
Vocational Education Super- visor		1.	1.	1

TABLE XCIV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN WASHITA COUNTY

Total Population: 17,657		Scholastic Enumeration: 3,231		
Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	3	.3	.2	0
Partially Sighted	7	.9	.4	0
Delicate (nutrition)	48	3.2	2.	2
Mentally Gifted	65	3.2	2.1	3
Orthopedically Handicapped	13	1.6	.7	1
Speech Correctionist	258	2.6	1.3	2
Deaf and Hard of Hearing	48	5.3	2.7	3
Socially Maladjusted	81	5.4	4.	4
Mentally Retarded	65	5.4	3.2	4
Nurse		4.	2.7	3
Dental Hygienist		1.6	1.	1
Guidance Counselor		2.6	1.	1
Psychologist		1.	.5	1
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		4.3	2.6	3
Supervisor of Attendance		1.6	1.3	1
Audio-Visual Director		.8	.8	0
Adult Education Director		.8	.8	0
Vocational Education Supervisor		.8	.8	0

TABLE XCV

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN WOODS COUNTY

Total Population: 14,526      Scholastic Enumeration: 2,628

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	5	.7	.2	0
Delicate (nutrition)	13	.9	.5	0
Mentally Gifted	53	2.6	1.7	2
Orthopedically Handicapped	11	1.3	.6	1
Speech Correctionist	210	2.1	1.	1
Deaf and Hard of Hearing	13	1.4	.7	1
Socially Maladjusted	66	4.4	3.3	4
Mentally Retarded	53	4.4	2.6	3
Nurse		3.3	2.2	3
Dental Hygienist		1.3	.9	1
Guidance Counselor		2.2	.9	1
Psychologist		.9	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.5	2.1	3
Supervisor of Attendance		1.3	1.	1
Audio-Visual Director		.7	.7	0
Adult Education Director		.7	.7	0
Vocational Education Supervisor		.7	.7	0

TABLE XCVI

TYPES OF SPECIALIZED SERVICES, NUMBER OF CHILDREN NEEDING SERVICES,  
AND NUMBER OF SPECIAL TEACHERS THAT COULD BE ECONOMICALLY  
EMPLOYED IN WOODWARD COUNTY

Total Population: 14,383

Scholastic Enumeration: 2,587

Type of Special Service	No. Pupils Needing the Service	Teachers That Could be Eco- nomically Employed on the Basis of Pupil-Teacher Ratio		
		With Minimum Load	With Maximum Load	Teachers Recom- mended
Homebound	2	.2	.1	0
Partially Sighted	5	.6	.2	0
Delicate (nutrition)	39	1.7	1.3	1
Mentally Gifted	52	2.6	1.7	2
Orthopedically Handicapped	10	1.2	.6	1
Speech Correctionist	207	2.	1.	1
Deaf and Hard of Hearing	39	4.3	2.2	3
Socially Maladjusted	65	4.3	3.3	4
Mentally Retarded	52	4.3	2.6	3
Nurse		3.2	2.1	3
Dental Hygienist		1.2	.8	1
Guidance Counselor		2.1	.8	1
Psychologist		.8	.4	0
Supervisor of Transportation		1.	1.	1
Supervisor of Instruction		3.3	2.	2
Supervisor of Attendance		1.3	1.	1
Audio-Visual Director		.6	.6	0
Adult Education Director		.6	.6	0
Vocational Education Supervisor		.6	.6	0

TABLE XCVII

THE NUMBER AND KIND OF SPECIAL TEACHERS WHICH COULD BE JUSTIFIED  
IN EACH OKLAHOMA COUNTY

County	Homebound	Partially Sighted	Delicate (nutrition)	Mentally Gifted	Orthopedically Handicapped	Speech Correctionist	Deaf and Hard of Hearing	Socially Maladjusted	Mentally Retarded	Nurse	Dental Hygienist	Guidance Counselor	Psychologist	Supervisor of Transportation	Supervisor of Instruction	Supervisor of Attendance	Audio-Visual Director	Adult Education Director	Vocational Education Director	Total Special Staff Members
Adair		1	3	3	1	2	3	5	4	3	1	1	1	1	3	2	1	1	1	37
Alfalfa			1	1	1	1	2	2	2	2	1	1	1	1	2	1				18
Atoka			2	2	1	1	3	4	3	3	1	1	1	1	3	1				26
Beaver			1	1	0	1	1	2	2	1		1		1	1					12
Beckham		1	3	3	1	2	4	5	4	4	2	2	1	1	4	2	1	1	1	42
Blaine			2	2	1	1	3	4	3	3	1	1	1	1	3	1				27
Bryan		1	4	4	1	2	5	7	6	5	2	2	1	1	5	2	1	1	1	51
Caddo		1	6	5	2	3	7	10	8	7	3	3	1	1	6	3	1	1	1	69
Canadian		1	3	3	1	2	4	6	5	4	2	2	1	1	4	2	1	1	1	44
Carter		1	5	6	2	3	7	11	9	7	3	2	1	1	7	3	1	1	1	71
Cherokee		1	3	3	1	2	4	5	4	4	2	2	1	1	4	2	1	1	1	42
Choctaw		1	3	3	1	2	4	6	5	4	2	2	1	1	4	2	1	1	1	44
Cimarron				1			1	1	1	1					1					6
Cleveland		1	5	5	2	3	6	9	7	6	3	3	2	1	6	3	1	1	1	65
Coal			1	1		1	2	2	2	2		1		1	2					15
Comanche	1	2	9	8	3	5	10	15	12	10	4	4	2	1	10	5	1	1	1	104
Cotton			2	2	1	1	2	3	2	2	1	1		1	2	1				21
Craig			2	2	1	2	3	4	4	2	1	1	1	1	3	1				28
Creek		1	6	6	2	4	8	11	9	8	3	3	2	1	7	4	1	1	1	78
Custer		1	3	3	1	2	2	6	5	4	2	2	1	1	4	2	1	1	1	42



