

CONSOLIDATION OF PUBLIC SCHOOLS IN GREER
COUNTY STATE OF OKLAHOMA

A HISTORY OF CONSOLIDATION OF PUBLIC SCHOOLS
IN GREER COUNTY OKLAHOMA

BY

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CHAPTER I

GENERAL INTRODUCTION

1. THE PURPOSE OF THIS THESIS: It is the purpose of this thesis to trace public school development in Greer county and show how consolidation of schools is meeting the educational needs of the people for less money than moving or sending the children away to school, and that it prolongs the continuity of the home life and helps to build up a sturdy, contented, and intelligent people in the country.

2. WHAT DOES CONSOLIDATION MEAN?

A. IN THE UNITED STATES: The meaning of consolidation, as the term is defined by law, is not the same in all the states of the Union. For instance: In Georgia consolidation may or may not include high school courses. In Nevada it is to provide elementary schools only. In Oklahoma transportation of pupils is mandatory. No state includes in its definition all the features of the common notion, namely, union of districts, high school instruction, and transportation of pupils. However, the central idea in all states is to combine districts for the purpose of giving higher and more thorough courses of study. I

B. IN OKLAHOMA: In this state consolidation means the combination of two or more districts

or parts of districts to form a larger district which shall transport all pupils living two or more miles from the school building and which shall give higher and more thorough courses of study. It is the spirit of the law and the custom of consolidated schools in Oklahoma to offer from one to four years of high school work. 2

3. SPREAD OF CONSOLIDATION IN THE UNITED STATES AND
IN OKLAHOMA.

A. UNITED STATES: Consolidation began in the New England states during the nineteenth century. Progress has been steady and the results permanent making the percentage of one room schools very low in these states. The movement has gradually gone southward and westward with the spread of civilization until practically all states of the union have recognized its value and encourage its adoption in some form. 3

B. OKLAHOMA: The movement for consolidation of schools began in Oklahoma in this the twentieth century. The first schools were consolidated in 1911, in the western part of the state and consolidation has spread over almost the entire seventy seven counties within twelve years' time.

TABLE NO. 1.

SHOWING THE NUMBER OF CONSOLIDATED SCHOOLS
BY COUNTIES.

The following eleven counties have no consolidated

schools:

Adair	Delaware	Love
Cherokee	Haskell	Mayes
Choctaw	Kay	Osage
Coal	Latimer	

The following nine counties have one consolidated school:

Bryan	Jefferson	Otawa
Cotton	Lincoln	Seminole
Harmon	Murray	Stephens

The following fourteen counties have two consolidated schools:

Atoka	Leflore	Pontotoc
Cleveland	Marshal	Pushmataha
Craig	MCLain	Rogers
Ellis	McCurtain	Sequoyah
Garvin	Muskogee	

The following ten counties have three consolidated schools:

Comanche	Major	Wagoner
Creek	Noble	Woods
Garfield	Okfuskee	
Grant	Pittsburg	

The following three counties have four consolidated schools:

Logan	Pawnee	Payne
-------	--------	-------

The following ten counties have five consolidated

schools:

- | | | |
|---------|------------|-------------|
| Alfalfa | Kingfisher | Potowatomie |
| Custer | Kiowa | Washington |
| Grady | McIntosh | |
| Harper | Nowata | |

The following seven counties have six consolidated schools:

- | | | |
|----------|----------|---------|
| Blaine | Carter | Hughes |
| Canadian | Cimarron | Tulsa |
| | | Washita |

The following three counties have seven consolidated schools:

- | | | |
|---------|-------|----------|
| Beckham | Caddo | Woodward |
|---------|-------|----------|

The following three counties have eight consolidated schools:

- | | | |
|-------|-------|---------|
| Dewey | Texas | Tillman |
|-------|-------|---------|

The following four counties have nine consolidated schools:

- | | | |
|----------|----------|------------|
| Beaver | Okmulgee | Rogermills |
| Oklahoma | | |

The following county has eleven consolidated schools:

- | |
|---------|
| Johnson |
|---------|

The following county has twelve consolidated schools:

- | |
|---------|
| Jackson |
|---------|

The following county has thirteen consolidated schools:

- | |
|--------|
| Greer. |
|--------|

Total Number of Consolidated Schools in Oklahoma 288.

4. LEGISLATION CONCERNING CONSOLIDATION OF SCHOOLS
IN OKLAHOMA.

A. PROCEDURE FOR FORMING CONSOLIDATED SCHOOLS:

Oklahoma statutes provide that two or more districts, or parts of districts, or single districts having the required area and valuation, may petition the County Superintendent to call an election at which the people in the proposed consolidated district may by a majority vote of the electors voting at the election determine whether or not the districts, or parts of districts, shall be united to form a consolidated school. The petition must be signed by at least fifty percent of the qualified electors of the territory to be consolidated.

The County Superintendent must post five notices of the said special election in each of the districts, or parts of districts, ten days prior to the meeting; publish it in two consecutive issues of the local weekly paper if there be one; and mail notice of same to each voter residing in the districts, or parts of districts, proposed to be consolidated. A majority wins and if the election is in favor of consolidation, the old districts are disorganized by order of the County Superintendent.

B. DISTRICT REQUIREMENTS: Consolidated districts must have a minimum of twenty five square miles of territory and a minimum assessed valuation of two hundred thousand dollars, or they may have less

than twenty five square miles if the valuation is equal to or exceeds five hundred thousand dollars. If the territory lies in two or more counties the Superintendents of these counties must act together in forming the district. The district must elect a board consisting of a director, clerk, and one member. It must assume or pay all debts and takes over all assets of its constituent districts. It is a body corporate and can contract, sue and be sued in the person of its directors. It must have name or number or both and must hold annual meetings.

C. DUTIES OF THE BOARD: The board must furnish transportation in comfortable vehicles for all students living two or more miles from the school house. Note: By a majority vote of the people transportation may be had for pupils within the two mile limit. Aside from transportation problems the duties of the consolidated school board are essentially the same as those of the common school district.

D. STATE AID FUND: " All lands and funds that have heretofore been, or may hereafter be, derived from the sale thereof, embraced in Section 33, according to the United States survey, located in Greer county, as county, existed prior to November 16, 1907, together with all lands selected in lieu thereof, and the proceeds of all rentals, interest and sales accrued, or that may accrue therefrom, shall be set

aside and credited to a fund which is hereby created to be known as the ' Union Graded or Consolidated School District Fund ; the same to be used only to assist in constructing or paying for school buildings for consolidated school districts that have been, or may hereafter be, constructed under existing laws pertaining to Union Graded or Consolidated School Districts."

" Note: Chapter 34, Session Laws 1913, setting aside all of section 33. Fund for aid of Consolidated and Union Graded Districts, was repealed by House Bill 501, Session Laws 1917, which leaves section 33 of Greer county the only lands in the State Aid Fund " School Laws of Oklahoma 1921, Article VII, Section 171.

E. STATE POLICY: " Resolved, by the House of Representatives, the Senate concurring therein: That it is hereby declared to be the policy of the State of Oklahoma that Union Graded or Consolidated Schools heretofore or hereafter organized as provided by law shall have all financial assistance necessary to the development of said Union Graded or Consolidated Schools to their highest point of efficiency; and the revenues of the state are by this resolution pledged to the support of said Union Graded or Consolidated Schools, along with other necessary expenses of state government! H. C. Resolution Number 25, Session Laws 1917.

F. DISTRIBUTION OF FUNDS: It is the duty of the State Board of Education to distribute the consolidated funds according to scholastic population among the counties having such schools. Money not to exceed in amount twenty five hundred dollars is available to supplement local funds for building purposes.

Appendix A contains the laws of Oklahoma concerning the consolidation of schools.

CHAPTER II

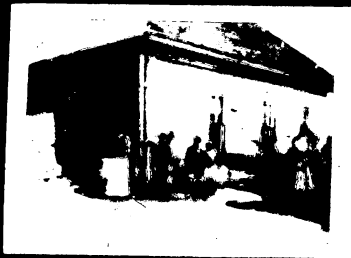
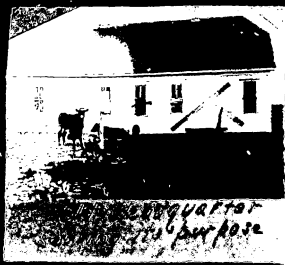
THE EARLY SCHOOLS IN GREER COUNTY

I. THE FORMATIVE PERIOD:

A. GREER COUNTY A PART OF TEXAS: In the year 1890 the Attorney-General of the United States was authorized by Congress to bring suit in the Supreme Court against Texas to get possession of Greer county and to establish the South Fork of the Red River as the State line. By the Court's decision in May, 1896, Greer county was made a part of Oklahoma. Up to this time it had all the laws and rights of any other Texas county and schools were regularly organized and taught in half dug-outs where enough people lived to sustain them. 6

B. WHY LARGE SCHOOL DISTRICTS? Owing to the fact that Greer county at this time was a thinly settled stock country and that the land was low, in price the school districts were necessarily made large in order to include enough taxable property and a sufficient number of students to maintain a school. These large districts accustomed the people to thinking in terms of large geographical units and with the level open nature of the country helped to pave the way for still larger consolidated districts in later times. 7

C. GREER COUNTY REDUCED IN SIZE: Greer county was under territorial government from 1896 to 1907. Since Statehood in 1907 Old Greer county has given



Miller Flat (District #11)



Deer Creek (Dist. #27)



Laura Florence

up Jackson county on the south, Harmon county on the west and a part of Beckham county on the north. Thus it has been greatly reduced in size, has lived under five flags, changed as a county three times and has never lost its name. The public schools have been greatly retarded because of these changes.

2. WHAT WERE THE MATERIAL CONDITION OF THE SCHOOLS

JUST PRIOR TO CONSOLIDATION?

A. NUMBER AND TYPE OF SCHOOL BUILDINGS: In 1909, previous to consolidation, there were fifty two school districts in Greer county. There were as many school houses as districts. These buildings consisted of one and two rooms, occasionally three rooms were built. With the exception of Mangum and Granite the buildings of the various districts were in rather poor repair. Some were not much better than the half dug-out type so prevalent in former days. The windows were not arranged to meet the needs of the children, either for light or ventilation.

B. THE INTERIOR EQUIPMENT OF THE SCHOOLS:

a. The desks were mostly of the double type. Owing to the great variation in sizes of children the desks could not be adjusted agreeably to meet the physical needs of all the pupils. Many of the schools had no desks for the teachers.

b. The stoves were unjacketed and usually placed near the center of the floor. During

cold weather much confusion and suffering were caused by this method of heating.

c. There were but few maps, reference books, or other helps in these schools. Many of them were not provided with sufficient black boards. The boards were not arranged relative to the size of the pupils.

C. PLAYGROUNDS OF THE OLD SCHOOLS:

a. The average size school campus was one acre, subtracting from this the space obstructed by the buildings, it would leave about one half acre for play ground.

b. There was no play equipment furnished from public funds. Play activities were very limited for lack of space and equipment.

D. SANITARY CONDITIONS OF THE OLD SCHOOLS:

a. The common broom was used and sweeping was done in the presence of the children, usually at noon or during recess.

b. The water came from the open top cistern or well which was rarely if ever cleaned out. The common dipper and bucket were used and never washed or disinfected.

c. Many of the toilets were not set over pits. The excretions were scattered by wind and rain, or became breeding places for flies and germs. No disinfectants were used. 7

3. CHILDREN IN THE EARLY SYSTEM OF SCHOOLS:

A. ~~THE~~ NUMBER IN SCHOOL: Greer county school records for 1916, a typical year for pre-consolidated schools, show the following facts: 8

TABLE NO. 2.

SHOWING POPULATION, ATTENDANCE, GRADUATES,
LENGTH OF TERM, COST PER PUPIL,
AND LEVY.

Population of Greer County	16, 449
Scholastic Enumeration	4, 268
Number Enrolled in School	3, 909
Percent of Enrollment(based on enumeration)	91%
Percent of Attendance(Based on enumeration)	57%
Percent of Attendance(based on enrollment)	62%
Number completing eight grade	124
Number completing high school	0
Number of rural school districts	47
Average Length of Term in Months	6½
Average Cost per Month for a pupil	\$4.00
Average Monthly Cost of Schools	\$15,563.93
Total Cost for Term of 6½ Months	\$101,165.54
Average Levy in Mills	9.

