SCHOOL EXPENDITURES IN AGRICULTURAL AND INDUSTRIAL

SCHOOL DISTRICTS IN CARTER COUNTY

SCHOOL EXPENDITURES IN AGRICULTURAL AND INDUSTRIAL SCHOOL DISTRICTS IN CARTER COUNTY

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C. E.

PREFACE

The writer has made no attempt to conduct an exhaustive study of school finance, but, as the title indicates, he has endeavored to give an impartial view of the relative financial expenditures of the Agricultural districts and the Industrial districts of Carter county.

It has long been known that in school districts where the oil industry is developing and where the manufacturing centers are progressing there has been a surplus of money per capita. On the other hand, occasionally in the same county, there has been a shortage of money for the Agricultural districts. Realizing then that there are differences in available money for the schools and knowing that the majority of people are unselfish enough to want those extreme differences corrected, the author presents this thesis for the purpose of helping bring about further equalization and stabilization.

Because of the fact that the years from 1930 to 1938 center around the low year, 1933, they have purposefully been chosen for consideration. Briefly then, the study shows the general financial expenditures three years before and five years after the first weak school legislation.

G. E.

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CHAPTER I

INTRODUCTION

> "A child born in the sand hills of Nebraska is as much a citizen of the United States as is the child born in the congested centers of the East. Yet, as a civic craftsman, he is either denied the adequate tools or if given them, the cost takes the life blood from the local resident. Due to our changed social life, from an agricultural life to an industrial life, glaring inequalities exist in every county and in every state in the nation. Smaller districts have courageously provided means for the schooling of their young citizens, only to see them migrate and disappear. The state and nation receive the benefit, and the little district foots the bill."[1]

It is a well-known fact that inequalities of educational opportunity have long existed not only in isolated districts but also in counties and states. That something should be done about this everyone has agreed. But just what could be done to solve the problem has been indefinite.

The modern American life is so complex that no longer can communities live to themselves. Rapid transportation and communication have brought all parts of the nation closer together. Big corporations take their profits not only from the localities in which they are situated but also from the state and nation as a whole. Is it not logical then to assume that more than one school district should profit because of the valuation of these corporations? Why could not the resources of the county, the state, and even the nation be pooled in order to equalize educational opportunity? Surely in this great nation there is enough wealth to insure equal educational opportunity for every deserving child.

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[1] Overing, E. M., "Chiselers and Chiseling," School Executives Magazine, Vol. LIII (May, 1934), p. 276.

Mr. O. C. Pratt of Spokane, Washington offers a statement that is worthy of consideration:

> "The very great variation in the amount of wealth back of each child in various school districts makes it imperative for some equalization plan to be put in operation. It is possible for counties to equalize the cost among districts in the county, but this leaves a wide variation among the counties in the state. Again it is possible for the state to equalize among the counties, but there is still the problem of wide variation in ability to support schools among the individual states. If there is to be equalization within a state, the state must bring it about, and if there is to be equalization within the nation it can only be done by federal action."[2]

Figure I shows the relative wealth per child by states. A glance at this figure will show that the wealth of the United States needs some educational equalizing. The comparative wealth shown does not mean that the states are using that wealth even for themselves. Why should they? The amount they are spending is so much more than that of some states to which they can point.

America has long been a nation whose citizens have held her in high esteem. Education has done much to emphasize those democratic principles which have made this country one of the most unique in the world. Should not America be concerned then when so much centralization of wealth works hardships on the less fortunate states. In the words of Professor John K. Norton:

> "Equality of opportunity has been a watchword of American life. Perhaps the most concrete example has been through public education. Children and youth differ as to ability, social position, and economic status. In regard to developing such talents as they possess however, they are equal. This should remain the guiding tenet of American life, although it has been but partly realized."[3]

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[2]Pratt, O. C., School Executive Magazine, Vol. LIII (May, 1934), p. 268.

[3]Norton, John K., School Executive Magazine, Vol. LVII (July, 1938), pp. 224-225.

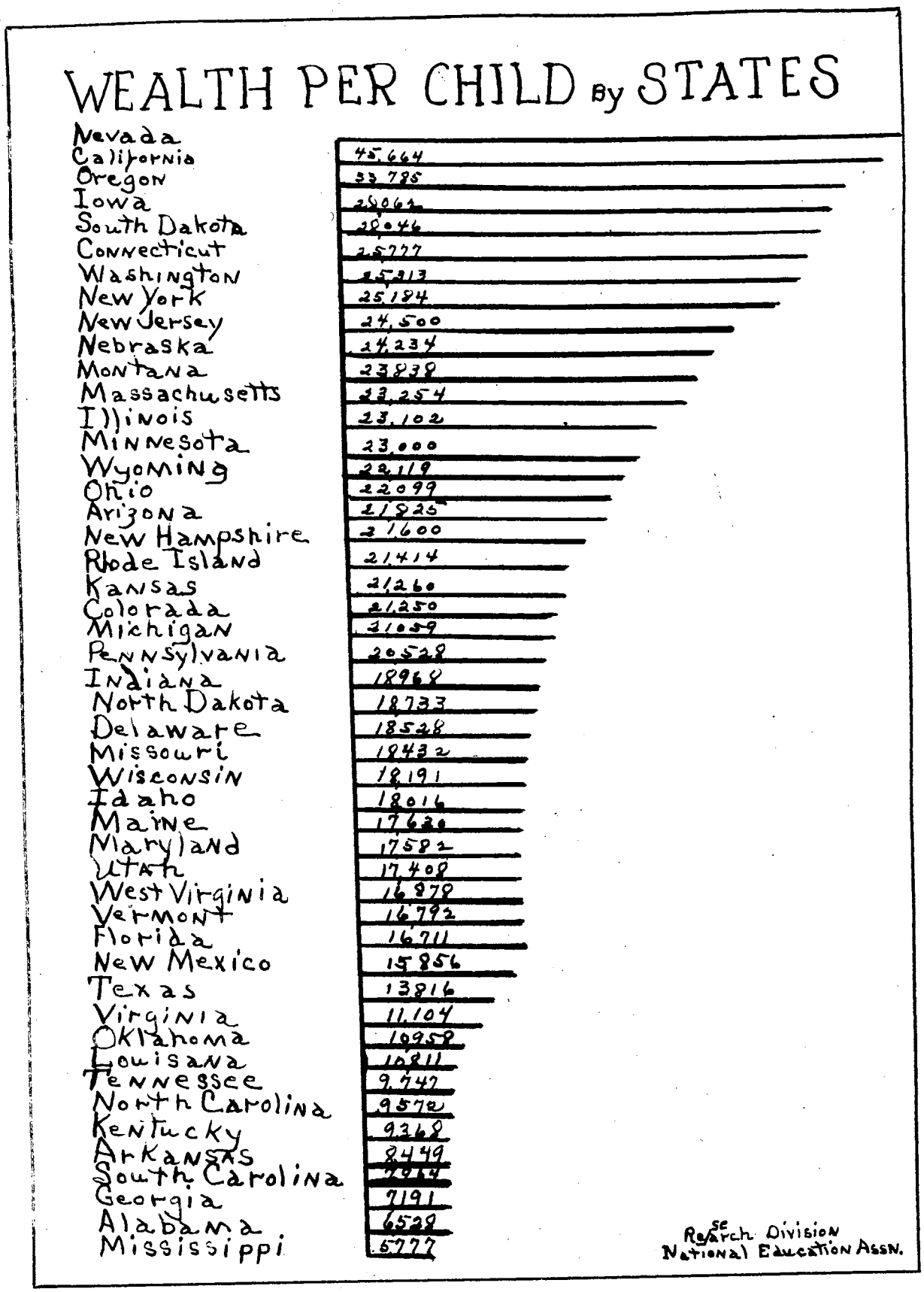
WEALTH PER CHILD By STATES
Nevada 45,644
California 33,785
Oregon 28,062
Iowa 28,046
South Dakota 26,777
Connecticut 25,913
Washington 25,184
New York 24,500
New Jersey 24,234
Nebraska 23,838
Montana 23,254
Massachusetts 23,102
Illinois 23,000
Minnesota 22,119
Wyoming 22,099
Ohio 21,825
Arizona 21,600
New Hampshire 21,414
Rhode Island 21,260
Kansas 21,250
Colorado 21,059
Michigan 20,528
Pennsylvania 18,968
Indiana 18,733
North Dakota 18,528
Delaware 18,432
Missouri 18,191
Wisconsin 18,016
Idaho 17,626
Maine 17,582
Maryland 17,408
Utah 16,878
West Virginia 16,792
Vermont 16,711
Florida 15,856
New Mexico 13,816
Texas 11,104
Virginia 10,958
Oklahoma 10,811
Louisana 9,747
Tennessee 9,572
North Carolina 9,368
Kentucky 8,449
Arkansas 7,914
South Carolina 7,191
Georgia 6,528
Alabama 5,777
Mississippi
Research Division
National Education Assn.

Figure I.

That the federal government has done much for the schools is conceded. That it will do more when public sentiment demands it is expected. The building program for both the common schools and the higher institutions has been fully appreciated by the people of the communities who now have new federal buildings, new municipal buildings, and new school buildings. These would not have been realized without the help of the federal government.

What the federal government has done for public schools in the years past is recalled by Mr. Willard E. Givens:

> "Since 1802 the federal government has granted land for the support of public schools amounting to 241,116 square miles. Morrell Acts (1862 and 1890) and Nelson Amendment (1907) appropriated funds for land grant colleges. Hatch Act (1887) appropriated money for the establishment of agricultural experiment stations in connection with land grant colleges. Smith-Hughes Act (1917) and similar acts for vocational education in agriculture, trades and industries, and home economics all illustrate a fundamental interest in fostering of public education. The schools are our most fundamental institutions and are a matter of first concern for our government federal, state, and local.
>
> The mobility of education compels federal interest. The percentage of interstate migration ranges from 7.8 in Maine to 57.5 in Wyoming.
>
> More children and less wealth in some states compel federal interest. It is now a well established fact that equitable effort on the part of several states and the local subdivisions will not and cannot provide adequate schools for all the nation's children."[4]

The foregoing discussion gives the opinion held by so many people that the federal government should assume the central unifying leadership so necessary for the fair distribution of educational opportunity.

Mr. Givens also gives information in regard to the statement that any people in the United States can give adequate educational

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[4]Givens, Willard E., Journal of the National Educational Association, Vol. XXV (September, 1936), p. 169.

opportunity to their children if they want to.

> "In view of conclusive evidence the argument that any state, county, or district can, if it will, provide adequate educational opportunity for its children is refuted by facts. What they do for education is primarily a matter of economic ability rather than interest in children."[5]

But it is not the problem of the writer of this thesis to discuss national equalization. It is his problem to show the differences in available money per capita for the districts in Carter County, to show that progress toward equalization has been made by virtue of recent school legislation, and to prove that further equalization and stabilization are necessary.

There have been many theses written recently on subjects that have some relationship to the study of this thesis, but there have been none that have made studies of the equalization process of the primary and secondary aid between Agricultural and Industrial districts. Guy E. Fisher of Payne county, Oklahoma, has explained for what purposes the money of the district has been spent. Joe B. House of Ottawa county, Oklahoma, has made comparisons of the Independent and Dependent districts and has given proposals for their financial betterment. William B. Hurst's thesis has some relation to this one in that the money secured from the state for the schools in Kiowa county is shown. Harold Oswald Doenges et al have considered, studied and discussed related items, but in no study has this author found the natural and fundamental division of schools, Agricultural and Industrial.

So then for the sake of fundamental comparison and for the sake of satisfying the author's own curiosity, he has divided the districts of Carter county into two classes, Agricultural and Industrial.