TABLE XCVII (Continued)

County	Homebound	Partially Sighted	Delicate (nutrition)	Mentally Gifted	Orthopedically Handicapped	Speech Correctionist	Deaf and Hard of Hearing	Socially Maladjusted	Mentally Retarded	Nurse	Dental Hygienist	Guidance Counselor	Psychologist	Supervisor of Transportation	Supervisor of Instruction	Supervisor of Attendance	Audio-Visual Director	Adult Education Director	Vocational Education Director	Total Special Staff Members
Delaware			2	3	1	2	3	5	4	3	1	2	1	1	3	1				32
Dewey			1	1	1	1	2	3	2	2		1		1	1					16
Ellis			1	1		1	1	2	2	1		1		1	1					12
Garfield		1	6	7	2	4	8	12	10	8	3	3	2	1	8	4	1	1	1	82
Garvin		1	4	5	2	3	6	8	7	6	3	3	2	1	6	3	1	1	1	63
Grady		1	5	5	2	3	6	9	8	6	3	3	2	1	6	3	1	1	1	66
Grant			1	2	1	1	2	3	2	2	1	1		1	2	1				20
Greer			2	2	1	1	2	3	2	2	1	1		1	2	1				21
Harmon			1	1		1	2	2	2	2		1		1	2					15
Harper			1	1			1	2	2	1		1		1	2					11
Haskell			2	2	1	2	3	4	3	1	1	1		1	3	1				25
Hughes		1	3	3	1	2	4	6	5	4	2	2	1	1	4	2	1	1	1	44
Jackson		1	3	3	1	2	4	5	4	4	2	2	1	1	4	2	1	1	1	42
Jefferson			2	2	1	1	2	3	3	2	1	1		1	2	1				22
Johnston			2	2	1	1	2	3	3	2	1	1		1	2	1				22
Kay	1	1	7	7	3	5	9	13	11	9	4	4	2	1	9	4	1	1	1	93
Kingfisher				2	1	2	1	4	3	3	1	1		1	3	1				23
Kiowa			3	3	1	2	4	5	4	4	1	2	1	1	3	1				35
Latimer			2	1	1	1	2	3	2	2	1	1	0	1	2					19
LeFlore		1	5	6	2	4	7	11	9	7	3	3	2	1	7	4	1	1	1	75
Lincoln		1	3	4	1	2	4	6	5	4	2	2	1	1	4	2	1	1	1	45
Logan		1	3	3	1	2	4	6	5	4	2	2	1	1	4	2	1	1	1	44
Love			1	1		1	2	2	2	2		1		1		2				15
McClain			2	3	1	2	3	4	4	3	1	1	1	1	3	1				30
McCurtain		1	5	5	2	3	7	10	8	7	3	3	2	1	6	3	1	1	1	69

TABLE XCVII (Continued)

