

AN ANALYTICAL STUDY OF THE HIGH SCHOOLS  
OF MCINTOSH COUNTY

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AN ANALYTICAL STUDY OF THE HIGH SCHOOLS  
OF MCINTOSH COUNTY

By

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B. B. F



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## CHAPTER I

### INTRODUCTION

The administrators of the various high schools of McIntosh County in their efforts to organize and reorganize the programs to fit the needs of the pupils are faced with several serious problems. In evaluating the worth of a school program, what better principle could be found than "By their fruits ye shall know them?" If we are to judge the high schools by the product they turn out, then what could be more important than a study of that product? There has already been one such study made in Oklahoma.<sup>1</sup> If similar studies were made of all the counties of the State, no doubt it would add materially to constructive program making.

Because of the state's growing interest in the schools' business, the statistical records of the schools are becoming more and more important. This study will present a true picture of the facts as found in the records of the various schools of the county. In many of the cases an adequate scholastic record of the graduate had not been kept. In some of the schools there was no record kept of the graduates having participated in extra-curricular activities. This was especially true of the first part of the period covered by this study. There is not a single case in the county where the records show any of the

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<sup>1</sup> Nelson, The Consolidated Schools of Greer County, 1937.

activities of the graduate after graduation. The curricula, extra-curricula, and the extent to which the student took part in them, are vital statistics in evaluating a program. Boys and girls, who have graduated from high school, have scattered over several states and have busied themselves in many ways. The basis for any school program should be how efficiently the product fits himself into life after high school.

More information is needed concerning each type of school if the state and district are to get the full benefit of money spent. The state has from time to time increased its allocation of money to the weak aid schools, and at the same time it has increased its control over the high schools. As a result of this association there must be close cooperation between the two. The state in setting up its regulations for providing funds gave many of the schools an opportunity to widen their program. It is necessary that the state and district know to what extent this expenditure of money is increasing the efficiency of the schools. That the state is in need of such information was illustrated by the demands of the seventeenth legislature that an itemized account be presented of the expenditures of money under House Bill 6 during a biennial period of 1937-39.

In none of the schools was there an adequate financial record on hand, and in some of the schools there was practically no financial records available. The financial



part is perhaps this county's major problem, and a study such as this will give information that may produce more economic principles in making the school program of the county.

#### PURPOSE OF THIS STUDY

The purpose of this study is to present the significant facts as found in the records of the various high schools. If an economical program is to be set up in the administration of the schools of the state, more information needs to be available not only to the local school unit, but also to the state department. This study will present the information in:

1. An investigation of the high school product.
2. A comparison of the cost of one type of school with that of another type within the county.
3. A presentation of the significant facts in regard to the financial, curricular, extra-curricular and teaching personnel of the various schools.
4. The related facts to determine the justification for continuing the small high school.
5. The graduates of one school will be able to know exactly what the graduates of the other schools are doing, and have done.

This study covers the period from 1926 to 1938, inclusive. The following methods were used in gathering facts and arriving at conclusions:



1. Personal investigation and interviews with graduates, patrons, superintendents, state department, county superintendent, county treasurer, clerk, and persons in charge of the records of the schools.
2. Questionnaires to various graduates and persons in charge of the records of the schools.
3. Personal review of recorded historical facts of the various schools and the county.

## CHAPTER II

## HISTORICAL BACKGROUNDS OF THE COUNTY

McIntosh County is a somewhat irregular tract of land lying in the east central portion of the state, the closest part being approximately seventy-five miles from the Arkansas line. The surface is rough and rolling but contains many fertile valleys. The Canadian River forms the southern boundary and the North Fork crosses the entire county. The two rivers have many tributaries, and during the rainy season some of the land is flooded.

The general population trend of the county is shown by the following census report:

	1910	1920	1930	Percent of Gains or Loss		
				1910-20	1910-30	1920-30
Rural	17,444	20,681	19,906	18.55	14.11	-3.75
Cities & Towns	3,517	5,717	5,018	62.55	42.67	-2.23
Total County	20,961	26,404	24,924	25.96	18.90	-5.61

The cities and incorporated towns include the following communities: Checotah, Eufaula, Hanna, Hitchita, Rentiesville, and Stidham.

Most of the 24,972 people in the county are dependent on the land which is well suited for truck farming as well as crop farming. Onions and potatoes are raised extensively. Much of the land is owned by absentee owners, or is tax free Indian Allotments. This sort of land system tends to create a heterogeneous and shifting population. Negroes, Indians, and whites are scattered throughout the entire 708 square miles.

McIntosh County takes its name from that great Creek Chief who took an important part in the Creek's removal

from the southeastern states. The county was included in the original home of the Creek Tribe when they were moved into what was then Indian Territory.

Many of the Creek people are wards of the government, today. An extensive Indian project is now in the process of completion in the southeastern portion of the county. It consists of giving the Indians an opportunity to farm government-owned farms as renters. This project will have some effect on the schools of the county in that it will take some of the best land off the tax rolls.

The region was sectionized in 1896 after the work of the Dawes Commission. In 1907 when it was admitted as a state the present county was divided between two counties, Hughes and McIntosh, and remained that way until 1914, when the southwest corner, which included all of what is now Hanna Township, was detached from Hughes County and made a part of the McIntosh County. The two sections compose the present county.

Eufaula is the largest town in the county and is the seat of the county government. Many of the records, both county and school, were destroyed by fire in 1925.

There are forty miles of railroad in the county. The M. K. & T. has a main line running through Eufaula, Onapa, and Checotah with a branch line joining the main line at Checotah. Until recently the Ft. Smith and Western maintained a line through the southern part of the county, but the road has been discontinued.



McIntosh County has two well improved highways running through it, one through the eastern and one through the northern part of the county, which leaves the southern, central, and western parts without a single improved highway. A proposed highway, which is to run through the southern section of the county will facilitate transportation in that part. The surface of the county, broken by the foothills of the Ozarks, makes road construction expensive and difficult. Consequently, all county roads are of the unimproved type. Transportation of pupils under these conditions is almost prohibitive for the small high schools.

Illustration 1 shows the distribution of the grade and high school districts. The map also shows the districts that must depend on transferring its eighth grade graduates to some high school. The map gives a good picture of the road situation in the county and just how much pupil transportation must be done on unimproved highways. Realizing that much of the county is rough, it is easily understood why there is a serious transportation problem for each district.

#### INDIVIDUAL HISTORY OF THE SCHOOL DISTRICTS

In 1904 the first school was organized in the Hanna community.<sup>1</sup> It consisted of a one-room frame building with one teacher who taught the entire eight grades. This building was replaced by a three-room building in 1909, and in

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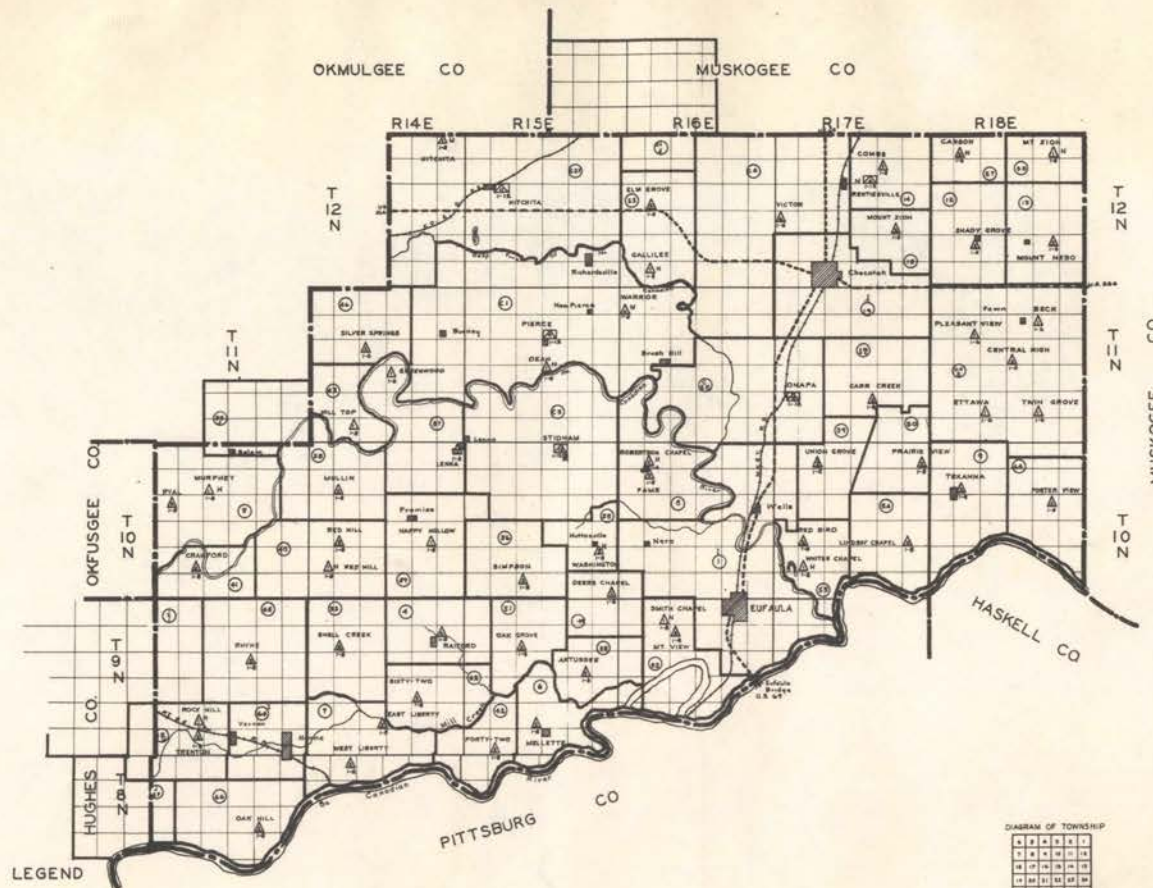
<sup>1</sup>

J. W. Garrett, old settler, made the statement.



# Illustration 1

## SCHOOL MAP OF MCINTOSH COUNTY



LEGEND

- SCHOOLS
- △ GRADES 1-8
  - GRADES 1-12
  - △<sup>+</sup> GRADES 1-12
  - △<sup>+</sup> NEGRO AND TRANSFERRED
- DISTRICTS
- BOUNDARIES
  - NUMBERS
- ROADS
- IMPROVED
  - UNIMPROVED

MCINTOSH COUNTY  
OKLAHOMA

DIAGRAM OF TOWNSHIP

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

STATE DEPARTMENT OF EDUCATION  
A. L. CRABLE SUPERINTENDENT  
1922-1923

1916 a two-story brick building was constructed and five teachers were used. In 1924 four rooms were added to the old building, making a school plant of ten rooms.<sup>2</sup> The first graduating class from this building and community was in 1926, which consisted of six seniors. Six teachers were used that year, four in the grades and two in high school. The number of teachers increased to eight, four in the grades and four in high school. The number of seniors increased from six in 1926 to twelve in 1938. The area of nine square miles has remained the same since the beginning of the school.

The present district of Onapa was formed from the consolidation of districts 20 and 25, in 1924. The first grade school organized in this community was in 1907.<sup>3</sup> This was the typical rural one-room school building. The present high school building was completed in 1926, the school using three teachers in high school and two in the grades. In 1938 the school graduated seven seniors and was using three teachers in high school with five teachers in the grades. The district of 24.7 square miles lies entirely between the two independent districts of Eufaula and Checotah, with the school building located seven miles north of Eufaula and five miles south of Checotah on a U. S. highway.<sup>4</sup>

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<sup>2</sup>

See Illustration 2.

<sup>3</sup>

According to Clyde Martin, Supt. of School.

<sup>4</sup>

Illustration 3.

## Checotah I 19

The very first school to be organized in Checotah was in 1901.<sup>5</sup> This consisted of the ordinary frame school building with two teachers and just eight grades being taught. A modern grade building has replaced all the old frame building and Checotah now has a one-story native stone building with an entire block for play ground activities. The present high school building is an all brick three-story structure which was built in 1911.<sup>6</sup>

In 1911 five seniors were graduated from the Checotah school. In 1911 the system used eight teachers but that number had increased to twenty-four by 1938, and the number to graduate had increased to forty-nine.