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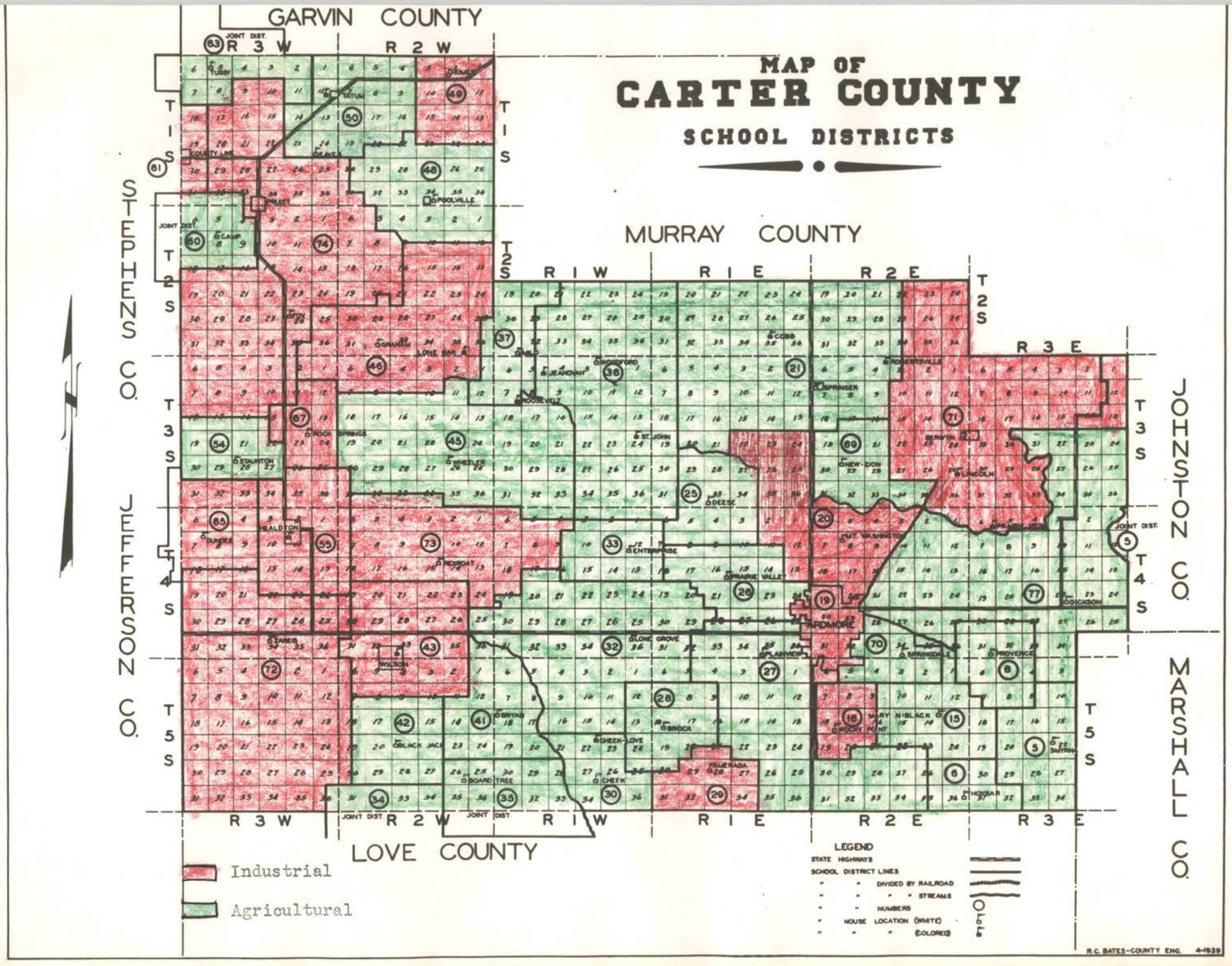
[5]Givens, Willard E., Journal of National Educational Association, Vol. XXVI (February, 1937), p. 49.

Those districts which secure most of their local income from industries are listed as Industrial districts, and those which secure most of their local income from real estate are listed as Agricultural districts.

The primary source of data has been the County Clerk's office, the County Superintendent's reports, and the records in the State Department of Education. The secondary source of information has been books, magazines, and bulletins on school finance.

If by making this comparative study the writer can contribute a little information toward equalising educational opportunity, he will feel that his time will have been well spent. The information contained in the following tables has been painstakingly secured and carefully tabulated.


GARVIN COUNTY
MAP OF
CARTER COUNTY
SCHOOL DISTRICTS
MURRAY COUNTY
STEPHENS CO.
JEFFERSON CO.
JOHNSTON CO.
MARSHALL CO.
LOVE COUNTY
R 3 W
R 2 W
R 1 W
R 1 E
R 2 E
R 3 E
T 1 S
T 2 S
T 3 S
T 4 S
T 5 S
Industrial
Agricultural
LEGEND
STATE HIGHWAYS
SCHOOL DISTRICT LINES
DIVIDED BY RAILROAD
STREAMS
NUMBERS
HOUSE LOCATION (WHITE)
(COLORED)
R.C. BATES-COUNTY ENG. 4-1939

CHAPTER II

MASTER TABLES AND INTERPRETATIONS

> "Equalization of educational opportunities for all is an essential step in a democracy. The quality of education cannot be measured accurately in terms of dollars, but obviously small expenditures mean poor buildings, inadequate libraries and equipment, poorly trained teachers, and crowded class rooms."[1]

In compiling the information necessary for a fair comparison of the inequalities between the two classifications of districts, the author has set up tables which definitely point out the lack of fair distribution of expenditures. The following Tables, I to XVI inclusive, will be known as the Master Tables and will contain the information necessary for making comparisons. The identification of the school years is as follows: 1930 means the school year 1930-1931; 1931 means 1931-1932, etc.

From 1930 to 1934 inclusive the Master Tables show information according to this form: enumeration, tax rate, state and local expenditure, total, days taught, and per capita cost. The total and the average of each column (with the exception of the tax rate) are given so that at a glance one may compare the distributions for any one year.

From 1935 to 1937 inclusive the Master Table form has been changed to include the amounts of primary and secondary aid that have been given to the districts.

Master Tables from I to X inclusive cover the period from 1930 to 1934 inclusive; Master Tables from XI to XVI inclusive cover the period from 1935 to 1937 inclusive.

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[1] Journal of the American Association of University Women, Vol. XXXII (October, 1938), pp. 3-12.

In the year 1934 the federal government appropriated money in order to give the weak schools a longer term. The amounts so given have been included in the state aid column of the Tables.

One has some conception of the hard times through which the schools have gone when he notes there have been thirteen consolidations, eight Agricultural and five Industrial, during the eight years from 1930 to 1937. The consolidations have been shown on the Tables by the use of the asterisk.

Primarily then the Master Tables are included in the thesis for quick comparisons between individual districts and total districts and for the source of information used in the smaller breakdowns in Chapter III. These smaller tables will include: mills voted from 1930 to 1934 (all districts voted fifteen mills from 1935 to 1937), percentage of expenditure compared with percentage of enumeration from 1930 to 1934 inclusive, percentage of primary aid and secondary aid compared with percentage of enumeration of the two classifications, days taught (arranged from the highest to the lowest per district by four-year periods), and per capita cost of individual schools (arranged from the highest to the lowest by four-year periods) compared with the number of subjects offered in the high schools.

By using these smaller breakdowns the author has attempted to show that the inequalities have been consistent both between the two general classifications and among the individual schools. The fact that a school district, small or large, does not have the necessary money to conduct its school is no reason why the children of that district should lack educational opportunity.

The Master Tables show that the inequalities have existed and that as an average the Industrial districts have spent more money per capita

than the Agricultural. This naturally has resulted in inequality of educational opportunity. The smaller tables in Chapter III will point out more specifically the inequalities and will show the equalization process of state primary and secondary aid.

TABLE I

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1930

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
1 Young	42	15	$ 364	$ 1,503	$ 1,867	156	$ 44
2 Baum	98	15	758	2,183	2,941	150	30
5 Smyrna	42	15	374	1,305	1,679	168	39
6 Hoxbar	28	15	355	798	1,153	150	41
8 Provence	79	15	796	2,945	3,741	140	47
14 Equal Rights	49	15	547	1,445	1,992	160	41
15 Mary Niblack	70	15	604	2,489	3,093	157	44
21 Springer	190	15	1,862	5,716	7,578	160	40
22 Thurston Grove	29	15	374	837	1,211	174	42
23 Smoky Valley	24	15	201	740	941	160	39
24 Glenn	122	15	1,036	3,146	4,182	160	34
25 Deese	66	15	758	2,060	2,818	158	42
26 Prairie Valley	82	14	902	4,620	5,522	151	69
27 Plainview	76	15	427	8,574	9,001	180	119
28 Brock	78	15	1,639	2,401	4,040	160	51
30 Cheek	64	15	880	1,804	2,684	160	42
31 Bunker Hill	47	12	432	1,655	2,087	141	44
32 Lone Grove	219	15	199	8,168	8,367	180	38
33 Enterprise	97	15	773	2,092	2,865	158	30
35 Board Tree	43	15	710	1,588	2,298	160	53
36 Woodford	116	15	661	6,491	7,152	155	62
37 Milo	115	15	135	2,630	2,765	170	24
41 Bryan	75	15	902	2,777	3,679	160	49
42 Black Jack	70	15	768	2,113	2,881	160	41
45 Wheeler	214	15	1,238	8,500	9,738	168	44
47 Roundup	68	15	864	2,165	3,029	180	44
48 Poolville	61	13	902	3,456	4,358	180	71

TABLE I - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1930

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
50 Harmonville	17	8	$ 125	$ 1,388	$ 1,513	178	$ 89
54 Staunton	64	15	567	1,941	2,508	180	39
60 Camp Joint	77	15	1,263	2,000	3,263	150	42
65 Tussy	105	15	890	3,405	4,295	159	40
69 New Zion	69	14	653	2,219	2,872	180	41
70 Springdale	74	15	853	2,935	3,788	170	51
77 Dickson	169	15	1,830	6,800	8,630	157	51
TOTAL	2,839		$25,642	$105,889	$131,531	5,530	$1,617
AVERAGE	84		754	3,114	3,869	163	48

TABLE II

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1930

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
9 Pruitt	56	15	$ 758	$ 5,891	$ 6,649	180	$118
16 Rocky Point	43	11	288	2,080	2,368	160	55
17 Cisco	31	14	307	1,732	2,039	169	65
19 Ardmore	4,124	15	28,579	164,646	193,225	175	41
20 Mt. Washington	127	5	1,046	9,825	10,871	171	85
29 Amerada	59	15	662	2,622	3,284	140	55
43 Wilson	1,354	15	11,413	41,341	53,754	178	40
46 Graham	410	15	5,001	12,117	17,118	180	41
49 Homer	38	10	393	1,820	2,213	175	58
51 Cannon	67	15	652	3,560	4,212	180	62
55 Healdton	1,054	15	8,209	38,464	46,673	172	44
62 Cool Branch	88	15	615	3,270	3,885	160	44
65 Dundee	561	14	5,161	51,475	56,636	176	101
66 Shady Grove	26	13	393	1,624	2,017	160	77
67 Rock Springs	63	10	528	3,430	3,958	175	62
68 Zita	59	15	460	1,900	2,360	174	40
71 Berwyn	184	15	1,728	11,995	13,723	177	74
72 Zaneis	398	13	3,907	46,225	50,132	171	125
73 Rexroat	349	15	3,207	12,490	15,697	171	44
74 Fox	497	15	4,992	15,879	20,871	174	41
TOTAL	9,588		$78,297	$432,386	$510,683	3,418	$1,272
AVERAGE	479		3,915	21,619	25,534	171	64

