A STUDY OF THE SCHOOLS OF LEFLORE COUNTY

AND A

PLAN FOR THEIR REORGANIZATION

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BY

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Clay B. Herring

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INTRODUCTION

It is the fundamental duty of the people to furnish schools which will provide equal educational opportunity. It cannot be truthfully said that an individual has equal opportunities for an education when a condition exists that places hardships upon some, while others are enjoying all the advantages of a good school. That every person be given equal opportunity for educational attainment should be the aim of all the people.

The plan for the reorganization of the schools of LeFlore County was conceived through the writer's seventeen years of experience as a teacher in the LeFlore County schools, observing the inequalities of educational opportunity due to the lack of qualified teachers, limited instructional supplies, and poor library facilities which can be traced, in part, to a lack of finances.

Purposes and justification of the problem. 1. It is the purpose of this study to present a plan of reorganization which will provide educational opportunities for the people of LeFlore County that is comparable to other schools of the state. It is the aim of this reorganization to consider the welfare of the child in terms of what adult life may expect of the individual.

2. The attendance areas of the reorganized districts will be of such size that types of training may be offered which will enable boys and girls, who do not go beyond the

high school, to fit into some vocation upon their completion of the course of study for high schools. Through consolidation it is possible to have units large enough to offer such programs as vocational education, physical education, and music. Only one school of LeFlore County offers the above program, as a part of the daily schedule, in addition to the traditional subjects.

> Out of every 100 children starting in the first grade, only 78 finish the eighth grade; 55 the tenth grade; 28 the twelfth grade; 2.5 the fourteenth year; and 1 graduates from college.[1]

It is readily seen that any program for reorganization should consider the type of education which will contribute to economic security upon the completion of the twelfth grade.

3. A more equitable distribution of school expenditures will result through larger units. This is especially true with reference to the school which has an average daily attendance large enough to exist but is below the teacher - pupil ratio as provided by the school finance bill of The Twentieth Legislature of Oklahoma.

House Bill No. 139 provides for the following ratio:[2]

(1) (a) In districts having 10 to 25 pupils, one teacher.

(2) (b) In districts having 26 to 50 pupils, two teachers.

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[1] Arthur B. Moehlman, School Administration (1940) p. 102.

[2] Enrolled House Bill No. 139, State of Oklahoma, Committee on Education (1945), pp. 13-14.

> (c) In districts having 51 to 75 pupils, three (3) teachers.
> (d) In districts having 76 to 98 pupils, four (4) teachers.
> (e) In districts having 99 to 120 pupils, five (5) teachers.
> (f) In districts having 120 or more pupils, five (5) teachers shall be allowed for the first 120 pupils, and one (1) additional teacher for each 25 pupils or fraction thereof to the nearest tenth, provided, that the district employs such additional fraction of a teacher.

In eight elementary one-teacher schools with an average daily attendance of 20 pupils, eight teachers would be employed. By consolidating and sending these pupils to the same school, six teachers would perform the work that eight had been doing. The above example indicates how there might be a reduction in the number of teachers under the present legislative program of Oklahoma.

A plan of reorganization which brings about a reduction in the number of teachers would bring about a corresponding reduction in teacher cost. However, this item of cost might be offset by other increasing cost due to greater services. Reasonable cost should not be a deterring factor in the reorganization of the schools of a county.

> That the cost of adequate education is an investment that local citizens and business can well afford in increased measure, when related step by step to the improvement of local economic conditions.[3]

> My study seems to reveal quite definitely that any increased cost that may have resulted from consolidated schools over the country is largely due to a better school program rather than to the consolidation of schools. The additional cost for transpor-

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[3] Education an Investment in People, Committee on Education, U. S. Chamber of Commerce (1945) p. 3.

> tation is usually more than offset by the decrease in the number of teaching units required.[4]

4. The reorganization of the schools into larger units would result in a greater amount of time for each subject by reducing the teacher-subject load.

5. Consolidation will help to solve the problem of adequate housing. Small schools, in many instances, cannot build and operate modern plants due to their limited resources. These small schools can pool their resources and enjoy the advantages of larger plants. Many buildings are old, and conditions exist which are not conducive to the health and happiness of the child.

> The physical school plant is a major factor in facilitating the total instructional process and in satisfying the social needs of the immature and adult members of the community.[5]

A summary of advantages of consolidation in the schools of Arkansas as reported by Timon Covert are: (1) School enumeration decreased 12 per cent, yet the total days attended by all pupils increased 4.8 per cent; (2) increase in the length of the school term; (3) a larger per cent of the enumerated children were attending school; (4) in 1928, only 28 per cent of the teachers had 2 or more years of professional training, and in 1931, 80 per cent of the teachers had 2 or more years of training; and (5) the annual savings in teacher salaries due to less teachers, helped to take care of

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[4] Harry A. Little, "Do Consolidated Schools Cost More?" The Nation's Schools, Vol. 14, No. 6, (Dec., 1934), p. 24.

[5] Arthur B. Moehlman, Op. cit., p. 410.

increase cost due to a better program.[6]

A program of reorganization of the attendance area cannot be justified unless it gives more in return than was given by the preceding systems. Mere size, more buildings, and a greater number of buses doesn't necessarily contribute to a more efficient school system and better educational opportunities. All other factors being equal, the school that has a large attendance area, buildings, and buses, will more than likely have better educational opportunities.

Problem defined. The term "consolidation" has various meanings.

The Committee for the Study of Instruction in Consolidated Schools stated:[7]

> A consolidated school is that large type of school formed by the uniting of two or more school districts or serving two or more districts or areas having either public or private transportation of pupils, employing a minimum of three or more teachers, located in the open country or a small village, and serving a population that is essentially rural.

In Arizona, Arkansas, California, Illinois, Kentucky, Ohio, Oklahoma, and Pennsylvania, the entire territory of two or more districts may merge to form a new district.[8]

Consolidation as used in this study means the combining of two or more schools into a central administrative unit,

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6 James F. Abel, Consolidation and Transportation Problems, Bureau of Education, Bulletin No. 39, (1923), p. 19.

7 Ibid.

8 Local School Unit Organization in Ten States, United States Department of Interior, Office of Education, Bulletin, 1938, No. 10, p. 274.

with not less than 150 in average daily attendance in high school, and the people retaining local autonomy. High schools of this size are usually better equipped, and the teacher load is lighter, thereby permitting the teacher a greater amount of individual instruction.

Limitations of the problem. 1. This study and reorganization is limited to the white schools.

2. In the consideration of this problem, "consolidation" is synonymous with "reorganization."

3. It is not the purpose of this study to propose a change in the administrative system as provided for by the school laws of Oklahoma. The administrative and attendance units are to be "coterminous".

4. Geographic factors and barriers will influence boundary divisions in especially the southern part of the county.

5. In a few instances, pupils will have to walk a distance greater than one and one-half miles.

Sources of data. All statistical data pertaining to this study were secured from the offices of the County Superintendent of Public Instruction; County Treasurer; Annual Report of the State Superintendent of Public Instruction; and the Census Bureau, Washington, D. C.

Other sources of information were secured through the reading and study of periodicals, magazines, theses, bulletins, and professional books.

Procedures. The following criteria are used as a guide in reorganizing the schools of LeFlore County:

1. Transportation. Pupils should not be expected to ride a distance greater than 25 miles or spend more than 1 hour in transportation to or from school. Dawson, in a study of Satisfactory Local School Units states:

> Although no study has been made to determine what the maximum time should be, whenever standards have been set up, the most commonly agreed maximum time is one hour from home to school. This time limit, taking into consideration the speed of the bus traveling at a safe rate and stopping to load and unload pupils, would usually place the maximum distance at approximately twenty miles.[9]

One hour for the transportation from home to school applies to both the elementary and high school pupils.

2. Average daily attendance in high school. The desirable minimum average daily attendance for the high schools of LeFlore County is 150. A study of Local School Unit Organization in Ten States set the minimum average daily attendance at 155 for Oklahoma.[10]

3. Topography. Geographic factors will have much to do with location of boundary lines. Mountains and streams will arbitrarily determine many of the divisions in LeFlore County. A pupil may actually be closer to a school other than his home school but because of geography cannot be reached by bus from the nearer school. For this reason, topography will also be a limiting factor in reorganization.

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[9] Howard A. Dawson, Satisfactory Local School Units (1934), p. 33.

[10] Henry F. Alves, Archibald W. Anderson, and John Guy Fowlkes, Local School Unit Organization in Ten States (1939), p. 29.

4. Elementary teachers. In determining the attendance areas, it is desirable to create areas that will have a minimum of one teacher per elementary grade. Holley and Ramsey in a Study of Local School Units in Oklahoma in 1937, set a minimum of 6 teachers for an elementary school of six grades or a minimum of 8 teachers for an elementary school of eight grades.[11]

5. Population centers. New attendance areas should be built around the largest population centers. In so far as possible, the school should be the community center and located with reference to the trade center.

> Schools should be located in relatively permanent centers of population. Permanency of population is to be judged not alone by the growth of population in the past, but also by present factors that will probably influence the stability, growth or decline of population in the future.[12]

6. Valuation. A desirable feature would be the creation of attendance areas with not less than a net assessed valuation of $750,000.00. Even though there seems to be no definite valuation which has been set up as a standard or minimum for school organization, it is necessary that the valuation be high in order to have a strong fiscal unit.

As LeFlore County is one of the poorest counties in the state in economic resources, only a part of the new units

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[11] J. Andrew Holley and F. A. Ramsey, Study of Local School Units in Oklahoma (1937), p. 139.

[12] Howard A. Dawson, Op. cit., pp. 121-122.

will have an assessed net valuation of $750,000.00. In order to finance a school program, it will be necessary for the state to furnish a large part of the budget.

The following arrangement of chapter material is used:

Chapter 2 is an attempt to show the shift in population and why a satisfactory plan of reorganization cannot be attempted without considering the centers of population.

The present educational structure is presented in chapter 4. This chapter is an overall picture of the schools with reference to the physical plant, type of school, its efficiency, cost, teacher training, and, in general, the lack of educational opportunities.

The reorganized districts are presented in chapter 5, using much of the material in chapter 4. From material that is presented in chapter 4, it is possible to assume the size of the school as to pupils, teachers, and cost.

The final chapter is a summary of the study and conclusions of the writer.

CHAPTER II

POPULATION TRENDS

Population trends are worthy of much study in attempting to reorganize the administrative units in any given area. Administrative units that ignore population centers are a misfit as much as the small one or two - teacher school of today.

> One fact is already clear from the 1940 census; namely, the slowing up of population growth in the United States as a whole is not affecting the schools serving the rural population as much as those serving the urban population-----. The urban growth rate dropped much more rapidly, from 27.3 per cent to 7.9 per cent, but the rural growth rate actually rose from 4.4 per cent to 6.4 per cent,-----, but decreases of 7.5 per cent or more occured in North Dakota, Nebraska, Kansas and Oklahoma.
>
> Variations in rural growth within states were greater than those between states.

> Changes in the total number of persons affect the educational system because of their relation to changes in property valuation and the ability of an area to support education, but, more directly because of their relation to changes in the school population.[13]

> All data point to the approaching end of American population growth.

> Because of the decrease in the actual number of children born - a characteristic of the last ten years - the school will be the first of the social institutions to face adjustment.