4. TEACHERS IN THE EARLY SCHOOLS: The following table taken from the county records of 1916 shows the status of teachers in the pre-consolidated schools: 9

TABLE NO. 3.

SHOWING THE NUMBER OF TEACHERS, THE STANDING
OF TEACHERS AND SALARIES OF TEACHERS.

Number of Teachers holding State Certificates 0	
Number of Teachers holding First Grade	
County Certificcates	20
Number of Teachers holding Second	
Grade County Certificates	26
Number of Teachers holding Third	
Grade County Certificates	50
Total Number of Teachers Employed	96
Average Monthly Salary of Teachers	\$89.00
Average Annual Salary of Teachers(6½	
Months)	\$578.50
Amount Paid Teachers Each Month	\$8,544.00
Total Cost of Teachers per Year	\$55,536.00
Length of School Term in Months	6½.

Note: Salaries higher because of war.

CHAPTER III

CONSOLIDATION IN GREER COUNTY

1. THE ADVOCATES OF CONSOLIDATION:

A. COUNTY SUPERINTENDENTS: Consolidation of schools in Greer county is not a mere accident or happen so. It is the result of the working out of well defined school policies through years of toil by those in charge of the public school system. It is the fruit of educational progress. A great movement like consolidation of schools where old customs are changed and new expenditures of energy and money made, and where there is more or less ground for speculative arguments over conflicting intrests, must have earnest, able, energetic advocates and supporters or it can not live. Fortunately for consolidation, Greer county has had a progressive line of superintendents.

Previous to 1896 Greer county was a part of Texas and the cheif executive of the schools was the county judge. In 1896 it was transferred by the Supreme Court of the United States to Oklahoma territory and the office of Superintendent of Public Schools was created by existing law of the territory. Thomas E. Jones was elected to fill the place. In 1897 K. C. Cox succeeded Mr. Jones and deserves honorable mention for his industry and organizing ability. He helped to establish the Granite Normal which was later moved to Weatherford,



and was instrumental in bringing some of the best lecturers and educators there to lecture and to teach.

Miss Laura Moore was elected in 1901. She revised the school records, established the boundary lines of each district and kept a complete and separate record for each district, one of which bears her name till this day. The schools prospered during the two terms of her administration and her deep impress is still felt in the school life of Greer county. She was succeeded by J. E. Taylor in 1905.

During Mr. Taylor's two terms of service, the scholastic population of the county increased almost one hundred percent. Nine one room school houses were built in lieu of the half dug-outs then so prevalent. These houses were signs of a new educational awakening and a new growth destined to bear fruit in the following administration of George W. Sims who held the office from 1909 to 1913. During this time Brinkman and Midway were consolidated which were among the first schools of their kind in Oklahoma. And as one chronicler aptly says: "Only a county superintendent of the spirit of G. W. Sims could start such a new thing in the west and make a real success of it!"

The next two terms were filled by Kate Terry. It

was during her time that Union Graded School number 1 was formed and the three story brick school house at Reed was erected. She inaugurated annual county track meets which were not excelled elsewhere in the state.

The deeds so far were splendid foundation stones deeply laid in the soil of educational development and it remained only for the touch of a master hand to finish the structure and present a magnificent unified whole to the gaze of the world. That master was found in the person of Milton Butler who occupied the educational throne from July 1, 1917 to June 1, 1920. After graduating from the Mangum high school Butler taught one year in the county and then went to the University at Norman. He returned from Norman, taught the Reed school two years and was then elected county superintendent. The conditions and needs of Greer county schools were familiar to him, and he, being a good leader and organizer, succeeded in consolidating eleven schools. At the close of his reign, terminated by resignation June 1, 1920, the fifty two original districts were reduced to twenty six, as follows:

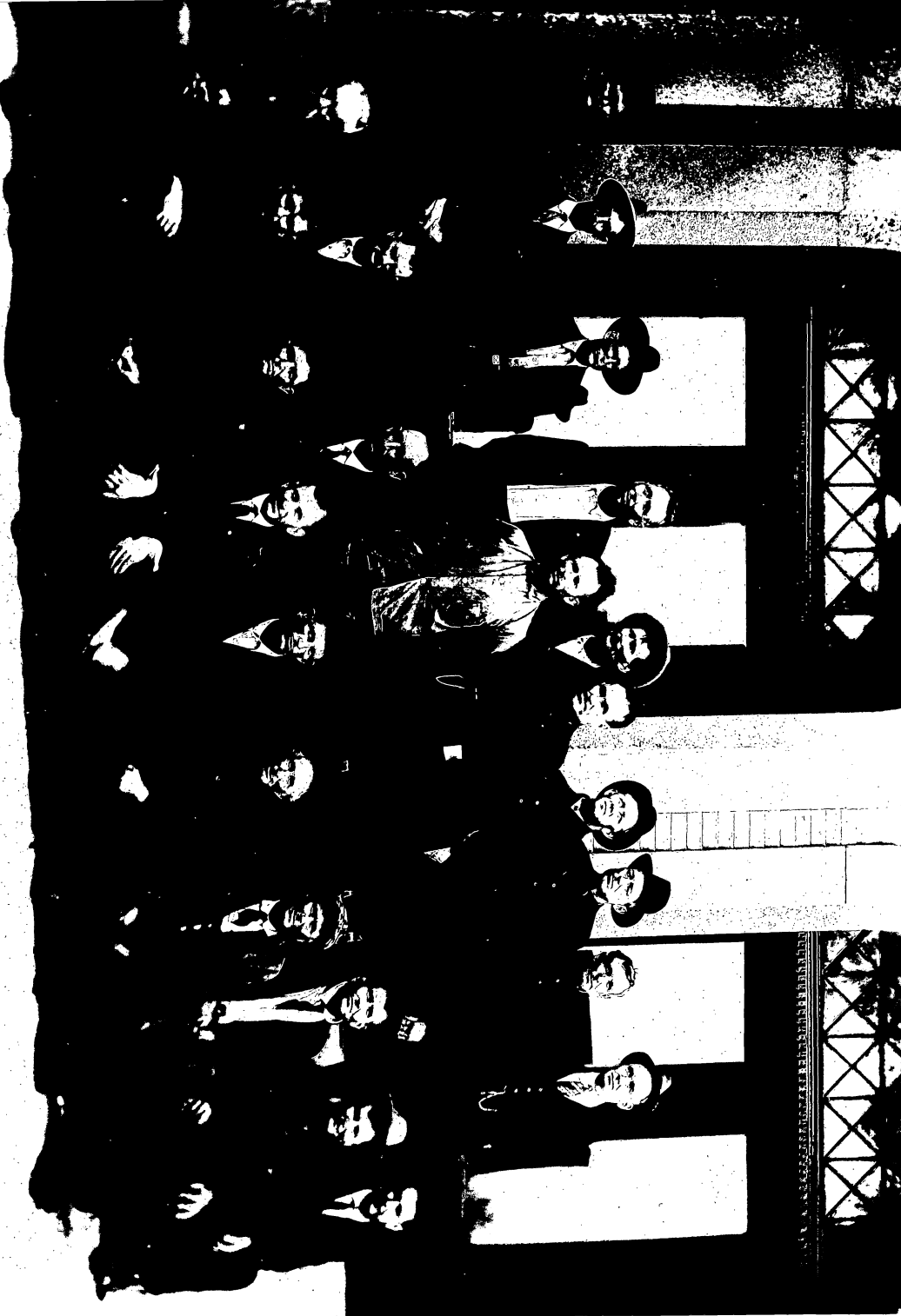
TABLE NO. 4.

SHOWING CONSOLIDATED, UNION GRADED, VILLAGE,
THREE ROOM, TWO ROOM, ONE ROOM DISTRICTS
AND PERCENT OF STUDENTS HAVING
HIGH SCHOOL ADVANTAGES.

schools for a more uniform course of study. The children of our transitory tenant farmers moving from one district to another at the end of the year often are required to completely alter or abandon a course already partially developed. A standardized course will materially assist in securing affiliation in some of our unaffiliated schools. It will safeguard the interests of the High School pupils against the whim or eccentricities of any one! This quotation speaks for itself. The work is being successfully directed by Mr. Jones. 10.

B. BOARD OF EDUCATIONS: The county superintendents, however, did not do all the work necessary to consolidate or otherwise advance the schools. Their leadership has been ably supported by the Boards of Education. These men were almost invariably in favor of consolidation and often it was their influence and untiring efforts that the movements carried in the elections. The success of the schools after consolidation has largely depended upon the ability of the various boards to perfect workable plans for financing the schools.

C. CITIZENS: Sad to say but true most of the opposition came from citizens to whose children the better school would be and has since been a great boon. Although some argued against consolidation and filed injunctions in court to stop it, yet most of them favored it and by their votes consolidation



Greer Co.
SCHOOL BOARDS

in Greer county became a reality.

D. TEACHERS: Although many teachers lost their jobs, and others at great expense acquired higher certificates and held their jobs, yet they followed the lead of their superintendents and willingly made the personal sacrifice.

E. FARM ORGANIZATIONS: The Farmers' Union was active for consolidation and did excellent work in some places. There were very few farm or country organizations at this time in Greer county. So much for the advocates of consolidation.

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2. LIST OF SCHOOLS, DATE OF CONSOLIDATION AND
EDUCATIONAL STATUS.

TABLE NO. 5.

SHOWING NAME OF SCHOOL, DATE OF CONSOLIDATION,
AND ACCEPTABLE UNIT CREDITS.

Name		Date	Credits
Brinkman	C-1	1910	16 $\frac{1}{2}$
Midway	C-2	1910	0
Liberty	C-3	1917	0
Ozark	C-4	1918	0
East View	C-5	1919	0
Fairview	C-6	1919	0
City View	C-7	1919	0
Lake Creek	C-8	1919	0
Ocina	C-9	1920	0

Name	Date	Credits
Ladesso C-10	1920	0
Centralvue C-11	1920	0
Willow C-12	1920	15
Plainview C-13	1920	0

The first two districts were consolidated while Sims was superintendent, and the remainder during the Butler-Pruett Administration. 12

3. DISTRIBUTION OF FUNDS TO CONSOLIDATED AND
NON-CONSOLIDATED SCHOOLS.

TABLE NO. 6.

SHOWING IN CONTRAST THE AMOUNT OF MONEY PAID
FOR CURRENT EXPENSES BY THE STATE TO
CONSOLIDATED AND NON-CONSOLIDATED
SCHOOLS IN GREER COUNTY?

Consolidated Schools		Non-Consolidated Schools	
Name	Amount	Name	Amount
Liberty C-3	\$500	Jay Buckle D. 158	\$475
Midway C-2	500	Reed D. 62	500
Lake Creek C-8	500	White Flat D. 91	500
Centralvue C-11	500	Hester D. 24	500
Ozark C-4	500	Red Top D. 164	450
Fairview C-6	500		
Ladesso C-10	500		
Total	\$4,000	Total	\$2,425

4. THE AMOUNT OF MONEY PAID FOR BUILDING PURPOSES
BY THE STATE TO CONSOLIDATED SCHOOLS OF
GREER COUNTY.

TABLE NO. 7.

SHOWING THE AMOUNT OF MONEY PAID FOR BUILDING
PURPOSES BY THE STATE TO CONSOLIDATED
SCHOOLS OF GREER COUNTY.

Name of School	Amount
Fairview C-6	\$2,500
Eastview C-5	2,500
Lake Creek C-8	2,500
Midway C-2	1,250
Plainview C-13	2,500
City View C-7	2,500
Centralvue C-11	1,250

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5. BUILDINGS:

A. THE TYPE OF BUILDINGS: The consolidated school buildings are all modern built and range in size from four to twelve rooms. Practically all of them have auditoriums and library rooms in addition to the regular class rooms. With the exception of one or two wood structures the buildings are made of brick and cement and are all quite attractive in appearance.