TABLE III

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1931

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
1 Young	45	15	$ 290	$ 1,217	$ 1,507	158	$ 34
2 Bana	99	15	649	1,940	2,589	160	26
5 Smyrna	49	15	278	1,165	1,443	155	29
6 Hoxbar	33	15	255	600	855	153	25
8 Provence	87	15	523	2,540	3,063	160	35
14 Equal Rights	43	15	407	1,237	1,644	159	38
15 Mary Niblack	70	15	509	1,935	2,444	160	35
21 Springer	179	15	1,276	5,873	7,149	161	40
22 Thurston Grove	36	15	341	665	1,006	158	24
23 Smoky Valley	26	15	125	509	634	160	24
24 Glenn	103	9	875	2,139	3,014	157	29
25 Deese	109	15	440	1,722	2,162	140	20
26 Prairie Valley	89	14	560	4,285	4,845	158	54
27 Plainview	167	15	1,675	8,913	10,588	166	63
28 Brock	63	15	789	1,633	2,422	160	39
30 Cheek	78	15	724	1,583	2,307	140	30
31 Bunker Hill	59	15	319	1,847	2,166	155	37
32 Lone Grove	245	15	3,000	7,177	10,177	157	42
33 Enterprise	102	15	50	1,959	2,009	155	20
35 Board Tree	72	15	885	1,048	1,933	110	27
36 Woodford	168	15	1,575	6,568	8,143	162	48
37 Milo	125	15	160	2,174	2,334	165	19
41 Bryan	116	15		2,410	2,410	153	21
42 Black Jack	77	15	463	1,787	2,250	160	29
45 Wheeler	224	15	1,813	7,668	9,481	161	42
47 Roundup	80	15	450	1,778	2,228	161	28
48 Poolville	69	15	404	3,184	3,588	160	52

TABLE III - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1931

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
50 Harmonville	44	15	$ 1,194	$ 3,432	$ 4,626	178	$ 105
54 Staunton	71	15	424	1,759	2,183	180	31
60 Camp Joint	69	15	556	1,802	2,360	140	34
63 Tussy	100	15	756	3,274	4,030	158	40
69 New Zion	65	15	457	2,013	2,470	176	38
70 Springdale	90	15	550	2,355	2,905	175	32
77 Dickson	182	15	1,200	3,361	7,561	161	42
TOTAL	3,254		$23,954	$96,552	$120,506	5,367	$1,222
AVERAGE	96		705	2,840	3,544	158	36

TABLE IV

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1931

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
9 Pruitt	62	15	$ 470	$ 5,071	$ 5,541	180	$ 89
16 Rocky Point	46	9	256	1,945	2,201	155	48
17 Cisco	39	15	205	1,685	1,890	154	48
19 Ardmore	4,312	15	20,326	164,330	184,656	170	43
20 Mt. Washington	141	5	840	9,330	10,170	177	72
29 Amerada	66	15	390	1,578	1,968	160	29
43 Wilson	1,539	15	6,120	32,960	39,080	175	26
46 Graham	424	15	2,714	9,108	11,822	177	27
49 Homer	39	13	251	2,305	2,556	160	65
51 Cannon	84	15	443	3,306	3,749	180	44
55 Healdton	1,118	15	4,764	20,276	25,040	172	22
62 Cool Branch	103	13	572	3,185	3,757	180	36
65 Dundee	497	15	3,713	40,100	43,813	175	88
67 Rock Springs	74	8	417	2,930	3,347	175	43
71 Berwyn	244	15	1,218	11,335	12,553	157	51
72 Zaneis	417	14	2,634	54,270	38,904	180	93
73 Rexroat	357	15	2,310	9,053	11,363	173	31
74 Fox	573	15	4,770	17,207	21,977	170	38
TOTAL	10,135		$52,413	$36,997	$422,410	3,070	$893
AVERAGE	563		2,912	2,055	23,467	171	50

*Consolidations

66 Shady Grove
68 Zita

TABLE V

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1932

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
1 Young	38	15	$ 233	$ 993	$ 1,226	156	$ 32
2 Baum	88	15	514	1,419	1,933	160	22
5 Smyrna	73	15	275	1,037	1,312	160	18
6 Moxbar	36	15	171	546	717	156	20
8 Provence	91	15	451	2,110	2,561	160	28
14 Equal Rights	33	15	224	920	1,144	160	35
15 Mary Niblack	77	15	461	2,052	2,513	160	33
21 Springer	183	15	1,021	3,995	5,016	160	27
22 Thurston Grove	37	15	186	540	726	145	20
23 Smoky Valley	23	15	135	431	566	150	25
24 Glenn	116	8	537	1,385	1,922	150	17
25 Deese	89	7	561	1,225	1,786	117	20
26 Prairie Valley	100	15	480	3,500	3,980	152	40
27 Plainview	209	15	1,587	7,801	9,388	160	45
28 Brook	71	15	430	1,292	1,722	160	24
30 Check	82	15	403	1,322	1,725	140	21
31 Bunker Hill	53	15	351	1,639	1,990	160	38
32 Lone Grove	242	15	2,552	6,022	8,574	160	36
35 Enterprise	96	15	583	1,532	2,115	158	22
35 Board Tree	65	11	370	1,007	1,377	160	21
36 Woodford	176	15	2,435	5,408	7,845	160	45
37 Milo	122	15	754	1,767	2,521	160	21
41 Bryan	111	15	592	2,368	2,960	160	27
42 Black Jack	80	15	399	1,236	1,635	140	20
45 Wheeler	239	15	1,471	5,602	7,073	160	30
47 Round Up	67	15	414	1,526	1,940	160	29
48 Poolville	83	15	357	2,577	2,934	150	35

TABLE V - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1932

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
50 Harmonville	69	13	$ 249	$ 2,721	$ 2,970	120	$ 43
54 Staunton	62	15	239	1,448	1,687	159	27
60 Camp Joint	68	15	368	1,359	1,727	160	25
63 Tussy	85	15	359	2,461	2,820	170	33
69 New Zion	68	15	548	1,583	2,131	160	31
70 Springdale	107	15	629	2,144	2,773	156	26
77 Dickson	166	15	3,887	4,101	7,988	160	48
TOTAL	5,305		$24,226	$77,069	$101,295	5,259	$984
AVERAGE	97		715	2,267	2,979	155	29

TABLE VI

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1932

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
9 Pruitt	80	15	$ 321	$ 4,223	$ 4,544	180	$ 56
16 Rocky Point	47	13	238	2,006	5,244	154	47
17 Cisco	39	14	201	1,416	1,617	155	41
19 Ardmore	4,266	15	27,296	130,655	157,951	175	37
20 Mt. Washington	146	9	730	9,205	9,935	175	67
29 Amerada	76	15	341	1,107	1,448	156	19
43 Wilson	1,255	15	8,962	30,250	39,212	176	31
46 Graham	414	15	2,199	7,721	9,920	167	23
49 Homer	36	8	295	1,600	1,895	160	52
51 Cannon	69	15	434	2,876	3,310	180	34
55 Healdton	1,068	15	5,840	21,865	27,705	173	26
62 Cool Branch	96	14	532	2,760	3,492	173	36
65 Dundee	524	13	2,586	34,357	36,943	175	70
67 Rock Springs	54	11	382	3,185	3,567	177	66
71 Berwyn	220	15	1,259	9,572	10,831	166	49
72 Zaneis	379	14	2,162	27,233	29,395	175	77
73 Rexroat	290	15	1,851	9,233	11,084	177	38
74 Fox	569	15	3,680	14,652	18,332	165	32
TOTAL	9,628		$59,317	$313,916	$373,233	3,059	$ 801
AVERAGE	535		3,295	17,440	20,735	170	42

TABLE VII

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1933

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
1 Young	55	15	$	$ 897	$ 897	159	$ 26
2 Bana	90	15	134	1,456	1,590	159	17
5 Smyrna	70	15		859	859	160	12
6 Hoxbar	29	15		555	555	160	19
8 Provence	84	15		2,157	2,157	152	26
14 Equal Rights	62	15		753	753	160	12
15 Mary Niblack	85	15		1,615	1,615	158	19
21 Springer	190	15		4,526	4,526	160	24
22 Thurston Grove	42	15		620	620	148	15
23 Smoky Valley	19	15		489	489	160	25
24 Glenn	130	15		1,363	1,363	159	10
25 Deese	76	15		1,252	1,252	158	16
26 Prairie Valley	99	15		3,608	3,608	156	36
27 Plainview	181	15	497	9,292	9,789	166	54
28 Brock	72	15		1,221	1,221	160	17
30 Cheek	84	15	125	1,680	1,805	158	21
31 Bunker Hill	59	15		1,291	1,291	159	22
32 Lone Grove	262	15	2,737	7,745	10,482	180	40
33 Enterprise	98	15	248	1,538	1,786	153	18
35 Board Tree	66	15		955	955	160	14
36 Woodford	185	15	829	4,965	5,794	160	31
37 Milo	121	15	386	1,897	2,283	165	19
41 Bryan	116	15		2,104	2,104	172	18
42 Black Jack	85	15		1,180	1,180	140	14
45 Wheeler	242	15	762	6,487	7,249	180	30
47 Roundup	63	15		1,240	1,240	159	20
48 Poolville	82	15		2,614	2,614	180	32

TABLE VII - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1933

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
50 Harmonville	83	15	$	$ 2,349	$ 2,349	180	$ 28
54 Staunton	63	15		1,396	1,396	175	22
60 Camp Joint	73	15	197	1,275	1,472	160	20
63 Tussy	106	15		2,250	2,250	176	21
69 New Zion	53	15		1,073	1,073	178	20
70 Springdale	79	15		2,298	2,298	173	29
77 Dickson	175	15	1,627	6,970	8,597	160	49
TOTAL	3,359		$7,542	$81,950	$89,492	5,543	$796
AVERAGE	99		222	2,410	2,632	163	23

TABLE VIII

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1933

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
9 Pruitt	80	15		$ 3,340	$ 3,340	180	$ 40
16 Rocky Point	46	15		1,601	1,601	150	34
17 Cisco	28	15		1,109	1,109	150	39
19 Ardmore	4,219	15		150,000	150,000	168	35
20 Mt. Washington	154	10		8,235	8,235	180	60
29 Amerada	83	15		1,565	1,565	160	18
43 Wilson	1,257	15		40,325	40,325	157	32
46 Graham	387	15		8,982	8,982	160	23
49 Homer	29	15		1,015	1,015	180	35
51 Cannon	65	15		2,278	2,278	180	35
55 Healdton	1,098	15		22,684	22,684	163	24
62 Cool Branch	103	15		1,465	1,465	177	14
65 Dundee	530	15		24,301	24,301	175	45
67 Rock Springs	62	15		2,456	2,456	173	39
71 Berwyn	254	15		10,182	10,182	161	45
72 Zaneis	356	15		23,468	23,468	176	65
73 Rexroat	324	15		8,441	8,441	167	26
74 Fox	625	15	$ 1,566	19,599	21,165	160	34
TOTAL	9,680		$ 1,566	$331,045	$532,612	3,017	$641
AVERAGE	538		87	18,391	18,478	168	36

TABLE IX

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1934

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
1 Young	42	15	$	$ 659	$ 659	172	$ 15
2 Baum	96	15	657	1,119	1,776	168	17
5 Smyrna	63	15		902	902	165	14
6 Hoxbar	57	15	492	248	740	157	20
8 Provence	88	15		1,728	1,728	148	19
14 Equal Rights	59	15	106	748	854	159	14
15 Mary Niblack	90	15	136	1,555	1,691	160	18
21 Springer	193	15	1,776	5,718	7,494	160	37
22 Thurston Grove	26	15	245	700	945	160	36
23 Smoky Valley	20	15	323	709	1,032	160	51
24 Glenn	127	15		1,673	1,673	160	13
25 Desse	96	15	330	1,169	1,499	160	15
26 Prairie Valley	85	15	540	2,776	3,316	149	39
27 Plainview	210	15	935	6,869	7,804	159	37
28 Brock	95	15	573	972	1,545	160	16
30 Cheek	95	15	705	1,653	2,358	156	24
31 Bunker Hill	60	15	518	1,519	2,037	160	33
32 Lone Grove	242	15	3,566	9,495	13,061	160	53
33 Enterprise	96	15	488	1,720	2,208	159	23
35 Board Tree	52	15	1,028	1,979	3,007	160	57
36 Woodford	170	15	2,295	5,140	7,435	160	43
37 Milo	116	15	851	2,153	3,004	160	25
41 Bryan	112	15	167	1,738	1,905	160	17
42 Black Jack	85	15		1,172	1,172	160	13
45 Wheeler	228	15	2,774	7,865	10,639	160	46
47 Roundup	58	15	82	1,351	1,433	160	24
48 Poolville	98	15	530	2,014	2,544	160	25