> Within the total area of the United States, there are extremely diverse population forces at work. Some districts fortunately located to draw people from other parts may not be affected at all, while those less fortunately placed may suffer a much earlier decline.[14]

Another important social factor in its implication

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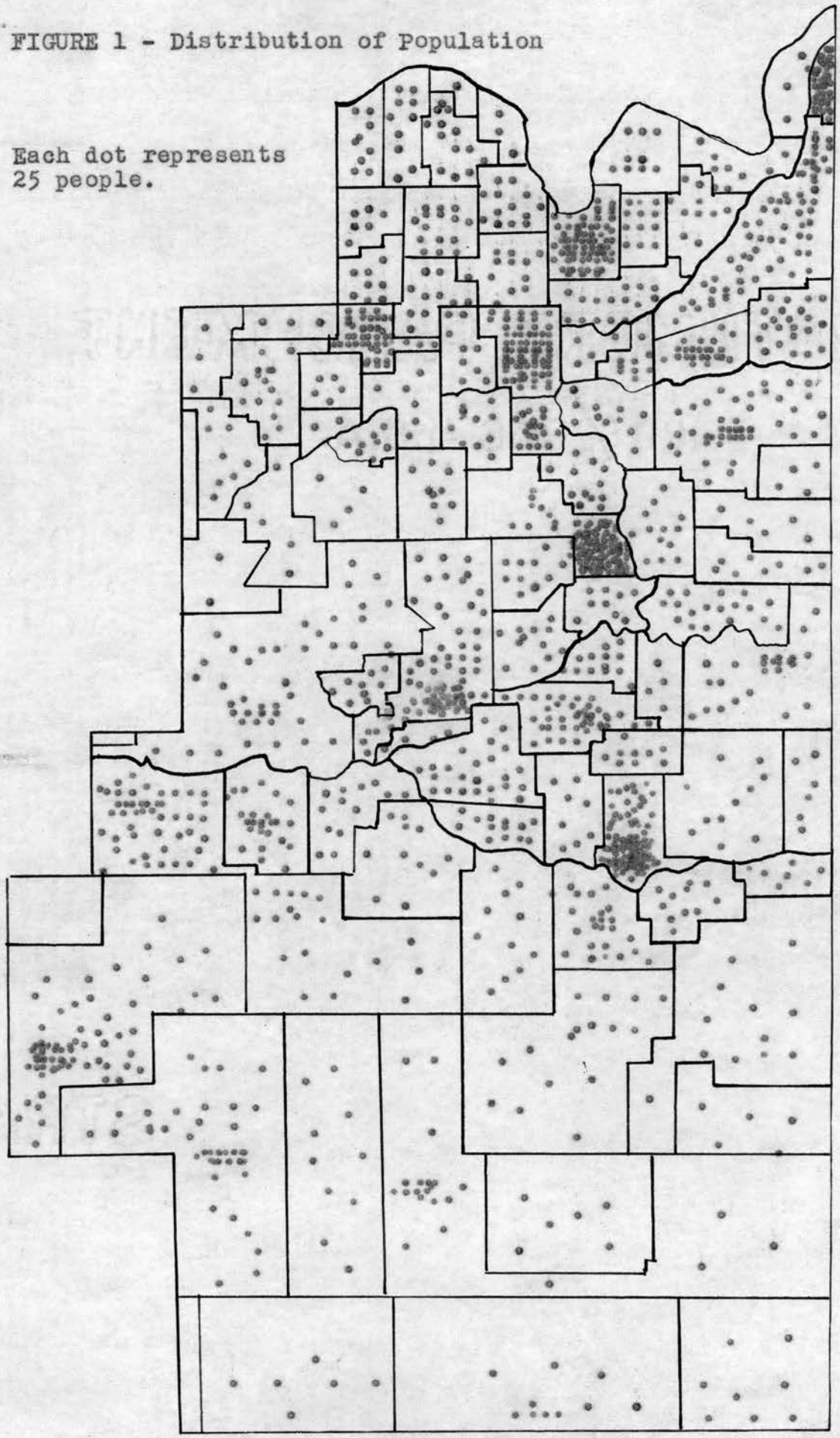
[13] P. K. Welpton, "Current Population Trends and Rural Education." Journal of Educational Sociology, Vol. 24, (April, 1941), pp. 277-287.

[14] Rufus D. Smith, "Population and School." Journal of Educational Sociology. Vol. 9, (April, 1936), pp. 451-457.

FIGURE 1 - Distribution of Population

Each dot represents
25 people.



for school district reorganization is the greater sparsity of population which provides the basic difference between larger and smaller communities. The degree of sparsity depends primarily upon the natural resources available, geographical location, climate, or topography. The greater the sparsity of population the fewer the number and variety of human contacts, the greater the distance to schools and other social institutions, and the smaller the groups which can be assembled for educational purposes. The fewer the human contacts, the greater the importance of the natural environment in the life of the individual.

Statistical studies show a high negative correlation between size of school (both high school and one-teacher) and sparsity of population. This means that in planning the size of school for rural areas, the sparsity of population must be taken into account. Likewise there is a high positive correlation between sparsity of population and need for pupil transportation. It is clear that any standards with regard to the proper size of either attendance unit or administrative unit must be modified according to the sparsity of population. Until this is done, great care must be used in setting up any one standard as the most desirable size for a school. Where population is sparse, the size of a single unit will tend to increase in area and decrease in population. The wide variations in sparsity of population throughout the United States and within individual states emphasize the importance of adjusting to this factor. Variations are found even in rural population between different crop areas.

A factor which has an important bearing is the migration between farm and city. This migration has resulted in a larger proportion of children in the rural population. This not only results in a heavier educational burden per adult, but imposes upon the small school the dual task of training youth for life both in rural areas and in cities. In addition, it means in many localities the necessity for a school system adapted to a decreasing population. It also means that large populations change from one community to another as supporting economic resources shift. The small district system, whether supporting a one-teacher or village school, does not possess the flexibility to meet this situation. One evidence is the large and increasing number of one-teacher schools in the various states which have been reduced in size to ten pupils or fewer. The Illinois State Department of Public Instruction reports 3,323 one-teacher districts with an average daily attendance of fewer than ten pupils. This large group of small, uneconomical schools has increased throughout the states maintaining the small district system as a result of population

losses sustained through rural-urban migration.[15]

POPULATION SHIFT MAKES PROBLEM, HAYS SAYS

> Kansas City.-(AP)- Representative Brooks Hays, democrat of Arkansas, told the American Association of School Administrators regional meeting Thursday, that one of the most important problems to be considered by city educators was the population shift from rural to urban areas.
>
> "This nation has a definite responsibility to see that primary education is universally good," he said, pointing out that a child from a small midwest school might be entered in a New York or Los Angeles school.
>
> "We have seen these difficulties during the war plant migrations over the country. We know how a child in one grade in one part of the country might have to be lowered two grades in another part to keep up with the lessons.[16]

The shift in population from the rural to the small town or high school center has not been so great as the migration of people to other areas of work, especially during the war. Many rural areas have lost a great enough number of school children to affect the size of the school.

A study of Table 1, page 14, Township Population by Decades, shows the areas of increase or decrease from 1930 to 1940. Braden, Cameron, Houston, Cowlington, Howe, Page, Muse, and Kully Chaha have decrease in population. This loss ranges from 39.5 per cent for Page to .9 per cent for Howe. The greatest increase is 53.3 per cent for Octavia which is in the extreme southern part of the country.

The population of towns, Table 2, by decades does not show any material gain or losses from 1930 to 1940. Poteau

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[15] American Association of School Administrators, Seventeenth Yearbook, (1939), pp. 222-223.

[16] Brooks Hays, "Population Shift Makes Problem," (1946), Southwest American.

TABLE I

TOWNSHIP POPULATION BY DECADES

Township	1920	1930	1940	Per cent of change
Heavener	2539	2384	2714	13.1
Braden	2485	1796	1757	2.1*
Cameron	2419	2330	2026	13.1*
Summerfield	1938	1691	2040	20.6
Bokoshe	1864	1679	1959	16.6
Talihina	1799	1704	2231	30.9
Kennady	1767	1021	1453	42.3
Poteau	1723	2035	2516	23.6
Houston	1721	1834	1480	19.2*
Cowlington	1654	1538	1313	14.6*
Pocola	1616	1683	1833	8.0
Spiro	1344	1941	2050	5.6
Wister	1324	1182	1474	24.7
Howe	1320	1501	1487	.9*
Monroe	1243	1156	1251	8.2
Milton	1176	792	797	.6
Shady Point	1134	1394	1397	.2
Page	1066	698	422	39.5*
Muse	1007	2043	1956	4.2*
Octavia	1006	750	1150	53.3
Kully Chaha	958	885	827	6.5*

*Represents percent of decrease from 1930 to 1940.

TABLE II

POPULATION OF TOWNS BY DECADES

Town	1920	1930	1940	Per cent of change
Poteau	2679	3169	4020	26.8
Heavener	1850	2269	2215	2.3*
Spiro	1162	969	1041	7.4
Bokoshe	869	715	690	3.6*
Howe	711	692	640	7.5*
Talihina	690	1032	1057	2.4
Wister	586	761	763	.2
Panama	568	754	880	16.5
Cowlington	344	265	224	15.4*
Cameron	203	233	203	12.8*

*Represents percent of decrease from 1930 to 1940.

has the greatest increase with a gain of 26.8 per cent and Cowlington with 15.4 per cent the greatest loss. Any losses in these towns is due largely to migrations of people to war industry areas.

Other areas with population centers are Whitesboro, Fanshawe, Monroe, Shady Point and Arkoma. The people of Arkoma have recently voted to incorporate and have an estimated population of 1,200 to 1,400.

A study of the map, Distribution of Population, on page 11, indicates that Arkoma, Spiro, Bokoshe, Panama, Poteau, Wister, Heavener and Talihina have a greater density of population than other areas of the county. This greater congestion of population lies in the northern two-thirds of the county.

The school population of LeFlore County, as revealed by the records in the office of the County Superintendent of schools, was 14,798 in 1940 and was 11,124 in 1945. This is a decrease of 3,674 or 24.8 per cent. Whether this is a permanent loss or only temporary, due to the shift in population to war industries, cannot be predicted. This loss is greatest in the areas that are remote from trade centers and the high school centers.

CHAPTER III

THE PRESENT ORGANIZATION

The schools of LeFlore County, Map of School Districts, page 18, are composed of 72 rural schools and 15 high schools. In 1925 prior to consolidations and annexations, there were 107 schools in the county. This reduction has been accomplished in areas which were without a high school.

The 72 rural schools are composed of 30 one-teacher schools, 30 two-teacher schools, 7 three-teacher schools, 4 four-teacher schools, and 1 eight-teacher school. Three of these one-teacher schools, Oak Grove, Liberty-Victory and Liberty did not attempt to open school in 1945-46. The pupils in Oak Grove and Liberty were transferred to Bokoshe, and the pupils in Liberty-Victory were transferred to McCurtain, Haskell Counties.

The Report of the Advisory Committee on Education summarizes this condition:

> The continued maintenance of large numbers of one-teacher rural schools with extremely small enrollments is responsible in many areas for both a low level of educational service and a high tax bill for the service that is provided. A study completed in 1934 recorded nearly 44,000 schools in which the attendance per school ranged from 3 to 17 pupils and averaged costs per pupil ranged from $200.00 to $80.00 although the level of service provided was markedly inferior to that found in many town and village schools operating at cost levels around $40.00 per pupil in attendance.[17]

All of the rural schools are dependent except Stapp-Zoe which is a consolidated school and Octavia which is Union