B. EQUIPMENT OF BUILDINGS:

a. Interior:

- 1'. Single desks and arm chairs used in class rooms.
- 2'. Desks and chairs provided in recitation rooms for teachers.
- 3'. Laboratory equipment is provided in schools doing secondary work.
- 4'. Libraries are provided and being increased annually.
- 5'. Electric light systems are in some of the schools.
- 6'. Floors are oiled and not dry-swept.
- 7'. Good blackboards are in all the schools.
- 8'. Maps for history, anatomy, agriculture, and so forth are usually provided enough to adequately meet the needs of the schools.
- 9'. Modern heating systems in all the schools.
- 10'. Fire extinguishers in most schools.

b. Exterior of Buildings:

- 1'. Modern drinking fountains and pressure systems.
- 2'. Wells and cisterns with sanitary tops and casings.
- 3'. Water filters.
- 4'. Teacherages for a large per cent of the schools.
- 5'. Wagons and automobiles.

- 6'. Sheds for wagons and trucks.
- 7'. Coal houses- some times in basement.
- 8'. Stock pavilions for demonstration and stock judging.
- 9'. Sanitary toilets but some are in need of improvement. 15

6. PLAY GROUNDS:

A. SIZE OF PLAY GROUNDS: The play grounds are from two to ten acres in size.

B. EQUIPMENT OF PLAY GROUNDS:

- a. Race Tracks
- b. Steel swings
- c. See-saws
- d. Ocean waves
- e. Giant strides
- f. Basket ball, tennis, and volley ball courts
- g. Croquet sets
- h. Base ball diamonds
- i. Pits and poles for jumping, vaulting, etc.
- j. Gymnasiums (Used also for basket ball)

Not all the schools are so fully equipped but the above list shows the play apparatus that is quite common to all the consolidated schools. 16

7. CHILDREN IN CONSOLIDATED SCHOOLS:

A. GREER COUNTY RECORDS RELATIVE TO CHILDREN FOR 1921 JUST AFTER SCHOOL CONSOLIDATION SHOW THE FOLLOWING FACTS.

TABLE NO. 8.
 SHOWING THE POPULATION OF COUNTY, SCHOLASTIC
 ENUMERATION, ATTENDANCE, NUMBER OF
 GRADUATES, LENGTH OF TERM, AND
 COST OF SCHOOL.

Population of County	15,836
Scholastic Enumeration	4,214
Number Enrolled in School	4,034
Average Daily Attendance	3,307
Percent of Enrollment(based on enumeration)	96%
Percent of Attendance(based on enumeration)	78½%
Percent of Attendance(based on enrollment)	82%
Number completing eight grade	210
Number completing high school	47
Number of rural school districts	26
Average length of term in months	7.2
Average cost per month for a pupil	\$4.51
Average monthly cost of schools	\$18,198.30
Total cost of schools per term of seven and two tenth months	\$131,027.66
Average levy in mills	14

8. TEACHERS IN CONSOLIDATED SCHOOLS:

A. THE FOLLOWING TABLE SHOWS THE NUMBER AND QUALIFICATIONS OF TEACHERS IN 1921 AFTER THE CONSOLIDATION OF THE THIRTEEN SCHOOLS.

TABLE NO. 9.

SHOWING NUMBER AND QUALIFICATIONS OF TEACHERS IN GREER COUNTY AFTER CONSOLIDATION.

Number of teachers holding State certificates	10
Number of teachers holding First Grade County certificates	49
Number of teachers holding Second Grade County certificates	31
Number of teachers holding Third Grade County certificates	21
Total number of teachers	111
Average monthly salary	\$178
Average term salary(7.2 months)	\$1,281.60
Amount paid teachers each month	\$17,978.00
Total cost of teachers per year	\$129,441.60
Length of average school term in months	7.2

Note: Salaries higher because of war. 18.

9. TRANSPORTATION IN CONSOLIDATED SCHOOLS:

A. COMPLETE REPORTS FROM ALL THE SCHOOLS ARE NOT OBTAINABLE. THE FOLLOWING TABLE IS TAKEN FROM THE REPORT OF THE STATE SUPERINTENDENT FOR 1922. ONLY THAT PART OF THE REPORT THAT PERTAINS TO GREER COUNTY SCHOOLS IS HERE GIVEN.

TABLE NO. 10.

SHOWING AREAS, VALUATION, APPROVED ESTIMATES,
AMOUNT PAID TEACHERS, NUMBER OF PUPILS
TRANSPORTED AND COST OF TRANSPORTATION.

Name of School	Area in sq. mi.	Valuation	Approved Estimate	Amt. pd. for tea. salary	No. of pupils	Annual amt. pd. for transp.
Brinkman	27	\$635,270	\$11,443	\$7,577	163	\$2200
Midway	33	477,645	8,590	4,690	175	2450
Liberty	25	426,009	6,100	4,150	42	1375
Eastview	54	573,978	10,287	5,400	225	2500
Fairview	25	416,490	7,520	5,400	142	1800
City View	27	476,498	6,135	3,670	185	1750
Lake Creek	55	491,000	9,838	5,579	240	3080
Plainview	25	200,000	3,527	1,820	100	900

Note: Average carrying cost per pupil per year is \$12.06.

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TABLE NO. 11.

SHOWING OWNERSHIP OF MOTORS, SALARIES OF
DRIVERS AND NUMBER OF PUPILS HAULED.

Motor Transportation

Name of School	Motors owned by Dist.	owned by Citi- zens	Total Monthly salaries of drivers of motors of Dist.	Cit.	Number of pupils hauled
Eastview	6	0	\$145	0	219

Name of School	Motors owned by		Total monthly salaries of drivers of motors owned by		Number of Pupils Hauled
	Dist.	Cits.	Dist.	Cits.	

Ozark	3	0	\$130	0	135
Liberty	1	0	65	0	24
Mangum	0	2	0	\$166	62

Wagon Transportation

Plainview	3	0	\$145	0	100
Centralvue	6	0	300	0	208
Lake Creek	8	0	405	0	240
City View	5	0	250	0	185
Fairview	5	0	225	0	142
Liberty	2	0	85	0	42
Midway	7	0	315	0	175
Brinkman	7	0	350	0	165

CHAPTER IV.

ARGUMENTS AGAINST CONSOLIDATION.

IT IS CONTENDED BY THOSE OPPOSED TO CONSOLIDATION THAT:

1. THE MOVEMENT IS TOO REVOLUTIONARY AND GOES BEYOND THE POSSIBILITIES FOR SOUND AND SUBSTANTIAL GROWTH; BECAUSE

A. A GREATER TAX BURDEN THAN THE PEOPLE ARE ABLE TO BEAR IS CREATED, FOR;

- a. It necessitates the erection of new buildings.
- b. Much money must be spent for improving the roads.
- c. It is a great expense to transport pupils.

2. THE BUILDINGS, GROUNDS AND IMPROVEMENTS IN THE DISTRICTS TO BE CONSOLIDATED MUST BE DISPOSED OF AT A SACRIFICE OUT OF PROPORTION TO THE GOOD DERIVED FROM SCHOOLS CONSOLIDATED.

3. SINCE OUT OF EVERY HUNDRED CHILDREN ENTERING THE PUBLIC SCHOOLS ONLY FIFTEEN FINISH HIGH SCHOOL AND FEWER THAN THREE FINISH COLLEGE, IT IS CHEAPER TO SEND THESE SMALL NUMBERS TO A BOARDING SCHOOL ALREADY ESTABLISHED ELSEWHERE THAN TO BUILD SCHOOLS FOR THEM AT HOME. 20

4. THE LENGTH OF TIME THE PUPILS ARE COMPELLED TO BE ON THE WAY TO AND FROM SCHOOL BECAUSE OF LONG ROUTES TO SCHOOL AND BECAUSE THEY HAVE TO WAIT EXPOSED TO THE

WEATHER FOR CONVEYANCES TO ARRIVE AT STATED PLACES, IS INJURIOUS TO HEALTH AND THE ADVANTAGES OFFERED BY CONSOLIDATION DO NOT JUSTIFY THIS RISK OF HEALTH AND LIFE.

5. PROPERTY VALUATION INCREASES WITHOUT INCREASING THE PRODUCTIVITY OF THE SOIL OR MARKET VALUE OF FARM PRODUCTS AND MAKE THE TAX BURDEN OUT OF PROPORTION TO INCOME AND IS THEREFORE NOT JUSTIFIED BY THE CONSOLIDATION OF SCHOOLS.

6. IT THROWS AN UNJUST BURDEN UPON THE LANDLORDS BY INCREASING TAXES OUT OF PROPORTION TO RENTAL FEES, BECAUSE;

A. A. EXISTING LAWS AND CUSTOMS FORBID LANDLORDS FROM CHARGING HIGHER RENTALS.

7. CONSOLIDATION TENDS TO ROB THE GRADE SCHOOLS, BECAUSE;

A. IT PLACES TOO MUCH EMPHASIS UPON HIGH SCHOOL SUBJECTS.

B. BY ATTEMPTING TOO MUCH IT DEFEATS ITS OWN PURPOSE. 20

8. ISOLATED STRIPS OF TERRITORY ARE LEFT OUT BECAUSE;

A. OF UNDUE EXPENSE OF TRANSPORTATION ON ACCOUNT OF;

a. Bad roads

b. Long distances to travel with but few pupils to haul

c. Or both these causes.

9. IT CREATES A SUPERVISORY OFFICE THAT REQUIRES MORE PAY THAN THE WORK DONE JUSTIFIES IN ACCORDANCE WITH WHAT OTHER TEACHERS RECEIVE. 22

10. THE ONE TO THREE ROOM SCHOOLS ARE ADEQUATELY MEETING THE EDUCATIONAL NEEDS OF SOCIETY AND SHOULD NOT BE CONSOLIDATED.

CHAPTER V

ARGUMENTS FOR CONSOLIDATION

IT IS CONTENDED BY THOSE WHO FAVOR CONSOLIDATION THAT:

1. IT MAKES COUNTY ADMINISTRATIVE WORK MORE EFFICIENT, BECAUSE;

A. IT REDUCES GREATLY THE NUMBER OF SCHOOLS TO BE VISITED AND ENABLES THE COUNTY SUPERINTENDENT TO VISIT THE SCHOOLS MORE FREQUENTLY.

B. IT REDUCES OFFICE EXPENDITURES, BECAUSE;

a. There is less clerical help needed, for,

1'. The number of schools listed has been reduced half or more.

2'. There is less correspondence work,

3'. There are fewer account entries made.

2. IT FURNISHES EFFICIENT SUPERVISION FOR THE DISTRICT SCHOOLS, FOR;

A. THERE ARE THIRTEEN IN GREER COUNTY TODAY WHILE PREVIOUS TO CONSOLIDATION THERE WAS NONE.

3. IT ATTRACTS TEACHERS WHO HAVE HIGHER CERTIFICATES FOR;

A. THE SCHOOL RECORDS OF GREER COUNTY SHOW A GRADUAL INCREASE IN HIGHER CERTIFICATES SINCE CONSOLIDATION STARTED IN THAT COUNTY.

THE FOLLOWING TABLES FROM GREER COUNTY SCHOOL RECORDS ARE COMPARED IN SUPPORT OF THIS ARGUMENT:

Greer Co. - Principals' Club -



TABLE NO. 12.
SHOWING QUALIFICATION OF TEACHERS OF GREER
COUNTY BEFORE AND AFTER CONSOLIDATION.

	1916	1921
	Before	After
	Consol.	Consol.
Number of Teachers holding State Certificates	0	10
Number of Teachers holding First Grade County Certificates	20	49
Number of Teachers holding Second Grade County Certificates	26	31
Number of Teachers holding Third Grade County Certificates	50	21
Total Number of Teachers employed	96	111

4. IT REDUCES THE NECESSARY NUMBER OF TEACHERS FOR THE SAME NUMBER OF PUPILS, FOR;

A. SMALL CLASSES OF THE ISOLATED SCHOOLS CAN BE COMBINED IN THE CONSOLIDATED SCHOOLS, THUS RELEASING TEACHERS.

5. IT LENGTHENS THE RECITATION PERIOD AND MAKES IT CONVENIENTLY POSSIBLE TO INCREASE THE NUMBER OF GRADES AND THE NUMBER OF PUPILS, THE NUMBER OF TEACHERS REMAINING CONSTANT, AND HELPS THE TEACHERS SPECIALIZE IN GRADE WORK, BECAUSE;

A. IT MAKES POSSIBLE CERTAIN CO-OPERATIVE GROUP RELATIONS BETWEEN:

a. Teachers

Oklahoma
Agricultural and Mechanical College
Library

AUG 25 1936

b. Teachers and Pupils.