TABLE IX - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1934

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
50 Harmonville	122	15	$	$ 2,938	$ 2,938	180	$ 24
54 Staunton	87	15	160	1,473	1,633	180	18
60 Camp Joint	45	15	170	1,170	1,340	123	29
63 Tussy	63	15		2,500	2,500	180	39
69 New Zion	58	15		1,050	1,050	180	18
70 Springdale	98	15	719	2,224	2,943	178	30
77 Dickson	205	15	3,553	8,885	12,418	180	60
TOTAL	3,498		$23,837	$86,955	$110,792	5,653	$980
AVERAGE	103		681	2,484	2,879	161	29

TABLE X

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1934

District Number and Name	Enumeration	Tax Rate	State Aid	Local Expenditure	Total	Days Taught	Per Capita Cost
9 Pruitt	98	15	$	$ 2,568	$ 2,568	120	$ 26
16 Rocky Point	37	15		1,671	1,671	160	45
17 Cisco	35	15		931	931	152	26
19 Ardmore	4,532	15		121,649	121,649	160	21
20 Mt. Washington	138	15		7,978	7,978	176	57
29 Amerada	79	15	620	1,000	1,620	160	20
43 Wilson	1,195	15	3,418	29,399	32,817	160	27
46 Graham	367	15	2,199	9,318	11,517	160	31
49 Homer	36	15		903	903	160	25
51 Cannon	98	15		2,222	2,222	179	25
55 Healdton	1,094	15	3,587	25,223	28,810	180	26
62 Cool Branch	111	15		1,669	1,669	180	15
65 Dundee	503	15		24,446	24,446	180	48
67 Rock Springs	67	15		2,283	2,283	175	34
71 Berwyn	222	15		10,753	10,753	176	48
72 Zaneis	379	15		19,711	19,711	160	52
73 Rexroat	309	15	4,637	11,246	15,883	160	51
74 Fox	579	15	3,780	19,509	23,289	160	40
TOTAL	9,869		$18,241	$292,479	$310,720	2,958	$617
AVERAGE	546		1,013	16,248	17,262	164	34

TABLE XI

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1935

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Indian Tuition	Total	Days Taught	Per Capita Cost
1 Young	42	15	$ 915	$ 40	$	$	$ 955	172	$ 22
2 Baum	96	15	1,326	281			1,607	168	16
5 Smyrna	65	15	897	306		10	1,213	160	18
6 Hoxbar	32	15	255		520		610	157	19
8 Provence	76	15	1,026	369	237		1,632	148	21
14 Equal Rights	59	15	661	85			746	159	12
15 Mary Niblack	76	15	1,072	310	540	128	2,050	160	26
21 Springer	224	15	3,575	2,020	2,107		7,702	160	34
22 Thurston Grove	28	15	621	25			646	160	23
24 Glenn	125	15	1,760	333			2,090	160	15
25 Deese	82	15	1,240	308	563		2,111	160	25
26 Prairie Valley	82	15	2,258	408		22	2,688	149	32
27 Plainview	201	15	4,936	1,462	1,205	182	7,785	159	38
28 Brock	86	15	1,012	610	340		1,862	160	21
30 Cheek	101	15	904	310	828		2,042	156	20
31 Bunker Hill	64	15	1,075	306		63	1,444	160	22
32 Lone Grove	259	15	5,564	2,446	3,060	237	10,307	160	39
33 Enterprise	81	15	1,234	311	587	11	2,443	159	30
35 Board Tree	48	15	953	361	784		2,068	160	43
36 Woodford	166	15	3,380	1,761	3,524		8,665	160	52
37 Milo	117	15	1,208	592	116	121	2,017	160	17
41 Bryan	134	15	1,576	311	264		2,151	160	16
42 Black Jack	83	15	1,171	308			1,479	160	17
45 Wheeler	225	15	5,466	1,764	2,213		9,443	160	41
47 Roundup	62	15	1,028	306	792		2,126	160	34
48 Poolville	75	15	2,581	370			2,951	160	39

TABLE XI - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1935

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Indian Tuition	Total	Days Taught	Per Capita Cost
50 Harmonville	110	15	$ 2,916	$ 824	$	$	$ 2,740	180	$ 24
54 Staunton	78	15	1,525	309	340		2,174	180	28
60 Camp Joint	37	15	980	354	650		1,984	128	53
63 Tussy	68	15	2,400	262			2,662	180	39
69 New Zion	68	15	691	266			1,157	174	30
70 Springdale	98	15	1,678	730	649	104	3,161	178	32
77 Dickson	286	15	4,884	2,062	4,206		11,152	160	38
*									
TOTAL	3,434		$62,968	$20,610	$23,225	$878	$107,681	5,482	$936
AVERAGE	104		1,908	625	734	27	3,257	166	38

*Consolidation

23 Smoky Valley

TABLE XII

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1935

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Indian Tuition	Total	Days Taught	Per Capita Cost
9 Pruitt	95	15	$ 3,681	$ 180	$	$ 115	$ 3,976	174	$ 41
16 Rocky Point	31	15	1,999	303		45	2,347	120	75
17 Cisco	29	15	1,078	34			1,112	160	38
19 Ardmore	3,409	15	124,784	33,541	91		158,416	152	46
20 Mt. Washington	176	15	10,830	956	17		11,803	174	67
29 Amerada	86	15	732	368	1,200		2,300	160	26
43 Wilson	1,195	15	29,106	3,299			32,405	160	27
46 Graham	367	15	6,770	2,919	2,203		11,892	160	32
49 Homer	26	15	1,090	364			1,454	160	55
51 Cannon	91	15	2,075	309			2,384	179	26
55 Healdton	1,156	15	19,900	9,674	5,506		35,080	180	30
62 Cool Branch	94	15	1,815	211			2,026	180	21
65 Dundee	525	15	15,394	5,134	3,146	74	23,748	160	45
67 Rock Springs	71	15	2,381	367			3,048	175	42
71 Berwyn	244	15	9,685	2,144		451	12,280	175	50
72 Zaneis	405	15	16,208	3,780		164	20,152	160	48
73 Rexroat	318	15	6,727	2,193	3,331	243	12,494	160	39
74 Fox	700	15	15,591	6,122	10,696	25	32,434	160	46
TOTAL	9,018		$269,866	$68,599	$26,190	$1,117	$369,071	3,109	$754
AVERAGE	501		14,992	3,983	1,455	62	20,504	172	42

TABLE XIII

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1936

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Supplementary	Indian Tuition	Total	Days Taught	Per Capita Cost
5 Smyrna	65	15	$ 897	$ 270	$	$	$ 9	$ 1,176	175	$ 18
6 Hoxbar	32	15	400	210	197			807	160	25
8 Provence	87	15	1,784	270	444		43	2,541	173	29
15 Mary Niblack	82	15	1,586	343	227		112	2,268	179	28
21 Springer	306	15	6,032	1,991	3,121			11,144	180	36
24 Glenn	125	15	1,804	558				2,362	160	18
25 Deese	87	15	1,692	261	108		31	2,092	175	24
26 Prairie Valley	75	15	2,521	368			51	2,940	158	39
27 Plainview	197	15	8,108	1,620	3,226		241	13,195	177	62
28 Brock	86	15	1,474	540	188			2,202	180	25
30 Cheek	78	15	1,009	270	762			2,041	180	26
32 Lone Grove	267	15	6,216	2,142	3,853		314	12,525	180	47
33 Enterprise	69	15	1,467	324	359		36	2,186	180	31
35 Board Tree	54	15	1,271	324	665	58		2,308	180	42
36 Woodford	230	15	5,619	1,512	2,537		30	9,698	180	42
37 Milo	70	15	1,390	560	204		72	2,226	180	31
41 Bryan	120	15	2,175	54				2,715	180	22
42 Black Jack	66	15	1,235	331	629			2,195	180	33
45 Wheeler	210	15	6,615	1,591	3,739			11,945	180	56
48 Poolville	86	15	2,260	654				2,914	180	34
50 Harmonville	92	15	4,503	746				5,249	180	57
54 Staunton	83	15	1,759	323	263			2,345	180	28
60 Camp Joint	48	15	1,124	330	763			2,217	180	46
63 Tussy	71	15	2,118	540				2,658	179	37

TABLE XIII - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1936

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Supplementary	Indian Tuition	Total	Days Taught	Per Capita Cost
69 New Zion	56	15	$ 812	$ 276				$ 1,088	174	$19
70 Springdale	100	15	1,962	626	$ 835		$ 151	3,574	178	35
77 Dickson	331	15	6,535	2,477	142			9,154	175	27
*										
TOTAL	3,173		$ 74,368	$19,997	$22,252	$58	$1,090	$117,765	4,763	$917
AVERAGE	118		2,754	740	824	2	40	4,362	176	34

*Consolidations

1 Young
2 Bama
14 Equal Rights
22 Thurston Grove
31 Bunker Hill
47 Roundup

TABLE XIV

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1936

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Indian Tuition	Supplementary	Total	Days Taught	Per Capita Cost
9 Pruitt	81	15	$ 3,615	$ 558	$	$ 52	$	$ 4,225	174	$ 52
16 Rocky Point	25	15	2,038					2,038	171	81
17 Cisco	16	15	1,083					1,083	153	67
19 Ardmore	4,596	15	130,534	29,952				160,486	180	34
20 Mt. Washington	201	15	12,464	1,296	17	49	100	13,926	178	69
29 Amerada	80	15	744	324	1,158			2,226	180	28
43 Wilson	1,118	15	25,895	8,910	9,928	214	1,179	46,126	180	41
46 Graham	437	15	8,310	2,862	6,915			18,087	180	41
49 Homer	31	15	1,246	11				1,257	180	40
51 Cannon	88	15	2,011	549				2,560	170	29
55 Healdton	1,088	15	25,470	8,622	3,069			37,161	180	34
62 Cool Branch	109	15	1,904	271				2,175	169	19
65 Dundee	519	15	14,054	4,533	4,214			22,801	180	43
67 Rock Springs	70	15	2,508	324				2,832	175	40
71 Berwyn	252	15	13,384	2,196	977	487		17,054	176	67
72 Zaneis	434	15	19,069	3,965		168		23,202	171	54
73 Rexroat	309	15	6,341	1,944	4,999			13,284	178	42
74 Fox	795	15	19,445	5,830	13,234			38,509	180	48
TOTAL	10,247		$290,115	$72,147	$44,511	$970	$1,279	$409,022	3,155	$829
AVERAGE	549		16,117	4,008	2,473	53	71	22,723	175	46

TABLE XV

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1937

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Supplementary	Total	Days Taught	Per Capita Cost
5 Smyrna	66	15	$ 1,048	$ 313	$ 9	$ 64	$ 1,434	180	$ 21
6 Hoxbar	52	15	481	288	290		1,059	170	33
8 Provence	104	15	1,887	532	199	301	2,919	178	28
15 Mary Niblack	84	15	1,556	532	295	471	2,854	180	31
21 Springer	271	15	7,737	2,555	3,883	502	14,677	177	54
25 Deese	82	15	1,261	516	446	75	2,298	175	28
26 Prairie Valley	76	15	2,308	2,388		253	4,949	178	65
27 Plainview	197	15	9,987	2,702	3,548	994	17,231	176	87
28 Brock	94	15	1,260	532	692	52	2,536	180	27
30 Cheek	79	15	1,163	532	547	74	2,316	180	29
32 Lone Grove	285	15	7,401	2,731	5,385	1,007	16,524	180	57
33 Enterprise	65	15	1,238	626	491	86	2,441	177	37
35 Board Tree	49	15	950	579	784	53	2,376	175	48
36 Woodford	234	15	4,825	2,050	4,281	396	11,552	175	49
37 Milo	59	15	2,254	532	263	481	3,530	180	59
41 Bryan	88	15	1,996	547	12	66	2,615	172	29
42 Black Jack	86	15	1,245	532	504	98	2,379	180	27
45 Wheeler	229	15	5,562	2,239	5,429	187	13,417	179	58
48 Poolville	81	15	2,526	575		100	3,201	180	39
50 Harmonville	115	15	2,810	626	912	259	4,607	180	31
54 Staunton	82	15	1,819	580	120	98	2,617	180	31
60 Camp Joint	44	15	1,591	579	618	99	2,887	180	65
63 Tussy	53	15	1,802	532		186	2,520	180	47
69 New Zion	52	15	1,098	88		166	1,352	180	26