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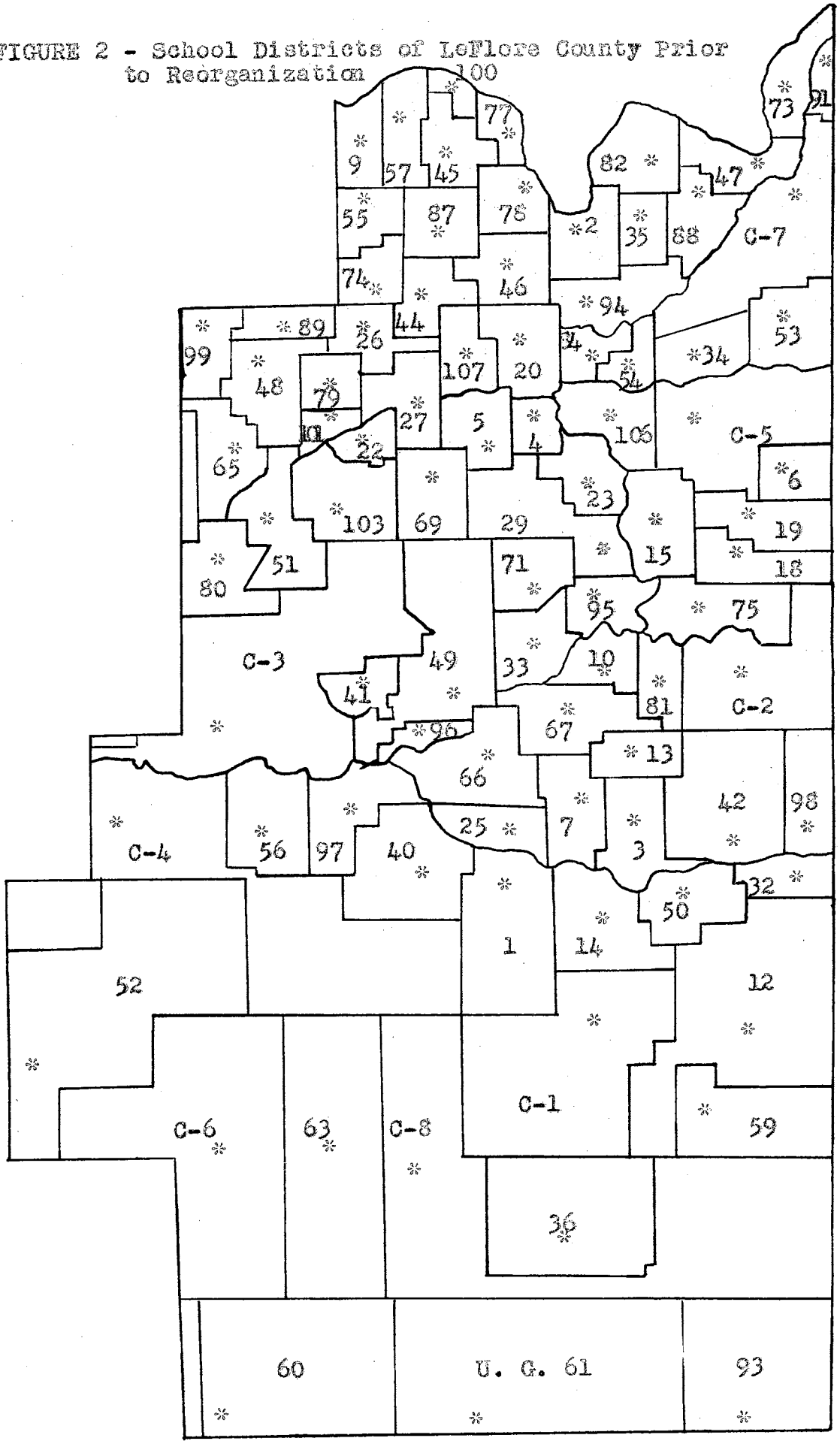
[17] Arthur B. Moehlman, Op. cit., (1940), p. 80.

FIGURE 2 - School Districts of LeFlore County Prior to Reorganization



Graded. Bokoshe, Spiro, Panama, Poteau, Wister, Heavener, Talihina and Howe are independent districts. Whitesboro, Pocola, Cameron, Monroe, Fanshawe, LeFlore and Pine Valley are consolidated schools.

The scholastic population, Table III, pages 21-24, varies from 6 for Lone Star, district 100, to 323 for Arkoma, district 91. In the rural elementary schools, twenty-five have a scholastic population of less than 50, thirty-seven have from 50 to 100, and ten have more than 100. In the schools maintaining a high school, two have a scholastic population between 200 and 300, five between 300 and 400, four between 400 and 500, one between 900 and 1,000, and one between 1,200 and 1,300.

Only Arkoma of the rural schools has a school population with possibilities of growth or a center for consolidation.

The scholastic population per square mile for the rural schools ranges from .7 for Ludlow to 92.2 for Arkoma. This wide variation of difference is due to the geography of the southern part of the county. The density of school population in the rural elementary schools of LeFlore county is 4.8 per square mile. For the county as a whole, the density is 7.2 pupils per square mile.

The scholastic population of LeFlore county, Table III, page 23, is 11,124. The rural elementary schools have a school population of 2,911 or 26.1 per cent of the total school population. There is approximately three times as many pupils enumerated in high school centers as in the rural

TABLE III

DENSITY OF SCHOLASTIC POPULATION

School	District	Area	Scholastic Population	Density per Sq. Mi.
Conser	1	26.7	84	3.1
Spiro I	2	11.2	418	37.3
Heavener I	3	11.5	48	82.4
Shady Point	4	5.0	110	22.0
Bennington	5	8.7	60	6.8
Hill	6	7.5	29	3.8
Mt. Pleasant	7	10.2	57	5.5
Cowlington	9	8.0	53	6.6
Number Ten	10	6.2	81	12.9
Haw Creek	12	55.8	68	1.2
Forest Hill	13	8.7	56	6.4
Hodgens	14	16.2	136	8.3
Fairview	15	11.6	83	7.1
Gilmore	18	7.7	48	6.1
McClure	19	11.0	35	3.1
Panama I	20	11.0	389	35.3
Latham	22	3.9	51	13.1
Tarby	23	8.6	146	16.9
Independence	25	7.3	81	11.1
Bokoshe I	26	7.8	309	39.6
Prairie Grove Brazil	27	10.3	41	3.9
Poteau I	29	18.2	1,274	70.0

TABLE III (Continued)

DENSITY OF SCHOLASTIC POPULATION

School	District	Area	Scholastic Population	Density per Sq. Mi.
Loving	32	6.1	43	7.0
Prairie Grove	33	9.2	68	7.3
Williams	34	8.2	140	17.0
Oak Lodge	35	6.0	75	12.5
Big Cedar	36	34.7	42	1.2
Reichert	40	21.9	68	3.1
Victor	41	7.7	58	7.5
Forrester	42	24.1	68	2.8
Nubbin Ridge	44	8.0	62	7.7
Tucker	45	9.0	83	9.2
Prairie Belle	46	10.0	74	7.4
Braden	47	8.4	58	6.9
Milton-Fulsom	48	12.2	86	7.0
Wister	49	26.3	425	16.1
Kontubby	50	11.7	74	6.3
New Hope	51	13.4	31	2.3
Talihina	52	68.0	407	5.9
Rock Island	53	11.1	107	9.6
Tahona	54	4.5	37	8.2
Belle Point	55	7.5	41	5.4
Summerfield	56	17.4	161	9.2
Short Mountain	57	9.2	60	6.5
Page	59	21.5	29	1.3

TABLE III (Continued)

DENSITY OF SCHOLASTIC POPULATION

School	District	Area	Scholastic Population	Density per Sq. Mi.
Ludlow	60	48.0	36	0.7
Octavia	61	72.0	73	1.0
Lennox-Pine Top	63	48.0	61	1.3
Rosedale	65	8.0	51	6.3
Glendale	66	15.5	148	9.5
Howe	67	13.5	249	18.4
Calhoun	69	12.0	49	4.1
Pleasant Valley	71	9.1	70	7.6
Peno	73	8.5	20	2.3
Old Bokoshe	74	7.5	51	6.8
Midway	75	11.4	112	9.8
Lone Dove	77	4.4	20	4.5
Harper-Stony Point	78	7.4	76	10.2
Mountain View	79	6.2	34	5.4
Walls	80	12.0	15	1.2
Spring Hill	81	7.3	26	3.5
Fort Coffee	82	11.4	57	5.0
Royal Oak	84	4.6	24	5.2
Flower Hill	87	9.0	95	10.5
Murray Spur	88	8.3	60	7.2
Oak Grove	89	6.2	21	3.4
Arkoma	91	3.5	323	92.2

TABLE III (Continued)

DENSITY OF SCHOLASTIC POPULATION

School	District	Area	Scholastic Population	Density per Sq. Mi.
Zafra	93	37.2	50	1.3
Fairview	94	9.4	91	9.6
Pine Grove	95	7.2	45	6.2
Lone Star	96	3.4	24	7.1
Lone Pine	97	14.4	80	5.5
Pleasant Valley	98	8.9	40	4.5
Liberty-Victory	99	7.5	22	2.9
Lone Star	100	3.1	6	1.9
Liberty	101	3.5	13	3.7
Lone Star	103	15.5	24	1.5
Fair Hill	106	11.3	72	6.3
Buck Creek	107	7.3	56	7.6
Stapp-Zoe	C-1	55.0	100	1.8
Monroe	C-2	26.7	181	6.7
Fanshawe	C-3	64.2	310	4.8
LeFlore	C-4	69.5	403	5.8
Cameron	C-5	31.6	251	7.9
Whitesboro	C-6	72.0	319	4.4
Pocola	C-7	31.5	385	12.2
Pine Valley	C-8	100.2	127	1.2
		1,542.0	11,124	7.3

elementary districts. There are sixty-three schools that have a school population of 100 or less, and 8 of the 63 schools have less than 25 enumerated pupils.

The size, boundaries, and shape of many of the school districts, Map of School Districts, Page 18, were determined by topography. The boundaries of some of the districts have been changed by the annexation of a part of a district to an adjoining district.

The location of the school site was determined by a village, a natural barrier, or a pioneer settlement without regard to the geographical center of the district. Many sites are on one side of a district, and one-half or more of the people are served at a disadvantage.

A study of the average daily attendance and teaching load, Table IV, pages 25-28, reveals that the schools which have a small average daily attendance also have a low teacher-pupil ratio. This low teacher-pupil ratio is found in the one and two-teacher schools. Many of these one and two-teacher schools are not required to offer all eight grades if there are no pupils to enroll in a particular grade for that year.

> In comparing 67 one-teacher and 29 eight-teacher elementary schools, Oklahoma found that, regardless of size, all schools offered the same subjects, but that in the one and two-teacher schools the time element demanded that subjects be taught under conditions making of inefficiency. The most common device for including subjects in the program of the small schools was to combine 2 or 3 grades in one subject. For example, a fifth-grade pupil might be taking a sixth or seventh-grade subject without the proper preliminary training. Almost every pupil in the upper 4 grades of one and two-teacher elementary schools was taking subjects too advanced or not advanced enough.
>
> The amount of time spent on any one subject in an eight-teacher school was 3 to 11 times as much as in a

TABLE IV

TEACHING LOAD IN THE ELEMENTARY GRADES

School	District	A.D.A.	Number of Teachers	Teaching Load
Conser	1	53	3	17.6
Spiro	2	368	11	33.4
Heavener	3	426	17	25.0
Shady Point	4	80	4	20.0
Bennington	5	32	2	16.0
Hill	6	16	1	16.0
Mt. Pleasant	7	24	1	24.0
Cowlington	9	37	2	17.5
Number Ten	10	33	2	16.5
Haw Creek	12	50	2	25.0
Forest Hill	13	37	2	18.5
Hodgens	14	73	3	24.3
Fairview	15	65	3	21.6
Gilmore	18	23	1	23.0
McClure	19	22	1	22.0
Panama	20	259	11	23.5
Latham	22	20	1	20.0
Tarby	23	100	4	25.0
Independence	25	41	2	20.5
Bokoshe	26	214	8	26.7
Prairie Grove-Brazil	27	37	2	18.5
Poteau	29	609	24	25.3
Loving	32	18	1	18.0

TABLE IV (Continued)

TEACHING LOAD IN THE ELEMENTARY GRADES

School	District	A.D.A.	Number of Teachers	Teaching Load
Prairie Grove	33	29	2	14.5
Williams	34	81	4	20.2
Oak Lodge	35	26	2	13.0
Big Cedar	36	17	1	17.0
Reichert	40	47	2	23.5
Victor	41	32	2	16.0
Forrester	42	37	2	18.5
Nubbin Ridge	44	16	1	16.0
Tucker	45	16	1	16.0
Prairie Belle	46	27	2	13.5
Braden	47	36	2	18.0
Milton-Fulsom	48	40	2	20.0
Wister	49	212	9	23.5
Hontubby	50	33	2	16.5
New Hope	51	17	1	17.0
Talihina	52	242	10	24.2
Rock Island	53	51	2	25.5
Tahona	54	21	1	21.0
Belle Point	55	31	2	15.5
Summerfield	56	91	3	30.3
Short Mountain	57	26	1	26.0
Page	59	25	2	12.5
Ludlow	60	33	2	16.5

TABLE IV (Continued)

TEACHING LOAD IN THE ELEMENTARY GRADES

School	District	A.D.A.	Number of Teachers	Teaching Load
Octavia	61	35	2	17.5
Lennox-Pine Top	63	33	2	16.5
Rosedale	65	23	1	23.0
Glendale	66	80	4	20.0
Howe	67	137	5	27.4
Calhoun	69	38	2	19.0
Pleasant Valley	71	32	1	32.0
Peno	73	6	1	6.0
Old Bokoshe	74	26	1	26.0
Midway	75	65	3	21.6
Lone Dove	77	17	1	17.0
Stony Point-Harper	78	60	3	20.0
Mountain View	79	12	1	12.0
Walls	80	6	1	6.0
Spring Hill	81	9	1	9.0
Fort Coffee	82	33	2	16.5
Royal Oak	84	17	1	17.0
Flower Hill	87	34	2	17.0
Murray Spur	88	20	1	20.0
Oak Grove	89	Transferred to Bokoshe		
Arkoma	91	223	8	27.8
Zafra	93	25	1	25.0
Race Track-Fairview	94	42	2	21.0

TABLE IV (Continued)

TEACHING LOAD IN THE ELEMENTARY GRADES

School	District	A.D.A.	Number of Teachers	Teaching Load
Pine Grove	95	35	2	17.5
Lone Star	96	16	1	16.0
Lone Pine	97	48	2	24.0
Pleasant Valley	98	14	1	14.0
Liberty-Victory	99	Transferred to McCurtain.		
Lone Star	100	7	1	7.0
Liberty	101	Transferred to Bokoshe.		
Lone Star	103	6	1	6.0
Fair Hill	106	35	2	17.5
Buck Creek	107	33	2	16.5
Stapp-Zoe	C-1	63	3	21.0
Monroe	C-2	91	5	18.2
Fanshawe	C-3	160	5	32.0
LeFlore	C-4	222	8	27.7
Cameron	C-5	141	6	23.5
Whitesboro	C-6	174	7	24.7
Pocola	C-7	172	5	34.5
Pine Valley	C-8	73	3	24.3
		6,086	266	

one-teacher school.[18]

The teaching load in the rural elementary schools is less than that of the elementary schools in high school centers, but the subject load is two to six times greater. The average teaching load for all rural elementary schools is 18.5 as compared to 26.2 in the elementary grades where a high school is maintained. (The average number of grades per teacher for the rural elementary schools is 4.1 and .8 per teacher for elementary grades in high school centers.) With the grade load per teacher reduced, the school can more nearly approach specialization of subject matter training.