In support of arguments four and five this illustrative example is given: If one hundred pupils are to be taught by four teachers, say to include the first eight grades, in isolated buildings, each teacher would have twenty five children scattered along through the eight grades. There would be five recitations a day for each grade or forty recitations a day for each teacher to hear. Then with three hundred and thirty minutes teaching time divided by forty, the time for each lesson would be about eight minutes. Now suppose the hundred pupils and four teachers are under one roof. The grades can be combined. The teachers can specialize in particular grade work. Each teacher will have twenty five pupils as before but only two grades instead of eight and ten recitations a day instead of forty. Then the three hundred and thirty minutes teaching time divided by ten gives thirty three minutes to be devoted to each recitation instead of eight minutes. And since the teaching efficiency of the teachers and the learning ability of the pupils, other things being equal, are in proportion to the length of the recitation a great saving is brought about by consolidation, In like manner by this grouping of teachers and pupils the number of grades can be increased,

teachers and pupils remaining constant; the number of pupils can be increased, teachers and grades remaining constant; the number of teachers can be decreased, pupils and grades remaining constant.

6. IT SAVES DUPLICATION OF:

- A. SCHOOL BUILDINGS
- B. SCHOOL EQUIPMENT SUCH AS LIBRARY ROOMS, LIBRARIES, BLACKBOARDS,, CHARTS, MAPS, WATER SYSTEMS, STOVES AND JANITOR SUPPLIES.
- C. JANITORS
- D. TOILETS
- E. PLAY GROUNDS
- F. BOARDS OF EDUCATION.

This is aevantageous because supplies bought in larger quantaties cost less.

7. IT MAKES POSSIBLE THE ENFORCEMENT OF THE STATE STANDARD BUILDING LAW, FOR;

- A. ~~IT~~ PROVIDES MODERN SCIENTIFIC HEATING SYSTEMS FOR THE SCHOOLS.
- B. IT PROVIDES PROPER LIGHTING FOR THE SCHOOL ROOMS, FOR;

- a. It allows the windows to come within six inches of the ceiling, three to four feet of floor, and equal in surface area from one sixth to one fourth the floor space of the room.

- b. It allows the light to approach the children from their left side while working.
 - c. It permits the intensity of the light to be regulated so as to accomodate the needs of the pupils.
- C. IT PROVIDES THE REQUIRED FIFTEEN SQUARE FEET OF FLOOR SPACE, AND THE REQUIRED TWO HUNDRED CUBIC FEET OF AIRSPACE PER PUPIL, BY;
- a. Placing the ceiling twelve to thirteen feet above the floor and properly spacing the desks on the floor.
- D. IT SUPPLIES LAWFUL CLOAK ROOMS.
- E. IT MEETS THE SANITARY DEMANDS OF THE STATE, BY;
- a. Furnishing the proper disinfectants with modern apparatus to apply same and trained janitors to do the work.
 - b. Furnishing sanitary toilets.
 - c. Supplying modern drinking apparatus and filtered water. 24
8. IT CHECKS FLOW OF PEOPLE TO TOWN IN ORDER TO SEND THEIR CHILDREN TO HIGH SCHOOL, BECAUSE;
- A. IT FURNISHES HIGH SCHOOL ADVANTAGES AT HOME.
- In support of this argument United States Rural School Leaflet Number 1 is hereby quoted:
- " When children must be sent away from home to go to school, the breaking up of family life leads to unhappiness and discontent with the farm. Just

here is where the consolidated school enters as an important factor in the solution of what is a greater national problem, i. e. staying the present exodus of intelligent farmers from the country to the city. 25

9. IT DEVELOPS AN INTELLIGENT, PROGRESSIVE PEOPLE IN THE COUNTRY, BECAUSE;

A. IT CHECKS FLOW OF PEOPLE TO TOWN AS SHOWN IN REASON EIGHT.

B. IT INCREASES SCHOOL ATTENDANCE WHICH RAISES GENERAL INTELLIGENCE. 26

For instance: In Shelby county Tennessee where the schools have been consolidated for several years the enrollment is 6,924 in contrast to 2,960 in pre-consolidated times, the population remaining about constant. Also, in Randolph county Indiana, the records show that for five years previous to consolidation the percent of those completing the eight grade and entering high school varied from twenty one to fifty with an average of less than forty percent. Since consolidation the average has been about 90%.

The Greer county records for the years beginning 1916 and 1921 which were average years respectively for the old and the new systems of schools show these changes in attendance.

TABLE NO. 13.

(TABLES 5 AND 9 IN CONTRAST)

SHOWING ATTENDANCE OF OLD AND NEW SYSTEMS

OF SCHOOLS.	Old	New
	1916	1921
Population of County	16,449	15,836
Scholastic Enumeration	4,268	4,214
Enrolled	3,909	4,034
Average Daily Attendance	2,429	3,307
Percent of Attendance	62%	82%
Number of Districts	47	26

It is notable that although the districts and the population decreased the attendance increased 878 under consolidation. This increase was taken care of in the consolidated schools by fifteen additional teachers.

C. IT INCREASES HOME OWNERSHIP: For example: In a typical Ohio district after consolidation the percentage of home ownership increased in three years from 50% to 64%. 27. Also from "The Schools of Greer County Oklahoma 1921," page 27 this statement is quoted:

"Liberty High School is located three miles south and one mile east of Granite, Greer County, Oklahoma, near the center of consolidated school district number three.

" This district lies in the valley partly enclosed by the junction of North Fork and Elm rivers. It consists mostly of rich farming land with just enough of the Wichita Mountains in the southeast to form a restful background for the eye.

" Originally this land was owned by two classes; viz: Pioneers and non-residents. The former had been cattlemen, but had been forced to cultivate the soil because the country had been laid out to farms.

" The latter class had their land operated by tenants. Neither of which are ardent supporters of education. Consequently we had short school terms in poorly equipped school houses.

" These conditions gradually changed until now most of the farms are operated by those who own them! 28.

D. IT PROLONGS CONTINUITY OF HOME LIFE IN THE COUNTRY, BECAUSE;

a. It prolongs school attendance four to six years longer than the pre-consolidated school system.

b. It creates an interest in country life that stays the young people, for;

1'. It gives them ever increasing literary advantages

- 2'. It increases their social circles.
- 3'. It furnishes ample athletic contests.
- 4'. It furnishes opportunity for Lyceum and Chatauqua.
- 5'. It makes possible the moving picture show.
- 6'. It makes possible radio receiving news agencies for the country.
- 7'. It furnishes a center for religious activities.

E. IT SUPPLIES LEADERS FOR THE COUNTRY, BECAUSE;

- a. It develops the people in the country.
- b. It develops interest in country life.
- c. It checks the flow of people cityward.

When children have to go away from home to school the unity of the home is broken and the majority of those who go away never return home to live, but seek their fortune in the big cities where they have been educated. Thus when the children go away father and mother lose them and they lose home. If they do not go to school at all the state loses citizens and they lose themselves. If parents move to town the country loses its best blood, best because those who seek education are the best, not the worst, and its future leaders. To save these losses the children must be schooled at home in the country

and there taught to appreciate its wonderful possibilities and to develop its boundless resources. The country districts have given up their best blood and are without leaders today because they failed to train their children at home. The country is controlled economically, socially, religiously, and politically by the city simply because it has refused to build its own educational centers and train leaders thereby to develop rural interests and solve rural problems. Consolidation seeks to stop these evils.

F. IT TEACHES THE PEOPLE ADVANTAGEOUS CO-OPERATION IN:

- a. Production
- b. Selling
- c. Buying
- d. Road Building
- e. Community Welfare because;

Observations show that where consolidation has existed long cooperative farm organizations are strengthened and greatly improved. For instance: The inter scholastic contests in athletics, debating and literary activities seem to arouse in the people a spirit of community pride and unity, and as they cooperate to win honors for their school, the thought is transferred to other community activities. The courses in

dairying and stock judging stimulate pure blood stock clubs and cooperation in maintaining pure bred herds. Corn, hog and chicken clubs are stimulated in the same way. They are fertile focal points where the county agents can do their best work, However, consolidation is not so much a cause of as it is a means for social organization and cooperation. The Grain and Cotton Growers' Associations are progressing and are relatively stronger in consolidated districts than in isolated ones. Boys' Clubs In Greer county to the number of nine with a membership of about four hundred have been created and built up since consolidation. The necessity of distributing the mail (carriers can go on horse back) and the impelling demand for hauling farm products to market (farm products can be marketed in dry weather) combined do not stimulate interest in road building and road upkeep like consolidation of schools does (the children must go every day, rain or shine). 29

10. IT CORRELATES PLAY WITH THE EDUCATIONAL PROCESS, BECAUSE;

- A. CHILDREN ARE ATTRACTED TO THE SCHOOL THROUGH THEIR NATURAL INTEREST IN PLAY.
- B. THE CONSOLIDATED SCHOOL FURNISHES THE NECESSARY PLAY APPARATUS AND INCENTIVE.

C. IT BRINGS ABOUT CLOSER COOPERATION BETWEEN TEACHERS AND PUPILS BY GIVING CHILDREN OPPORTUNITIES FOR PHYSICAL DEVELOPMENT THROUGH PLAY.

A It is argued that no one should deny the physical body the right to a fair share of the school training since physical education and training are essential to good health, proper growth, and proper mental and moral development.

II. CONSOLIDATION COSTS LESS PER PUPIL IN PROPORTION TO THE CHILD'S INTELLECTUAL DEVELOPMENT THAN IN THE PRE-CONSOLIDATED SCHOOLS, BECAUSE;

A. IT FURNISHES BETTER TEACHERS. (TABLE 14)

B. IT INCREASES HIS AVERAGE DAILY ATTENDANCE. (TABLE NO. 15)

C. IT THIRIBLES THE LENGTH OF THE RECITATION PERIOD. (CHAPTER V, ARTICLE 5).

D. IT GIVES HIM BETTER LIBRARY FACILITIES.

In futher support of this argument the following table of facts taken from county superintendent H. L. Pruett's published report for 1920-21 is here reproduced:

TABLE NO. 14.

SHOWING COMPARATIVE COST PER PUPIL PER TERM
IN CONSOLIDATED AND NON-CONSOLIDATED
SCHOOLS.

Name of School	No. of Teachers	Tax Valuation	Scholastic Enumeration	Estimate	Length of term	Cost per Pupil per term
Brinkman	9	\$664,620	322	\$10,837	8	\$33.65
Midway	7	497,613	217	8,595	7	39.61
Liberty	4	426,009	160	7,698	9	48.11
Ozark	6	630,114	216	10,569	8	48.93
Eastview	7	613,025	314	11,355	7	36.15
Fairview	5	416,490	207	7,507	7	36.67
City View	5	491,314	202	7,330	8	36.29
Lake Creek	7	515,964	335	12,962	8	38.69
Ladessa	4	230,752	114	4,421	6	38.69
Centralvue	6	414,551	320	7,795	6	24.36
Willow	7	487,904	255	9,081	9	34.06
Average cost per pupil in consolidated schools						\$36.78
Hester	4	257,862	109	5,364	8	49.30
Reed	5	256,791	171	5,185	8	30.26
Average cost per pupil in village schools						\$36.06.
White Flat	5	316,491	197	6,710	8	34.06
Average cost per pupil inn Union Graded Schools						\$36.06
Red Top	1	50,109	35	1,480	6	43.75
Valley View	1	48,052	14	575	5	41.07

" The above one room schools will give the comparison cost, so that you may use your own judgment as to how expensive ' Cheap Schools' are compared to consolidated schools."

Presumably these conclusions are reached by

dividing the estimate of each school by the number enrolled and not by the enumeration number as the table might suggest. 30

12. CONSOLIDATION COSTS LESS THAN SENDING AWAY TO SCHOOL, BECAUSE;

A. THE HIGHEST COST OF SENDING TO A CONSOLIDATED SCHOOL IN GREER COUNTY FOR NINE MONTHS IS \$48.11. THIS INCLUDES THE COST OF TRANSPORTATION. HE WOULD PERHAPS PAY THIS MUCH FOR TRANSPORTATION ALONE WHEN AWAY AT SCHOOL.