TABLE XV - Continued

MASTER TABLE OF THE AGRICULTURAL DISTRICTS - 1937

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Supplementary	Total	Days Taught	Per Capita Cost
70 Springdale	118	15	$ 2,044	$ 891	$ 1,010	$ 328	$ 4,273	176	$ 36
77 Dickson	431	15	8,872	3,597	7,588	653	20,510	174	47
*									
TOTAL	3,156		$76,521	$28,194	$37,106	$7,043	$148,864	4,638	$1,089
AVERAGE	121		2,943	1,084	1,427	270	5,725	178	42

*Consolidation

24 Glenn

TABLE XVI

MASTER TABLE OF THE INDUSTRIAL DISTRICTS - 1937

District Number and Name	Enumeration	Tax Rate	Local Expenditure	Primary Aid	Secondary Aid	Supplementary	Total	Days Taught	Per Capita Cost
16 Rocky Point	24	15	$ 1,215	$ 266	$	$ 82	$ 1,563	175	$ 65
17 Cisco	16	15	854	100			954	173	59
19 Ardmore	4,527	15	108,680	30,140	3,492	13,680	155,982	175	34
20 Mt. Washington	203	15	11,911	1,220		320	13,451	179	66
29 Amerada	89	15	1,974	626	878	76	3,554	180	39
43 Wilson	1,068	15	22,444	9,086	16,492	2,232	59,254	180	47
46 Graham	448	15	7,898	3,490	7,020		18,408	180	41
49 Homer	41	15	1,578	324		68	1,970	180	48
55 Healdton	1,023	15	18,206	9,325	14,065		41,596	178	40
65 Dundee	508	15	12,068	4,537	7,080	111	23,796	175	46
67 Rock Springs	70	15	2,129	266		32	2,427	180	34
71 Berwyn	245	15	11,172	2,897	2,918	1,056	18,043	176	73
72 Zaneis	444	15	17,960	4,029	6,232	555	28,776	175	64
73 Rexroat	269	15	6,809	2,616	6,153		15,578	180	57
74 Fox	731	15	24,248	7,152	19,090	448	50,938	180	69
*									
TOTAL	9,706		$249,146	$76,074	$83,420	$18,660	$427,300	2,665	$782
AVERAGE	647		16,609	5,433	5,561	1,332	28,486	177	52

*Consolidations

51 Cannon
9 Pruitt
62 Cool Branch

CHAPTER III

ANALYSIS AND EVALUATION OF DATA

> "Ideal of education in a democracy is equality of opportunity for all. This means that every young person should be regarded as entitled to a chance to climb the ladder of formal education as high as any other person of the same educability."[1]

An accurate measurement of the effort of a district to give the children of that district an adequate educational opportunity is the mills the people vote for the benefit of the school. When people reach into their pockets and bring out the maximum amount allowed by law and when they still do not have enough money for their school, one cannot say there is a lack of interest but rather there is an economic situation which they should be helped to overcome. On the other hand when a district may secure the necessary money by voting only half or less of the levy allowed by law, one sees an excellent chance for educational equalizing.

For the year 1930 in Table XVII one notes five districts that do not vote the fifteen mills allowed by law. Ironically enough District 50 has the lowest levy and has next to the highest per capita expenditure in the Agricultural districts, District 27 voting fifteen mills and having $119 per capita expenditure. The lowest per capita expenditure is $24 in District 37. From $24 to $119! Quite a difference even when one compares the inequalities among the Agricultural districts. As shown in Table XVIII for the same year in the Industrial classification there are eight districts that do not vote fifteen mills. District 20 voting only five mills has $85 per capita

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[1] Chambers, M. M., "Youth Merits Educational Opportunity," Progressive Education, Vol. XIII (May, 1936), p. 367.

TABLE XVII

MILLS VOTED AND PER CAPITA COST - 1930-1933

AGRICULTURAL DISTRICTS

Dis-tricts	Mills Voted 1930	Per Capita	Dis-tricts	Mills Voted 1931	Per Capita	Dis-tricts	Mills Voted 1932	Per Capita	Dis-tricts	Mills Voted 1933	Per Capita
6	15	$ 41	1	15	$ 34	1	15	$ 32	42	15	$ 14
1	15	44	2	15	26	2	15	22	45	15	30
8	15	47	5	15	29	5	15	18	47	15	20
2	15	30	6	15	25	6	15	20	48	15	32
5	15	39	8	15	35	8	15	28	50	15	28
14	15	41	14	15	36	14	15	35	54	15	22
15	15	44	15	15	35	15	15	33	60	15	20
21	15	40	21	15	40	21	15	27	63	15	21
22	15	42	22	15	24	22	15	20	69	15	20
23	15	39	23	15	24	23	15	25	70	15	29
24	15	34	77	15	42	26	15	40	77	15	49
25	15	42	25	15	20	27	15	45	1	15	26
27	15	119	70	15	32	28	15	24	2	15	17
28	15	51	27	15	63	30	15	21	5	15	12
30	15	42	28	15	29	31	15	38	6	15	19
32	15	38	30	15	30	32	15	36	8	15	26
33	15	30	31	15	37	33	15	22	14	15	12
35	15	53	32	15	42	36	15	45	15	15	19
36	15	62	33	15	20	37	15	21	21	15	24
37	15	24	35	15	27	41	15	27	22	15	15
41	15	49	36	15	48	42	15	20	23	15	25
42	15	41	37	15	19	45	15	30	24	15	10
45	15	44	41	15	21	47	15	29	25	15	16
47	15	44	42	15	29	48	15	35	26	15	36
54	15	39	45	15	42	54	15	27	27	15	54

TABLE XVII - Continued

MILLS VOTED AND PER CAPITA COST - 1930-1933

AGRICULTURAL DISTRICTS

Dis-tricts	Mills Voted 1930	Per Capita	Dis-tricts	Mills Voted 1931	Per Capita	Dis-tricts	Mills Voted 1932	Per Capita	Dis-tricts	Mills Voted 1933	Per Capita
60	15	$ 42	47	15	$ 28	60	15	$ 25	28	15	$ 17
63	15	40	48	15	52	63	15	33	30	15	21
70	15	51	50	15	105	69	15	31	31	15	22
77	15	51	54	15	31	70	15	26	32	15	40
26	14	69	60	15	34	77	15	48	33	15	18
69	14	41	63	15	40	50	13	43	35	15	14
48	13	71	69	15	38	35	11	21	36	15	31
31	12	44	26	14	54	24	8	17	37	15	19
50	8	89	24	9	29	25	7	20	41	15	18

TABLE XVIII

MILLS VOTED AND PER CAPITA COST - 1930-1933

INDUSTRIAL DISTRICTS

Districts	Mills Voted 1930	Per Capita	Districts	Mills Voted 1931	Per Capita	Districts	Mills Voted 1932	Per Capita	Districts	Mills Voted 1933	Per Capita
9	15	$118	9	15	$ 89	9	15	$ 56	9	15	$ 40
19	15	41	17	15	48	19	15	37	16	15	34
29	15	55	19	15	43	29	15	19	17	15	39
43	15	40	29	15	29	43	15	31	19	15	35
46	15	41	43	15	26	46	15	23	29	15	18
51	15	62	46	15	27	51	15	34	43	15	32
55	15	44	51	15	44	55	15	26	46	15	23
62	15	44	55	15	22	71	15	49	51	15	35
68	15	40	65	15	88	73	15	58	49	15	35
71	15	74	71	15	51	74	15	32	55	15	24
73	15	44	73	15	51	72	14	77	62	15	14
74	15	41	74	15	38	62	14	36	65	15	45
17	14	65	72	14	93	17	14	41	67	15	39
65	14	101	49	13	65	16	13	47	71	15	43
66	13	77	62	13	36	65	13	70	72	15	65
72	13	125	16	9	48	67	11	66	73	15	26
16	11	55	67	8	43	20	9	67	74	15	34
49	10	58	20	5	72	49	8	52	20	10	60
67	10	62*									
20	5	85*									

*Consolidations

expenditure. District 72 voting only thirteen mills has the highest expenditure, $125. Districts 43 and 68 both voting fifteen mills have the lowest expenditure, $40. From $40 to $125; the inequality exists also among the Industrial districts. In the first classification the range in expenditure is from $24 to $119, and in the second from $40 to $125. As shown by Master Tables I and II, the average per capita expenditure for the Agricultural districts in 1930 is $48 and for the Industrial districts $64.

During the year 1931 in the Agricultural districts there are only two that do not vote the full mill levy, districts 26 and 24 voting fourteen and nine mills respectively. Their per capita expenditure is $54 and $29. The highest expenditure is found in District 77 with $105, and the lowest is found in District 37 with $19. For the same year in the Industrial districts, there are six that do not vote the full levy. These are the same districts that one sees in the Table for 1930 with the exceptions of District 66 which has consolidated, Districts 17 and 65 which have voted fifteen mills, and District 62 which has dropped from a fifteen to a thirteen mill levy. District 20 still has more than enough money, $72, with only a five mill levy. District 72 has the highest expenditure, $93, with a fourteen mill levy. District 55 has the lowest, $22 with a fifteen mill levy. For 1931 then, in the Agricultural districts the range in expenditure is from $19 to $105, and in the Industrial districts the range is from $22 to $93. According to Master Tables III and IV, the average per capita expenditure for each classification is $36 and $50 respectively.

In 1930 the Industrial districts have spent an average of $16 per capita more than the Agricultural districts. In 1931 this average has dropped only $2, leaving a difference of $14 per capita expenditure.

In 1932 there are four Agricultural districts that do not vote the maximum levy. The range in expenditure is from $17 to $48. One notices that District 24 votes only eight mills, justly receiving the low of $17 per pupil expenditure. The next lowest is $18 in District 5 with a fifteen mill levy. The accurate range then is from $18 to $48. For the same year in the Industrial districts there are eight that do not vote the fifteen mills as compared with the four in the other classification. The range in per capita expenditure is from $19 to $77. According to Master Tables V and VI, the average per capita cost is: Agricultural, $27, Industrial, $42. For 1932 the average per capita cost is $15 more in the Industrial districts than in the Agricultural.

In the year 1933 every Agricultural district has voted fifteen mills, but this does not help the situation much. The range is from $12 to $54. In the Industrial classification there is only one district that does not vote the full levy. District 20 voting only ten mills has the highest per capita expenditure, $60. Master Tables VII and VIII give this information: Average per capita expenditure, Agricultural, $23; Industrial, $36; $13 more in the Industrial classification.

Since 1933 every district in Carter county has voted the maximum fifteen mill levy. The effort has been uniform even though the per capita expenditure has not. Figure II graphically shows the fall and rise of the average per capita expenditure of the Agricultural districts as compared with the Industrial districts over the eight-year period. For anyone who is interested, a glance at Figure II will show the pitiful average inequalities which have existed between the two classifications.