In the school year 1945-46, there was a total of 127 teachers, Table V, page 30, in the rural elementary schools, and a total of 231 teachers, Table VI, page 32, in the high school centers.

The rural elementary schools could not boast of a single teacher with a master's degree. There were 40 bachelor's degrees, 33 life certificates based on either 60 or 90 hours of college work, 25 one-year certificates, 24 first grade county certificates, and 5 war emergency certificates. The high school centers were much more fortunate in securing teachers with higher qualifications. These schools had 27 master's degrees, 143 bachelor's degrees, 20 life certificates based on 60 or 90 hours of college work, 38 one-year certificates, no first grade county certificates, and 3 war emergency certificates. Those holding first grade and war

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[18] U. S. Department of the Interior, Office of Education, Op. cit., Bulletin 1938, No. 10, pp. 289-290.

TABLE V

TEACHER EXPERIENCE AND TRAINING
ELEMENTARY SCHOOLS

Years	Degree		Issued on less than a Degree				
Taught	Masters	Bachelors	Life	One Year	State	First Grade	War Emergency
0			1	2		8	
1			1	3		6	1
2		2		4		2	2
3		4	1	1		2	
4		2		1		2	
5		2	3	2			
6		2	1				1
7		1	2	3			1
8		2	3	1		2	
9			1	1		1	
10		5	1	2		1	
11			2				
12		2	1				
13		1	2	2			
14		2		1			
15		2	2	1		1	
16		1	1				
17							
18			1			1	
20		2	1				
21		2	1				

TABLE V (Continued)

TEACHER EXPERIENCE AND TRAINING

Years Taught	Degree		Issued on less than a Degree				
	Masters	Bachelors	Life	One Year	State	First Grade	War Emergency
23		2		1			
25		2	1				
26		2					
27		1	3				
29		1					
30			2				
32			1				
Total	0	40	33	25		24	5

TABLE VI

TEACHER EXPERIENCE AND TRAINING
HIGH SCHOOLS

Years	Degree		Issued on less than a Degree				
Taught	Masters	Bachelors	Life	One Year	State	First Grade	War Emergency
0		4		7			
1		4		2			1
2		8		5			
3	1	6		7			1
4	2	9		2			
5		6	1	3			
6		4		1			
7	1	8	1	2			
8		11	3	2			
9		6		1			
10	3	9	4	1			
11	1	7					
12		4	3				
13		3	2				
14	1	8	2	1			
15	2	6					1
16	1	3					
17	1	5	1				
18	1	7	1				
19		1	1				
20	5	4	1	1			
21	1	2	1				

TABLE VI (Continued)

TEACHER EXPERIENCE AND TRAINING
HIGH SCHOOLS

Years	Degree		Issued on less than a Degree				
Taught	Masters	Bachelors	Life	One Year	State	First Grade	War Emergency
22		1		1			
23		1		1			
24		2	1				
25	2	2		1			
27	2	2					
28		1					
30		3					
31		1					
32		1					
33	1						
34	1	1					
35	1	1					
37		1					
40		1					
Total	27	143	20	38		0	3

emergency certificates would not have been teaching were it not for the scarcity of teachers because of war conditions and more lucrative jobs elsewhere.

The old type life certificate based on 60 or 90 college hours has been a hindrance in building up the educational standards of LeFlore county. In the rural elementary schools, nineteen of the thirty-three teachers that hold life certificates have taught more than ten years, and the twenty life certificate teachers in the high school centers have from 5 to 24 years experience.

The master's degree group has the highest average experience per teacher of any certificate group. Their average is 18 years per teacher. In this group are the administrative heads and specialized subject-matter teachers.

The rural elementary schools are unable to compete with the high school centers in securing teachers. A lighter schedule of work, better living conditions, companionship, a better school environment and tenure take away the more desirable teachers from the one and two-teacher schools. The teacher who is best qualified should be where the need is greatest, but many times the opposite is true.

The National Survey of Education of Teachers found the following conditions in 1930-31 relative to the training of teachers:

> 1. Even though remarkable progress was made following the World War in increasing the amount of education of teachers, two-thirds of the public school teachers of the United States did not have four years of college education when the Survey data were collected in 1930-31.
>
> 2. A distinctly lower standard for elementary

teachers was very generally accepted. The difference amounted to approximately two years - the difference between completion of junior college and senior college. Some states still issue certificates valid in rural and elementary schools to students who have just completed high-school courses.

3. Individual states exhibited wide variations in all of the elements of teacher education presented in this chapter, viz., amount of education, degrees held, sources of degrees, amount of work in education and practice teaching. Obviously improvements in standards will have to be made by individual states.

4. The larger communities obtained the teachers with the highest level of preparation, the largest proportion of teachers with bachelor's degrees and also the largest proportion of those with advanced or graduate degrees.

5. Only a relatively small number of teachers in secondary schools had master's degrees (about 7 per cent in the junior high school and 15.4 per cent in the senior high school). Less than half of 1 per cent of the senior high school teachers had doctor's degrees. Preparation comparable to that for the doctor's degree is the typical preparation for secondary teachers in some of the European countries.

7. State certification laws and regulations in nearly all of the States made it possible in 1930-31 for a teacher to prepare for teaching in one school division and then accept a position to teach in a different division. This practice encourages a general education for teachers with a minimum of preservice professional preparation - the remainder left to be obtained largely at the expense of the children during the teacher's first years of teaching. Data from the Survey indicate all too clearly that the rural schools and the children in the rural schools are the ones that suffer most from these practices.

8. American teachers spent from one-fifth to one-fourth of their college period in courses in the field of education, psychology, methods and practice teaching. Even though this item was more uniform among the States than many other items, there were still State variations from 60 semester-hours (one-half of the college period) to 15 semester-hours (one-eighth of the college period) - a variation of 4 to 1.

11. The status of American public school teachers in 1930-31 with regard to the extent of their educational preparation and the professional nature of the preparation indicates that there remains a large problem of preservice and inservice upgrading before teaching can be thought of as having attained the status of a profession.

Moehlman then goes on to say:

When it further considered that the training reported in the lower brackets has not been evaluated as to quality,

> and represents, especially for rural teachers, attendance at marginal and submarginal secondary schools and normal college, the situation is even more serious. The teacher is the most important agent in the instructional process and if he is inadequate in capacity and training, no amount of emphasis on mere organization and supervision can remedy these defects. The difference in the quality and training of teachers is again most noticeable between urban and rural areas. The rural child suffers most from this personnel deficiency.[19]

The assessed valuation for LeFlore County, excluding homesteads, was $10,157,608.00 in 1945. LeFlore County is one of the poorer counties of the state in total wealth.

The per capita assessed valuation, Table VII, pages 37 to 40, is based on the enumerated pupils of each district. Page, district 59, has an assessed valuation of $265,008.00 and a per capita valuation of $9,138.20 and is a non state-aid school. The other extreme is Hontubby, district 50, with an assessed valuation of $15,180.00 and a per capita valuation of $205.13. A study of Table VII reveals that 52 schools have a per capita valuation of less than $1,000.00, and 22 have a per capita valuation less than $500.00. The mean per capita valuation for the county is $827.24. The per capita valuation of LeFlore County in 1934 was $892.18 which gave the county a rank of 66 in Oklahoma.[20]

With a very low valuation, it is impossible to maintain a school without a liberal program of state-aid. Liberty, district 100, has a valuation of $4,585.00. If this school

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19 Arthur B. Moehlman, Op. cit., (1940), p. 85.

20 Organization and Administration of Oklahoma, Brookings Institutions, (1935), p. 25.

TABLE VII

PER CAPITA ASSESSED VALUATION

School	District	Assessed Valuation	Enumeration	Per Capita Valuation	Rank
Page	59	$265,008.00	29	$9,138.20	1
Peno	73	119,450.00	20	5,972.50	2
Spring Hill	81	92,620.00	26	3,562.30	3
Pine Grove	95	127,158.00	45	2,825.73	4
Braden	47	155,369.00	58	2,678.77	5
Walls	80	39,020.00	80	2,601.33	6
Lone Star	100	15,255.00	6	2,542.50	7
Victor	41	134,360.00	58	2,367.20	8
Stapp-Zoe	C-1	204,106.00	100	2,041.06	9
Fort Coffee	82	110,183.00	57	1,933.02	10
Number Ten	10	143,204.00	81	1,767.95	11
Ludlow	60	60,650.00	36	1,684.72	12
Lone Dove	77	32,900.00	20	1,645.00	13
Rock Island	53	169,437.00	107	1,583.52	14
Octavia	61	114,977.00	73	1,575.02	15
Prairie Grove	33	105,569.00	68	1,552.48	16
Glendale	66	220,534.00	148	1,490.00	17
Haw Creek	12	100,957.00	68	1,449.87	18
Fanshawe	C-3	454,875.00	310	1,467.33	19
Lone Star	103	34,836.00	24	1,451.50	20
Forest Hill	13	81,193.00	56	1,449.87	21
Fairview	15	118,691.00	83	1,430.01	22
Lennox-Pine Top	63	86,986.00	61	1,426.00	23

TABLE VII (Continued)

PER CAPITA ASSESSED VALUATION

School	District	Assessed Valuation	Enumeration	Per Capita Valuation	Rank
Howe	67	$342,791.00	249	$1,380.68	24
Hodgens	14	187,438.00	136	1,378.22	25
Tahona	54	50,500.00	37	1,364.86	26
Royal Oak	84	31,073.00	24	1,294.70	27
Pleasant Valley	71	87,059.00	70	1,243.70	28
Prairie Grove-Brazil	27	50,483.00	41	1,231.49	29
Shady Point	4	130,734.00	110	1,188.49	30
Murray Spur	88	70,725.00	60	1,178.78	31
Tarby	23	171,948.00	146	1,177.72	32
Cameron	C-5	294,697.00	251	1,174.09	33
Monroe	C-2	202,724.00	181	1,120.02	34
Spiro	2	418,490.00	418	1,001.17	35
Oak Grove	89	20,059.00	21	955.19	36
Wister	49	404,302.00	425	951.20	37
Old Bokoshe	74	48,179.00	51	944.68	38
Midway	75	104,131.00	112	929.74	39
Buck Creek	107	51,928.00	56	927.28	40
Gilmore	18	43,391.00	48	903.97	41
McClure	19	29,786.00	35	851.02	42
LeFlore	C-4	333,380.00	403	827.24	43
Panama	20	319,139.00	389	820.40	44
Stony Point-Harper	78	62,188.00	76	818.26	45

TABLE VII (Continued)