The present area of nine square miles has remained the same since the district was organized. The district has a large area to draw from for its high school students. The district lies in the northeastern section of the county, which is well suited for agriculture. The building situated in the city of Checotah is well located with respect to residents and highways.

## Eufaula I 1

Independent 1 is a rather irregular tract of land lying in the central part of the county on the east side, with Eufaula, the largest city and county seat of the county, located in the district. The first organized

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<sup>5</sup>

According to Supt. J. L. Russell.

<sup>6</sup>

See Illustration 4.

public school to be held in this district was in 1907 under the supervision of the county superintendent.<sup>7</sup>

The first graduating of Independent No. 1 occurred in 1914 when three seniors were graduated. In 1938 this district graduated thirty-nine seniors. A new high school building was built in 1924.<sup>8</sup> This building, an all brick structure, is still meeting the needs of the community.

The high school draws a large enrollment from the town of about 2,000 population and also services the neighboring communities with busses for high school students.

#### Stidham C. 3

This district had its first organized school in 1905, which was the usual type of rural school building for one district. The present district, 26.4 square miles, was the result of the consolidation of three districts and the first all brick building was constructed in 1914 with twelve rooms. This building housed the grades and after the high school was organized in 1926 accomodated both. In 1936 a new building of native stone was constructed for use by the high school.<sup>9-10</sup> The building is almost one mile from the little village.

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7

According to A. Hammer, County Superintendent at that time.

8

National Youth Administration Survey, 1936.

9

According to Superintendent J. Smith.

10

See Illustration No. 6.



The district lies in the central part of the county and there is not a single improved road in the district, but the school covers the district with busses which haul both high school students and grades. This particular part of the county has sandy soil which makes travel difficult for the busses.

The first graduating class was in 1937 when six seniors graduated. There has been a graduating class every year since. In 1938 nineteen seniors graduated.

#### Pierce C. I

The present district of Pierce is the result of the consolidation of three districts. The first grade school was established in this community in 1904.<sup>11</sup> It was the typical early school with a semi-log house and one teacher. The present school building, which houses both grade and high school, was constructed in 1924.<sup>12</sup> The school building is located about in the center of the district, which is sandwiched between the North Fork of the Canadian and the Deep Fork of the North River. There are no improved roads in the district, but trucks service all passable roads. The school has never graduated many seniors but has had as many as one since the first class in 1929, when four graduated.

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<sup>11</sup>

According to old settlers of the community.

<sup>12</sup>

See Illustration No. 7.

The building is a three-story structure with an auditorium on the third floor. The gymnasium is in a separate frame building, nearby. A teacherage was built but now there is only the superintendent's house on the grounds.

#### Hitchita C 27

Hitchita's first organized school was in 1903. The school was composed of just the grades until 1925 when the high school was organized. The first graduating class consisted of five. Prior to 1917 their house consisted of a two-story frame building. The grades and high school are now in separate buildings. The high school building is a one-story building with an auditorium.<sup>13</sup> The gymnasium is on the same lot as the class room buildings.

Hitchita's territory lies on a rather level country and is well suited for agriculture and with some road improvement transportation of pupils will not be difficult.



Illustration No. 2  
Hanna High School, Two Stories, with Basement,  
South View, Brick, 1916-1924



Illustration No. 3  
Onapa High School, One-Story  
West and South View, Brick, 1926



Illustration No. 4  
Checotah High School, Three Stories  
West and South View, Brick, 1911



Illustration No. 5  
Eufaula High School, Gymnasium and Auditorium  
Three Stories, West and South View, Brick, 1924



Illustration No. 6  
Stidham High School, One Story  
West View, Native Stone, 1936





Illustration No. 7  
Pierce High School, Three Stories,  
West View, Brick, 1924



Illustration No. 8  
Hitchita High School, Auditorium, Two  
Stories, West and South View, Brick, 1917

## CHAPTER III

## WORK OF THE HIGH SCHOOLS

There has been a lack of a determined effort toward consolidation in the county. Four of the high schools are classed as consolidated, and three as independent districts. A further consolidation would be both a convenient and a financial move as can be seen by the maps on page 8. However, until there is a general improvement in the road conditions, further consolidation is very unlikely.

The purpose of this chapter is to set up in specific data the actual work that is being done in the high schools along these lines:

Are there enough teachers to provide an adequate program?

Is the program fitting the needs of the students?

Are the rural students attending school after they finish the grades?

Has the enrollment increased or decreased in the various schools, and why?

What are the changes that have been made?

Since at least five of the schools depend entirely upon the outlying territory for their high school enrollment, the conditions under which the transportation is carried on, determines to a great extent the number of boys and girls who will attend school.

TABLE I  
TRANSPORTATION DATA OF THE SEVEN HIGH SCHOOLS

District No.	Name	Number of Buses	Length of all Routes	Average Length of Each Route	Total Number Hauled	Average No. Hauled Per Bus
1	Bufile	5	71	14	150	30.0
3	Stidham	6	78 3/4	13	289	48.2
19	Checotah	4	80 1/2	20	203	50.8*
25	Onapa	2	36	18	268	134.0*
27	Hitchita	4	61	15	239	59.7*
64	Hanna	3	74	24	49	16.3*
1	Pierce	4	49 1/2	12	219	54.8*
	Total	28	450 1/2	116	1417	393.9

\*Buses making double run

Table II shows the number of teachers used by alternate years by each school to carry on the program. Five of the schools had more teachers at the end of the period than were used at the beginning of the period. Four of these schools have on various years increased or decreased the number of teachers used. One of the five schools, after the first year of the period, maintained the same number of teachers until 1938. One of the seven schools had the same number of teachers at the end of the period as was used in the beginning, but had in 1932 increased the number, and again increased it in 1936. One of the seven schools had fewer teachers at the end of the period than at the beginning, although the number had been increased and then decreased. Every school has at some time in the period increased the number of teachers used in carrying on the program, although some had to decrease the number in later years. Four of the schools increased

the number of teachers employed in 1932, and three retained the same number as was used in 1930. Again, in 1938 five of the schools increased the number of teachers used over 1936. In 1938, Pierce had decreased the number of teachers employed from 1936 by two. Onapa employed the same number in 1938 as was employed in 1936. The number of teachers employed shows a great irregularity in all the schools except Onapa which remained constant after the first year.

As the state increased its financial aid to the schools there has been a constant growth of the number of teachers used in most of the schools. In many of the cases the pupil population has decreased.

TABLE II

NUMBER OF TEACHERS USED BY ALTERNATE  
YEARS FOR EACH SCHOOL

Name of School	Dist.No.	1926 Gr-HS	1928 Gr-HS	1930 Gr-HS	1932 Gr-HS	1934 Gr-HS	1936 Gr-HS	1938 Gr-JH-HS
Hanna	I 64	4 2	4 2	4 3	4 3	4 4	4 3	3 5
Stidham	IC 3	4 1	3 2	5 2	6 3	6 3	7 5	7 7
Pierce	ODI	6 2	6 2	5 3	6 3	6 3	7 3	6 2
Hitchita	IC 27	6 2	6 3	8 3	7 3 $\frac{1}{2}$	8 3	8 3	8 4
Eufaula	I 1	17 7	17 8	17 7	17 8	15 7	11 7	12 3 8
Onapa	C 25	2 3	5 3	5 3	5 3	5 3	5 3	5 3
Checotah	I 19	12 8	12 8	13 8	13 9	10 8	11 10	10 7 7



Table III shows the number of accredited units by years for the various schools. Six of the schools were on the accredited list in 1926. Stidham was not accredited until 1937 when the school was accredited for eight units and continued to be accredited for eight or more units. Every school in the county has added, progressively, to the number of units offered except Rufaula and Checotah. These two schools offered  $30\frac{1}{2}$  and 31, respectively in 1926, and in 1938 were accredited for 23 units and 29. Hanna was accredited for  $14\frac{1}{2}$  units in 1926 and 19 in 1938; Stidham was not accredited in 1926 and was accredited for  $21\frac{1}{2}$  units in 1938; Pierce was accredited for 11 units in 1926 and 12 in 1938; Hitchita offered nine units in 1926 and 18 in 1938; Onapa offered  $14\frac{1}{2}$  units in 1926 and  $17\frac{1}{2}$  units in 1938. Checotah has been more regular in the number of units offered from year to year, but dropped to 22 units in 1930. In each of the other years the school has varied but little in the twelve-year period. Pierce, offering but one more unit in 1938 than was offered in 1926, was accredited for 12 units in 1938; Checotah, offering two less units in 1938 than in 1926, was accredited for 29 units in 1938. The number of units offered by the schools for credit varied from eight for Stidham in 1927 and 1929 to 34 for Checotah in 1927. The beginning of the business depression had no material effect on the number of units offered by the schools, except possibly Checotah, as that school dropped from 28 units in 1929 to 22 units in 1930.

TABLE III

NUMBER OF ACCREDITED UNITS OF SHE  
HIGH SCHOOLS BY YEARS

Name of School	Dist.	No.	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938
Hanna	I	64	14 $\frac{1}{2}$	15	15	15	18	18	18 $\frac{1}{2}$	19	19	18 $\frac{1}{2}$	18	19	19
Stidham	C	3	--	8	11	8	12	14	12	13 $\frac{1}{2}$	13 $\frac{1}{2}$	14	17	20	21 $\frac{1}{2}$
Pierce	C	1	11	9	12	15	15	15 $\frac{1}{2}$	15	15	15	15	15	12	12
Hitchita	C	27	9	14 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	15 $\frac{1}{2}$	16	15	15	15	15	15	18	18
Eufaula	I	1	30 $\frac{1}{2}$	30 $\frac{1}{2}$	26	26 $\frac{1}{2}$	28 $\frac{1}{2}$	27	30	33 $\frac{1}{2}$	24	25	24	23	23
Onapa	C	25	14 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$	18	16 $\frac{1}{2}$	14 $\frac{1}{2}$	15	15 $\frac{1}{2}$	15 $\frac{1}{2}$	15 $\frac{1}{2}$	15 $\frac{1}{2}$	16	17 $\frac{1}{2}$
Checotah	I	19	31	34	31 $\frac{1}{2}$	28	22	26 $\frac{1}{2}$	26	25	26 $\frac{1}{2}$	27 $\frac{1}{2}$	29	29	29

Table IV shows the frequency of subjects offered by the high schools of McIntosh County. Four units of English have been rather generally offered by the seven high schools throughout the entire thirteen-year period. Occasionally some of the schools would fail to offer the four units of English. Public Speaking has been offered for one or one-half units by at least two schools for the entire period. It has continued to grow in popularity as is shown by the table, being offered by two schools in 1926 and by all of the high schools in 1938. There has been only two years in which all of the schools have not been accredited for algebra and that was in 1926 when Stidham was not an accredited high school and again in 1930. Algebra II has never been offered by all the schools but has just about held its own in frequency of schools offering the subject for credit. Geometry has been offered for credit by all the schools except in 1926, 1928, and 1924. There has never been over one unit in geometry offered by these schools. One-half unit in arithmetic has been offered by the seven schools in only one year, however, arithmetic was offered by four schools in 1926 and has continued to be a popular subject to the present time.

The popularity of history continued to grow throughout the period studied, however, problems of democracy replaced one unit of history in many of the schools. All schools were offering one unit of credit in American history in 1938. Oklahoma history and civics were offered

during the entire period, but after 1930 Oklahoma history was offered as a complete unit and in most of the schools civics was dropped after that date. Economics and sociology were accredited in five of the schools at the start of the period but by the end of the period only one school offered economics for credit.

In 1926 the foreign languages were widely accredited, but their popularity declined toward the end of the period. French and Spanish completely disappeared before 1938, leaving only Latin offered for accrediting. Checotah and Mufaula are the only two schools accredited for any foreign language.