Tables XVII and XVIII have definitely shown that throughout the eight-year period the average per capita expenditure has been consistently higher in the Industrial districts and that there has been a wide

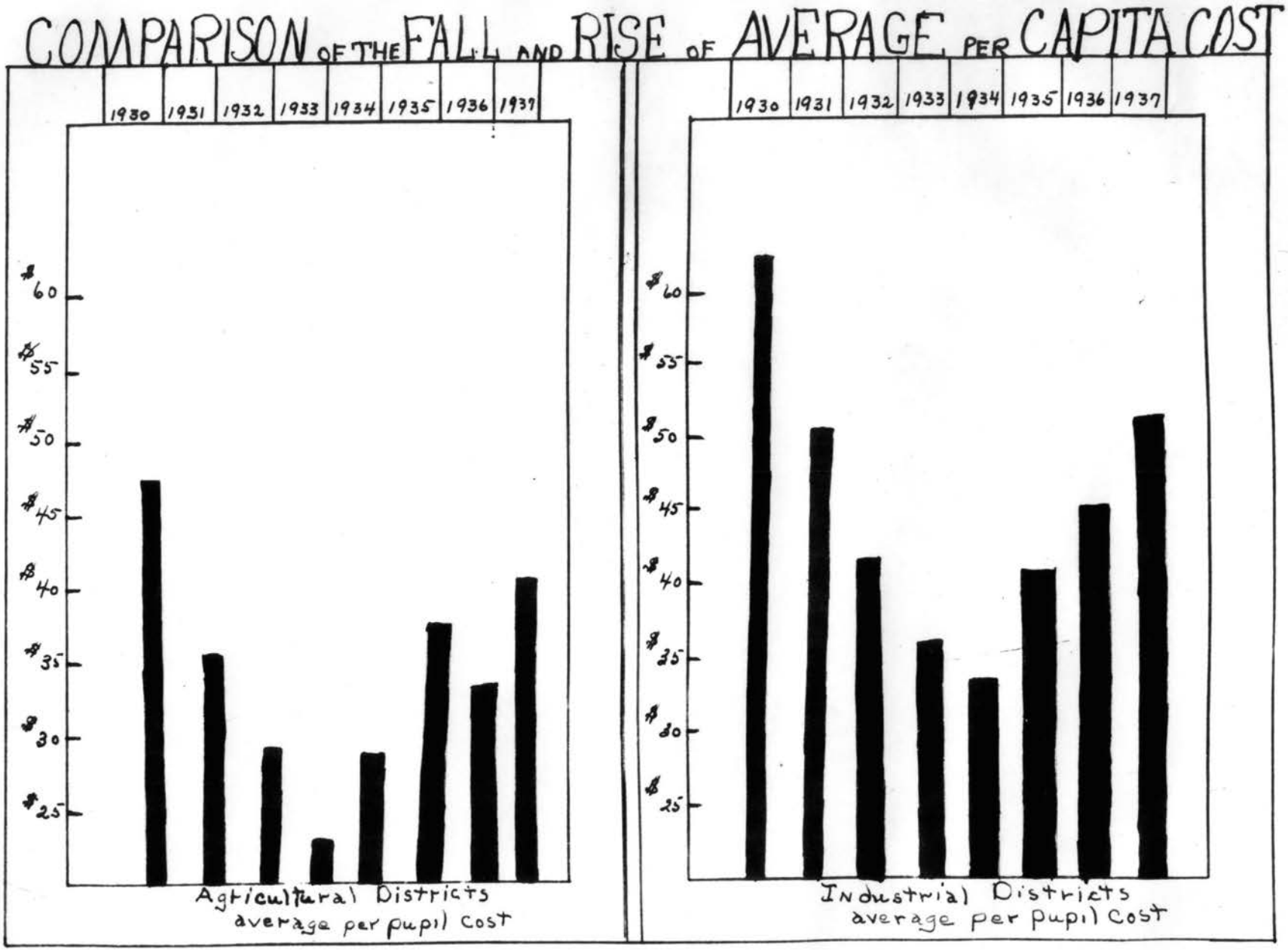
COMPARISON OF THE FALL AND RISE OF AVERAGE PER CAPITA COST
1930 1931 1932 1933 1934 1935 1936 1937
$60
$55
$50
$45
$40
$35
$30
$25
Agricultural Districts
average per pupil cost
1930 1931 1932 1933 1934 1935 1936 1937
$60
$55
$50
$45
$40
$35
$30
$25
Industrial Districts
average per pupil cost

Figure II.

range in per capita expenditure among the districts of both classifications with the Agricultural districts exerting more effort the first four years.

It is interesting to note the average per capita expenditures not shown on Tables XVII and XVIII. According to Master Tables IX, X, XI, XII, XIII, XIV, XV, and XVI, they are as follows: Agricultural, 1934, $29; Industrial, 1934, $34; Agricultural, 1935, $38; Industrial, 1935, $42; Agricultural, 1936, $34; Industrial, 1936, $46; Agricultural, 1937, $42; and Industrial, 1937, $52.

That primary and secondary aid have helped to equalize expenditures one concedes when he notices the year 1935. There is a difference of only $4. That there is a need for stabilization one admits when he notices the years 1936 and 1937. The differences are $12 and $10 respectively.

Table XIX shows a comparison of the two classifications from another viewpoint. In 1930 the Agricultural districts have 25% of the money apportioned by the state, 19% of the money raised by the county, and 22% of the total raised for the entire county. As the districts have only 23% of the enumeration, this percentage as an average is very close to what it should be. For the same year the Industrial districts have 75% of the state apportionment, 81% of the local money, and 78% of the total with 77% of the enumeration.

In 1931 the Agricultural districts receive 31% of the state apportionment with only 24% of the enumeration, but the Industrial districts have 79% of the local money and only 70% of the enumeration. The final analysis leaves the Industrial districts with 2% more of the total expenditure and 2 % less of the total enumeration.

TABLE XIX

PERCENTAGE OF EXPENDITURE COMPARED WITH PERCENTAGE OF ENUMERATION FROM 1930 TO 1934

	Per Cent of State Aid	Per Cent of Local Money	Per Cent of Total Money	Per Cent of Enumeration
1930:				
Agricultural	25	19	22	23
Industrial	75	81	78	77
1931:				
Agricultural	31	21	22	24
Industrial	69	79	78	76
1932:				
Agricultural	29	20	22	26
Industrial	71	80	78	74
1933:				
Agricultural	83	20	21	26
Industrial	17	80	79	74
1934:				
Agricultural	56	23	26	25
Industrial	44	77	74	75

PERCENTAGE OF PRIMARY AND SECONDARY AID COMPARED WITH PERCENTAGE OF ENUMERATION FROM 1935 to 1937

	Per Cent of Primary and Secondary Aid	Per Cent of Local Expenditure	Per Cent of Total Money	Per Cent of Enumeration
1935:				
Agricultural	39	19	23	28
Industrial	61	81	77	72
1936:				
Agricultural	27	20	22	24
Industrial	73	80	78	76
1937:				
Agricultural	30	20	26	25
Industrial	70	80	74	75

1933 is the lowest year financially for the Agricultural classification. The state apportionment for the entire county is only $9,108, the classification apportionment being the percentages shown on Table XIX. Even after 83% of this apportionment is given to the Agricultural districts, they are left with 21% of the total expenditure and 26% of the enumeration. For the same year the Industrial districts have 80% of the local money and only 74% of the enumeration.

State apportionment has continually endeavored to equalize the disbursement of the funds. Usually the inequalities that have existed have been because of the fact that some districts have so much more local money than others. The criticism of present state legislation is that primary aid is given to individual districts that do not need the money. It should be disbursed after the fashion of secondary aid, so that the needy districts would profit from the surplus of the more fortunate ones. And as the ranges in per capita cost have indicated this criticism is applicable to individual districts within both Agricultural and Industrial classifications.

In concluding the discussion of the information found in Table XIX, the author wishes to point out two pertinent facts. Primarily because of federal contribution in 1934 and secondary aid in 1935 and 1937, county-wide equalization has been nearest realized.

Tables XX, XXI, XXII, and XXIII show the number of days taught, arranged from the highest to the lowest, in each district of each classification. For the convenience of workable tables the author has broken these comparisons into four-year periods.

Table XX shows that the days taught in the Agricultural districts in 1930 ranged from 140 to 180. Six of the districts have recorded 180 days, while thirteen of them have recorded less than 160 days. For the

TABLE XX

DAYS TAUGHT (ARRANGED FROM HIGHEST TO LOWEST)

AGRICULTURAL DISTRICTS - 1930-1933

Dis-tricts	1930	Dis-tricts	1931	Dis-tricts	1932	Dis-tricts	1933
32	180	48	180	63	170	47	180
69	180	54	180	2	160	48	180
54	180	50	178	5	160	32	180
48	180	69	176	8	160	42	180
47	180	70	175	14	160	63	178
27	180	27	166	15	160	60	176
50	178	37	165	21	160	50	175
22	174	36	162	27	160	69	173
37	170	21	161	28	160	41	172
70	170	45	161	31	160	27	166
5	168	47	161	32	160	37	165
45	168	77	161	35	160	5	160
14	160	42	160	36	160	6	160
21	160	2	160	37	160	14	160
23	160	8	160	41	160	21	160
24	160	15	160	45	160	23	160
28	160	23	160	47	160	28	160
30	160	28	160	60	160	35	160
35	160	14	159	69	160	36	160
41	160	63	158	77	160	54	160
42	160	1	158	54	159	70	160
63	159	22	158	33	158	45	159
33	158	32	157	70	156	31	159
25	158	24	157	1	156	24	159
15	157	31	155	6	156	1	159
77	157	5	155	26	152	2	159
1	156	6	153	48	150	15	158
36	155	26	153	24	150	25	158
26	151	41	153	23	150	30	158
2	150	25	140	22	145	26	156
6	150	30	140	30	140	33	153
60	150	60	140	42	140	8	152
31	141	33	135	50	120	22	148
8	140	35	110	25	117	42	140
AVERAGE	163		158		155		163

TABLE XXI

DAYS TAUGHT (ARRANGED FROM HIGHEST TO LOWEST)
INDUSTRIAL DISTRICTS - 1930-1933

Dis-tricts	1930	Dis-tricts	1931	Dis-tricts	1932	Dis-tricts	1933
9	180	9	180	9	180	9	180
46	180	51	180	51	180	20	180
51	180	72	180	73	177	49	180
43	178	62	180	67	177	51	180
71	177	20	177	43	176	62	177
65	176	46	177	20	175	72	176
67	175	43	175	19	175	65	175
19	175	65	175	72	175	67	175
49	175	67	175	65	175	19	168
68	174	73	173	62	173	73	167
74	174	55	172	55	173	55	163
55	172	74	170	46	167	71	161
73	171	19	170	71	166	74	160
72	171	29	160	74	165	46	160
20	171	49	160	49	160	29	160
17	169	71	157	29	156	43	157
16	160	16	155	17	155	16	150
62	160	17	154	16	154	17	150
66	160						
29	140						
AVERAGE	171		171		170		168

TABLE XXII

DAYS TAUGHT (ARRANGED FROM HIGHEST TO LOWEST) - 1934-1937

AGRICULTURAL DISTRICTS

Dis-tricts	1934	Dis-tricts	1935	Dis-tricts	1936	Dis-tricts	1937
69	180	50	180	21	180	5	180
63	180	54	180	28	180	15	180
50	180	63	180	30	180	28	180
54	180	70	174	32	180	30	180
70	178	69	174	33	180	32	180
1	172	1	172	35	180	37	180
2	168	2	168	36	180	42	180
5	165	5	160	37	180	48	180
15	160	15	160	41	180	50	180
21	160	21	160	42	180	54	180
22	160	22	160	45	180	60	180
24	160	24	160	48	180	63	180
25	160	25	160	56	180	69	180
28	160	28	160	54	180	45	179
31	160	31	160	60	180	8	178
32	160	32	160	65	179	26	178
35	160	35	160	15	179	33	177
36	160	36	160	70	178	21	177
37	160	37	160	27	177	27	176
41	160	41	160	5	175	70	176
42	160	42	160	25	175	35	175
45	160	45	160	77	175	36	175
47	160	47	160	69	174	25	175
48	160	48	160	8	173	77	174
77	160	77	160	6	160	41	172
33	159	33	159	24	160	6	170
27	159	27	159	26	158		
14	159	14	159				
6	157	6	157				
30	156	30	156				
26	149	26	149				
8	148	8	148				
60	123	60	123				
AVERAGE	161		166		176		178

TABLE XXIII

DAYS TAUGHT (ARRANGED FROM HIGHEST TO LOWEST)

INDUSTRIAL DISTRICTS - 1934-1937

Dis-tricts	1934	Dis-tricts	1935	Dis-tricts	1936	Dis-tricts	1937
55	180	55	180	19	180	29	180
62	180	62	180	29	180	43	180
65	180	51	179	43	180	46	180
51	179	71	175	46	180	49	180
71	176	67	175	49	180	67	180
20	176	9	174	55	180	73	180
67	175	20	174	65	180	74	180
16	160	74	160	74	180	20	179
19	160	73	160	20	178	55	178
29	160	72	160	73	178	71	176
43	160	65	160	71	176	72	175
46	160	49	160	67	175	16	175
49	160	46	160	9	174	19	175
72	160	43	160	16	171	65	175
73	160	29	160	72	171	17	173
74	160	17	160	51	170		
17	152	19	152	62	169		
9	120	16	120	17	153		
AVERAGE	164		172		175		177

same year Table XII shows that the days taught in the Industrial districts range also from 140 to 180. Three of them have recorded 180 days taught, but only one has less than 160 days. The low year in days taught in the Agricultural districts is 1932. The range is from 117 to 170. Only one district has recorded more than 160 days, while fourteen of them have less than 160 days. For the same year the days taught in the Industrial districts range from 154 to 180. Two have 180 days recorded, while only three have less than 160. This leaves the total days taught definitely in favor of the Industrial districts from 1930 to 1933. Arranged in order from 1930 to 1933, the average in days taught each year for each classification is as follows:

Agricultural -	163	158	155	163
Industrial -	171	171	170	168

Tables XII and XIII show the number of days taught for the last four-year period, 1934 to 1937. In the Agricultural districts during 1934, the range is from 125 to 180. Four of the districts have recorded 180 days taught, and eight of them have less than 160. For the same year Table XIII shows that three districts have recorded 180 days taught, but only two have less than 160.