PER CAPITA ASSESSED VALUATION

School	District	Assessed Valuation	Enumeration	Per Capita Valuation	Rank
Talihina	52	$330,605.00	407	$ 812.29	46
Tucker	45	65,830.00	83	793.13	47
Lone Star	96	18,724.00	24	780.16	48
Oak Lodge	35	56,760.00	75	756.80	49
Forrester	42	51,262.00	68	753.85	50
Race Track-Fairview	94	65,133.00	91	715.74	51
Liberty-Victory	99	15,543.00	22	706.50	52
Poteau	29	885,872.00	1,274	695.34	53
Whitesboro	C-6	214,897.00	319	673.65	54
New Hope	51	20,846.00	31	672.45	55
Heavener	3	634,888.00	948	669.70	56
Big Cedar	36	27,520.00	42	655.23	57
Belle Point	55	26,789.00	41	653.39	58
Zafra	93	31,298.00	50	625.96	59
Pleasant Valley	98	24,851.00	40	621.27	60
Pocola	C-7	233,971.00	385	607.71	61
Cowlington	9	31,630.00	53	596.79	62
Nubbin Ridge	44	37,038.00	62	597.38	63
Hill	6	17,090.00	29	589.31	64
Flower Hill	87	55,460.00	95	583.78	65
Fair Hill	106	40,529.00	72	562.90	66

TABLE VII (Continued)

PER CAPITA ASSESSED VALUATION

School	District	Assessed Valuation	Enumeration	Per Capita Valuation	Rank
Milton-Fulsom	48	$ 43,778.00	86	$ 509.04	67
Williams	34	69,356.00	140	495.40	68
Loving	32	20,650.00	43	480.23	69
Bennington	5	27,075.00	60	451.25	70
Short Mountain	57	26,365.00	60	439.41	71
Mt. Pleasant	7	24,680.00	57	432.98	72
Rosedale	65	21,660.00	51	424.70	73
Prairie Belle	46	31,247.00	74	422.25	74
Mountain View	79	14,144.00	34	416.00	75
Reichert	40	27,635.00	68	406.39	76
Bokoshe	26	123,147.00	309	398.53	77
Lone Pine	97	30,910.00	80	386.37	78
Pine Valley	C-8	46,920.00	127	369.44	79
Liberty	101	4,585.00	13	352.69	80
Summerfield	56	53,920.00	161	334.90	81
Calhoun	69	13,361.00	49	272.67	82
Arkoma	91	86,240.00	323	266.99	83
Conser	1	21,385.00	84	254.48	84
Independence	25	17,855.00	81	220.43	85
Latham	22	11,217.00	51	219.94	86
Hontubby	50	15,180.00	74	205.13	87
Total		$10,157,608.00	11,124	$ 703.22	

were to avail itself of the full 15 mill levy, the state would have to furnish all of the minimum program but $68.77. Schools of this type can transfer the pupils to a school that has a high school center without any additional cost.

The valuations of LeFlore county, Table VII, pages 37 to 40, reveal that 37 districts have an assessed valuation of less than $50,000.00; 18 have more than $50,000.00, but less than $100,000.00; 16 have more than $100,000.00 but less than $200,000.00; 11 have more than $200,000.00 but less than $400,000.00; 3 have more than $400,000.00 but less than $600,000.00; and 2 have more than $600,000.00 but less than $900,000.00. Thus 55 of 87 schools have an assessed valuation of less than $100,000.00. The above facts explain why these schools are always in dire financial straits. Schools in which the assessed valuation is low are more heavily burdened in their efforts to provide an educational program.

> In the United States, the ideal has been to give every person who desires it, and who has the intelligence to secure it, an education extending from the elementary school to and through the graduate school of a university. Our people have followed this ideal because they have believed that the welfare and progress of the nation and of each person in the nation could best be assured through the education of all the people. They have believed that equality of educational opportunity is the best single assurance of equality in economic, political and other opportunities. The greatest wealth of a nation exists in the amount and the quality of the education of its people. Education is more precious than gold, and unlike gold, it cannot be lost or depreciated in value.[21]

Warrant expenditures are dependent on the size of the

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[21] Ward G. Reeder, School Boards and Superintendents, (1944), p. 71.

school, local initiative, and the amount of state-aid allocated to each district. Warrant expenditures as an index of cost are meaningless unless they are used to determine the per capita cost based on average daily attendance.

Peno, district 73, Table VIII, page 43, has an average daily attendance of 6 pupils. The per capita cost is $280.68 which is the highest in the county. The per capita cost of the Peno school is higher than the average for any other state during the 1942-43 school year. The average for Oklahoma in 1942-43 was $74.85.[22] The average per capita cost for LeFlore county is $98.16 which is also greater than the state average of $74.85 in 1942-43. The lowest per capita cost is $54.24 in the Summerfield School. There are 33 schools that have a per capita cost in excess of $100.00, and 5 of the 33 have a per capita cost greater than $200.00.

Table VIII, pages 43 to 46, is a combined study of the rural elementary and high school centers. The cost of transportation is included in computing the per capita cost of the high schools. Five of the high schools have a per capita cost greater than the county average of $98.16. The high school average is $91.01 as compared to $103.98 for the rural elementary schools. The larger center with transportation operates more cheaply than the smaller schools.

The excessive cost is a result of low enrollments accompanied by poor attendance which results in a low teacher-

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[22] David T. Blose, Statistics of State School Systems, U. S. Office of Education, (1944), Leaflet.

TABLE VIII

PER CAPITA WARRANT EXPENDITURES

School	District	Warrant Expenditures	A.D.A.	Per Capita Cost	Rank
Peno	73	$ 1,648.08	6	$280.68	1
Walls	80	1,444.62	6	240.77	2
Tucker	45	3,278.40	16	204.90	3
Lone Star	100	1,433.53	7	204.79	4
Spring Hill	81	1,790.14	9	198.90	5
Murray Spur	88	1,774.21	20	188.71	6
Lone Star	103	1,061.94	6	176.99	7
Zafra	93	3,747.21	25	149.88	8
Octavia	61	4,895.93	35	139.88	9
Mt. Pleasant	7	3,241.68	24	135.07	10
Page	59	3,373.11	25	134.92	11
Lennox-Pine Top	63	4,263.27	33	129.19	12
Oak Lodge	35	3,333.27	26	128.20	13
Fanshawe	C-3	25,387.79	217	116.99	14
Mountain View	79	1,377.24	12	114.77	15
LeFlore	C-4	33,857.67	324	114.49	16
Whitesboro	C-6	26,346.45	230	114.49	17
Pleasant Valley	98	1,585.04	14	113.22	18
Old Bokoshe	74	2,916.79	26	112.18	19
Prairie Belle	46	3,028.30	27	112.16	20
Hubbin Ridge	44	1,773.42	16	110.84	21
Fort Coffee	82	3,610.22	33	109.40	22
Monroe	C-2	16,140.35	151	106.88	23

TABLE VIII (Continued)

PER CAPITA WARRANT EXPENDITURES

School	District	Warrant Expenditures	A.D.A.	Per Capita Cost	Rank
Hontubby	50	$ 3,504.70	33	$106.20	24
Glendale	66	8,480.44	80	106.00	25
Prairie Grove	33	2,999.64	29	103.44	26
Haw Creek	12	5,096.50	50	101.93	27
Loving	32	1,828.08	18	101.56	28
Pine Valley	C-8	9,498.42	99	101.13	29
Short Mountain	57	2,623.62	26	100.91	30
Bennington	5	3,226.13	32	100.81	31
Pleasant Valley	71	3,220.16	32	100.63	32
Pine Grove	95	3,512.50	35	100.35	33
Victor	41	3,163.02	32	98.81	34
Ludlow	60	3,243.52	33	98.29	35
Stapp-Zoe	C-1	6,153.12	63	97.67	36
Buck Creek	107	3,210.63	33	97.29	37
Belle Point	55	2,997.60	31	96.69	38
Braden	47	3,467.77	36	96.60	39
Howe	67	18,314.07	191	95.88	40
Number Ten	10	3,160.41	33	95.77	41
Cameron	C-5	19,154.60	204	93.89	42
Lone Star	96	1,493.94	16	93.37	43
Forest Hill	13	3,432.49	37	92.77	44
Midway	75	6,006.86	65	92.41	45

TABLE VIII (Continued)

PER CAPITA WARRANT EXPENDITURES

School	District	Warrant Expenditures	A.D.A.	Per Capita Cost	Rank
Fair Hill	106	$ 3,211.73	35	$ 91.76	46
Hodgens	14	6,800.80	73	91.63	47
Forrester	42	3,434.51	37	90.12	48
Lone Dove	77	1,513.35	17	89.02	49
Royal Oak	84	1,499.79	17	88.22	50
Poteau	29	76,076.31	857	87.60	51
Flower Hill	87	2,972.48	34	87.42	52
Race Track-Fairview	94	3,670.58	42	87.39	53
Independence	25	3,499.45	41	85.35	54
Talihina	52	27,574.27	327	84.32	55
Heavener	3	56,578.28	664	85.20	56
Hill	6	1,344.12	16	84.07	57
Big Cedar	36	1,415.44	17	83.26	58
Pocola	C-7	17,882.83	219	81.65	59
Calhoun	69	3,004.21	38	79.05	60
Tarby	23	7,763.00	100	77.63	61
Panama	20	27,077.37	351	77.14	62
Gilmore	18	1,743.97	23	75.82	63
Cowlington	9	2,804.97	37	75.81	64
Fairview	15	4,890.14	65	75.24	65
Wister	49	23,206.77	310	74.86	66
McClure	19	1,610.84	22	73.22	67

TABLE VIII (Continued)

PER CAPITA WARRANT EXPENDITURES

School	District	Warrant Expenditures	A.D.A.	Per Capita Cost	Rank
Spiro	2	$41,249.96	570	$ 72.36	68
Stony Point-Harper	78	4,335.00	60	72.25	69
Prairie Grove-Brazil	27	2,655.66	37	71.77	70
New Hope	51	1,195.72	17	70.34	71
Conser	1	3,679.60	53	69.43	72
Tahona	54	1,422.92	21	67.76	73
Shady Point	4	5,350.82	80	66.89	74
Rock Island	53	3,376.34	51	66.20	75
Milton-Fulsom	48	2,608.68	40	65.17	76
Williams	34	5,252.21	81	64.84	77
Tatham	22	1,272.92	20	63.65	78
Lone Pine	97	3,054.71	48	63.64	79
Reichert	40	2,956.07	47	62.89	80
Rosedale	65	1,374.48	23	59.76	81
Bokoshe	26	15,994.79	274	58.37	82
Arkoma	91	12,319.66	223	55.25	83
Summerfield	56	4,935.59	91	54.24	84
Oak Grove	89	1,067.28	Transferred to Bokoshe.		
Liberty-Victory	99	487.18	Transferred to McCurtain.		
Liberty	101	864.33	Transferred to Bokoshe.		
Total or Av.		$764,548.13	7,572	$ 98.16	

pupil ratio. The larger the enrollment, the greater is the spread of cost, thereby reducing the per capita cost.

There are approximately 70 to 80 schools that should be eliminated. The reduction of the number of schools would result in a more efficient system that would reach a greater number of boys and girls. It is much more difficult to enroll the graduate of a rural elementary school in a high school and keep the pupil in school, than it is to enroll a graduate from an elementary school in the high school located in the same center.

> A pupil who has attended an eight-year rural school often requires almost a year to become adjusted to the new situation in a high school which he has entered.[23]

There is a total of 89 school centers in the 87 school districts. These buildings are either brick, rock, or frame construction. They have from one room to buildings that have a study hall, classrooms and auditorium.

The physical condition of the buildings, Table IX, pages 48 to 51, is the rating given by the county superintendent of schools by personal inspection. Equipment and supplies are not included in this rating. The 89 centers are rated 14 excellent, 32 good, 24 fair, and 19 poor. The buildings rated excellent could be improved by making needed repairs. Many of the buildings rated excellent and good were built during the days of the W.P.A.

The total bonded indebtedness of the 87 school districts,

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23 Fred Englehardt and Alfred Victor Overn, Secondary Education, Principles, and Practices, (1927), p. 146.