B. THE PUPIL VIRTUALLY PAYS FOR HIS BOARD AT HOME BY DOING CHORES, AND IT COSTS LESS ANY WAY TO BOARD AT HOME.

C. WHEN GOING AWAY TO SCHOOL A ROOM AT HOME IS VACANT WHILE HE PAYS ROOM RENT IN HIS NEW QUARTERS.

D. IT IMPOVERISHES ANY COMMUNITY TO SEND MONEY OUT WHEN THE SAME PRODUCTS CAN BE PRODUCED AT HOME AND MONEY STAYED. It is also detrimental for children to grow up uneducated and untrained for the duties of life and true citizenship. So the sensible thing to do is to build and furnish schools at home for otherwise the masses will not and can not attend remote schools and those who do, take their money with them and never return. This has bled the rural communities of

America to the point of death; to where they have no money, no leaders, no life, no interests, and no soul, for in the cities, are money, leaders, life, interests and spirit. It is true that many of our great leaders were country born but that is all, they did not receive high school education there and are not there now. The Cities are like a multi-headed octopus with their drawing tendons reaching out into every country district absorbing the best blood of the land and with the lure of a siren ^{permit a} never return. For the past century children have been educated off the farm and farmers are responsible for it. This process must be reversed regardless of the cost, for any cost will be less than the cost of country stagnation, to stop the great inflow to the cities and build up a happy, contented, intelligent yeomanry in the country. Educate the rising generation on the farm and they will raise farming to the dignity of a profession and will put it on a scientific and remunerative basis equivalent to that of the business man, the manufacturer, the lawyer, and the doctor. Consolidation meets these needs and as long as the country districts do without it, so long will they be financially, economically and mentally strained.

13. PUBLIC TRANSPORTATION IS MORE DESIRABLE THAN PRIVATE TRANSPORTATION, BECAUSE;

A. MANY FARMERS ARE NOT ABLE TO FURNISH THE ONE OR TWO EXTRA HORSES FOR THEIR CHILDREN TO RIDE TO SCHOOL, NOR ARE THEY ABLE TO FURNISH PROPERLY COVERED, VENTILATED AND HEATED CONVEYANCES FOR THEM.

B. CHILDREN DO NOT LIKE TO GO THROUGH THE COLD IN OPEN CONVEYANCES AND MANY ARE NOT PHYSICALLY ABLE TO GO IN SUCH CONVEYANCES TO SCHOOL. BUT THE COMFORTABLE COMMUNITY TRUCK, EITHER HORSE OR MOTOR DRAWN, SOLVES THESE INDIVIDUAL PROBLEMS AND IS A GREAT INCENTIVE TO PARENTS TO SEND AND TO THE CHILDREN TO GO.

C. IT IS CHEAPER THAN PRIVATE CONVEYANCE. For example: Suppose that the railroads and other transportation companies were required to furnish separate little trains for every five passengers, the average number of pupils going from any home, it would break them or carrying fees would soar much higher than they are today and only the wealthy could afford to travel. Yet the farmers are doing this very thing that would break a railroad corporation. This high cost of private transportation in open vehicles and its consequent cost of ill health of the children are at least two of the reasons why the farmer feels himself too poor to send his children to school. In Table Number 10, page 27 the average cost in Greer county of transporting a pupil

in public conveyance for a term is shown to be \$12.06. If a farmer has five children it would cost him potentially \$60.30 to transport them one term. He can not furnish the requisite two horses, their feed, and a double seated carriage or wagon for \$60.30.

D. PRIVATE CONVEYANCE PUES THE PUBLIC BURDEN OF EDUCATION UPON THE INDIVIDUAL ACCORDING TO THE NUMBER OF HIS CHILDREN WHILE THE PUBLIC CONVEYANCE PLACES THIS BURDEN UPON ALL THE PEOPLE WHERE IT BELONGS. It is just as reasonable and sensible to require the individual to pay all other school expenses according to the family per capita as it is transportation.

14. THE ONE ROOM SCHOOLS ARE FAILURES AND SHOULD BE NO LONGER TOLERATED, BECAUSE;

A. STATISTICS COMPILED BY FORMER UNITED STATES COMMISSIONER OF EDUCATION, DR. W. T. HARRIS, SHOW THAT OF TEN THOUSAND MEN WHO HAVE RISEN TO PROMINENCE IN THE UNITED STATES IN THE FIRST HUNDRED YEARS OF OUR HISTORY, NOT MORE THAN THIRTY ARE SELF-TAUGHT MEN; THAT A BOY WITH ONLY A GRAMMAR SCHOOL EDUCATION HAS ONE CHANCE IN NINE THOUSAND IN REACHING DISTINCTION. He also says: " A boy with a high school training has one chance in four hundred; that is, he has twenty two times the opportunity of the boy who stopped at the eight grade! Dr. Harris futher says: " It is unnecessary

to extend this inquiry to women. Education is practically her only door to eminence!

B. PRESIDENT WARREN G. HARDING SAYS IN AN EDITORIAL THAT: " We have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our teachers are under paid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there more cause for alarm than in the fact the rural school term is far too short and that four-fifths of the rural schools are one teacher schools, resulting in hasty and careless teaching and that the opportunity for the country boys and girls to have high school education is all too slight.... We owe it to the childhood of the nation and the childhood of the agricultural districts of our land to place at their disposal the utmost in educational facilities." Quoted from " The Value of a High School Education"; by The Harter School Supply Company, Cleveland, Ohio.

C. " OUT OF EVERY HUNDRED PUPILS WHO ENTER PUBLIC SCHOOLS ONLY FIFTEEN GET THROUGH HIGH SCHOOL AND FEWER THAN THREE FINISH COLLEGE.

" More than five million persons, three million of whom are native born, over ten years of age, can neither read nor write the simplest words.

" Illiteracy is costing the United States \$825,000,000 annually, through accidents and inefficiency.

" There are more than thirteen million foreign born in the United States to day, five million of whom can not read nor write the English language and two million of whom are illiterate.

" At least 40% of our elementary school classes are so large that the individual child can not be given necessary care and personal instruction.

" The average child enrolled in public schools attends one hundred and twenty days during the school term, or about three-fourths of the time. Absence costs the United States \$195,000,000 annually.

" About 125,000 teachers out of a total of 650,000 leave the profession annually and their places are filled by inexperienced people.

" The percentage of men teachers in the United States has fallen from 43% in 1880 to 20% in 1916 and 16% in 1918.

" The public schools of the United States cost about \$760,000,000 a year."

Quoted from " The Value of a High School Education," by The Harter School Supply Company,

Cleveland, Ohio.

D. THE ONE ROOM SCHOOL FAILS TO GIVE A CULTURAL EDUCATION.

Mr. William DeWitt Hyde says: " To be at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of others work and the criticism of your own; to carry the keys to the world's library in your pocket and feel its resources behind you in whatever task you undertake ; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasm and cooperate with others for the common ends; to learn manners from students who exemplify the highest ideals- this is the offer of the high school for the best four years of your life!"

Quoted from " The Value of a High School Education," by The Harter School Supply Company, Cleveland, Ohio.

E. IT FAILS TO DEVELOP THE FULL EARNING CAPACITY OF THE PUPIL.

In support of this argument the following quotation from: " The Value of a High School Education," by The Harter School Supply Company, Cleveland, Ohio.

" Supt. B. B. Jackson, of Minneapolis, studied

the earnings of 3,345 pupils who left school at the end of the eight grade and found that they started life with an average salary of only \$240 a year. A similar study made by him of the salaries of nine hundred and twelve graduates of the high school showed that they started out with an average salary of \$600 and after six years were earning an average annual salary of \$1,380.

" A Committee of the Brooklyn Teachers' Association in 1909 investigated the salaries received by graduates of the elementary schools and by others who stopped school before graduation.

" Of 192 boys from the elementary schools taken at random the committee was able to trace 166 till they were about thirty years of age.

" At that time the average income of these 166 boys was \$,253.05, whereas the average salary of the illiterate worker in Brooklyn was \$500 per year.

" If the parents of these 166 boys had bought each of them an annuity equal to the extra \$753 per year, which his education enabled him to earn, it would have cost over \$15,000 per boy.

" As the salaries of these boys will rise considerably after they are thirty, while those of the illiterate will not, it is obvious that this elementary education was worth more than

a \$15,000 capital safely invested for each boy! 31

These quotations show conclusively that the small rural schools are failures in that they do not give the pupils an equal chance with the pupils of the town high schools; that they are not sufficiently teaching American ideals and standards of life; that they are subsisting on under paid and unstandardized teachers; that they are not curing the evils of illiteracy; that they have little or no cultural value in their curricula and methods; that they fail to develop the fuller earning capacities of their pupils to the extent of \$825,000,000 loss annually to the United States in accidents and inefficiency, and an average loss of over \$15,000 in the life of each pupil; and are intolerable failures.

15. THE PROGRESS OF THE CONSOLIDATION MOVEMENT IS AMPLE AND SUFFICIENT EVIDENCE OF ITS WORTH.

In support of this argument the following quotation is taken from "The Teacher and the School" 1922, page 175 by Chauncey P. Colegrove: Solving the Rural-School Problem Through Consolidation.-- "After many years of experimenting with the rural school problem it has been demonstrated beyond question that the most satisfactory solution of the problem is the consolidation of rural schools. While other methods of dealing with the betterment of rural education have met

with temporary success in isolated cases and under the direction of individual teachers of special power for fitness for rural leadership, the results, as a whole, have been disappointing. In many of the states there has been legislation providing for a minimum salary for teachers, for state aid for poor districts, for improved sanitation in school buildings, for instruction in agriculture, manual training, and home economics, for increasing the tax levy for schools, for physical training, and for standardizing one-room rural schools. But all these efforts of individual teachers and local communities and all this school legislation have not gone to the root of the difficulty and have not greatly changed the rural-school system as a whole.

" The only vital and effective method of dealing with the rural-school problem as a whole is the consolidation of a number of these small, isolated, one-room schools into one large, centrally located, well-equipped, properly graded school, taught by competent teachers under efficient supervision.

" Originating as early as 1859 in Massachusetts, the consolidated school movement has had to fight its way to success against the ignorance and conservatism of those who should have been its

best friends, against indifference and petty politics of legislators, and against the selfishness of large tax-payers. Finally a few states passed laws permitting voluntary consolidation. With persistent effort and untiring zeal educational leaders took up the work of acquainting the people of the advantages of consolidation.

Here and there progressive communities were persuaded to give consolidation a trial. Little by little the laws improved, and at last a sufficient and rational solution of the rural school problem is in sight. The consolidation of rural schools is making rapid progress in all parts of the country and is the most vital and important movement connected with rural progress and uplift of the present time. Through the re-vitalized rural school, made possible by consolidation, which shall serve as a community centre- a school that will bring to the children of the farmer as good educational advantages as those given to the children of the city and will provide the farmer and his wife with a social, intellectual, and recreational centre- there is no reason why farm life may not be made attractive and elevating.

The worth of the farmer to civilization should

be emphasized. All other vocations depend
upon the farm! 32

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6. " Elements of Government "; by Alley and Blackly 1920. Page 330.
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8. Greer County School Records for 1916.
9. Greer County School Records for 1916.
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13. " Ninth Biennial Report of State Superintendent of Public Instruction 1922 "; Pages 119-120.

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19. " Ninth Biennial Report of State Superintendent of Public Instruction 1922 !" Pages 38-41.
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21. " Public Education in Oklahoma: Surveys 1922"; by United States Commissioner of Education. Pages 246-249.
22. " Public Education in Oklahoma: Surveys 1922 " ; by United States Commissioner of Education. Page 247.
23. Greer County School Records for 1916 and 1921.
24. School Laws of Oklahoma 1921, Article XXXIV, Sections 498-504.
25. " United States Rural School Leaflet No. 1!"
26. " United States Rural School Leaflet No. 1!"
27. " United States Rural School Leaflet No. 1!"
28. " The Schools of Greer County 1921!" Page 27.
29. " The Schools of Greer County 1921!" Pages 82-85.
30. " The Schools of Greer County 1921!" Page 86.

31. " The Value of a High School Education 1922 " ;
by The Harter School Supply Company, Cleveland,
Ohio, for A, B, C, D, and E.
32. " The Teacher and the School 1922 " ; by Chauncey
P. Colegrove. Pages 175-176. Charles Scribner's
Sons. New York - Chicago - Boston.