In 1935 the range in the Agricultural districts is again from 125 to 180, three teaching 180 days and eight less than 160. In the Industrial districts two have taught 180 days, and only two have less than 160.

During 1936 the number of days taught in the Agricultural districts has definitely increased. The range is from 158 days to 180, fifteen having 180 with only one less than 160. In the Industrial classification the range is from 153 to 180, eight having 180 days with one district less than 160. For the first time the average days taught in the Agricultural districts has exceeded that in the Industrial.

Both classifications have steadily increased the length of their school terms, so that in 1937 thirteen of the Agricultural schools have recorded 180 days with none under 170. In the Industrial classification seven have 180 days with none under 170.

Arranged in order from 1934 to 1937, the average in days taught each year for each classification is as follows:

Agricultural - 161 166 176 178

Industrial - 164 172 175 177

This is an average of only two more school days each year in the Industrial districts.

From 1930 to 1933 the average in days taught in the Industrial districts has exceeded that in the Agricultural by ten days. One notes that for the last four years there is a difference of only two days. This equalization has been brought about primarily by school legislation in 1935. House Bill 212 by including secondary aid features has made a forward step toward equalization.

The final comparison of the two classifications will be found in Tables XXIV, XXV, XXVI, and XXVII. The tables are arranged according to per capita cost, from the highest to the lowest. In the same tables the author has also made comparisons of the high schools in regard to the number of subjects offered as compared with per capita cost. There are sixteen high schools in Carter county, ten in the Industrial and six in the Agricultural classifications. This division is true for the entire eight years studied as there have been no consolidations.

Table XXIV shows that the range in per capita cost for the Agricultural districts in 1930 is from $24 to $119. District 27 offers fourteen subjects with an expenditure of $119, while District 32 offers thirteen subjects with an expenditure of $38 per capita. For the same year in the

TABLE XXIV

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST) COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1930-1933

AGRICULTURAL DISTRICTS

Districts 1930	Per Capita Cost	Subjects Taught	Districts 1931	Per Capita Cost	Subjects Taught	Districts 1932	Per Capita Cost	Subjects Taught	Districts 1933	Per Capita Cost	Subjects Taught
27	$ 119	14	50	$105		77	$ 48	13	27	$ 54	13
50	89		27	63	13	36	45	10	77	49	13
48	71		26	54		27	45	14	32	40	13
26	69		48	52		50	43		26	36	
36	62	12	36	48	9	26	40		48	32	
35	53		45	42	9	31	38		36	31	11
28	51		77	42	12	32	36	13	45	30	11
70	51		32	42	10	14	35		70	29	
77	51	14	21	40	9	48	35		50	28	
41	49		63	40		63	33		1	26	
8	47		69	38		15	33		8	26	
45	44	11	14	38		1	32		25	25	
47	44		31	37		69	31		21	24	
1	44		8	35		45	30	9	31	22	
15	44		15	35		47	29		34	22	
31	44		1	34		8	28		63	21	
22	42		60	34		21	27	8	30	21	8
25	42		70	32		41	27		69	20	
30	42		77	32		34	27		60	20	
60	42		34	31		70	26		47	20	
69	41		30	30		22	25		6	19	
42	41		42	29		60	25		15	19	
14	41		5	29		27	24		37	19	
6	41		24	29		2	22		41	18	

TABLE XXIV - Continued

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST) COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1930-1933

AGRICULTURAL DISTRICTS

Districts 1930	Per Capita Cost	Subjects Taught	Districts 1931	Per Capita Cost	Subjects Taught	Districts 1932	Per Capita Cost	Subjects Taught	Districts 1933	Per Capita Cost	Subjects Taught
21	$ 40	9	28	$ 29		33	$ 22		33	$ 18	
63	40		47	28		37	21		2	17	
64	39		35	27		35	21		28	17	
25	39		2	26		30	21		25	16	
5	39		6	25		6	20		22	15	
32	38	13	22	24		22	20		35	14	
24	34		23	24		25	20		42	14	
33	30		41	21		42	20		14	12	
2	30		33	20		5	18		5	12	
37	24		25	20		24	17		24	10	

TABLE XXV

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1930-1933

INDUSTRIAL DISTRICTS

&	Districts 1930	Per Capita Cost	Subjects Taught	Districts 1931	Per Capita Cost	Subjects Taught	Districts 1932	Per Capita Cost	Subjects Taught	Districts 1933	Per Capita Cost	Subjects Taught
	72	$125	20	72	$ 93	21	72	$ 77	17	72	$ 65	11
	9	118		9	89		65	70	21	20	60	8
	65	101	20	65	88	16	20	67	9	65	45	20
	20	85	10	20	72	5	67	66		71	43	12
	66	77		49	65		9	56		9	40	
	71	74	10	71	51	11	49	52		17	39	
	17	65		16	48		71	49	13	67	39	
	51	62		17	48		16	47		51	35	
	67	62		51	44		17	41		49	35	
	49	58		19	43	21	73	38	13	19	35	20
	16	55		67	43		19	37	26	16	34	
	29	55	17	74	38	12	62	36		74	34	15
	73	44	14	62	36	14	51	34		43	32	18
	62	44		73	31		74	32	14	73	26	11
	55	44		29	29	15	43	31	25	55	24	16
	19	41	22	46	27		55	26		46	23	14
	46	41	14	43	26	13	46	23	12	29	18	
	74	41	12	55	22	19	29	19	14	62	14	
	68	40										
	43	40	11									

TABLE XXVI

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1934-1937

AGRICULTURAL DISTRICTS

Districts 1934	Per Capita Cost	Subjects Taught	Districts 1935	Per Capita Cost	Subjects Taught	Districts 1936	Per Capita Cost	Subjects Taught	Districts 1937	Per Capita Cost	Subjects Taught
77	$ 60	13	60	$ 53		27	$ 62	11	27	$ 67	15
35	57		36	52	13	50	57		26	65	
32	53	9	35	43		45	56	11	60	65	
45	46	11	45	41	11	32	47	13	37	59	
36	45	11	63	39		60	46		45	58	16
63	39		48	39		35	42		32	57	13
26	39		32	39	12	36	42	11	21	54	9
27	37	13	27	38	12	26	39		36	49	17
21	37	9	77	38	14	63	37		35	48	
22	36	9	21	34	10	21	36	10	63	47	
31	33		47	34		70	35		77	47	16
70	30		70	32		48	34		48	39	
60	29		26	32		42	33		33	37	
37	25		33	30		33	31	70	70	36	
48	25		69	30		37	31		6	33	
47	24		54	28		8	29		50	31	
50	24		15	26		15	28		54	31	
30	24		25	25		54	28		15	31	
33	23		50	24		77	27	13	41	29	
6	20		22	23		30	26		30	29	
8	19		31	22		28	25		25	28	
54	18		1	22		6	25		8	28	
69	18		8	21		25	24		28	27	

TABLE XXVI - Continued

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1934-1937

AGRICULTURAL DISTRICTS

Districts 1934	Per Capita Cost	Subjects Taught	Districts 1935	Per Capita Cost	Subjects Taught	Districts 1936	Per Capita Cost	Subjects Taught	Districts 1937	Per Capita Cost	Subjects Taught
15	$ 18		28	$ 21		41	$ 22		42	$ 27	
41	17		39	20		69	19		69	26	
2	17		6	19		24	18		5	21	
28	16		5	18		5	18				
25	15		37	17							
1	15		42	17							
5	14		41	16							
14	14		2	16							
24	13		24	15							
42	13		14	12							

TABLE XXVII

PER CAPITA COST (ARRANGED FROM HIGHEST TO LOWEST COMPARED WITH NUMBER OF SUBJECTS OFFERED IN THE HIGH SCHOOLS (ARRANGED FROM HIGHEST TO LOWEST) - 1934-1937

INDUSTRIAL DISTRICTS

Districts 1934	Per Capita Cost	Subjects Taught	Districts 1935	Per Capita Cost	Subjects Taught	Districts 1936	Per Capita Cost	Subjects Taught	Districts 1937	Per Capita Cost	Subjects Taught
20	$ 57	10	16	$ 75		16	$ 81		71	$ 73	17
72	52	14	20	67	9	20	69	14	74	69	26
73	51	14	49	55		71	67	11	20	66	17
65	48	21	71	50	12	17	67		16	65	
71	48	14	72	48	18	72	54	18	72	64	22
16	45		19	46	29	9	52		17	59	
74	40	19	74	46	20	74	48	22	73	57	19
67	34		65	45	23	65	43	22	49	48	
46	31	15	67	42		73	42	20	43	48	22
43	27	20	9	41		46	41	13	65	46	25
9	26		73	39	19	43	41	25	46	41	19
17	26		17	38		49	40		55	40	21
55	26	16	46	32	14	67	40		29	39	
51	25		55	30	18	55	34	21	19	34	28
49	25		43	27	22	19	34	23	67	34	
19	21	20	29	26		51	29				
29	20		51	26		29	28				
62	15		62	21		62	19				

Industrial districts, Table XXV shows a range in expenditure from $40 to $125. District 72 offers twenty subjects with an expenditure of $125 while District 19 offers twenty-two subjects with an expenditure of only $41. The striking feature in the comparisons for this year is the difference in per pupil expenditure and subjects offered among the schools of both classifications.

In 1931 District 50 of the Agricultural schools spends $105 per pupil. Although this district does not have a high school, the comparative expenditure will be the same as the district will have to pay transfer fees for those high school students who go to other districts. District 27 offers thirteen subjects with an expenditure of $63 per pupil. District 21 offers nine subjects with an expenditure of $40. In the Industrial classification District 72 is again high with an expenditure of $93 and with a schedule of twenty-one subjects. District 55 spends only $22 and offers nineteen subjects.

In 1932 Agricultural District 77 spends $48 and offers thirteen subjects, while District 27 spends $45 and offers fourteen subjects. District 21 has dropped still lower this year, spending $27 and offering only eight subjects. For the third year Industrial District 72 is high with an expenditure of $77 and with an offering of seventeen subjects. District 29 is the lowest for the year, spending $19 and offering fourteen subjects.

In 1933 District 27 spends $54 and offers thirteen subjects, while District 30 spends $21 and offers eight subjects. It is interesting to note that no Agricultural district has offered more than fourteen subjects. Industrial district 72 is still high, spending $65 but offering only eleven subjects. Districts 65 and 19 offer twenty subjects each, spending $45 and $35 respectively. District 46 is low with $23, offering fourteen subjects.

Table XXVI shows the range in per capita cost and number of subjects offered in the Agricultural schools during 1934. Two of the schools offer thirteen subjects, two offer eleven, and two offer nine. Their expenditures range from $37 to $60. Table XXVII shows that the subjects offered for the same year in the Industrial schools range from ten to twenty with a per capita cost range from $21 to $57. As an average more subjects are being offered for less per capita expenditure in the Industrial districts.