TABLE IX

CONDITION OF BUILDINGS AND BONDED INDEBTEDNESS

School	District	Condition of Building	Indebtedness
Conser	1	Excellent	$ 300.00
Spiro*	2	Good	None
Heavener*	3	Excellent	23,119.15
Shady Point	4	Good	3,100.00
Bennington	5	Fair	None
Hill	6	Good	2,148.78
Mt. Pleasant	7	Good	None
Cowlington	9	Excellent	None
Number Ten	10	Excellent	None
Haw Creek	12	Good	3,500.00
Forest Hill	13	Excellent	3,800.00
Hodgens	14	Good	None
Fairview	15	Good	None
Gilmore	18	Poor	None
McClure	19	Good	None
Panama*	20	Good	11,900.00
Latham	22	Poor	None
Tarby	23	Excellent	1,000.00
Independence	25	Fair	None
Bokoshe*	26	Good	7,651.00
Prairie Grove-Brazil	27	Excellent Poor	None
Poteau*	29	Excellent	39,148.00

TABLE IX (Continued)

CONDITION OF BUILDINGS AND BONDED INDEBTEDNESS

School	District	Condition of Building	Indebtedness
Loving	32	Poor	$ 400.00
Prairie Grove	33	Fair	1,100.00
Williams	34	Good	750.00
Oak Lodge	35	Fair	1,072.33
Big Cedar	36	Poor	None
Reichert	40	Fair	500.00
Victor	41	Good	4,000.00
Forrester	42	Fair	2,763.67
Nubbin Ridge	44	Fair	1,041.84
Tucker	45	Good	None
Prairie Belle	46	Poor	1,500.00
Braden	47	Good	2,500.00
Milton-Fulsom	48	Poor	7,501.74
Wister*	49	Good	10,000.00
Hontubby	50	Fair	None
New Hope	51	Fair	2,031.74
Talihina*	52	Fair	11,397.00
Rock Island	53	Good	2,500.00
Tahona	54	Fair	1,022.82
Belle Point	55	Fair	1,200.00
Summerfield	56	Good	600.00
Short Mountain	57	Good	2,000.00
Page	59	Good	None

TABLE IX (Continued)

CONDITION OF BUILDINGS AND BONDED INDEBTEDNESS

School	District	Condition of Building	Indebtedness
Ludlow	60	Good	$ 2,700.00
Octavia	61	Good	3,000.00
Lennox-Pine Top	63	Fair	2,560.00
Rosedale	65	Fair	346.17
Glendale	66	Good	5,745.00
Howe*	67	Good	7,500.00
Calhoun	69	Good	2,468.82
Pleasant Valley	71	Good	None
Old Bokoshe	74	Good	1,200.00
Midway	75	Good	None
Lone Dove	77	Poor	None
Stony Point-Harper	78	Fair Poor	2,250.00
Mountain View	79	Poor	1,320.00
Walls	80	Poor	None
Spring Hill	81	Fair	None
Fort Coffee	82	Excellent	None
Royal Oak	84	Fair	None
Peno	73	Excellent	500.00
Flower Hill	87	Excellent	None
Murray Spur	88	Poor	None
Oak Grove	89	Poor	300.00
Arkoma	91	Excellent	4,000.00

TABLE IX (Continued)

CONDITION OF BUILDINGS AND BONDED INDEBTEDNESS

School	District	Condition of Building	Indebtedness
Zafra	93	Fair	$ None
Race Track-Fairview	94	Fair	1,500.00
Pine Grove	95	Excellent	509.00
Lone Star	96	Fair	None
Lone Pine	97	Good	3,494.27
Pleasant Valley	98	Poor	None
Liberty-Victory	99	Poor	None
Lone Star	100	Poor	None
Liberty	101	Poor	1,069.48
Lone Star	103	Poor	3,243.87
Fair Hill	106	Fair	None
Buck Creek	107	Fair	None
Stapp-Zoe	C-1	Excellent	None
Monroe*	C-2	Fair	1,500.83
Fanshawe*	C-3	Good	5,000.00
LeFlore*	C-4	Good	8,000.00
Cameron*	C-5	Good	4,500.00
Whitesboro*	C-6	Good	9,500.00
Pocola*	C-7	Fair	4,000.00
Pine Valley*	C-8	Poor	None
Total			$234,255.51

* High school centers.

Table IX, is $234,255.51. The taxable property for bond issues is $10,157,608.00. It is possible to vote an additional $273,624.87 bond issue for the schools of LeFlore county and not exceed 5 per cent of the assessed valuation provided for by the constitution of the state. However, in reorganizing the administrative units, some new units will not need a large bond issue, but other units will be hard pressed in securing a sufficient bond levy.

Table X, pages 53 to 57, lists all schools that receive transfers and the sending district. The 15 high schools have 595 high school and 346 grade transfers from the rural elementary schools. The 951 transfers are 15.6 per cent of the total average daily attendance of 6,086. Grade transfers are 37.4 per cent of the total number transferred. The high school centers have an average daily attendance, Table IV, pages 26 to 29, of 4,661. Transfers make up approximately 20 per cent of the total average daily attendance of the high schools. Transfers for the rural elementary schools make up approximately 32 per cent of the total average daily attendance of the elementary schools. The failure of many transfers to become adjusted and remain in school is one of the most deplorable conditions that exist in the small high schools.

The high schools operate 58 buses, Table XI, transporting an average of 2,430 pupils per day. The number transported is 39.9 per cent of the average daily attendance of 6,086. Many of these buses transport two loads each day. The average number transported by each bus is 41 per day.

TABLE X

TRANSFERS

Receiving District		Sending District	H.S. Pupils	Grade Pupils
Spiro	2	78	6	8
	2	82	11	3
	2	88	6	27
	2	91	42	0
	2	94	13	9
	2	45	3	5
	2	46	13	5
	2	47	5	0
	2	55	4	2
	2	57	7	11
	2	73	0	2
	2	74	4	2
	2	77	1	5
	2	35	6	2
	2	44	2	9
TOTAL			116	90
Heavener	3	1	5	6
	3	98	4	0
	3	C-1	5	5
	3	50	10	2
	3	59	6	0
	3	66	1	0

TABLE X (Continued)

TRANSFERS

Receiving District	Sending District	H.S. Pupils	Grade Pupils
Heavener (cont'd)			
3	7	11	10
3	12	2	0
3	13	12	1
3	14	29	2
3	25	5	2
3	32	8	0
3	40	5	0
3	42	7	9
TOTAL		110	37
Panama 20	103	0	12
20	107	9	2
20	51	3	9
20	54	4	21
20	65	0	2
20	69	14	0
20	4	14	0
20	5	7	12
20	22	5	4
20	84	2	0
20	27	1	0
TOTAL		60	65

TABLE X (Continued)

TRANSFERS

Receiving District		Sending District	H.S. Pupils	Grade Pupils
Poteau	29	95	3	1
	29	71	6	15
	29	10	3	0
	29	15	9	1
	29	18	4	0
	29	19	5	0
	29	23	22	3
	29	33	12	5
TOTAL			64	25
Bokoshe	26	79	2	0
	26	89	1	20
	26	101	4	4
	26	48	3	6
	26	74	5	3
	26	27	3	0
	26	44	1	4
TOTAL			19	37
Wister	49	66	22	0
	49	33	2	0
	49	41	2	3
TOTAL			26	3
LeFlore	C-4	97	11	0

TABLE X (Continued)

TRANSFERS

Receiving District		Sending District	H.S. Pupils	Grade Pupils
LeFlore (cont'd)				
	C-4	56	28	3
	C-4	40	2	1
TOTAL			41	4
Cameron	C-5	53	13	6
	C-5	6	4	1
	C-5	19	3	0
	C-5	34	18	7
TOTAL			38	14
Fanshawe	C-3	41	4	1
TOTAL			4	1
Whitesboro	C-6	63	3	4
TOTAL			3	4
Pocola	C-7	91	1	1
	C-7	53	3	5
	C-7	56	2	3
TOTAL			6	9
Pine Valley	C-8	36	9	8
TOTAL			9	8
Monroe	C-2	81	8	14

TABLE X (Continued)

TRANSFERS

Receiving District	Sending District	H.S. Pupils	Grade Pupils
Monroe (cont'd)			
	C-2 75	19	0
	C-2 10	5	1
	C-2 18	1	2
TOTAL		33	17
Howe	67 7	3	1
	67 10	12	11
	67 13	0	1
	67 81	1	3
TOTAL		16	16
Talihina	52 C-6	0	3
TOTAL		0	3
Keota,	43 99	1	2
Haskell	43 55	2	1
County	43 9	13	0
TOTAL		16	3
McCurtain,	37 99	0	17
Haskell	37 48	1	2
County	37 65	5	0
TOTAL		6	19
Smithville,	14 60	7	1
McCurtain	14 61	13	0
County	14 93	8	0
TOTAL		28	1
GRAND TOTAL		595	356

The transportation routes are approximately 5 to 30 miles long. Many of these routes are over average highways and farm-to-market roads. A part of the routes are over roads which are almost impassable during the worst part of winter. Transportation routes enter every school district in the county.

There is no sound reason for children walking to school in part of the districts and others transported in other districts. Transportation helps to create better attendance, health, and safety for school pupils.

> School consolidation and pupil transportation have developed at about the same rate, and both have grown very rapidly. The success of the transportation system largely determines the success of the consolidation project; without the other, neither one of them would have advanced very far. At present, there are approximately 18,000 consolidated schools in the United States; to and from these schools, more than 3,000,000 pupils are transported daily, in more than 80,000 vehicles, and at an annual cost of more than $60,000,000.[24]

> TRANSPORTATION. Structural reorganization of local school districts in the United States carries with it the problem of transporting at public expense many secondary-school children for distances varying from two to fifty miles. This service is unrelated to instruction except as it permits the operation of certain instructional centers under conditions that would otherwise be impossible. As good roads are rapidly built, the problem of reorganization will probably be accelerated and the transportation problem will grow.[25]

The material presented in this chapter indicates that there should be a reorganization of the schools of LeFlore county in order that the schools of this county might better

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[24] Ward G. Reeder, Op. cit., (1944), p. 179.

[25] Arthur B. Moehlman, Op. cit., (1940), p. 192.

TABLE XI

TRANSPORTATION COST

School	District	Number of Buses	A.D.H.	Per Capita Cost
Wister	49	2	117	$19.81
Pocola	C-7	3	194	20.88
Howe	67	2	95	23.82
Whitesboro	C-6	3	171	25.63
Monroe	C-2	3	107	25.92
Spiro	2	7	290	27.86
Panama	20	5	132	27.99
Pine Valley	C-8	1	50	31.24
Cameron	C-5	3	147	32.81
Heavener	3	6	192	34.82
Poteau	29	6	269	37.56
Talihina	52	5	144	38.17
Bokoshe	26	2	80	46.71
Fanshawe	C-3	5	172	50.04
LeFlore	C-4	5	270	60.98
Total or Av.		58	2,430	33.61

serve and care for the interests of the people. The well-being of the people is closely associated with an efficient school offering a well-rounded program designed to recognize a changing world.

CHAPTER IV

RECOMMENDATIONS AND CONCLUSION

The purpose of this reorganization, as previously stated, is to provide better educational opportunity. This plan of reorganization is not a panacea for the educational ills of LeFlore County but an effort to remedy some of the worst evils by creating stronger school units. In larger consolidated units, the districts are stronger financially, have larger enumerations, higher average daily attendance, a more equal teaching load and better opportunities.

Five of the school districts of LeFlore County, Talihina, Zafra, Ludlow, Octavia and Walls are not included in the recommendations for reorganization. Zafra, Ludlow and Octavia, the southern most districts, are in the mountainous section of the county and pupils from these schools cannot be transported to a high school center in this county. The only possible solution would be a union with Smithville in McCurtain County. Talihina is so geographically located that it was found impossible to make any changes in its boundary or size. Walls, in the west central part of the county, is extremely difficult to reach. It is the tenative plan of Red Oak, in Latimer County, to annex Walls by the opening of the 1946-47 school year. The other 82 districts are reorganized into 10 proposed units.

Pocola, Cameron, Monroe, Fanshawe and Pine Valley are high schools that are moved to other locations. These high schools are very small and are located in sparse population centers.

FIGURE 3 - Reorganized Districts.