Physics was never offered by many of the schools and completely gave way in the latter part of the period. Botany, zoology and physiology were offered by some schools but had been replaced by other subjects before the period ended. Botany and zoology gave way to biology after 1929. Biology has grown in popularity since its first appearance until by 1938 all schools were accredited for one unit. Commercial and physical geography have been offered by most of the schools throughout the period but at no time were they both offered by all of the schools.

Agriculture and home economics have appeared in the programs of the schools throughout the period, however, in no year were all the schools offering these subjects. Agriculture has been more frequently accredited than has home economics. Each has just about held its own during



the thirteen years studied. There are several prevailing reasons why these two subjects are not offered more widely by the schools of this county. Expense and lack of qualified teachers are the reasons most often given by superintendents and school boards. Many boys and girls on the farm are more interested in preparing themselves for life off the farm and would rather take some commercial subject, such as typewriting, bookkeeping or shorthand. Typewriting has proved more expensive than agriculture or home economics but is at this time more widely accredited. In this county where most of the school population is taken from rural communities it would be right to think of the students preparing to continue life on the farm. This may be one place where the program is not fitting the needs of the boys and girls.

Commercial law has been offered in all the years except two, but at no time by many of the schools. Business English was never offered for credit by more than four of the schools and that was in 1938. It was not offered at all in 1926. Psychology has never been a very popular subject among the schools, being accredited by one school in 1938.

Bookkeeping was accredited by two schools in 1926; four schools in 1938. Typewriting was accredited by two schools in 1926 and by six in 1938. Shorthand was accredited by two schools in 1926 and by four in 1938. At the beginning of the period these subjects were accredited only by Checotah and Eufaula, but were later worked into

TABLE IV

22



the program of the smaller high schools. During the depression and the resulting low prices for farm products many farmers were anxious that their children prepare for some occupation other than farming, consequently many of the schools accredited bookkeeping, typewriting and shorthand in order to meet the demands of the patrons.

Composite mathematics did not appear until 1936 when it was accredited by two schools. The purpose of composite mathematics was to connect the wide break between eighth grade arithmetic and algebra by offering mathematics in the ninth grade and stepping algebra up to the tenth grade and geometry to the eleventh grade. By 1938 the subject had not been accepted by all the schools of the county.

#### Accredited Units of the High Schools in 1926 and 1938

Tables V and VI show the subjects the high schools were accredited for in 1926 and 1938. Table V shows that Stidham was not accredited in 1926 and for which subjects the other schools were accredited. In 1926 the number of credits varied from nine for Hitchita to 30 for Checotah. In 1926 there was a total of 33 different subjects offered by the six accredited high schools for a total of 109½ units. In 1938 there were only 26 different subjects offered for accrediting for a total of 140 units. In 1926 there was a total of 37 units offered in two fields, that of English and that of history. The next greatest field was algebra with eight, Latin and geometry following

TABLE V  
SUBJECTS FOR WHICH HIGH SCHOOLS WERE ACCREDITED IN 1926

School	English	Algebra I & II	Plane Geometry	Solid Geometry	Trigonometry	History	Civics	Economics	Sociology	Latin I, II, III, IV	German	French I, II, III, IV	Spanish I, II, III, IV	Physics	Chemistry	Phys. Geography	Botany	Zoology	Physiology	General Science	Agriculture	Biology	Voc. Agriculture	Domestic Sci. & Arts	Shop Work	F. H. & Mech. Drawing	Commercial Law	Commercial Geography	Arithmetic	Bookkeeping	Shorthand & Typing	P.---	Methods	Reviews	Voc. Music	Phys. Ed.	Public Speaking	Home Nursing	Theory	Business English	Office		
Checotah I 19	4	1½	1			3	½	½	½	2		2		1		½	½	½	½	1	1	1	1	2	2	½	½	½	½	1	1	1				1							
Onapa C 25	3	1	1			3	½	½	½	2						½				1	1																						
Pufaula I I	4	1½	1			4	½	½		2			2	1		½	½	½		1	1	1		2		½	½	½	½	1	2	½				1	½	½	½	½	½	½	
Hitchita	2	1	1			2	½									½				1	1																						
Pierce C I	3	1½	1			2	1									½				1	1																						
Hanna	4	1½	1			3	½	½								½						1					½	½	½	½													
Stidham																																											



TABLE VI

SUBJECTS FOR WHICH HIGH SCHOOLS WERE ACCREDITED in 1938

	English	Algebra	Plane Geometry	Solid Geometry	Trigonometry	History	Civics	Economics	Sociology	Prob. in Democracy	Latin	French	Spanish	Physics	Chemistry	Phys. Geography	Commercial Geography	Botany	Zoology	Biology	Physiology	General Science	Agriculture	Voc. Agriculture	Home Economics	Manual Training	Mechanical Drawing	Commercial Law	Arithmetic	Bookkeeping	Shorthand	Typewriting	Psychology	Music	Public Speaking	Business English	Okla. Hist. & Civics	Composite Math.
Checotah	4	1½	1			3	-		1	2					1	½	½		1	1			4	2			½	½	1	1	1		1	½	1			
Onapa	4	1½	1			3		½	1											1	1	1				½				1		1						
Eufaula	4	1	1			3				2					1	½	½		½	1	1			2				1	1	1	½		½	½	1			
Hitchita	4	1	1			3			1											1	1	1						1		1				½	½	1	1	
Pierce	3	1	1			3									½	½				1														1		1		
Hanna	4	1	1			2									½	½				1	1			2				1	1	1			1		1	1		
Stidham	4	1	1			3			1						½	½				1	1	1		1			½	½		1	1			1	½	1	1	
Total	27	8	7			20		½	4	4					2	2½	2½		½	7	6	3	4	7			1	1½	4	4	6	½		6	2	7	3	

closely in number of units offered by the seven high schools with six. In 1938 English and history were accredited for a total of 47 units in the entire group of schools; plane geometry, biology, home economics, and Oklahoma history and civics followed with seven units each for the entire number of schools. The other 65 subjects were distributed over twenty fields. There was a total of 45 one-half units offered in 1926 as compared to a total of 26 offered in 1938, showing a tendency on the part of the schools to offer subjects that run the entire school year.

#### Average Daily Attendance

Tables VII to XIII, inclusive, show the average daily attendance for the seven schools studied. There has not been enough territory added to any of the districts to cause a very great change in the average daily attendance. The entire period studied is divided into three periods of five years for each of the first two periods and three years for the last period. They will be referred to as period one, two, and three.

Basing the third period on the per cent of attendance of the first three years of each of the other periods, there was not a single consolidated school that did not increase its average daily attendance in the grades in each successive period. Checotah's attendance decreased the second period and then returned with an increased average daily attendance in the third period over the first period. Eufaula showed the same attendance in the first

period as was shown in the second period, and an increase in the third period. The greatest average daily attendance in the grades for the consolidated schools was 283 for Stidham in the third period. This was an increase of 111.9 from the first period through the third, and that was for only three years, showing that Stidham was increasing her enrollment and average daily attendance in the grades rapidly. The gains in the other four consolidated schools have not been great. Onapa showed the second greatest gain. The smallest average daily attendance in the grades was for Onapa and Hanna with 110 each in the first period.

Four of the consolidated high schools showed an increase in each successive year in spite of the fact that the last period was for only three years. Pierce was the only school in this group to show a decrease in average daily attendance. Based on the attendance of the last year of the other two periods this school shows an increase in high school attendance. The greatest average daily attendance for high schools for the consolidated schools was at Stidham with 99 in the third period. The smallest was 12 for Stidham in the first period. This community made the greatest gains in both high school and grades over the thirteen years studied. The cause probably lies in the fact that a slight addition of territory was made, but the greatest cause is, perhaps, in the broadening of

the school program to include a high school which was begun in 1926 and more boys and girls became interested in school.

The two independent districts, Eufaula and Checotah, increased their average daily attendance in high school for each successive period. The probable cause for this increase was the shifting of the population from the rural sections to the cities to find work either in private business or on government-made projects.

Comparison of Per Cent of Attendance  
of the Seven Schools Studied

Eufaula I 1

Table VII shows that the per cent of attendance in high school varied from 90.4 per cent in the first period to 85.7 per cent in the third period. This was the highest per cent achieved by any high school in any period of the thirteen-year period studied. The per cent in the grades varied from 75.5 per cent in the first period to 78.1 per cent in the second period; thus the highest per cent in the high school exceeded the highest per cent in the grades by 12.3 per cent. The per cent of attendance in the high school showed a decrease in each successive period.

Checotah

Table VIII shows that the per cent of attendance in the high school varied from 86 per cent in the second period to 77.9 per cent in the third period. The per cent

of attendance for the grades varied from 82.7 per cent in the third period to 72 per cent in the first period. This was the highest per cent of attendance attained by any school for the period studied. The highest per cent in high school exceeded the highest per cent in the grades by 3.3 per cent. The lowest per cent in high school exceeded the lowest per cent in the grades by 5.9 per cent.

#### Hanna I 64

Table IX shows that the per cent of attendance in the high school varies from 84.3 per cent in the third period to 76.4 per cent in the second period, being a variation of 7.9 per cent. The per cent in the grades varied from 71.8 per cent in the second period to 59.8 per cent in the first period. This was one of the five cases where the per cent of attendance in the grades dropped below the 60 per cent mark. Each case was in the first period studied. The highest per cent in the high school exceeded the highest per cent in the grades by 12.5 per cent. The lowest per cent in the high school exceeded the lowest per cent in the grades by 17.6 per cent.

#### Hitchita C 27

Table X shows the per cent of attendance in the high school varying from 75.9 per cent in the third period to 71.9 per cent in the first period, a variation of 4 per cent. The per cent in the grades varied from 70 per cent in the third period to 58 per cent in the first period. This was another case of the grades dropping to



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below 60 per cent attendance in the first period. The grades had a variation of 12 per cent; thus, the variation of the grades was 8 per cent greater than that of the high school. There was a difference between the high school and the grades of 5 per cent at the upper level and 13.9 per cent at the lower level.

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TABLE VII  
AVERAGE DAILY ATTENDANCE  
EUPAULA I 1

Year	Elementary	High School	Total	Length of Term	
				Months	Days
1926	441	147	588	9	176
1927	605	181	786	9	176
1928	575	183	758	9	175
1929	360	140	500	9	175
1930	392	183	575	9	175.5
1931	448	217	665	9	175
1932	449	227	676	9	176
1933	612	218	830	9	170
1934	421	181	602	9	177
1935	443	174	617	9	175
1936	464	155	619	9	175
1937	469	178	647	9	176
1938	448	176	624	9	176

	1926-1930		1931-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	629	184.2	608	234.4	596.6	198
Average Daily Attendance	474.6	166.6	474.6	203.4	469.3	169.6
Per Cent	75.5	90.4	78.1	86.8	77.2	85.7

TABLE VIII  
AVERAGE DAILY ATTENDANCE  
CHECOTAH I 19

Year	Elementary	Junior High	High School	Total	Length of Term Months	Days
1926	435	95.8	170.97	701.77	9	175
1927	320	103	147.79	570.8	9	176
1928	308.9	92.6	144.7	546.2	9	176
1929	350.7		161.66	512.36	9	176
1930	419		187	606	9	178
1931	401		234	635	9	176
1932	399		234	633	8½	170
1933	444		223	667	8½	168
1934	380		213	593	9	180
1935	404		234	638	9	176
1936	433		242	675	9	176
1937	435		248	683	9	175
1938	312	183	184	679	9	176

	1926-1930		1931-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	589.2	192.8	516	264.8	549.3	288.3
Average Daily Attendance	424.4	161.8	405.6	227.6	454.3	224.6
Per Cent	72.0	83.9	78.6	86	82.7	77.9

TABLE IX  
AVERAGE DAILY ATTENDANCE  
HANNA I 64

Year	Elementary	High School	Total	Length of Months	Term Days
1926	120	23	143	8	160
1927	107	34	141	9	173
1928	111	37	148	9	174
1929	107	40	147	9	180
1930	108	43	151	9	173
1931	122	51	173	9	173
1932	126	68	194	9	173
1933	127	88	215	8	158
1934	120	51	171	9	175
1935	120	68	188	8	165
1936	131	81	212	8½	165
1937	104	89	193	8	160
1938	105	84	189	9	177