During 1935 the range in subjects offered in the Agricultural districts is from ten to fourteen. One school offers fourteen, another offers thirteen, two offer twelve, one offers eleven, and one offers ten. The per capita expenditure ranges from $34 to $52. In the Industrial districts the same year the subjects offered range from nine to twenty-nine. District 20 offers nine subjects with an expenditure of $67, while District 19 offers twenty-nine subjects with an expenditure of only $46. District 43 with the lowest expenditure of $27 offers twenty-two subjects. District 16, which does not have a high school, has the highest per capita expenditure, $75.

In 1936 the Agricultural schools are still offering practically the same number of subjects. The range is from ten to thirteen. The range in per capita expenditure however is distinctly more pronounced, ranging from $27 to $62 as compared with that of the year before, $34 to $52. One notes that District 27 spends $62 and offers eleven subjects, while District 77 spends only $27 and offers thirteen subjects. During the same year the Industrial districts have spent more money per capita than the year before. They have a corresponding rise in the number of subjects offered. The range in number of subjects is from eleven to twenty-five with the per capita expenditure ranging

from $34 to $69.

The final year, 1937, shows a definite increase both in expenditure and subjects offered in the Agricultural districts. The subjects offered range from nine to seventeen, the first time any Agricultural school has offered more than fourteen subjects. The expenditure ranges from $47 to $87. This difference is worthy of note. District 27 spends $87 and offers fifteen subjects, while District 36 spends only $49 and offers seventeen subjects. In the Industrial districts this year the range in subjects offered is from seventeen to twenty-eight with an expenditure ranging from $34 to $73. One notices that District 71 spends $73 and offers seventeen subjects, while District 19 spends only $34 and offers twenty-eight subjects.

In summarizing the information found in the tables in this chapter, the writer wishes to state that the comparisons both among the individual districts and between the two classifications have been made only for the purpose of showing the extreme financial inequalities among the school districts of Carter county. It has not been his problem to determine for what purposes the money has been spent. If one should attack the subject with that intention, he would find enough material to complete a Doctor's dissertation.

In the recapitulation then one remembers that the Industrial districts have had a consistently higher per capita expenditure than the Agricultural districts. One also remembers that for the first four years the Agricultural districts have exerted more effort. Since 1933 all districts in Carter county have voted the maximum levy.

Because of federal contribution in 1934 and because of secondary aid in 1937, county-wide equalization has been nearest realized. Since these two years are important because of their nearness to average

equalization and since there are extreme financial inequalities among the individual schools of both classifications these same two years, one sees a need for stabilization and further equalization.

During the first four years of the eight-year period studied the average days taught has been definitely lower in the Agricultural districts than in the Industrial. Primarily because of House Bill 212 the average days taught have gradually increased the last four years so that the Agricultural districts have exceeded the Industrial during the years 1936 and 1937. Although the average has been only one day more for each year, it has been mentioned because it does show a step toward equalization.

The final comparison of the schools has shown that as an average the Industrial districts have offered more subjects because they have had more money per capita. Not until 1937 did any Agricultural school offer more than fourteen subjects. The explanation of this is that centralization of wealth in some districts gives the fortunate students more than their share of educational opportunity. This is true among individual schools of both classifications.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

> "The National Educational Association is looking forward to the passage of federal legislation which will finally and completely eliminate from America the injustice of unequal educational opportunity."[1]

The foregoing statement shows that the National Educational Association is interested in eliminating the injustice of unequal educational opportunity. The author's belief that unequal educational opportunity is best shown by a comparison of expenditures is substantiated by E. M. Foster when he says, "Equalization of the expenditures of money for schools seems the logical solution for our educational differences."[2]

The author has proved by the tables in this thesis that extreme differences have existed and do exist among individual schools and between the two general classifications. In order to summarize the information intelligently, he wishes to point out again the differences in expenditure by schools and by averages.

In 1930 one Agricultural district spends $119, and another spends $24. From the highest to the lowest there is a difference of $95 per child. The same year one Industrial district spends $125, and another, $40. The difference here is $85. The averages of the two classifications are: Agricultural, $48; Industrial $64. The average per pupil expenditure is $16 more in the Industrial districts.

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[1] Shaw, R. T., "United We Stand," National Educational Association Journal, Vol. 27 (Nov., 1938), pp. 229-233.

[2] Foster, E. M., "The School Dollar," School Life (Jan., 1939), p. 102.

In 1931 one Agricultural school spends $105, and another spends $20. The difference is $85. The highest Industrial school spends $93 and the lowest spends $22. The difference is $71. The averages of the two classifications are: Agricultural, $36; Industrial, $50. This year the average expenditure is $14 more in the Industrial districts, $2 less than in 1930.

In 1932 one Agricultural school spends $48, and the lowest spends $17. The difference is $31. The highest Industrial school spends $77, while the lowest spends $19. The difference is $58. The averages are: Agricultural, $29; Industrial, $42. The difference between the averages is $13.

In 1933 one Agricultural school spends $54, and the lowest spends $10. The difference is $44. The highest Industrial district spends $65, and the lowest spends $14. The difference is $51. The averages are: Agricultural, $23; Industrial, $36. The difference between the averages is the same as the year before, $13.

In 1934 one Agricultural school spends $60, and the lowest spends $13. The difference is $47. The highest Industrial district spends $57, and the lowest spends $15. The difference is $42. The averages are: Agricultural, $29; Industrial, $34. The difference between the averages is only $5.

In 1935 the highest Agricultural district spends $53, and the lowest spends $12. The difference is $41. One Industrial district spends $75, and another spends $21. The difference is $54. The averages are: Agricultural, $38; Industrial, $42. The difference between the averages is only $4.

In 1936 one Agricultural district spends $62, and another spends $18. The difference is $44. The highest Industrial district spends

$81, and the lowest spends $19. The difference is $62. The averages are: Agricultural, $34, Industrial, $46. The difference between the averages is $12.

In 1937 one Agricultural school spends $87, and another spends $21. The difference is $66. The highest Industrial school spends $73, and the lowest spends $34. The difference is $39. The averages are: Agricultural, $42, Industrial, $52. The difference between the average is $10.

The small tables in Chapter III have shown that the days taught in all the schools and subjects offered in the high schools have usually varied according to per capita expenditure. Since 1934 the effort as shown in mills voted has been uniform. All the districts have voted the maximum. It has also been pointed out that extreme differences among individual schools have existed and do still exist. Equalization as an average has been nearest realized in the years, 1934, 1935, and 1937, primarily because of House Bill 212. From 1930 to 1933 inclusive the equalizing trend among individual schools has been brought about largely by the fact that those schools that have had the highest per capita expenditure have lost more total income than those in the lower bracket. at the same time one must admit that federal aid in 1934 and state primary and secondary aid have helped to equalize and stabilize expenditures.

In 1935 with an enumeration of 3,434 the Agricultural districts receive $20,610 primary aid and $23,225 secondary aid. During the same year with an enumeration of 9,018 the Industrial districts receive $68,599 primary aid and only $26,190 secondary aid. When one notices the secondary aid given to the two classifications, he sees some real equalizing. This distribution of secondary aid helped to bring the average per capita cost to a difference of only $4. A need for stabilization

is seen however, when one notices the allocations for the next two years:

1936	Enumeration	Primary Aid	Secondary Aid
Agricultural	3,173	$ 19,997	$ 22,252
Industrial	10,247	72,147	44,511
1937	Enumeration	Primary Aid	Secondary Aid
Agricultural	3,156	$ 28,194	$ 37,106
Industrial	9,706	76,074	83,420

It seems that the Industrial districts know how to get their share of the money. One wonders about the Agricultural districts. Why in 1935 do the Agricultural districts receive so much more money in comparison with the Industrial districts than they do in 1936 and 1937?

The purpose of House Bill 212 has been to help those weak schools that could not help themselves. Only during 1935 has that wish been fully realized. Primary aid is given to all the schools on an enumeration basis whether they need the money or not. As a result of this the excise board in some counties have apportioned more money to the county and city and less to the school. On the other hand in those counties where the apportionment has been fair, the richer districts have been using the primary aid for an enrichment program. This of course has been fine for those fortunate schools but unjust for those weak schools that have not had enough money with which they could conduct a full term. Since 1936 the Industrial districts, which are richer as a whole, have steadily been getting more than their share of the primary and secondary aid.

For the last twenty years the valuation of Oklahoma City has been $20,000,000. According to reliable authority the present valuation should be at least $60,000,000. But why should that valuation be raised? The tax assessor wants to keep his job, and the money raised from even the $20,000,000 added to primary aid will give Oklahoma City good schools.

To cite another example, the local expenditure in District 65 has dropped from $24,446 in 1934 to $12,068 in 1937, a drop of more than 50%. Why? The oil companies are still there, and so are the storage tanks. The tanks are supposed to have been empty part of the time, usually near assessment time; but the tax assessor does not know. He has stated that it is not his job to visit the tank farms, the companies have rendered their taxable property. One asks then why someone does not force the tax assessor to investigate. The question can be answered by stating that people in the community of School District 65 work for a living, and they want to keep their jobs.

In the recommendations that follow, the author presents some suggestions which, he thinks, may have some practical value. If these suggestions will work for one county, they will be of value to all counties of the state. It is his wish to help bring about equalization of educational opportunity not only among the districts of Carter county but also among the counties of the state and the states of the nation.

House Bill 6 retained those best features of House Bill 212. The general features of House Bill 6 then should be retained with the additions or changes which this writer lists:

1. As the State Department of Education is the natural executive of any sizable equalization, this Department should force a revaluation of all school districts. There is a law requiring that tax assessors make investigation and declare a fair valuation each year. The State Department should see that this is done fairly and impartially in all counties.
2. There should be a law requiring that all districts regardless of their wealth vote the maximum fifteen mill levy. Those that do not vote the levy would not be eligible to share the primary and secondary aid.

3. Stipulate that a minimum of fifteen mills of that levy be used for the schools.
4. As The State Department has all the records, it should determine what a fair per capita expenditure is and help to equalize that. In order to encourage consolidation where it is advisable, special rewards should be offered the schools for added educational opportunity.
5. Surplus of local income and primary aid should go first to a small-fund in the county to help equalize among the districts of that county. Surplus of that should go to a large-fund in the state to equalize among the counties.
6. The State could try this for two years, change the weaknesses, and then put on a campaign through the State Department of Education to make the best features permanent school legislation. This would take a "lollypop" away from the politicians, but that should be done.

It will be noticed that this writer has suggested no radical or sweeping changes. But if these recommendations are put into effect, he believes they will form the foundation for needed reorganization of administrative units.

When consolidations and reorganizations are mentioned to people of a community they naturally react according to the way the change will affect them. Their first thought is that they will lose their community center, the school. Their next thought is that they will have to help bear the burden of a debt they have had no part in forming. So the change in reorganization will have to be gradual and so arranged that a majority of the people will see that they will profit by such change.

As the county is the natural unit for efficient school administration, this writer recommends that the county-unit plan be the ultimate

objective of the schools in Carter county. Mr. Cubberley outlines the steps in the process of such reorganization as follows:

> "The many boards of district school trustees should be abolished and a sub-district school director, with very limited powers, substituted to act as an agent and representative of the county board of education. Lay county boards of education, elected by the people to represent them in matters of educational policy, procedure, and finance, should be provided to select the educational experts who are to organize and direct the new kind of county educational system; while county reorganization commissions will be needed to study and map the counties and to prepare comprehensive reorganization plans, involving the counties as a whole, and providing for secondary as well as elementary education. After such plans have been approved by state authority, they should be ordered put into operation. Counties which refuse to reorganize their school systems on a proper educational basis, and to provide properly for the needs of their children, should be penalized by a reduction of the apportionament of state funds to no more than would be demanded for the same educational facilities now provided, if regrouped under a proper educational reorganization."[3]

With the State Department of Education taking an unselfish and impartial leadership in the equalization of educational opportunity for every child in Oklahoma, the way can be paved and the responsibility can be assumed toward offering the same opportunity for every child in the United States.

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[3]Cubberley, Ellwood P., Public School Administration, IV, pp. 454-455.

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