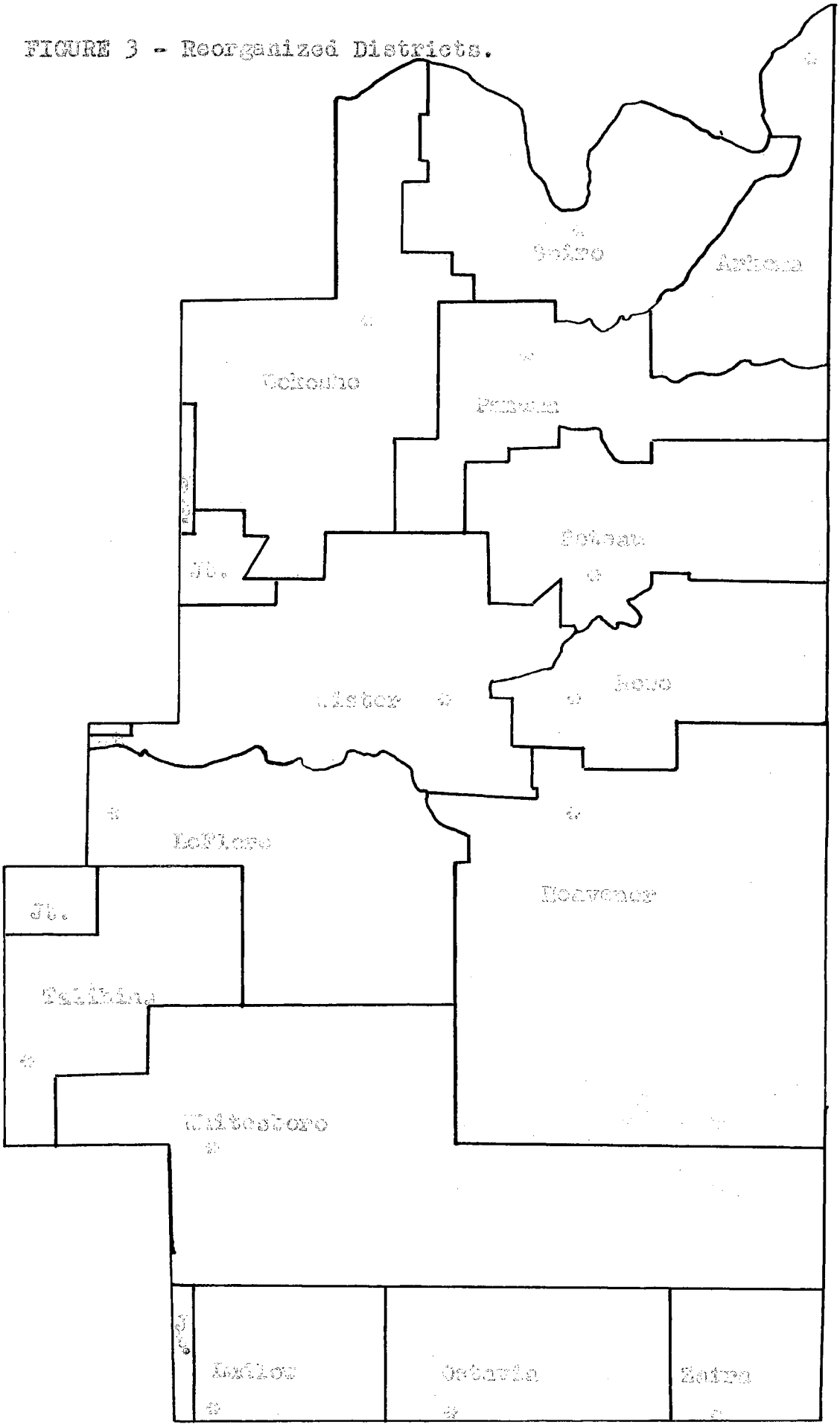

TABLE XII

PROPOSED SCHOOL NO. 1

School	District	A.D.A.	Val.	Budget	Teachers
Arkoma	91	278	$ 86,240	$12,319.66	8
Williams	34	90	69,356	5,252.21	4
Rock Island	53	51	169,437	3,376.34	2
Peno	73	6	119,450	1,648.08	1
Pocola	C-7	229	233,971	17,882.83	9
Total		654	$678,454	$40,479.12	24

Unit 1, Table XII, above, is composed of Arkoma, Peno, Pocola, Rock Island, and Williams. This district has an area of 62.8 square miles; average daily attendance of 654; 27 teachers; 8 buses transporting 419 pupils; and an estimated warrant expenditure of $58,179.11.

Arkoma is the suggested site for proposed school 1. Even though Arkoma is located on the north side of the district, it is better located with reference to population growth the last 10 years as indicated by pupil enumeration.

It will be necessary for Arkoma to construct an additional building. This can be done by voting $23,000.00 in bonds, Table XXIV, page 77, and a building levy of 5 mills.

Arkoma, or Unit 1 is justified by criteria 1, 3, 4 and 5. This unit does not qualify for 150 in average daily attendance, which is criteria 2, but has a potential average daily attendance which can be reached within 3 or 4 years.

The valuation does not satisfy criteria 6, but this unit has good possibilities of reaching this criteria within a reasonable time.

TABLE XIII

PROPOSED SCHOOL NO. 2

School	District	A.D.A.	Val.	Budget	Teachers
Spiro	2	531	$418,490	$41,249.96	21
Braden	47	36	155,369	3,467.77	2
Stony Point-Harper	78	60	62,188	4,335.00	3
Oak Lodge	35	26	56,760	3,333.27	2
Fort Coffee	82	33	110,183	3,610.22	2
Race Track-Fairview	94	42	65,133	3,670.58	2
Prairie Belle	46	27	31,247	3,028.30	2
Murray Spur	88	20	70,725	1,774.21	1
Lone Dove	77	17	32,900	1,513.35	1
Lone Star	100	7	15,255	1,433.53	1
Tucker	45	16	65,830	3,278.40	1
Flower Hill	87	34	55,460	2,972.48	2
Total		849	$1,139,540	$73,667.07	40

School Unit 2, Table XIII, above, is made up of 12 districts. These districts are Spiro, Stony Point-Harper, Braden, Oak Lodge, Fort Coffee, Race Track-Fairview, Prairie Belle, Murray Spur, Lone Dove, Lone Star, Tucker and Flower Hill.

Unit 2, embracing an area of 97.6 square miles has an assessed valuation of $1,139,540.00; average daily attendance of 849; 8 buses transporting 408 pupils; 35 teachers; and a budget of $74,288.62.

Spiro, the logical site for Unit 2, can take care of the added enrollment with their present buildings and the building program which is underway.

School Unit 2 is justified in the reorganization of the attendance areas by criteria 1, 2, 3, 4, 5 and 6. This unit is above the standard for average daily attendance in high school, valuation, elementary teachers, and is located in the only dense population center.

Bokoshe is the site for Unit 3, Table XIV, page 66, and is composed of Cowlington, Old Bokoshe, Short Mountain, Nubbin Ridge, Oak Grove, Liberty-Victory, Milton-Fulsom, Rosedale, Mountain View, Prairie Grove-Brazil, Latham, Liberty, Belle Point, Lone Star and New Hope.

The present bonded indebtedness of Unit 3 is in excess of the constitutional limit of 5 per cent of the assessed valuation. It will be necessary for this unit to operate as a union graded school for two or three years. In the meantime, a building levy can be voted each year. The building fund levy and bonds that can be voted within a period of three years will take care of a new building for Unit 3.

Bokoshe, or Unit 3, will have an area of 134.7 square miles; average daily attendance of 599; 7 buses transporting 405 pupils; 25 teachers; and a budget of $51,006.14.

TABLE XIV

PROPOSED SCHOOL NO. 3

School	District	A.D.A.	Val.	Budget	Teachers
Bokoshe	26	274	$123,147	$15,994.79	12
Cowlington	9	47	31,147	2,804.97	2
Old Bokoshe	74	28	48,179	2,916.79	1
Short Mountain	57	26	26,365	2,623.62	1
Nubbin Ridge	44	17	37,038	1,773.42	1
Oak Grove	89		20,059	1,067.28	1
Liberty-Victory	99	18	15,543	487.18	1
Milton-Fulsom	48	42	43,778	2,608.68	2
Rosedale	65	24	21,660	1,374.48	1
Mountain-View	79	12	14,144	1,377.24	1
Prairie Grove-Brazil	27	37	50,483	2,655.66	2
Latham	22	20	11,217	1,272.92	1
Liberty	101		4,585	864.33	1
Belle Point	55	31	26,789	2,997.60	2
Lone Star	103	6	34,836	1,061.94	1
New Hope	51	17	20,846	1,195.72	1
Total		599	$530,299	$43,076.62	31

Unit 3 is justified by criteria 1, 3, 4 and 5. This unit does not meet criteria 2 but has potential possibilities of reaching an average daily attendance of 150. Valuation, which is criteria number 6, is not likely to be real-

ized for many years and probably not at all.

TABLE XV

PROPOSED SCHOOL NO. 4

School	District	A.D.A.	Val.	Budget	Teachers
Panama	20	351	$319,139	$27,077.37	16
Royal Oak	84	17	31,073	1,499.79	1
Tahona	54	21	50,500	1,422.92	1
Buck Creek	107	33	51,928	3,210.63	2
Bennington	5	32	27,075	3,226.13	2
Shady Point	4	80	130,734	5,370.82	4
Calhoun	69	38	13,361	3,004.21	2
Cameron Pt.	C-5	126	194,697	11,857.00	6
Fair Hill	106	35	40,529	3,211.73	2
Total		733	$859,036	$59,861.20	36

Panama, Royal Oak, Tahona, Buck Creek, Bennington, Shady Point, Calhoun, part of Cameron, and Fair Hill is Unit 4 with Panama as the site, Table XV, above.

The Financial condition of this unit is above average and new buildings and equipment can be easily secured.

Proposed Unit 4 with an area of 86 square miles has an assessed valuation of $859,036.00; 31 teachers; 733 pupils in average daily attendance; and expenditures of $65,978.60.

Criteria 1, 3, 4, 5 and 6 justify Unit 4 in the reorganization of the attendance areas. Unit 2 fails to come up

to the standard of 150 in average daily attendance in high school. With 131 for the average daily attendance at the time of the reorganization, this unit is apt to reach the criteria of 150.

TABLE XVI

PROPOSED SCHOOL NO. 5

School	District	A.D.A.	Val.	Budget	Teachers
Poteau	29	843	$885,872	$76,076.31	40
Cameron Pt.	C-5	78	100,000	7,297.00	4
Tarby	23	100	171,948	7,763.00	4
Fairview	15	65	118,691	4,890.14	3
Hill	6	16	17,090	1,344.12	1
McClure	19	22	29,786	1,610.84	1
Gilmore	18	23	43,391	1,743.97	1
Pine Grove	95	32	87,059	3,220.16	2
Total		1,214	$1,580,995	$107,458.04	56

Unit 5, Table XVI, above, which is composed of Poteau, part of Cameron, Tarby, Fairview, Hill, McClure, Gilmore and Pine Grove has the greatest wealth of any unit in the county. Poteau is the only urban center in the county. The total valuation of this unit is $1,580,995.00 and an increase of $250,000.00 in valuation is predicted for the next decade.

This unit with an area of 90.9 square miles will trans-

port 605 pupils in 10 buses. The average daily attendance of 1,214 allows 50 teachers. The estimated school cost is $112,465.48 which is the largest in the county.

Unit 5, with Poteau as the site, meets all criteria in setting up new attendance areas. In fact, Unit 5 surpasses all of the criteria to a greater degree than does any other proposed unit.

TABLE XVII

PROPOSED SCHOOL NO. 6

School	District	A.D.A.	Val.	Budget	Teachers
Howe	67	191	$342,791	$18,314.07	9
Number Ten	10	33	143,204	3,160.41	2
Spring Hill	81	9	92,620	1,790.14	1
Midway	75	65	104,131	6,006.86	3
Monroe	C-2	151	202,724	16,140.35	8
Forest Hill	13	45	81,193	3,432.49	2
Total		494	$966,663	$48,844.32	25

Unit 6, Table XVII, above, combines two high schools and four elementary schools. Howe and Monroe are the high schools. Number Ten, Spring Hill, Midway and Forest Hill are the elementary schools.

It is possible for this unit to vote an additional $35,000.00 in bonds which will more than take care of building needs.

Howe, the natural site, would transport in 6 buses 298 pupils; have an average daily attendance of 494; and have an area of 73.8 square miles with a valuation of $966.663.00.