Pictures of the Consolidated Schools

Of

Greer County

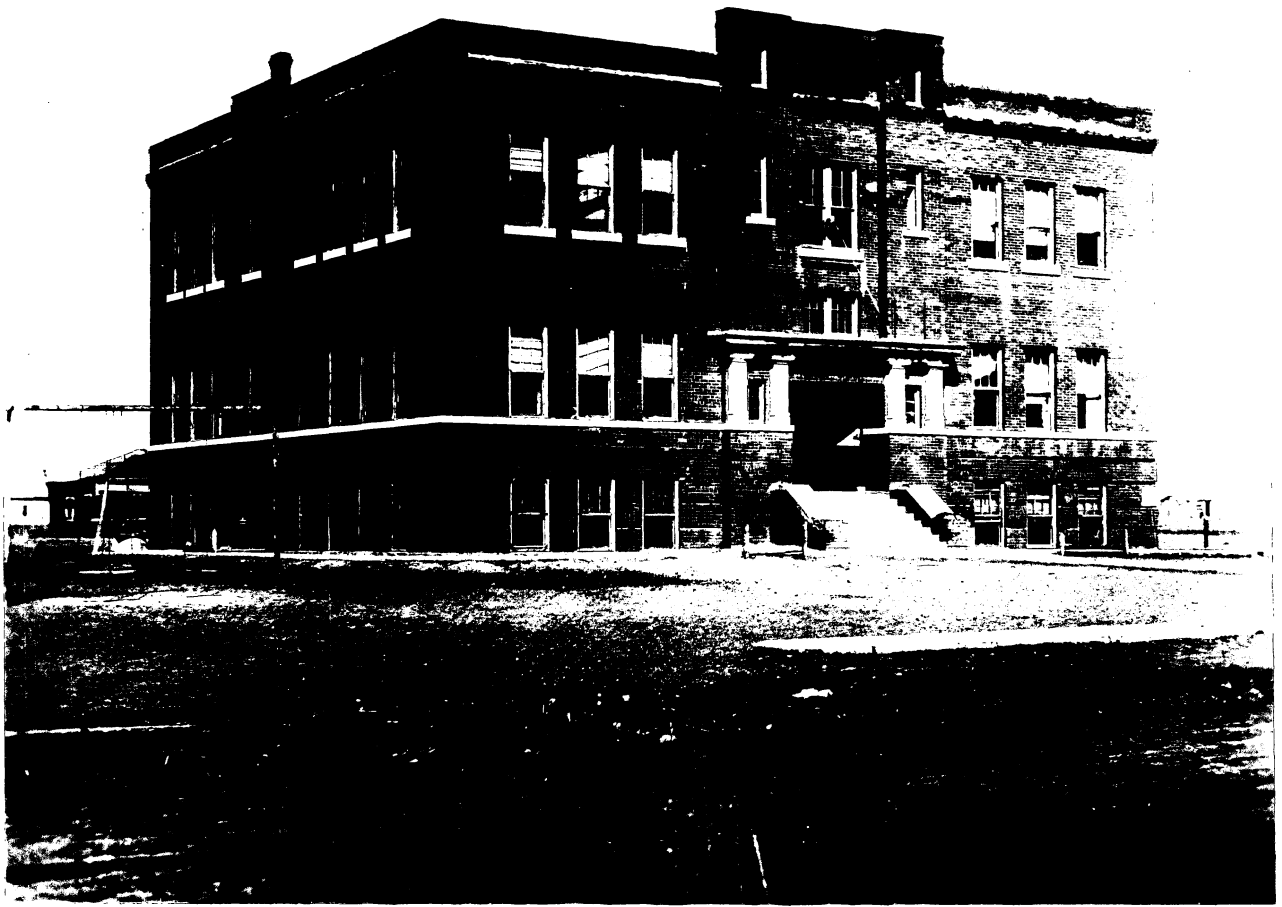
In Order of Their Consolidation

TABLE NO. 15.

Showing Name of School, Date of Consolidation

Arranged in Order of Time,

Bringham	C-1	1910
Midway	C-2	1910
Liberty	C-3	1917
Ozark	C-4	1918
Eastview	C-5	1919
Fairview	C-6	1919
City View	C-7	1919
Lake Creek	C-8	1919
Ocina	C-9	1920
Ladessa	C-10	1920
Centralvue	C-11	1920
Willow	C-12	1920
Plainview	C-13	1921