	1926-1930		1931-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	185	45.2	171.2	85.2	159	100.3
Average Daily Attendance	110.6	35.4	123	65.1	113.3	84.6
Per Cent	59.8	78.3	71.8	76.4	71.3	84.3

TABLE X  
AVERAGE DAILY ATTENDANCE  
HITCHITA C. D. 27

Year	Elementary	High School	Total	Length of Term	
				Months	Days
1926	217	24	241	8	160
1927	212	35	247	9	180
1928	205	42	247	9	180
1929	219	40	259	8 3/4	175
1930	242	53	295	8 1/2	170
1931	270	57	327	9	175
1932	283	54	337	8 1/2	168
1933	271	42	313	8	160
1934	263	51	314	9	180
1935	279	56	335	9	179
1936	262	64	326	9	177
1937	238	67	305	9	175
1938	248	61	309	9	175

	1926-1930		1931-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	377.4	54	412.6	69.4	356.3	84.3
Average Daily Attendance	219	38.8	273.2	52	249.3	64
Per Cent	58	71.9	66.2	74.9	70	75.9



TABLE XI  
AVERAGE DAILY ATTENDANCE  
ONAPA C. D. 25

Year	Elementary	High School	Total	Length of Term Months	Days
1926	33	--	33	6	118
1927	121	23	144	8½	165
1928	135	24	159	8½	170
1929	123	20	143	8½	162
1930	138	28	166	9	175
1931	143	31	174	8 3/4	173
1932	143	27	170	8½	165
1933	174	28	202	8	160
1934	170	33	203	9	178
1935	161	39	200	8	160
1936	166	32	198	9	177
1937	159	45	204	8½	170
1938	177	48	225	9	178

	1926-1930		1931-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	209.2	31.8	254	47.2	239.6	54.3
Average Daily Attendance	110	19	158.2	31.6	167.3	41.6
Per Cent	52.5	60	62.3	66.9	69.8	76.6

TABLE XII  
AVERAGE DAILY ATTENDANCE  
PIERCE C. D. I

Year	Elementary	High School	Total	Length of Term	
				Months	Days
1926	258	17	275	7	130
1927	179	16	195	8	160
1928	173	22	195	8½	169
1929	147	38	185	9	180
1930	186	38	224	9	180
1931	218	41	259	8 3/4	175
1932	225	41	266	8½	165
1933	235	43	278	8	160
1934	230	31	261	8 3/4	175
1935	211	26	237	8 3/4	175
1936	190	18	208	8½	170
1937	165	25	190	8	160
1938	175	24	199	9	180

	1926-1930		1931-1933		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	354.6	39	360.8	48.8	292	28.6
Average Daily Attendance	188.6	26.2	223.8	36.4	176.6	22.3
Per Cent	53.2	67.2	62.0	74.6	60.5	78.0

TABLE XIII  
AVERAGE DAILY ATTENDANCE  
STIDHAM C. D. 3

Year	Elementary	High School	Total	Length of Term	
				Months	Days
1926	163	7	170	6	125
1927	169	7	176	9	180
1928	195	12	207	8½	172
1929	182	12	194	8 3/4	177
1930	143	24	172	9	180
1931	229	38	267	8 3/4	173
1932	205	46	251	8	160
1933	229	48	277	8	160
1934	257	41	298	8 3/4	175
1935	271	59	330	8	160
1936	272	81	353	8½	170
1937	268	101	369	9	180
1938	310	115	425	9	180

	1926-1930		1930-1935		1936-1938	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Average Enrollment	337.6	23.2	353	68.8	347	123.3
Average Daily Attendance	171.4	12.4	238.2	46.4	283.3	99
Per Cent	50.8	53.4	67.5	67.4	81.6	80.5

## Onapa C 25

Table XI shows the per cent of attendance in the high school varied from 76.6 per cent in the third period to 60 per cent in the first period. This school had two of the four cases where the high school per cent of attendance fell below the 70 per cent mark. The grades' per cent varied from 69.8 per cent in the third period to 52.5 per cent in the first period. This was another case of the grades dropping below the 60 per cent mark in the first period. The high schools' highest per cent was 6.8 per cent higher than the highest per cent of the grades and the lowest per cent of the high school was 7.5 per cent higher than that of the lowest grade per cent; thus, the high school had a 7.2 per cent better per cent than the grades.

## Pierce C 1

Table XII shows that the Pierce high school had a variation from 78 per cent in per cent of attendance in the third period to 67.2 per cent in the first period. This school had one period in which the percent of attendance in high school dropped below the 70 per cent mark. The grades' per cent of attendance varied from 62 per cent in the second period to 53.2 per cent in the first period. This school was another case where the grades dropped below 60 per cent in per cent of attendance. There was a difference of 16 per cent in the grades and

the high school at the upper level and a difference of 14 per cent between the two at the lower level.

#### Stidham C 3

Table XIII shows that the per cent of attendance in high school varied from 80.5 per cent in the third period to 53.4 per cent in the first period. This school had two periods in which the per cent of attendance in the high school dropped below 70 per cent. The grades show a variation in per cent of attendance from 81.6 per cent in the grades in the third period to 50.8 per cent in the first period. This was the highest and also the lowest per cent attained by any of the consolidated schools during the period studied. Only one other school in the county exceeded the 81.6 per cent mark and that was Checotah in the third period with a per cent of 82.7. There were only three periods in which the per cent of attendance in the grades exceeded the high school and this school had two of the periods, the second and the third. Checotah was the other school. The highest per cent of attendance in the grades exceeded the highest per cent in the high school by 1.1 per cent. The lowest per cent of the high school exceeded the lowest per cent of the grades by 2.6 per cent.

#### Summary

In four of the high schools the per cent of attendance increased in each of the periods. Hanna's per cent of attendance in the high school decreased the second



period, but the third period the increase was even greater than the first. Checotah increased in the second period followed by a decrease in the third period to 70 per cent, the lowest mark of this school. Bufaula's per cent of attendance in the high school decreased in each successive period, for a variation of 4.7 per cent.

In only two schools did the per cent of attendance in the grades exceed that of the high school. This occurred in three periods of the two schools' records; the second and third periods for Stidham and the third period for Checotah. In no case did the upper level of the grades' per cent of attendance equal that of the high school and in no case did the lower level of the high school decline below that of the grades.

The high school per cent of attendance is approximately 75 per cent. The per cent of attendance for the grades is close to 67 per cent, making a difference of 8 per cent between the grades and the high school in per cent of attendance. This means that the high schools had a loss of around 25 per cent and at the same time the grades were losing around 33 per cent. Some of this loss can be attributed to the fact that not all of the students in the county have an opportunity to attend a high school in the same district in which the grades are located. This is also in line with the birth rates. As has been explained elsewhere in this study the road situation in

this county does not make toward efficient and comfortable transportation of the students. No doubt this condition along with the expense and necessary adjustments that would be incurred by going to a school located in another district is discouraging to many students who would otherwise attend.

This also indicates that the high school students are more regular in attendance and finish after they once get started in the high schools. More pupils drop out in the grades than in the high schools. There is a tendency in all of the schools for the per cent of attendance to increase and more boys and girls are finishing school as is shown by the closeness of the per cent between the high school and the grades at the close of the period studied.

#### Enumeration and Pupil Distribution

Tables XIV to XX, inclusive, show the enumeration and pupil distribution by years. Commencing with 1927 the average and per cent are grouped in three four-year periods covering twelve years.

In every case the enrollment for the first grade shows a decrease from the first period to the third period. In four of the schools there was an increase the second followed by a decrease for the third period. In six of the schools the enrollment in the eighth grade shows an increase for the third period over the first period. In

nearly all cases the grade shows a lower enrollment than the preceeding grade and in all cases the trend is a smaller number to enroll.

In almost all the schools the enrollment in the eighth grade is approximately twice as small as that of the first grade. The greatest break between any two grades is the enrollment between the first and second grades. After that the decline is not so sharp between any two grades, but in all cases the decline reaches to the eighth grade. Taking the entire twelve years the eighth grade is approximately 50 per cent of the first grade. Stidham showed the greatest break between the first grade and the eighth grade, the eighth grade being only 13 per cent of the first grade.

The largest grade enrollment was at Eufaula with 612 in the first period. Eufaula decreased in each of the two successive periods. Of the consolidated schools, Hitchita had the greatest enrollment in the grades with 413 in the second period. Hanna had the lowest enrollment for any period with only 148 in the last period.

No doubt this sharp decrease in enrollment has been partially due to several things: first, the size of the American family is decreasing; second, there has been a decided shift of the people from the farms to the cities; third, the schools have failed to broaden their programs to fit the needs of the students and consequently they

TABLE XIV

## PUPIL DISTRIBUTION BY GRADES FOR CHECOTAH I 19

Year	Enumeration	1	2	3	Grade					Total Elem	9	High School				Total H. S.	Grand Total
					4	5	6	7	8			10	11	12			
1926	1100	118	75	78	88	56	68	35	69	587	61	41	31	50	183	770	
1927	954	111	69	70	62	73	72	75	53	585	61	43	38	32	174	759	
1928	914	119	95	53	60	74	61	52	63	577	55	45	41	30	171	748	
1929	901	110	80	89	70	68	70	48	46	581	82	46	43	35	206	787	
1930	926	150	86	74	85	59	49	68	45	616	70	75	41	44	230	846	
1931	914	129	77	91	85	68	50	38	51	589	87	69	82	53	291	880	
1932	979	102	85	73	76	67	61	47	44	555	94	60	66	62	282	837	
1933	864	75	80	63	61	62	47	43	37	468	76	64	51	55	246	714	
1934	715	66	58	85	53	80	63	57	58	522	75	64	58	53	250	772	
1935	818	65	47	57	57	64	57	53	46	446	91	60	52	52	255	701	
1936	964	68	81	66	80	76	109	62	68	612	114	73	58	56	301	913	
1937	874	93	79	71	55	87	70	70	60	585	76	80	61	47	264	849	
1938	802	63	51	50	64	42	66	57	52	445	103	72	68	57	300	745	
1927 Aver		122.5	82.5	71.5	69.2	68.5	63.0	60.7	51.7	589.7	67.0	52.2	40.7	35.2	195.2		
1930 %		20.7	13.9	12.1	11.7	11.6	10.3	10.2	8.6		34.3	26.6	20.8	16.9			
1931 Aver.		93.0	75.0	78.0	69.2	69.2	55.2	46.2	47.5	533.5	83.0	64.2	64.2	55.7	262.2		
1934 %		17.4	14.0	14.6	12.9	12.9	10.3	8.6	8.9		31.2	24.4	24.2	21.2			
1935 Aver.		72.2	64.5	61.0	64	67.2	75.5	60.5	56.5	522	96.0	71.2	59.7	53	280		
1938 %		13.5	12.3	11.6	12.2	12.8	14.4	11.4	10.8		34.3	25.4	21.3	18.9			