Unit number 6 does not satisfy criteria number 2. It is unlikely to meet the criteria of 150 in average daily attendance in high school unless there is an increase in pupil population. However, this unit is justified by criteria 1, 3, 4, 5 and 6.

TABLE XVIII

PROPOSED SCHOOL NO. 7

School	District	A.D.A.	Val.	Budget	Teachers
Heavener	3	662	$643,888	$56,578.28	29
Forrester	42	37	51,272	2,434.51	2
Pleasant-Valley	98	14	24,851	1,585.04	1
Mt. Pleasant	7	24	24,680	3,241.68	1
Independence	25	41	17,855	3,499.45	2
Conser	1	53	21,385	3,679.60	3
Hodgens	14	73	187,438	6,800.80	3
Hontubby	50	33	15,180	3,504.70	2
Loving	32	18	20,650	1,828.08	1
Haw Creek	12	50	100,957	5,096.50	2
Page	59	25	265,008	3,373.11	2
Stapp-Zoe	C-1	63	204,106	6,153.12	3
Total		1,093	$1,568,260	$98,774.87	51

Proposed Unit 7, with Heavener as the site, is the second wealthiest unit in the county and one of the two units with the largest area. However, this area covers much uninhabited territory.

Heavener, Forrester, Pleasant Valley, Mt. Pleasant, Independence, Conser, Hodgens, Montubby, Loving, Haw Creek, Page and Stapp-Zoe make up proposed Unit 7.

The area of Unit 7 is 254.9 square miles and has an assessed valuation of $1,568.260.00. From this territory, Unit 7 would transport in 12 buses 623 pupils; have an average daily attendance of 1,093; employ 45 teachers; and spend yearly $101,917.78.

Heavener, as the site, has an available bond issue of $48,000.00 for new buildings, equipment and repair. One new building would be a necessity. Since Heavener has an approved junior high program, a junior high building should be built.

Unit 7, with Heavener as the site, is justified by criteria 2, 3, 4, 5 and 6. Unit 7 does not measure up to criteria number 1 as the pupils in the southern part of this district will have to ride a distance greater than 25 miles. Since there wasn't a school nearer than Heavener, it was necessary to include this territory in Unit 7.

Proposed Unit 8, Table XIX, page 72, combines Wister, and Fanshawe high schools; Victor, Lone Star, Glendale and Prairie Grove elementary schools.

TABLE XIX

PROPOSED SCHOOL NO. 8

School	District	A.D.A.	Val.	Budget	Teachers
Wister	49	310	$404,402	$23,206.77	14
Fanshawe	C-3	217	454,875	25,387.79	9
Victor	41	32	134,360	3,163.79	2
Lone Star	96	16	18,724	1,493.94	1
Glendale	66	80	220,534	8,480.44	4
Prairie Grove	33	41	105,569	2,999.64	2
Total		696	$1,338,364	$64,731.60	32

Wister, as the site, needs one new building. This can be easily accomplished without burdening the people too much.

Unit 8 includes an area of 126.3 square miles with an assessed valuation of $1,338,364.00; 8 buses daily transporting 503 pupils; an average daily attendance of 696 pupils; 28 teachers; and expenditures of $67,888.09.

Unit 8, which is located at Wister, is justified by criteria 1, 2, 3, 4, 5 and 6.

LeFlore, Summerfield, Reichert, and Lone Pine, Table XX, page 73, make up proposed Unit 9. Unit 9 is rather small in attendance but has a large area. Because of its isolation and natural barriers, the writer feels that a school should be maintained in this area with LeFlore as the site.

Unit 9 has an area of 123.2 square miles; has an average

TABLE XX

PROPOSED SCHOOL NO. 9

School	District	A.D.A.	Val.	Budget	Teachers
LeFlore	C-4	324	$333,380	$33,857.67	15
Summerfield	56	91	53,920	4,935.59	3
Reichert	40	49	27,635	2,956.07	2
Lone Pine	97	48	30,910	3,054.71	2
Total		512	$445,845	$44,804.04	22

daily attendance of 512; employs 21 teachers; transports in 7 buses, 458 pupils (all of its A.D.A. but 54); has a valuation of $445,845.00; and spends yearly $50,190.03.

As the increased attendance is small, LeFlore will not need a building program. It now has one of the finer school plants in the country.

Unit number 9 is justified by criteria 1 and 3. This unit cannot qualify by criteria 2, 4, 5 and 6 as the topography and its isolation is a hindrance to a greater attendance area.

Unit 10, Table XXI, page 74, is composed of Whitesboro, Pine Valley, Big Cedar and Lennox-Pine Top.

Since this unit covers a larger area, it is one of the more expensive. It has a density of 2.1 pupils per square mile and a transportation density of 1.2 pupils per square mile.

These four schools are located in a valley between

TABLE XXI

PROPOSED SCHOOL NO. 10

School	District	A.D.A.	Val.	Budget	Teachers
Whitesboro	C-6	230	$214,897	$26,346.45	12
Big Cedar	36	17	27,520	1,415.44	1
Lennox-Pine Top	63	33	80,986	4,263.27	2
Pine Valley	C-8	95	46,920	9,498.42	7
Total		375	$370,323	$41,523.58	22

Winding Stair and Kiamichi mountains. Poor roads, rivers, and creeks are physical features which are obstacles in a reorganization program.

The area of Unit 10 is 254 square miles. This area is served by school buses transporting 316 pupils. This unit would have an average daily attendance of 375 pupils taught by 16 teachers. The valuation is $370,323.00, and there is a budget of $37,886.19.

Unit 10 is justified by criteria 1, 3, 4, and 5. This unit possibly will never be justified by criteria 2 and 6. This unit is located in a narrow valley which is not likely to have a great population.

The warrant expenditures, Table XXII, page 75, for the proposed schools are based on House Bill No. 361 of the Twentieth Legislature of Oklahoma. These budgets are not just minimum programs, but include all funds which are permitted to be set up in a school budget. The total warrant

TABLE XXII

PROPOSED SCHOOLS

Proposed Districts	A.D.A. H.S.	A.D.A. Ele.	Teachers H.S.	Teachers Ele.	Warrant Expenditures
1	112	542	6	21	$ 58,179.11
2	163	686	8	27	74,288.62
3	81	518	4	21	51,006.14
4	131	602	7	24	65,978.60
5	261	953	12	38	112,465.48
6	122	372	7	15	50,059.24
7	236	857	11	34	101,917.78
8	164	532	7	21	67,888.09
9	102	410	5	16	50,190.03
10	82	297	4	12	37,886.19
11	85	242	4	9	33,513,00
Total	1,539	6,011	75	248	$703,372.28

expenditures are $703,372.28.

According to the present state law pertaining to the teacher-pupil ratio, these 11 proposed schools would employ 323 teachers. This number of teachers is based on an average daily attendance of 1,539 pupils in high school and 6,011 pupils in the elementary grades.

The per capita cost of the proposed reorganization for the county is $93.17. The per capita cost of the proposed units is $4.99 less than the county average of $98.16 prior

TABLE XXIII

TRANSPORTATION IN THE PROPOSED SCHOOLS

School	A.D.H.	Buses	Area	Transportation Density
1	419	8	62.8	6.6
2	408	8	97.6	4.1
3	405	7	134.7	3.0
4	514	8	86.0	5.9
5	605	10	90.9	6.6
6	298	6	73.8	4.0
7	623	12	254.9	2.4
8	503	8	126.3	3.9
9	458	7	123.2	3.7
10	316	6	254.9	1.2
11	242	4	68.0	2.1
Total	4,693	84	1,373.2	3.4

to reorganization.

The proposed districts, Table XXIII, above, need an additional 26 buses. The average daily haul will be transported in 84 buses. The number of new buses needed seems small, but every district now has buses transporting high school transfers from an elementary center to a high school center. These new buses can be paid for in two years from the saving in teachers' salary.

The bonded indebtedness, Table XXIV, page 77, of the

TABLE XXIV

INDEBTEDNESS AND AMOUNT OF NEW BONDS AVAILABLE

School	Bonded Indebtedness	Valuation	New Bonds Available
1	$10,450.00	$ 678,454	$23,472.70
2	8,822.33	1,139,540	48,154.67
3	28,905.84	530,299	None
4	21,462.64	859,036	21,489.16
5	44,334.78	1,580,995	34,714.97
6	12,800.83	966,663	35,532.32
7	30,082.82	1,568,260	48,330.18
8	25,845.00	1,338,364	41,073.20
9	12,594.00	445,845	9,698.25
10	12,060.00	376,323	6,756.15
11	11,397.00	330,605	5,133.25
Total	$218,755.24	$9,814,384	$274,354.85

proposed districts is $218,755.24. All of these units, except Unit 3, are in good financial condition. The erection of new buildings and purchase of equipment and supplies are well within the reach of the units which need additions. Any suggested additions are based upon personal inspection and knowledge given the writer by the County Superintendent of Schools of LeFlore County. These recommendations are submitted with the knowledge that such a program cannot be realized except by legislative enactment. It is the opinion of the writer that once these changes are made, the people of the county would not go back to the old organization of 87 school districts.

CHAPTER V

SUMMARY

The plan of reorganization of the schools of LeFlore County is based on attendance areas. The principal aim of the reorganization is to eliminate all rural elementary schools and transport all of the pupils to a high school center. This consolidation of the attendance areas is to supplant the weaker inefficient schools there by creating larger units which are to provide a more adequate program of educational opportunity.

"Consolidation" and "Reorganization" are used interchangeable in speaking of redistricting the attendance areas.

Below are listed 6 criteria used in locating and determining the attendance areas. 1. Transportation of pupils is not to exceed 25 miles or more than one hour from home to school. 2. An average daily attendance of 150 as the minimum is desirable in high school. 3. The topography is to be considered in redistricting the attendance areas. 4. Each new unit should have a minimum of one teacher per grade in the elementary school. 5. The attendance areas are to be located in and around the population centers. 6. A valuation of $750,000 is to be used as a desirable minimum standard in creating new units. This is a net valuation.

The population of LeFlore County as revealed by the school census from 1940 to 1945, shows a decided decrease in the school population. This loss of pupils has affected the average daily attendance in nearly all of the schools in

LeFlore County. Thus, a study of the school population helps in understanding the effect of the loss of pupils on the attendance area.

In 1945, there were 30 one-teacher schools, 30 two-teacher schools, 7 three-teacher schools, 4 four-teacher schools, 1 eight-teacher school, 15 high schools, or a total of 87 school districts in the county.

The scholastic population in 1945 was 11,124 for the 87 schools. The rural elementary schools had a school population of 2,911 or 26.1 per cent of the total school population.

The density of school population for the county is 7.2 pupils per square mile. The southern part of the county was found to have a very sparse population.

The average daily attendance of 6,086 is taught by 358 teachers. The high school centers employed 231 teachers and the rural elementary schools employed 127 teachers.

The academic preparation of the teachers in the high schools was found to be higher than that of the teachers employed in the rural elementary schools. A higher percentage of degree teachers was found in high school than was found in the elementary schools.

The mean per capita assessed valuation of LeFlore County in 1945 was $827.24. This is slightly less than the average in 1934 when the county ranked 66 from the top in per capita assessed valuation as compared with other counties of the state.

The per capita cost of education for the county in 1945

ranged from $54.24 to $280.68. Both of these extremes occurred in the rural elementary schools. The average for all schools in 1945 was $98.16.

The transportation of 2,430 pupils in 58 buses was found to be adequate under the organization of 87 school districts. The average cost of transporting pupils was $33.61 for the county as a whole.

The reorganization of the schools of LeFlore County creates 11 high school centers and makes no change in 3 of the rural elementary schools. Five of the high schools are moved to other high school centers.

A program of reorganization would need 323 teachers as compared to 352 teachers prior to reorganization. Transportation of pupils in the 11 high school centers would require 84 buses whereas the old system used 58 buses. The per capita cost of education in a program of consolidation would cost the people $93.17 as compared to $98.14 under the old system.

The bonded indebtedness of the new units would be considered fair with the exception of Unit 3. It was recommended that this unit operate as a union graded school until the financial status of the district improved.

This plan of reorganization as recommended would make possible a home high school for every pupil except the 3 rural elementary schools in the extreme southern part of the county.

Though there might be savings in certain educational cost, the overall cost is more than likely to be greater

than in the one and two-teacher schools. In presenting a better educational system cost is an important item, but it should not be a deterring factor in a consolidation program.

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