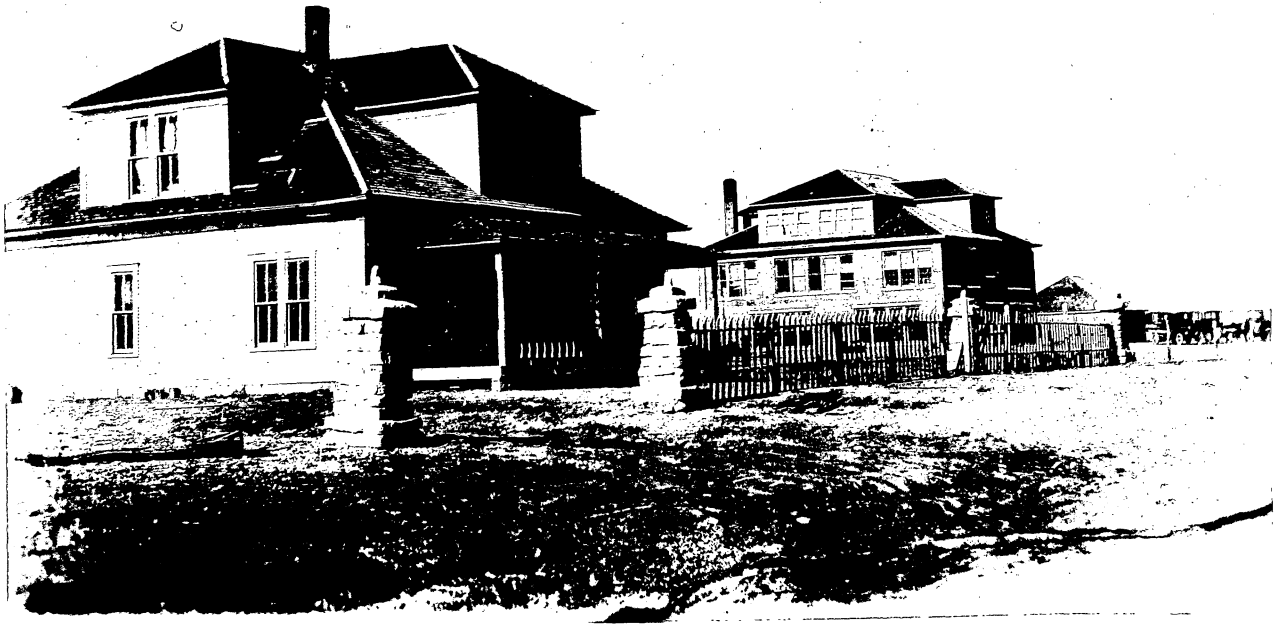
BRINKMAN





LIBERTY





EASTVIEW



FAIRVIEW



City View



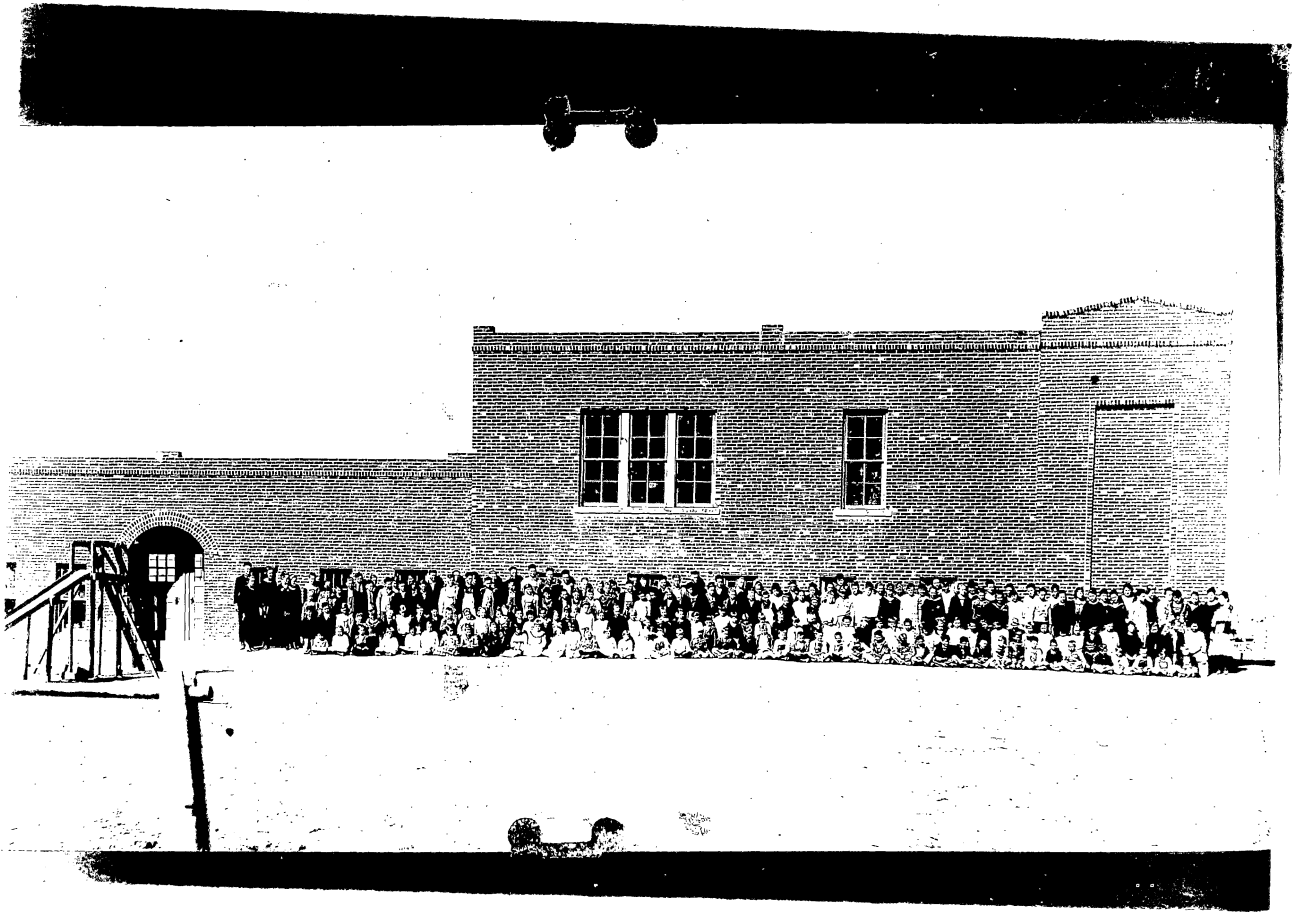
THE GREEK



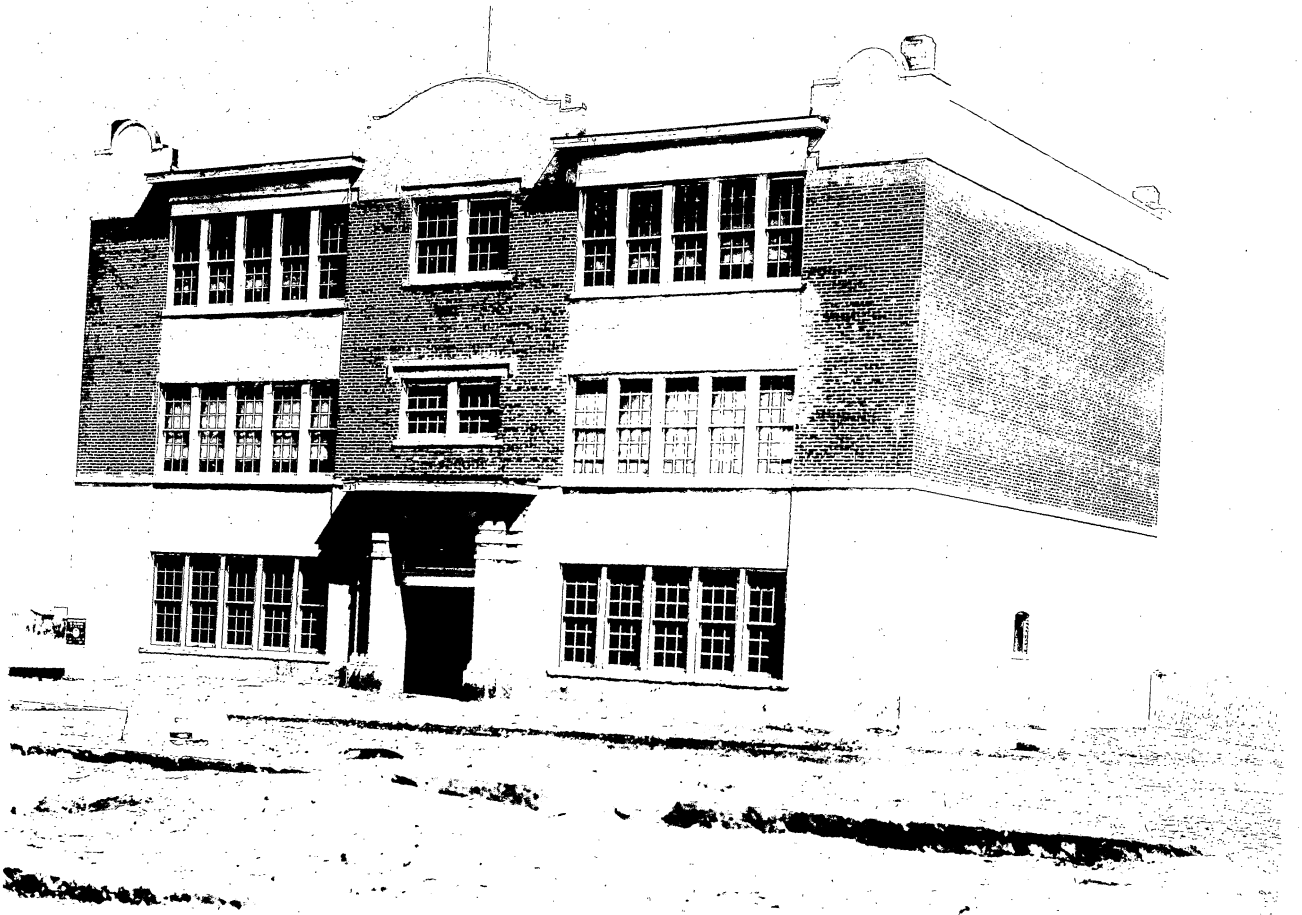
ОГНА



SSA



CENTRAL YUO





PLAINVIEW

County Champion Debating League

At

Brinkman Oklahoma

C-1

From Left to Right:

Bernice Clark, Arvin Garrison, Floyd Shumate.



CHAMPIONS COUNTY
DEBATING LEAGUE



GIRLS
BASKETBALL
CHAMPIONSHIP
1936
WHITE BEAT

Picture of:

General Science

Domestic Science

&

Domestic Art

At

Brinkman Oklahoma

C-1



"General Science."



"Domestic Science."



"Domestic Art."



FARM WOMENS CLUB
AT OZARK

APPENDIX A

SCHOOL LAWS OF OKLAHOMA

ARTICLE VII.

CONSOLIDATED DISTRICTS

SECTION 162. PROCEDURE FOR FORMING CONSOLIDATED DISTRICTS: A special meeting of the voters of any two or more adjacent school districts or parts of districts or territory, may be called for the purpose of establishing a consolidated school, said call to be made by county superintendent of public instruction, upon petition signed by one half the legal voters residing in each district of the territory proposed to be included in the consolidated district. The meeting shall be held at some convenient point to be named by such superintendent. Notices of said special meeting shall be posted in at least five public places in each of the districts or parts of districts, proposed to be consolidated, at least ten days prior to date of said meeting, and also by publication, for at least two consecutive weeks in a weekly paper, if same be published in school district, and in addition thereto notices of said special meeting shall be mailed by such county superintendent to each voter residing in the districts proposed to be consolidated. The meeting shall have authority to elect a chairman, and secretary who shall in order named preside over and keep the records of said meeting. The voters at said meeting

shall vote by written or printed ballot in favor or against the forming of a consolidated school district. They shall at the meeting and at time of casting their ballot for or against the proposition of establishing the consolidated district vote for a director, a clerk, and a member who shall constitute the board of the consolidated district. If a majority of the votes cast at said special meeting shall be in favor of such consolidation, the clerk of said special meeting shall thereupon make a written report of such action to the County Superintendent of Public Instruction of the county in which the said districts are located. No consolidated district shall be formed containing an area of less than twenty five square miles and an assessed valuation of less than two hundred thousand dollars (\$200,000); Provided, that all or part of any district adjacent to a consolidated district upon petition to the County Superintendent signed by a majority of the legal voters of such territory desiring to be attached and by the Board of Directors of such consolidated district. Provided, futher, that two or more school districts or parts of school districts having less than twenty five square miles shall be permitted to consolidate if they have a total valuation equal to or exceeding five hundred thousand (\$500,000) dollars. Provided futher, that any consolidated school district heretofore organized

containing five hundred thousand dollars valuation are hereby legalized and shall have the benefit of all the provisions of this Act, and Provided futher, that any school district having the required area of not less than twenty five square miles and an assessed valuation of not less than two hundred thousand dollars shall be permitted to organize as a consolidated district and to secure the benefits of all the provisions of this Act. (Sec. 1, H. B. 225, S. L. 1919).

SECTION 163. DISTRICTS DECLARED DISORGANIZED: The county superintendent of public instruction, shall upon receipt of the report, as provided in the preceding section, declare said districts disorganized, and the consolidated district organized, to form a consolidated composed of the several districts voting to unite: Provided, that in the formation of consolidated districts comprising territory lying in more than one county, the county superintendents of public instruction of said counties shall act together in the manner as provided by law in the formation and control of joint districts, and shall at said meeting of the voters of the newly organized school district, select a building site as near the center of population of such consolidated districts as practicable. (2)

SECTION 164. OFFICERS AND TERMS: The officers of such consolidated district shall be a director, a clerk and a member, who shall constitute a district board and who shall be elected and hold their respective

offices as follows: At the meeting provided for in the second preceding section, there shall be elected a director, a clerk and a member whose term of office shall expire at the same time as the term of like officers of other school districts; Provided, that where more than two districts unite, not more than one member shall be selected from the territory of any one of the disorganized districts. (3).

SECTION 165. POWERS AND DUTIES OF THE BOARD:

~~TRANSPORTATION OF PUPILS:~~ The powers and duties of the district boards herein provided and of the several officers shall be the same as those provided by law for school districts and their several officers in addition it shall be the duty of said district board to provide transportation to and from school for all pupils residing two or more miles therefrom, in suitable vehicles of ample size, with comfortable seats, arranged to conform to the size of the pupils to be carried, with adjustable covers for the comfort and protection of the pupils, drawn by stout, gentle teams, driven by competent persons of good moral character who shall have control of the pupils during their transportation. Provided, that any consolidated school district may, by a majority vote of the legal voters present and voting at any annual meeting, provide free transportation for all pupils under ten years of age residing in the district, whether living two miles or not, and such

free transportation shall then be furnished for all pupils under ten years of age residing in the district until a change shall be ordered at an annual meeting of such district by a majority vote of all legal voters present and voting at such meeting. Provided further, that all independent school districts having the area, population, and assessed valuation equal to that required of consolidated school districts as provided by law; shall have authority to provide transportation for pupils, as provided by law; Provided further, that the school board may provide motor transportation for pupils as provided in this act, which may be either hired or purchased by the school board of said consolidated school districts. (Sec. 1, S. B. 313, S. L. 1919).

NOTE- Pupils transferred to a consolidated school district have the same privileges of transportation as pupils residing in such district. (10-14-14)

SECTION 166. DISPOSITION OF ENDEBTEDNESS: If any school district uniting to from a consolidated district shall have at the time of its disorganization, a legally bonded indebtedness, such indebtedness shall attach to and become a charge against the territory comprised in such disorganized district at the time of the disorganization, and it shall be the duty of the County Excise Board of the county or counties in which such territory is located to cause annually to be levied upon the property, real and personal, in such disorganized

territory, a tax sufficient to meet the interest and provide a sinking fund for the payment of such indebtedness: Provided, that the assets and property of any disorganized district having an indebtedness shall first be applied in payment of its floating indebtedness, if any, and then its bonded indebtedness, and the residue, if any, shall belong to the consolidated district. (5)

SECTION 167. DISPOSITION OF PROPERTY: The school property of the disorganized district shall, upon the organization of the consolidated district, become the property of said district, except as hereinbefore provided, and the district board of said district is hereby authorized to dispose of said property to the best interest of said district. (6).

SECTION 168. ANNUAL MEETING: The annual meeting of said consolidated district shall be held on the same date as fixed by law for holding the annual meetings of each year at the school house belonging to said district, at two o'clock p. m. and close at six o'clock p. m. They shall have such powers and duties as are by law provided for annual school district meetings. (7).

SECTION 169. SCHOOL DISTRICT LAWS APPLICABLE: In all matters relating to consolidated school districts not provided for in the preceding sections, the law relating to school districts shall be in force where said laws are applicable. (8).

SECTION 170. TO BE A BODY CORPORATE: A Consolidated

when formed, shall be known as " Consolidated School District No.-----, County of ----, State of Oklahoma," and shall be a body corporate with power to sue and be sued. (9).

SECTION 171. STATE AID FUND: All lands and funds that have heretofore been, or may hereafter be, derived from the sale thereof, embraced in section 33, according to the United States survey located in Greer county, as the county existed prior to November, 1907, together with all lands selected in lieu thereof, and the proceeds of all rentals, intrests and sales accrued, or that may accrue therefrom, shall be set aside and credited to a fund which is hereby created, to be known as the " Union Graded or Consolidated School District Fund "; the same to be used only to assist in constructing or paying for school buildings for consolidated school districts that have been, or may hereafter be, constructed under existing laws pertaining to union graded or consolidated school districts. (10)

NOTE.- Chapter 34, Session Laws 1913, setting aside all of section 33, Fund for Aid of Consolidated and Union Graded Districts, was repealed by H. B. 501, Session Laws 1917, which leaves Section 33 of Greer county the only lands of the State Aid Fund.

SECTION 172. STATE POLICY DEFINED: Resolved, by the House of Representatives, the Senate concurring therein: That it is declared to be the policy of the State of Oklahoma that union graded or consolidated

schools heretofore or hereafter organized as provided by law shall have all financial assistance necessary to the development of said union graded or consolidated schools to their highest point of efficiency; and the revenues of the state are by this resolution pledged to the support of said union graded or consolidated schools, along with other necessary expenses of state government. (H. C. Res. No. 25, Session Laws 1917.)

SECTION 173. LAND TO BE SOLD: The commissioners of the land offices are authorized and directed to sell and convey all lands described and set aside in section 10 of this article; same to be sold under the provisions, limitations, exceptions, rules and regulations of lands sold under amended senate bill No. 1, approved March 2, 1909, the same being article 2, of chapter 28, of session laws of Oklahoma, 1909, or may hereafter be provided by law. (11)

SECTION 174. DISBURSEMENT: Such funds as have now accrued by virtue of rentals, and such as may hereafter accrue by virtue of rentals, and the proceeds of sale and interest thereon, prior to January 1, 1913, are hereby appropriated and placed at the disposal of the state board of education, subject to the conditions and limitations contained in this article. (12)

SECTION 175. TO MAKE RULES AND REGULATIONS: The State Board of Education, in apportioning said funds, shall make such rules and regulations as shall ultimately

result in a fair and equitable distribution of said funds to the different counties in the state in proportion as nearly as may be possible to the scholastic population outside of cities of the first class. (13)