TABLE XV

## PUPIL DISTRIBUTION BY GRADES FOR RUFULA I 1

Year	Enumeration	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School 10	11	12	Total H.S.	Grand Total
1926	1445	131	75	84	100	76	76	59	83	684	63	49	27	30	169	853
1927	1441	145	85	93	71	100	70	62	51	677	83	31	49	25	188	865
1928	1440	142	87	70	76	83	83	62	52	655	76	45	24	50	195	850
1929	1459	118	86	73	68	61	60	57	69	592	71	45	26	20	162	754
1930	1477	109	73	78	70	45	48	48	56	527	97	39	43	28	207	734
1931	1341	131	82	67	75	66	44	57	55	577	89	59	44	44	236	813
1932	1210	122	95	83	61	80	59	69	56	614	101	76	49	54	280	894
1933	1224	137	79	74	79	53	71	66	77	636	64	66	57	42	229	865
1934	1178	142	88	83	77	66	43	59	65	623	77	44	53	38	212	835
1935	1200	136	77	65	66	68	63	62	53	590	65	56	36	58	215	805
1936	1223	121	83	64	52	54	61	77	58	570	66	40	46	35	187	757
1937	1167	120	74	82	82	66	48	86	64	622	75	38	40	46	199	821
1938	1100	121	78	75	67	65	63	60	69	598	75	57	39	37	208	806
1927	Aver.	128.5	82.7	78.5	71.2	72.2	65.2	57.2	57.0	612.7	81.7	40.	35.5	30.7	188.	
1930	%	20.9	13.3	12.8	11.6	11.7	10.6	9.3	9.3		43.4	21.2	18.8	16.3		
1931	Aver.	133.0	86.0	76.7	73.0	66.2	54.2	62.7	60.5	612.5	62.7	61.2	50.7	44.5	239.2	
1934	%	21.5	14.0	12.5	12.0	10.6	8.9	10.2	9.8		34.1	25.4	25.2	14.4		
1935	Aver.	124.5	78.0	71.5	66.7	63.2	58.7	71.2	61.0	595	70.2	47.7	40.2	44.0	202.2	
1938	%	20.9	12.8	12.0	11.2	10.6	9.8	11.9	10.2		34.7	23.5	19.8	21.7		

TABLE XVI

## PUPIL DISTRIBUTION BY GRADES FOR HANNA I 64

Year	Enumeration	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School 10	11	12	Total H. S.	Grand Total
1926	313	43	29	22	39	20	23	11	15	202	18	5	4	6	33	235
1927	302	37	32	24	15	30	16	20	5	179	19	12	5	4	40	219
1928	276	36	17	23	28	18	21	14	20	177	21	12	9	4	46	223
1929	307	40	20	20	23	25	9	14	17	168	23	9	11	8	51	219
1930	276	50	29	16	22	26	13	13	11	180	29	12	7	8	56	236
1931	290	51	20	29	14	23	20	14	7	178	24	18	11	7	60	238
1932	215	51	29	23	25	27	20	14	10	199	32	19	21	9	81	280
1933	262	47	14	26	19	24	13	20	12	175	47	24	23	19	113	288
1934	293	51	21	21	25	19	18	16	17	188	25	25	15	16	81	269
1935	287	18	15	17	14	14	11	14	13	116	49	17	13	12	91	207
1936	287	33	28	32	25	20	23	13	19	193	50	33	15	12	110	303
1937	246	16	11	23	22	16	14	17	12	131	44	26	18	14	102	233
1938	244	22	13	26	30	19	13	13	17	153	26	29	22	12	89	242
1927 Aver.		40.7	24.5	20.7	22.0	24.7	14.7	15.2	13.2	176	23	11.2	8.0	6.0	48.2	
1930 %		23.1	139	11.7	12.5	14.0	8.3	8.6	7.5		47.	23	16	14		
1931 Aver.		50.0	210	24.7	20.7	23.2	17.7	16.0	11.5	185	32	21.5	17.5	12.7	83.7	
1934 %		27.5	113	13.4	11.2	12.6	9.5	8.6	6.2		39	25	20	15		
1935 Aver.		22.2	16.7	24.5	22.7	17.2	15.2	14.2	15.2	148.2	42.2	26.2	17.0	12.5	98.0	
1938 %		14.9	112	16.5	15.3	11.6	10.2	9.6	10.2		43	26	17	12		

TABLE XVII

## PUPIL DISTRIBUTION BY GRADES FOR HITCHITA C 27

Year	Enumeration	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School 10	11	12	Total H. S.	Grand Total
1926	599	116	53	40	41	44	53	18	23	388	15	13	5		33	421
1927	553	83	71	54	48	39	43	31	19	388	23	14	8	5	50	438
1928	488	77	57	53	52	36	28	26	23	352	20	13	12	6	51	403
1929	480	91	48	56	55	49	22	18	38	377	21	17	12	11	61	438
1930	555	111	55	55	45	55	31	21	20	393	31	18	16	10	75	468
1931	552	99	56	64	47	42	41	25	17	391	22	22	13	22	79	470
1932	570	88	53	71	48	50	41	34	24	409	19	20	14	15	68	477
1933	610	104	53	51	53	45	50	32	33	421	23	10	18	10	61	482
1934	537	105	47	66	49	41	59	46	20	433	29	12	12	14	67	500
1935	594	99	52	32	64	43	48	48	46	432	25	27	10	11	73	505
1936	574	91	49	30	44	56	38	40	44	392	35	17	19	11	82	474
1937	566	90	36	48	34	37	49	39	28	361	39	25	14	16	94	455
1938	514	76	44	33	33	30	25	45	30	316	25	22	20	10	77	393
1927 Aver		90.5	57.7	54.5	50.0	44.7	31.0	24	25	377.5	23.7	15.5	12.0	8.0	59.2	
1930 %		23.9	15.2	14.4	13.2	11.8	8.2	6.3	6.6		40	26	20.1	13.5		
1931 Aver.		99.0	52.2	63.0	49.2	44.5	47.7	34.2	23.5	413.5	23.2	16.0	14.2	15.2	68.7	
1934 %		23.9	12.6	15.2	11.8	10.6	11.5	8.2	5.6		33.6	23.2	20.6	22		
1935 Aver.		89.0	45.2	35.7	43.7	41.5	40.0	43.0	37.0	375.2	31.0	22.5	15.7	12.0	81.5	
1938 %		23.7	12.0	9.5	11.6	11.0	10.6	11.4	9.8		38.0	27.6	19.2	14.7		

TABLE XVIII  
PUPIL DISTRIBUTION BY GRADES FOR ONAPA C 25

Year	Enumeration	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School			12	Total Grand H. S. Total
1926	136	17	4	13	6	4	2	1	1	48						48
1927	325	61	28	31	39	17	32	18	19	245	18	14	8	7	47	292
1928	322	79	22	32	30	27	20	26	20	256	19	10	5	5	39	295
1929	286	81	24	20	25	28	20	22	14	234	10	13	6	4	33	267
1930	329	82	49	32	17	31	16	20	16	263	21	10	7	2	40	303
1931	314	74	41	25	29	19	19	20	18	245	11	19	3	7	40	285
1932	334	59	39	36	32	28	19	18	16	247	18	12	12	6	48	295
1933	336	64	36	36	31	30	19	19	13	253	14	15	7	9	45	298
1934	302	73	37	32	43	25	32	20	19	281	15	11	15	8	49	330
1935	337	61	25	29	32	35	21	28	20	251	19	10	14	11	54	305
1936	288	45	38	40	27	34	31	20	24	259	11	19	7	6	43	302
1937	273	45	31	34	36	23	30	19	19	237	34	9	14	6	63	300
1938	309	45	30	29	35	27	21	21	15	223	21	21	8	7	57	280
1927 Aver.		75.7	30.7	28.7	27.7	25.7	22.0	21.5	17.2	249.5	17.0	11.7	6.5	4.5	39.7	
1930 %		30.3	12.3	11.1	11.1	10.3	8.8	8.6	6.8		42.8	29.9	16.3	11.3		
1931 Aver.		67.5	38.2	32.2	33.7	25.5	22.2	19.2	17.7	256.5	14.5	14.2	9.2	7.5	45.5	
1934 %		26.3	14.8	12.5	13.1	9.9	8.6	7.4	6.8		31.8	31.2	20.2	16.8		
1935 Aver.		49.0	31	33	32.5	29.7	25.7	22	19.5	242.5	21.2	14.7	10.7	7.5	54.2	
1938 %		20.2	12.7	13.2	13.4	12.2	10.6	9.1	8.0		39.1	27.1	19.7	13.8		

TABLE XIX  
PUPIL DISTRIBUTION BY GRADES FOR PIERCE C 1

Year	Ennumer- ation	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School				Total Grand H. S. Total
1926	667	91	78	54	38	57	55	36	20	429	15	8	3			455
1927	616	97	59	25	42	49	39	40	25	376	12	12			24	400
1928	572	99	36	29	31	40	17	30	35	317	15	9	9		33	350
1929	602	97	29	36	37	32	16	15	30	292	23	12	9	12	56	348
1930	630	124	40	48	51	51	24	17	24	379	15	20	8	13	56	435
1931	709	149	41	43	51	56	22	19	19	400	27	13	12	7	59	459
1932	747	101	61	49	40	56	38	22	16	383	15	19	9	10	53	436
1933	691	88	28	63	28	28	49	26	14	324	12	15	21	7	55	379
1934	625	122	37	36	58	28	35	37	19	372	8	8	10	15	41	413
1935	617	84	52	29	38	53	14	36	29	335	11	6	5	14	36	371
1936	625	77	49	50	28	47	38	22	27	338					25	363
1937	558	57	42	41	44	22	28	25	18	277	16	8	5	1	30	307
1938	496	64	31	30	41	31	18	30	16	261	6	16	6	3	31	292
1927 Aver.		104.2	41.0	34.5	40.2	43.0	24.0	25.5	28.5	341	16.2	13.2	6.5	6.2	42.2	
1930 %		30.5	12.0	10.1	11.2	12.6	7.0	7.4	8.3		38.3	31.2	15.4	14.6		
1931 Aver.		115.0	41.7	47.7	44.2	42.0	36.0	26.0	17.0	369.7	15.2	13.7	13.0	9.7	52	
1934 %		31.1	11.2	12.3	11.9	11.3	9.7	7.3	4.6		29.2	26.3	25.0	18.6		
1935 Aver.		70.5	43.5	37.5	37.7	38.2	24.5	28.2	22.5	302.7					30.5	
1938 %		23.2	14.3	12.3	12.4	12.6	8	9.3	7.3							



TABLE XX  
PUPIL DISTRIBUTION BY GRADES FOR STUDIAM C 3

Year	Ennumer- ation	1	2	3	Grade 4	5	6	7	8	Total Elem.	9	High School				Total Gran H. S. Total
1926	377	132	34	35	41	37		19	21	319	10	2	4		16	335
1927	446	133	46	37	41	19	32	24	13	345	9	6			15	360
1928	409	128	53	37	35	31	20	15	16	335	10	4	4		18	353
1929	399	106	63	39	33	38	31	23	13	346	19	7			26	372
1930	429	90	68	38	35	30	39	23	20	343	22	11	8		41	384
1931	414	89	56	49	44	22	15	34	25	334	18	16	12	8	54	388
1932	407	91	28	50	38	43	25	22	17	314	39	13	9	15	76	390
1933	445	118	37	25	47	59	45	19	14	364	34	17	11	12	74	438
1934	401	139	48	43	28	44	34	42	15	393	28	13	11	9	61	454
1935	407	134	49	30	44	33	41	27	43	401	38	17	13	11	79	480
1936	401	89	53	46	39	33	39	38	22	359	54	30	18	10	112	471
1937	398	84	33	51	41	39	35	32	40	355	38	38	24	22	122	477
1938	437	95	28	29	41	47	37	25	25	327	54	37	24	21	136	463
1937 Aver.		114.2	57.2	37.7	36	29.5	30.5	21.2	15.5	342.2	15	7	3		25.0	
1930 %		33.3	16.7	11	10.5	8.6	8.9	6.1	4.5		59.9	28	12			
1931 Aver.		109.5	42.2	41.7	39.2	42	29.7	29.2	17.7	351.2	39.7	14.7	10.7	11	66.2	
1934 %		31.1	12.0	11.5	11.1	11.9	8.4	8.3	5.0		44.8	22.2	16.1	16.6		
1935 Aver.		100.5	40.7	39	41.2	38	38	30.5	32.5	360.5	46	30.5	19.7	16	112.2	
1938 %		27.8	11.3	10.8	11.4	10.5	10.6	8.4	9.0		40.9	27.1	17.5	15.1		

have dropped out of school somewhere between the first and eighth grade.

In four of the schools there has been an increased enrollment of the ninth grade over the eighth grade and in the other three cases the enrollment has been very close. In every school there has been a gradual decline in enrollment from the ninth grade through the twelfth grade. Every high school, except one, had a greater enrollment the third period than it did the first period, however, in some cases there was a decrease the second period followed by an increase the third period. Pierce showed a decrease from an average of 42.2 in the first period to 30.5 in the third period. Pierce in the third period showed the lowest average enrollment and Checotah had the largest average enrollment in the third period.