County	Homebound	Partially Sighted	Delicate (nutrition)	Mentally Gifted	Orthopedically Handicapped	Speech Correctionist	Deaf and Hard of Hearing	Socially Maladjusted	Mentally Retarded	Nurse	Dental Hygienist	Guidance Counselor	Psychologist	Supervisor of Transportation	Supervisor of Instruction	Supervisor of Attendance	Audio-Visual Director	Adult Education Director	Vocational Education Director	Total Special Staff Members
McIntosh			1	3	1	2	2	5	4	4	2	2	1	1	4	1	1	1	1	36
Major			1	1		1	2	3	2	2	1	1		1	2	1				18
Marshall			1	1		1	2	2	2	2		1		1	2					15
Mayes		1	3	4	2	2	4	6	5	4	2	2	1	1	4	2	1	1	1	46
Murray			2	2	1	1	2	2	3	2	1	1		1	2	1				21
Muskogee	1	2	9	10	4	6	12	17	16	12	5	5	3	1	11	6	1	1	1	123
Noble			2	2	1	1	3	3	3	3	1	1		1	3	1				25
Nowata			2	2	1	2	3	4	3	3	1	1	1	1	3	1				28
Okfuskee			3	3	1	2	4	5	4	4	1	2	1	1	4	1	1	1	1	39
Oklahoma	3	7	41	46	16	28	57	85	69	57	23	23	12	1	55	28	1	1	1	554
Okmulgee		1	6	6	2	4	8	12	9	8	3	3	2	1	8	4	1	1	1	80
Osage		1	4	5	2	3	6	9	7	6	3	3	2	1	6	3	1	1	1	64
Ottawa		1	5	5	2	3	6	9	7	6	3	3	2	1	6	3	1	1	1	65
Pawnee			2	2	1	1	3	4	3	3	1	1		1	2	1				25
Payne		1	5	5	2	3	7	10	8	6	3	3	2	1	6	3	1	1	1	68
Pittsburg		1	6	6	2	4	8	12	9	8	3	3	2	1	7	4	1	1	1	79
Pontotoc		1	4	5	2	3	6	8	7	6	2	2	1	1	5	3	1	1	1	59
Pottawatomie		1	6	6	2	4	8	12	9	8	3	3	2	1	8	4	1	1	1	80
Pushmataha			2	2	1	1	3	4	3	3	1	1		1	2	1				25
Roger Mills			1	1		1	1	2	2	1		1		1	1					12
Rogers		1	3	3	1	2	4	5	5	4	2	2	1	1	4	2	1	1	1	43
Seminole		1	6	5	2	3	8	10	8	7	3	3	2	1	6	3	1	1	1	71
Sequoyah		1	3	4	2	2	5	7	5	5	2	2	1	1	4	2	1	1	1	49
Stephens		1	5	6	2	4	7	11	9	7	3	3	2	1	7	4	1	1	1	75
Texas			2	2	1	2	3	4	3	3	1	1		1	3	1				27

TABLE XCVII (Continued)

County	Homebound	Partially Sighted	Delicate (nutrition)	Mentally Gifted	Orthopedically Handicapped	Speech Correctionist	Deaf and Hard of Hearing	Socially Maladjusted	Mentally Retarded	Nurse	Dental Hygienist	Guidance Counselor	Psychologist	Supervisor of Transportation	Supervisor of Instruction	Supervisor of Attendance	Audio-Visual Director	Adult Education Director	Vocational Education Director	Total Special Staff Members
Tillman			3	3	1	2	3	5	4	3	1	2	1	1	3	1				33
Tulsa	3	6	34	35	13	23	47	70	56	47	19	19	10	1	45	23	1	1	1	454
Wagoner		1	3	3	1	2	4	5	4	4	1	2	1	1	3	1				36
Washington		1	3	3	2	3	6	9	7	6	3	3	2	1	6	3	1	1	1	65
Washita			2	3	1	2	3	4	4	3	1	1	1	1	3	1				30
Woods				2	1	1	1	4	3	3	1	1		1	3	1				22
Woodward			1	2	1	1	3	4	3	3	1	1		1	2	1				24
Total Teachers for Each																				
Special Service	9	52	304	329	122	209	413	604	495	416	168	181	90	76	401	186	40	40	40	
Number of Counties Providing the Service																				
	5	42	75	77	67	75	77	77	77	77	67	76	51	76	77	66	40	40	40	

## VITA

John Conner Fitzgerald

Candidate for the Degree of

Doctor of Education

Thesis: ADEQUACY OF INTERMEDIATE SCHOOL DISTRICTS IN OKLAHOMA

Major Field: School Administration

Biographical:

Personal data: Born at Reagan, Oklahoma, May 4, 1904, the son of John D. and Olive Fitzgerald.

Education: Attended grade school at Loco, Wilson, and Oilton, Oklahoma; attended Ripley High School, and graduated from the Preparatory School at Central State College, Edmond, Oklahoma, in 1923; received the Bachelor of Science degree from Central State College, with a major in Social Science, in July, 1932; received the Master of Science degree from the Oklahoma Agricultural and Mechanical College, with a major in Education, in July, 1936; special study at University of Chicago and George Peabody College for Teachers; completed requirements for the Doctor of Education degree in August, 1956.

Professional experience: Served three years as a rural teacher in School District 53, Payne County, Oklahoma; thirteen years as Elementary Principal, Consolidated School District 8, Payne County; County Superintendent of Schools, Payne County, Oklahoma; Superintendent of Schools, Yale, Oklahoma; Director of the Audio-Visual Center, Oklahoma Agricultural and Mechanical College; and Assistant Director of the Division of College Extension, Oklahoma Agricultural and Mechanical College.

THESIS TITLE: Adequacy of Intermediate School Districts in Oklahoma

AUTHOR: John Conner Fitzgerald

THESIS ADVISER: Dr. Helmer E. Sorenson

The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

TYPIST: Raymond Denny