SECTION 176. REQUIREMENTS TO BE MET: In any consolidated school district that has been formed for a term of not less than six scholastic months, and has employed at least three teachers, and has an actual attendance during the said term of not fewer than one hundred and thirty scholastic pupils residing within the boundaries of said district, (the district having furnished free transportation to such as are contemplated by the law provided for consolidated school districts) and that has already constructed and furnished a suitable building of not fewer than three rooms, upon making proof of compliance with the foregoing provisions approved by the State Superintendent of Public Instruction, shall have drawn by the State Auditor upon the State Treasury against said building fund in favor of the treasurer of said consolidated school district, a warrant of not to exceed one-half of the cost of said building; provided, that in no case shall any district receive a sum exceeding twenty five hundred dollars (\$2,500.00) from the appropriation herein made; Provided, that the State Board of Education may decrease this amount if in its judgment the amount is greater than the fair proportion belonging to one district. And in any Union Graded District that has

been formed for a term of not less than six scholastic months and has employed at least two teachers and has an actual attendance during said term of not fewer than forty scholastic pupils residing within the boundary of said district, and that has already constructed and furnished a suitable building of not less than two rooms, upon making proof of compliance with foregoing provisions approved by the State Superintendent of Public Instruction ; shall have drawn by the State Auditor upon the State Treasurer against the building fund in favor of the treasurer of said union graded district, a warrant for the sum not to exceed one-half the cost of the building; Provided, that in no case shall a district receive a sum exceeding twelve hundred and fifty dollars (\$1,250.00) from the appropriation herein made; Provided, that the State Board of Education may decrease this amount if in its judgment the amount is greater than the fair proportion belonging to one district; and Provided further, that should such district consolidate or after a union graded school has been formed, the amount received from the state fund shall be deducted from the proportionate amount allowed a consolidated district under this act. Provided further that in the event that a consolidated school district or a union graded district finds it necessary to issue bonds and erect or enlarge a school building before such school can be conducted as a consolidated or union graded

school, then and in that event and in that event the school board of said consolidated or union graded district may make application for state aid before the expiration of six months. Upon receipt of this application, the State Board of Education, after satisfying itself that said school district will be able to meet all the requirements as to attendance, transportation and instruction required of consolidated school districts, and union graded school districts that receive state aid, shall set aside for use of said district the amount to which said district is entitled and the school board of the consolidated or union graded school district shall thereupon be notified of this action of said State Board of Education. In order to save the school district the necessity of voting more bonds than needed, this amount set aside by the State Board of Education for the use of consolidated school district, or the union graded school district, shall be applied by the school board as the final payment to the contractor for the erection of the building. Provided, however, that the warrant shall not be drawn by the State Auditor on the State Treasurer until after the building has been approved by the district school board and County Superintendent of Public Instruction. (Sed. 1, H. B. 221, Session Laws 1919.)

SECTION 177. STATE AID FOR CONSOLIDATED SCHOOLS:

Every consolidated school district comprising not less than three districts, in this state heretofore organized, and now existing as such, and has less than twenty five square miles in area, and which has been established and conducted for a period of not less than six months under the terms of existing laws with reference to the consolidation of schools; and which has complied with the laws of the state except as to the necessary area, and has a building containing not fewer than three rooms, suitably constructed, and a graded school employing not less than three teachers, upon making proof of compliance with the laws of this state governing the creation of consolidated schools, and which shall have been approved by the superintendent of public instruction, shall be entitled to participate in the moneys appropriated by the legislature of this state for the aid of consolidated schools in the same manner and to the same extent as can now be done by such schools having an area of twenty five square miles. (Sec. 2, S. B. 150 Session Laws 1917.)

SECTION 178. OTHER REQUIREMENTS: Whenever a consolidated school district of not less than twenty five (25) square miles in area shall have been established and conducted for a period of not less than six months under the terms of existing laws with reference to consolidation of schools, and a building containing not fewer than three rooms, suitably constructed, equipped

and furnished, shall have been built, and a graded school employing not less than three teachers shall have been conducted for a term of not less than six months, upon making proof of compliance with the foregoing provisions approved by the state superintendent of public instruction shall have drawn a warrant in favor of the district treasurer as provided in section 1 of this act. And, whenever a union graded school district of not less than twenty five square miles in area shall have been established and conducted for a period of not less than six months under the terms of existing laws with reference to union graded schools, and a building containing not less than two rooms suitably constructed equipped and furnished, shall have been built, and a graded school employing not less than two teachers shall have been conducted for a term of not less than six months, upon making proof of compliance with the foregoing provisions approved by the state superintendent of public instruction shall have drawn a warrant in favor of the district treasurer, as provided in section 2 of this act. (Sec. 3, H. B. 134, Ch. 187, L. 1915.)

SECTION 179. APPROPRIATION, CONSOLIDATION AND UNION GRADED BUILDINGS: There is hereby appropriated out of any money in the state treasury to the credit of the Union Graded and Consolidated School District fund, created by Chapter 112, of the Session Laws of Oklahoma, 1911, the sum of seventy five thousand dollars (\$75,000) or so much thereof as may be necessary, for the purpose

of aiding and assisting in the construction of Union Graded and Consolidated District Buildings, to be apportioned, distributed and expended according to provisions of existing law. (Sec. 2, S. B. 15, Special Session 1921.)

SECTION 180. APPROPRIATION, CONSOLIDATION AND UNION GRADE BUILDINGS: There is hereby appropriated, out of any money in the state treasury to the credit of the General Reserve Fund, not otherwise appropriated, the sum of seventy five thousand dollars (\$75,000) or so much thereof as may be necessary, for the purpose of aiding and assisting in the construction of Union Graded and Consolidated Schools District Buildings, to be apportioned, distributed and expended according to provisions of existing laws. (Sec. 2.S. B. 15, Special Session 1921.)

SECTION 181. COUNTY SUPERINTENDENT MAY CALL ELECTION TO DISSOLVE: The County Superintendent of Public Instruction, may, upon petition of one-half of the legal voters of any consolidated or union graded school district , call an election at some convenient place in said consolidated or union graded district, for the purpose of voting on the question of whether such consolidated or union graded school district shall be dissolved. Notice of said election shall be given by having written or printed notices posted in at least five public places in such consolidated or union graded school district at least ten days prior to said election.

(Sec. 1, H. B. 115, Session Laws 1919)

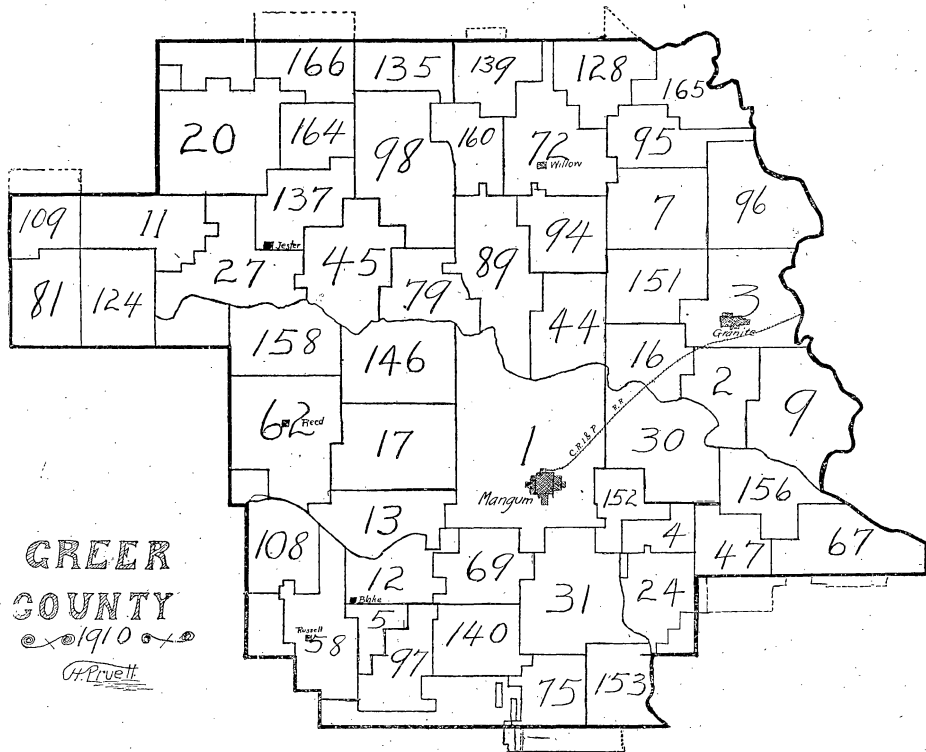
SECTION 182. REORGANIZATION OF DISTRICTS UNITED:

If seventy (70) percent of the voters of such consolidated or union graded districts at election held as provided by the first section of this act, shall vote to dissolve the consolidated or union graded school district, the clerk of said special election shall report such fact to the County Superintendent of Public Instruction. The said County Superintendent shall then declare such consolidated or union graded school district dissolved, and that the original school districts which had united in forming said consolidated or union graded school district will thereupon be revived, and it shall be the duty of the County Superintendent to appoint persons to fill all vacancies in the school boards for each of the school districts, who shall serve for respective terms as other like officers in other school districts. (Sec. 2, H. B. 155, S. L. 1919)

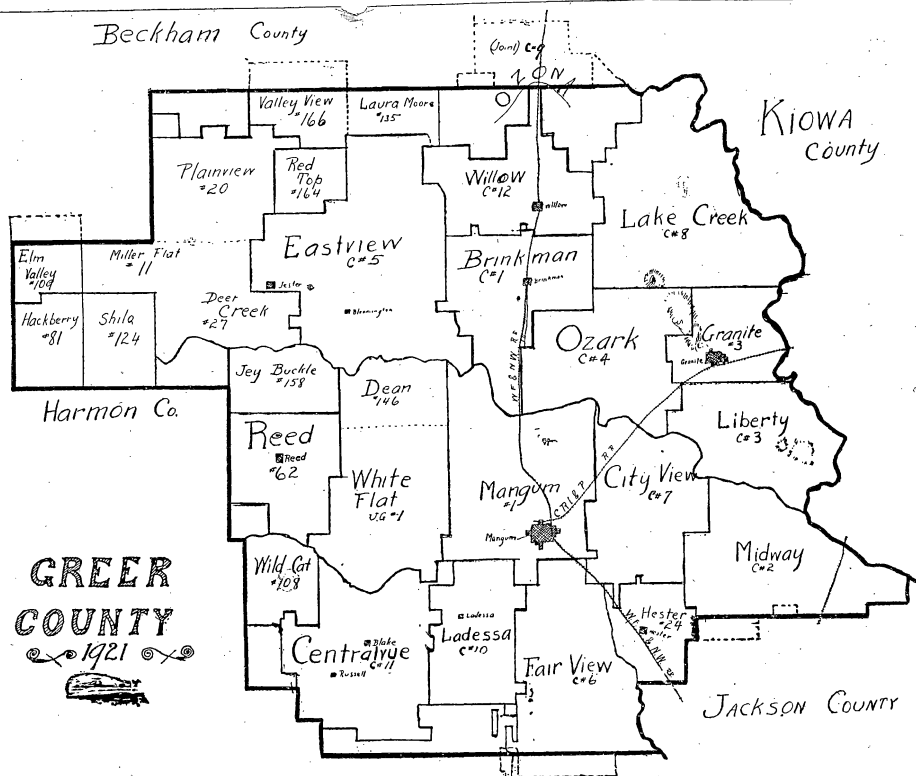
SECTION 183. PAYMENT OF INDEBTEDNESS: If any consolidated or union graded school district at the time of its dissolution shall have received state aid as provided in Section 14 and 15 of Chapter 219, Article 7, Session Laws of 1913, or shall have a legally bonded or warrant indebtedness, such indebtedness shall be distributed among the various school districts composing consolidated or union graded district in proportion to the assessed valuation of each of the districts to the assessed valuation of the consolidated or union graded

school district for the past fiscal year and such indebtedness shall attach to and become a part of the different school districts and it shall be the duty of the County Excise Board of the county or counties in which such districts are located to cause to be levied annually upon the property, real and personal, of the different districts, a tax sufficient to pay interest on such indebtedness or to reimburse the state in full for state aid received and to constitute a sinking fund for the payment of the indebtedness when due. The assets and property of the consolidated or union graded district when dissolved, shall be first applied on payment of indebtedness of the consolidated or union graded school districts, and if the entire consolidated or union graded school district has no indebtedness, then the assets and property shall be sold and partitioned among the different school districts on the same basis as provided herein for the distribution of the indebtedness. Provided that the County Excise Boards of said county shall assess a tax against any such district sufficient to reimburse the state within five years from the date of dissolution for all money contributed by the state, the unpaid moneys to bear interest to the state at the rate of five (5) percent until paid. This levy for principal, interest and sinking fund shall be made against the entire consolidated or union graded school district, collected by the county Treasurer as a separate fund, and paid to the state

Treasurer in five equal installments, including all
intrest due each year. (Sec. 3, H. B. 115, S. L. 1919.)



Outline map showing the boundaries of the fifty rural school centers existing in 1910 previous to consolidation.



Outline map showing the boundaries of the twenty six rural school centers existing in 1921 after the formation of thirteen consolidated schools.