In five of the schools the enumerated populations has gradually declined over the thirteen years studied. Stidham and Onapa are the only two districts in which the enumerated population has increased.

Taking the seven schools as a unit over the thirteen years studied there has been a general decline in the enrollment. As is shown by the tables the high school has not begun to feel the decline in pupil population, but instead is showing the large enrollment that is evident in the first of the three four-year periods.

## CHAPTER IV

## THE PRODUCT OF THE HIGH SCHOOLS

This chapter will answer the following questions. How many have graduated from the high schools of this county? Are the graduates attending college? To what use are the graduates putting their high school education? To what extent have the graduates participated in extra-curricular activities? Where are the graduates living? This last question could be the basis of evidence for or against support of the high school by the Federal and State Government.

In some instances the graduate has been counted in more than one item. This is especially true when one was acting as a housewife and engaged in some occupation, such as teaching. Those enrolled in school but had done no more than one year were counted as having one year of work; those who had done more than one but two or less were counted as two years; those with more than two but less than four were counted as having three years, and those with more than three were counted as having four years of work.

## Hitchita C 27

The school's first graduating class in 1927 consisted of four girls and one boy. There has been a graduating class every year since. The smallest number to graduate was in 1933 when only four composed the class, and the largest class was in 1937 when fourteen seniors graduated.

During the thirteen years studied there has been 39 boys and 58 girls graduate from the Hitchita school. Fifty-nine per cent of the total number graduating was girls and 40 per cent of the total was boys. Nineteen more girls graduated than did boys. Approximately 10 per cent of the number graduating attended Northeastern Teachers College at Tahlequah. About 18 per cent of the graduates attended some other college, chiefly Connors at Warner. Nearly 71 per cent attended no college at all. Of those who did attend some college, seven did four years of college work, four did three years, seven did two years, and eleven attended one year.

Classifying the graduates according to their occupations into the following groups, we find that of the total number graduating ten are engaged in some professional work, ten in a semi-profession, nine are farmers, eight are laborers and 28 are housewives. Twenty-one are at home and eight are in school.

Approximately 49 per cent of the graduates are married, and 13 per cent married some one from the same school. There has been 47 children born to the group. Of the total number who have graduated 35 per cent still live in the district; 24 live in the county but outside the district, and 80 per cent live somewhere in the state. Almost 16 per cent of the graduates live outside the state.

TABLE XXI  
PERSONAL INFORMATION OF GRADUATES FROM NITCHITA C 27

Year	Boys	Girls	N.E.S.T.C.	Other College	No College	Years of College Work				In School	At Home	Profession	Semi-Profession Farmer	Laborer	Housewife	Married	Companion from Same School	No.ofChildren	District	County	State	Out of State	
1926																							
1927	1	4	1		4		1				2	1	1		2	3		4			4	1	
1928	3	3	1	1	4	1		1				1	3		2	5		7	2	2	4	2	
1929	2	7	1	1	7			1	1		1	1	2	1	3	6	1	3	2	3	6	3	
1930	3	6	1	1	7	1			1		3		1	2	3	6		4	4	5	7	2	
1931*	6	4	2	2	6	1		2	1		1		1	2	3	2	6	2	11	1	2	6	2
1932*	6	7	1		12	1					2	1		2	2	5	6	1	9	2	4	9	3
1933	3	1	1	1	2	1		1			1	1		1	1		1	1	1	1	3	1	
1934	2	4	1	2	3	1	2					3	2		1	2				3	6		
1935		6	1	1	4	1	1				1	1		1	1	4	4	1	2	2	2	5	1
1936	3	5		2	6		2				1	1			4	5	1	3	2	5	7	1	
1937	5	9	1	6	7			7		7	4				3	3			3	3	14		
1938	5	2		1	6				1	1	5								5	5	7		
Total	39	58	11	18	68	7	6	12	4	8	21	10	10	9	8	29	47	6	44	24	35	78	16

\*2 deceased

\*1 deceased



As can be seen by Table XXI there has been absolutely no record kept of the graduates having participated in extra-curricular activities.

#### Checotah I 19

In 1927 Checotah graduated 16 boys and 19 girls. In 1938 the same school graduated 21 boys and 28 girls, being an increase of 29 per cent during the thirteen years studied. Almost 58 per cent of the total number graduating were girls. This school has always had a large graduating class, which was partially due to transferred students. Approximately nine per cent of the graduates attended Northeastern Teachers College and about 47 per cent attended some other college. Forty-four per cent of those who finished high school attended no college. Forty-two of the 589 did at least four years of college work, 56 attending three years, 92 attending two years, and 138 doing one year in some higher institution. Almost 12 per cent of the graduates are still in school.

Of the 339 girls to graduate about 50 per cent have become housewives. About 17 per cent of the graduates are laborers, 16 per cent are farmers, 10 per cent are in some semi-profession, three per cent are occupied in a profession, and nine per cent are at home.

Out of a total of 589 who have graduated from the Checotah schools there has been 282 marry, 48 per cent. Forty of the number have selected companions from the

TABLE XXII  
PERSONAL INFORMATION OF GRADUATES FROM ONECOTAH I 19

Year	Boys	Girls	M.B.E.T.C.	Other Col.	No College	Years of College Work				In School	At Home	Profession	Semi-Profession	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Chil.	Living				Athletics	Music & Drama
						4	3	2	1											District	County	State	Out of State		
1926	16	19	6	9	20	2	3	6	4	3	6	7	6	10	21	29	8	10	20	12	12	14			
1927	9	20	7	10	12	5	2	2	8	3	4	3	2	2	15	23	2	16	10	15	18	11	13	9	
1928	19	24	9	16	18		6	7	12	1	2	3	6	5	7	18	31	1	22	19	25	34	8	11	10
1929	18	25	10	16	17	5	5	10	6	4	1	9	6	4	17	33	3	19	16	23	31	10	12	13	
1930	20	22	3	20	19	6	5	5	7	2		2	5	4	7	20	31	5	12	13	19	35	5	16	17
1931	24	26	6	24	20	10	2	10	8	3	1	1	7	8	10	18	28	7	16	15	24	40	8	14	11
1932	21	27	4	19	25	2	6	8	7		2		10	6	12	18	26	4	11	18	37	42	6	11	11
1933	23	30	2	20	31	6	6	4	6	4		11	10	9	16	27	6	10	14	20	47	3	13	12	
1934	19	29		26	22	6	3	5	12	4	6		6	9	11	12	19	2	9	9	16	40	8	14	6
1935	22	28		30	20		10	11	9	5	8		4	8	12	13	21	5	9	11	19	43	7	11	11
1936	18	31	2	26	21		8	12	8	5	14		3	11	8	8	12	3	3	13	20	44	5	16	11
1937	20	30	2	28	20			12	18	23	6		1	8	8	4	7	1		15	20	44	6	14	8
1938	21	28	2	31	16				35	26	5		9	7	2	3	1			14	16	42	7	16	12
Total	250	339	53	275	261	42	56	92	138	69	58	17	65	93	103	171	282	40	156	175	264	480	96	173	145
1926: 2 not contacted; 1 dead      1928: 1 dead      1930: 2 not contacted; 1929: 2 dead 1931: 2 dead      1935: 3 not contacted																									

same school and this group has 156 children. The number of children is just a little more than one-half the number who married and is approximately 27 per cent of the total graduating.

About 16 per cent of the graduates have left the state to live. eighty-one per cent have remained in the state where they received their education. The district has retained many of the graduates, 175 still living within the school district.

The extra-curricular records in Table XXII show that athletics and music and drama were participated in by the students. No other activity was recorded.

#### Eufaula I 1

In 1926 Eufaula graduated 28, fourteen boys and 14 girls. In 1938 the same school graduated a total of 39, twenty boys and 19 girls, or an increase of 11. There is very little difference between the number of boys and girls graduated. Of those who graduated 12 per cent attended Northeastern Teachers College, 28 per cent attended some other college and 58 per cent attended no college at all.

The number of graduates who attended college one year ranks the highest with 88, those with three years second with 40. The number who attended two years was 36 and those having four years numbered 26. There were 76 graduates still in some college.

TABLE XXIII  
PERSONAL INFORMATION OF GRADUATES FROM KUTVULA I 1

Year	Boys	Girls	N.E.S.T.C.	Other Col.	No college	Years of College Work				In School	At Home	Profession	Semi-Profession Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Chil.	Living			Out of State	Athletics	Music & Drama	
						4	3	2	1										District	County	State				
1926	No Records																								
1927	14	14	3	15	9	4	3	3	8	1	5	4	6	9	18	2	12	10	10	14	11	7	9		
1928	15	14	5	13	11	6	4	3	5	3	3	5	7	6	14	4	12	14	14	20	7	9	2		
1929	13	18	2	5	24	1	2	3	1	1	4	1	1	6	14	22	2	14	11	11	20	7	2		
1930	31	34	4	12	46	1	2	2	11	2	6	5	7	8	12	21	45	3	21	19	25	46	15		
1931	16	23	8	10	21		2	6	10	2	5	1	7	2	8	14	28	1	15	14	27	31	8		
1932	25	20	5	12	28	2	1		14	2	3		6	5	8	18	29	4	18	14	23	30	12	1	1
1933	22	14	7	1	18	2	3	1	12	4		10	5	7	9	20	4	9	18	20	27	8	1	4	
1934	12	16	5	9	14	4	2	2	6	2	4	3	6	1	9	2	4	3	4	6	18	23	4	4	1
1935	22	28	6	14	28	6	4	3	7	18	5	2	4	7	5	6	12	4	5	10	18	41	6	9	2
1936	13	18	4	14	13		17	1		17	3		2	3	5	1	4	3	6	8	10	29	2	5	2
1937	21	24	4	10	31			12	2	14	11		3	7	8	2	11	2	1	28	29	40	5	1	3
1938	20	19	5	7	27				12	12	17			3	5	2	4	1		18	25	33	6	2	3
Total	224	242	58	132	270	26	40	36	88	76	56	18	54	51	86	104	211	33	117	192	331	354	91	41	27
1927:	1 not contacted; 2 dead																								
1928:	2 dead																								
1929:	4 dead																								
1930:	3 not contacted; 1 dead																								
1932:	3 dead																								
1933:	1 dead																								
1934:	1 dead																								
1935:	2 not contacted																								
	1 dead																								

The graduates of the Eufaula High School have busied themselves in various ways: 16 per cent is in school; 12 per cent is at home; 4 per cent has taken up a profession; 12 per cent is engaged in some semi-profession; 11 per cent is engaged in farming; 18 per cent are laborers, and 27 per cent are housewives.

Forty-five per cent of the entire graduating group is married and of the total number 33 selected companions from the same school. There were 117 children accredited to the married group, which was 25 per cent of the graduating group and a little more than one-half the married graduates.

Twenty per cent have moved out of the state and 41 per cent continue to live in the district where they received their education.

The records<sup>1</sup> show that credit has been given in extra-curricular activities but that the graduates had not participated to any great extent.

Hanna I 64

Table XXIV shows that the first graduating class was in 1926, and there has been a class graduate every year since. There has been a total of 113 graduate from this school, 53 per cent of whom were girls. There has been a total of 43 graduates attend some college, almost 31 per cent of that number attending Northeastern Teachers college. About 62 per cent of the graduates attended no

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<sup>1</sup>

Furnished by the Superintendent of school.



college at all and of those who did, seventeen had one year of college work, seven had two years, ten had three years, and eight had done the full four years of college work.

More of the students have become housewives than any other of the occupations, the next largest number being occupied in common labor. Professional workers exceed the semi-professional workers. Sixteen per cent of the graduates are in school, 8 per cent at home, 11 per cent followed some profession, 8 per cent in semi-professional work, 10 per cent are farmers, 26 per cent laborers, and 27 per cent are housewives.<sup>2</sup> During the past few years the number to attend college has increased greatly. This has been partially due to the help that a student may get from the National Government.

Of the total number to graduate 52 per cent of that number has married, 48 children being credited to this group. The number of children is less than one-half the number to graduate over the period studied. Six of the graduates have selected companions from the same school.

Few of the graduates from this school have moved out of the state, however, the per cent remaining in the district is low. Of the total number to graduate 13 per cent live in the district, 87 per cent of the total live in the state, and 13 per cent live out of the state.

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<sup>2</sup>

Some were reported under two items.

TABLE XXIV  
PERSONAL INFORMATION OF GRADUATES FROM HANNA I 64

Year	Boys	Girls	W. A. S. T. C.	Other Colleges	No College	Years of College Work				In School	At Home	Profession	Semi-Profession	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Children	Living			Out of State	Athletics	Music & Drama	4 H Club
						4	3	2	1											District	County	State				
1926	3	3		2	4	1						1			2	3	6		3	1	2	3	3			
1927	1	3		1	3		1						1		1	2	3		2	1	1	3	1			
1928	1	3		1	3		1				1	1				2	3		1	3	3	3	1			
1929	2	5		2	5	1	1					2	1		1	5	6		5		3	6	1			
1930	7	1		3	5	2		1	1			2	2	2	1	1	8		7	1	4	6	2		1	
1931	3	2		1	4		1							1	3	2	5		5		3	3	2			
1932	5	4	3	1	5	1	1	1	1			2		1	3	3	5		6	2	6	9		3	8	
1933	6	10	3	4	9	2	2	2	1	1	1	3	2	1	3	5	8	3	8	1	10	15	1	8	13	4
1934	7	5		3	9	1		1	1			1	1	3	4	3	6	2	5	1	6	11	1		8	5
1935	4	5	1	3	5		3	1		3	2	2	1	1	2	1	2	1	2	1	2	7	2	3	9	3
1936	3	4	2		5			1	1	2	1			1	3	1	2		3		2	6	1	1	7	1
1937	4	10	2	5	7				6	6	3				3	2	3		1	2	6	14		1	9	2
1938	7	5	2	4	6				6	6	1			2	3					2	6	12		2	8	
Total	53	60	13	30	70	8	10	7	17	18	9	13	9	12	29	30	59	6	48	15	54	98	15	18	63	15

## Onapa C 25

As is shown by Table XXV the first graduating class was in 1927 and there has been a class graduate every year since. Sixty per cent of the total number graduating were girls, or approximately 20 per cent more girls graduated than did boys. Sixteen per cent of the graduates attended Northeastern Teachers College and the same per cent attended some other college. Sixty-seven per cent of the graduates attended no college at all and only one graduate ever completed as much as four years of college work. Seven did three years of college work, five did two years and nine did one year of college work, two still being in school at the end of this period.

Out of the 40 girls who have graduated 27 or 40 per cent have married. Eighteen per cent of the total graduates are engaged in farming. This is another strictly agricultural community which may explain the high farmer per cent. Eight of the 67 are at home, seven are engaged in professional work, five in semi-professional, and seven are laborers.

Seventy-six per cent of the 67 graduates have married and to this group is accredited 36 children which is approximately two-thirds of the total number married. Two have selected their companions from the school in the district.

TABLE XXV  
PERSONAL INFORMATION OF GRADUATES FROM ONAPA C 25

Year	Boys	Girls	N.E.S.T.C.	Other Colleges	No College	Years of College Work				In School	At Home	Profession	Semi-Professio	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Chil.	Living				Athletics	Music & Drama	A H. Club
						4	3	2	1											District	County	State	Out of State			
1926																										
1927	2	5	2	2	3		2	1	1			1		1	1	3	7		6	1	2	3	2			
1928	1	3	1	1	2			1	1			1		1		3	4		4	1	3	3	1			
1929		3	1	1	1		1		1							3	3		2	1	1	1	2			
1930	3	2	2	1	2	1	1	1				3				2	5		4	2	4	4	1			
1931	2	1		2	1			2			1			1	1	1	2		4	1	3	3				
1932	2	7		1	8				1	1		1		1		5	6		8	2	4	5	3			
1933	5	1	1	1	4				2		2		1	2		1	4		1	2	3	5	1			
1934	4	2	3	1	2		3		1			1	1	2	1	1	5		1	3	4	5	1			
1935	6	5			11								3	2	3	3	9	1	5	5	11	11		5		
1936	1	1		1	1				1					1		1	2	1		2	2	2				
1937		5	1		4				1	1	1				1	3	3			3	4	5		1		
1938	1	5			6						4			1		1	1		1	6	6	6		1		
Total	27	40	11	11	45	1	7	5	9	2	8	7	5	12	7	27	51	2	36	29	47	53	11	7		
1927:	2 deceased					1932: 1 deceased																				

As is shown by Table XXXVI this district has no great financial burden and has been able to operate the school with a minimum of excess tax. This indicates that the district is composed of good farm land since there is no wealth in the little village. Forty-three per cent of the graduates have remained in the district and only 16 per cent have left the state, 70 per cent of the graduates remaining in the county.

The only records of extra-curricular activities that have been kept were in athletics in 1935, 1937 and 1938.

#### Pierce C 1

The records show that Pierce had its first graduating class in 1929. In that year four boys and three girls finished, a total of seven. There has been a graduating class every year since. In 1937 one graduated from high school and in 1938 two finished. The largest class finished high school in 1930 when 13 graduated. Throughout the ten years that Pierce has had a graduating class there has been a total of 24 boys and 42 girls finish the high school course. Approximately 33 per cent of this number continued their education in some college, 17 per cent attending Northeastern State Teachers College. Fifty-five per cent of the graduates attended no college; 50 per cent have done four years of college work; 27 per cent doing three years of work; 9 per cent with two years, and 14 per cent with one year. Sixty-two per cent of the girls



TABLE XXVI  
PERSONAL INFORMATION OF GRADUATES FROM PIERCE C 1

Year	Boys	Girls	N.E.S.T.C.	Other Col.	No College	Years of College Work				In School At Home	Profession	Semi-Pro.	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Chil.	Living				Athletics	Music & Drama	4 H Club
						4	3	2	1										District	County	State	Out of State			
1926	No records found																								
1927	No class - two-year high school																								
1928	No class - two-year high school																								
1929	4	3	1	2	4	1	1	1		1	3		1		2	4		2	1	2	3	4			
1930	4	9	4	1	8		2	1	2		2	1	2	1	6	12	1	8	1	6	10	2			
1931	1	4			5						1	1			3	4		1		1	4	1			
1932	4	5	2	4	3	4	1		1	2		3	1	2	5	1	5	3	5	5	4				
1933	1	6	2		5	2				1	1		1		4	5	1	4	4	4	5	2			
1934	6	4	3	1	6	2	2		2	1	1		2	2	2	7	2	4	5	7	10				
1935	4	5	2		7	2					2		3	1	3	6	3	4	5	5	6	3			
1936		3			3				1						2	2	1		1	2	3				
1937		1			1										1	1		1		1	1				
1938		2			2					1					1	1			1	2	2				
Total	24	42	14	8	44	11	6	2	3	3	5	12	2	12	5	26	47	9	29	21	35	49	16		

1930: 1 deceased

have become housewives; 5 per cent of the total number graduating are in school; 8 per cent are at home; 18 per cent are in a profession; 3 per cent are in a semi-profession; 18 per cent are farmers, and 8 per cent are laborers. About 71 per cent of the total number are married and there are 29 children. Nine of these graduates have selected companions from the school they attended. There is one deceased from the class of 1931.

Of the total number graduating 72 per cent live in the state, 24 per cent live out of the state, and 32 per cent still live in the district.

Table XXVI shows that no record has been kept of extra-curricular work done by the graduates. This table also shows that a majority of the graduates have moved from the district where they finished high school.

#### Stidham C 3

The first graduating class of Stidham was in 1931 when two boys and four girls graduated. There has been a graduating class every year since. The number to graduate has varied from six in 1931 to 19 in 1938. There has been 34 boys graduate and 46 girls, or approximately 57 per cent of the graduates were girls. Of the 80 to graduate almost 33 per cent attended some college, 18 per cent of the graduates attending Northeastern State Teachers College. Eighteen of the graduates did one year of college work, five did three years, and three did two years. There has not been a single graduate to do four years of college work.

TABLE XXVII  
PERSONAL INFORMATION OF GRADUATES FROM STIDHAM C 3

Year	Boys	Girls	N.E.S.T.C.	Other College	No College	Years of College Work				In School At Home	Profession	Semi-Prof.	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Child.	Living			Out of State	Athletics	Music & Drama	H Club
						4	3	2	1										District	County	State				
1926																									
1927																									
1928																									
1929																									
1930																									
1931	2	4			4					2			1		1	2		5	1	1	2	2			
1932	5	7	3		7	2	1			2	2	1		2	3	6	10	2	4	8	2				
1933	3	4			7					2			1	2	2	2	3	3	3	5	2				
1934	3	5	3	3	2	2	1	3			1	1	2	2	2	2	1	6	6	7	1	3	3		
1935	3	5	2	3	3	1	1	3		2			1	2	3	4	3	3	4	4	4	4	7		
1936	3	4	1		6				1	1			4	1	1	1	1		6	6	7		4		2
1937	6	7	1	3	9				4	2	2		5		4	5	3	4	10	10	12	1	7	8	5
1938	9	10		7	12				7	2	11		4	1	1	3	2		17	17	18	1			
Total	34	46	10	16	50	5	3	18	4	22	3	2	18	10	17	25	9	26	49	51	63	13	21	11	7

1931: 2 not contacted

1932: 2 not contacted

Eighteen of the graduates are engaged in farming, 17 are housewives, 10 are laborers, three are in some profession, two are engaged in the semi-profession business, 22 are at home and four are in school. Of the total graduates approximately 27 per cent are at home. This was due to the large number who were at home in 1938. Eighteen were engaged in farming which was more than any other occupation, or 22 per cent. This school is located in strictly an agricultural community, which accounts for many being farmers. Table VI shows that Stidham was accredited for both agriculture and home economics in 1938. This shows an effort on the part of the school to fit the graduates for what they are likely to do after high school.

Twenty-five, or 31 per cent of the graduates were married to which had been born 26 children. The number of children exceeded the number married by one. Nine had married companions from the same school. Sixty-one per cent of the graduates lived in the district and 16 per cent live out of the state, 79 per cent living in the state.

The records of the graduates participating in extra-curricular activities are very inadequate but in some of the years it is shown that the school has had such a program and that the students were taking part in it. In 1937, seven took part in athletics, eight in music and drama and five in 4H Club work.

Four graduates were not contacted, two in each of the years 1931 and 1932.

### Summary

Most of the schools have regularly increased the number of graduating seniors. The total number to graduate from the seven high schools for the thirteen-year period was 651 boys and 827 girls, a total of 1478. Fifty-six per cent of the graduates were girls and 44 per cent were boys. Every school except Hitchita graduated more girls than boys.

Eight hundred and eight, 54 per cent, of the graduates attended no college and of the 660 who attended college 170 attended Northeastern State Teachers College. This is 26 per cent of those who attended college, leaving 74 per cent enrolled in some other college. Those who had attended more than one college were counted in the school which they were attending when this study was completed.

Stidham was the only school that did not have a graduate who had done four years of college work. Checotah with 42 had the highest number completing four years of college work. Pierce with 11 finishing four years of work after the high school ranked highest among the consolidated schools. This school had graduated the smallest number of seniors. The seven schools had 660 to attend college and of that number 14 per cent had done four years of college work; almost 20 per cent had done three years of college work; 24 per cent had done two years, and about 42 per cent had done one year of work in some college. One hundred and eighty of the graduates are in



school, 179 or 12 per cent of the graduates being at home. The economic situation, no doubt, is keeping many at home or preventing them from enrolling in some institution of higher learning. The two independent city districts had about the same number at home and this was true of the consolidated schools.

TABLE XXVIII

## GRAND TOTAL OF PERSONAL INFORMATION OF GRADUATES

School	Boys	Girls	N.E.S.T.C.	Other College	No College	Years of College Work				In School	At Home	Profession	Semi-Profess.	Farmer	Laborer	Housewife	Married	Companion from Same School	No. of Child.	District	County	State	Out of State	Athletics	Music & Drama	4H Club	Deceased	Not Contacted	
						4	3	2	1																				
Checotah	250	339	53	275	261	42	56	92	138	69	58	17	65	93	103	171	282	40	156	175	264	480	96	173	145				
Eufaula	224	242	58	132	270	26	40	36	88	76	56	18	54	51	86	104	211	33	117	192	331	354	91	41	27	15	6		
Hanna	53	60	13	30	70	8	10	7	17	18	9	13	9	12	29	30	59	6	48	15	54	98	15	18	63	15			
Hitchita	39	58	11	18	68	7	6	12	4	8	21	10	10	9	8	29	47	6	44	24	35	78	16				3		
Onapa	27	40	11	11	45	1	7	5	9	2	8	7	5	12	7	27	51	2	36	29	47	53	11	7			3		
Pierce	24	42	14	8	44	11	6	2	3	3	5	12	2	12	5	26	47	9	29	21	35	49	16				1		
Stidham	34	46	10	16	50		5	3	18	4	22	3	2	18	10	17	25	9	26	49	51	63	13	21	11	7		4	
Total	651	827	170	490	808	95	130	157	277	180	179	80	147	207	248	404	722	105	456	505	817	1175	258	260	246	22	28	17	

### Occupations of the Graduates

Considering the five consolidated schools, Hanna with 13 had the greatest number in a profession. Eufaula had 18 and Checotah had 17 engaged in some professional work. Eufaula had 93 and Checotah had 37 occupied with farming. In the consolidated group Stidham led with 18 as farmers. The number doing common labor is about five times as great as the number engaged in professional work; it is almost twice as great as the semi-professional and greater by 41 than that engaged in farming. There is only one way to explain this and that is that the economic conditions are keeping the graduates at home and out of school and forcing them into common labor. In many cases their earning capacity is needed to provide for the needs of the family. Only about 5.4 per cent of the graduates are engaged in a profession; 9.9 per cent are occupied in semi-professional work; 14 per cent are farmers, and 17 per cent are doing common labor; 49 per cent of the girls who have graduated were housewives.

Almost 49 per cent of the total number graduating have married and about 15 per cent of those selected companions who attended the same school. The married group had 456 children, which is considerable less than the number married and about 30 per cent of the total number of graduates.

Nearly 18 per cent of the graduates have gone to some other state since their graduation, leaving about 80 per cent residing in the state. Approximately 34 per cent of the graduates live in the district which gave them their high school education.

#### School Records of Graduates

In nearly every case the records concerning what part the student played in extra-curricular activities were incomplete. Those schools that have kept any record show that the graduate had participated in athletics or dramatics and music, or 4H Club work. So incomplete are the records that that phase of the graduates' school work cannot be reckoned in how they have fitted into society after high school.

## CHAPTER V

## COST OF THE HIGH SCHOOLS IN MCINTOSH COUNTY

The purpose of this chapter is to present the facts in regard to financing the program in this county along these lines:

The effort and the ability of the district to maintain a high school, and

The distribution of wealth in the various schools.

Checotah and Eufaula are large independent districts and will give an opportunity to compare the financial program of that type of school with that of the smaller consolidated districts. Hanna, although classed as an independent district, operates under conditions similar to the consolidated districts and will be treated as such in this study.

Tables XXIX to XXXV, inclusive, show the expenditures for the operation of the high schools for the period of 1926 to 1938 with the average figured on the basis of three periods. These three periods will be referred to as periods one, two, and three throughout the discussion, the third period being for three years.

Table XXXVI shows the tax levy by districts and by alternate years for the seven high schools of the county for the period beginning in 1926 and ending in 1938. Table XXXVII shows the assessed valuation for taxation of the school districts in four years of the thirteen years studied. Table XXXVIII shows the expenditures for capital outlay as indicated by bond issue of the districts.



TABLE XXIX  
EXPENDITURES FOR THE OPERATION OF CHECOTAH I 19

Year	Teachers' Salaries	Transportation	Others	Total
1926	20,990.00	709.18	5,825.84	27,525.02
1927	21,515.00	712.00	7,886.20	30,113.20
1928	23,170.00	700.00	7,124.59	30,994.59
1929	24,700.00	1500.00	3,900.00	30,100.00
1930	23,464.25	1850.70	4,518.47	29,833.42
1931	24,429.91	3478.00	6,556.68	34,464.59
1932	23,051.83	3823.18	6,795.62	33,670.53
1933	15,695.24	2784.38	3,528.36	22,007.98
1934	10,802.38	2277.86	6,148.78	19,229.02
1935	17,328.73	2836.84	3,909.51	24,075.08
1936	22,040.93	2814.34	7,185.70	32,040.97
1937	23,005.94	3060.71	7,567.64	33,634.29
1938	28,671.26	6309.88	6,098.66	41,079.80

AVERAGE - CHECOTAH - I 19

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1938	Per Cent
Teachers' Salaries	113,839.25	77	91,307.99	68	73,718.13	69
Transportation	5,471.88	04	15,200.26	11	12,194.93	11
Others	29,255.10	19	26,938.95	21	20,952.00	20
Total	148,566.23	100	133,447.20	100	106,755.06	100

TABLE XXX  
EXPENDITURES FOR THE OPERATION OF EUPAULA I 1

	Teachers' Salaries	Transportation	Others	Total
1926	27,125.00	1,839.73	4,949.02	33,963.75
1927	24,990.00	2,299.65	6,616.32	33,905.97
1928	28,350.00	2,562.84	6,581.32	37,494.16
1929	28,993.00	2,160.00	8,165.63	39,318.63
1930	28,364.00	4,510.00	7,564.26	40,439.26
1931	28,768.23	4,332.45	5,800.18	38,900.86
1932	26,337.77	4,704.43	4,707.43	35,849.63
1933	19,829.65	3,771.39	3,199.14	26,800.18
1934	12,072.50	3,510.00	7,821.15	23,403.65
1935	17,213.00	3,510.00	4,122.19	24,845.19
1936	20,374.92	4,511.68	7,035.99	31,928.59
1937	20,684.54	3,390.00	6,279.60	30,354.13
1938	20,502.50	3,725.00	11,482.35	35,709.85

AVERAGE - EUPAULA - I 1

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1938	Per Cent
Teachers' Salaries	137,823.00	75	104,221.15	70	61,561.95	63
Transportation	13,422.22	7	19,928.27	13	11,626.68	12
Others	33,876.55	18	25,650.09	17	24,797.94	25
Total	185,121.77	100	149,799.51	100	97,986.57	100

TABLE XXXI  
EXPENDITURES FOR THE OPERATION OF HANNA I 64

Year	Teachers' Salaries	Transportation	Others	Total
1926	5,640.00		894.00	6,534.00
1927	6,390.00		1,322.90	7,712.90
1928	6,300.00		1,299.21	7,599.21
1929	6,390.00		1,440.15	7,830.15
1930	7,290.00	900.00	1,270.14	9,460.14
1931	7,335.00	895.00	1,902.60	10,132.60
1932	7,110.00	1,620.00	1,465.95	10,195.95
1933	5,990.75	1,928.66	1,081.00	9,000.00
1934	4,384.08	1,395.00	1,154.41	6,933.49
1935	5,566.00	1,360.00	1,170.12	8,096.12
1936	6,102.00	2,082.00	1,279.72	9,463.72
1937	5,905.26	1,338.14	2,189.51	9,427.91
1938	7,374.68	1,693.75	1,846.24	10,914.67

AVERAGE - HANNA - I 64

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1938	Per Cent
Teachers' Salaries	32,010.00	82	30,385.83	69	19,381.94	65
Transportation	900.00	02	7,198.66	16	5,108.89	17
Others	6,226.40	16	6,774.08	15	5,315.47	18
Total	39,136.40	100	44,358.57	100	29,806.30	100

TABLE XXXII

## EXPENDITURES FOR THE OPERATION OF HITCHITA C 27

Year	Teachers' Salaries	Transportation	Others	Total
1926	5,935.00	3,200.00	1,425.00	10,560.00
1927	6,390.00	3,100.00	1,847.20	11,337.20
1928	7,290.00	3,800.00	2,660.08	13,750.08
1929	7,743.75	3,126.00	3,550.00	14,419.75
1930	9,030.18	3,322.36	3,538.51	15,891.05
1931	9,675.00	3,220.00	2,585.95	15,480.95
1932	8,361.75	2,258.75	3,000.59	13,621.09
1933	6,892.37	1,761.97	1,430.60	10,084.94
1934	5,459.80	1,872.28	1,237.27	8,569.34
1935	6,212.59	1,856.48	3,897.88	11,966.95
1936	9,955.00	2,986.63	940.37	13,882.00
1937	9,955.00	2,986.63	940.37	13,882.00
1938	10,166.00	2,718.92	5,993.69	18,878.61

## AVERAGE - HITCHITA - C 27

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1938	Per Cent
Teachers' Salaries	36,388.93	55	36,601.51	61	30,065.00	64
Transportation	16,548.36	25	10,969.47	18	8,692.18	19
Others	13,020.79	20	12,152.29	21	7,874.43	17
Total	65,958.08	100	59,723.27	100	46,642.61	100

TABLE XXXIII

## EXPENDITURES FOR THE OPERATION OF ONAPA C 25

	Teachers' Salaries	Transportation	Others	Total
1926	1,243.00		123.96	1,366.96
1927	7,820.00	800.00	3,209.60	11,829.60
1928	7,735.00	751.72	699.00	9,185.72
1929	6,672.80	1,025.00	889.50	8,587.30
1930	6,795.00	2,064.85	883.98	9,743.83
1931	7,515.00	725.85	1,390.59	9,631.44
1932	6,680.10	568.84	1,662.47	8,911.41
1933	5,825.51	429.98	906.85	7,162.34
1934	4,392.12	456.72	785.23	5,634.07
1935	4,478.01	1,440.00	2,734.66	8,652.67
1936	7,440.50	1,800.00	1,610.49	10,850.99
1937	7,440.50	1,800.00	1,610.49	10,850.99
1938	8,497.50	2,193.75	3,540.72	14,031.97

## AVERAGE - ONAPA - C 25

Teachers'						
Salaries	30,265.80	74	28,890.74	72	23,378.50	66
Transportation	4,641.57	11	3,621.39	09	5,793.75	16
Others	5,806.04	15	7,479.80	19	6,561.70	18
Total	40,713.41	100	39,991.93	100	35,733.95	100



TABLE XXXIV

## EXPENDITURES FOR THE OPERATION OF PIERCE C 1

Year	Teachers' Salaries	Transportation	Others	Total
1926	6,399.00	3,127.50	514.00	10,040.50
1927	6,500.00	4,110.68	1,865.36	12,476.04
1928	7,033.75	3,909.78	1,412.88	12,356.41
1929	7,650.00	924.41	1,946.27	10,520.68
1930	7,480.00	3,227.28	3,275.27	13,983.15
1931	8,006.25	4,945.08	3,190.08	16,141.41
1932	7,080.00	2,005.00	4,933.99	14,018.99
1933	5,345.11	3,776.03	1,289.27	10,410.41
1934	5,429.96	2,061.95	838.65	8,330.56
1935	6,092.66	2,307.02	1,138.63	9,538.31
1936	8,582.50	3,260.00	1,228.89	13,071.39
1937	8,582.50	3,260.00	1,228.89	13,071.39
1938	7,021.11	3,391.24	2,682.10	13,094.45

## AVERAGE - PIERCE - C 1

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1937	Per Cent
Teachers' Salaries	35,062.75	59	31,953.98	55	24,186.11	62
Transportation	15,299.65	26	15,095.08	26	9,911.24	25
Others	9,014.38	15	11,390.62	19	5,139.88	13
Total	59,376.78	100	58,439.68	100	39,237.23	100

TABLE XXIV  
EXPENDITURES FOR THE OPERATION OF STIDHAM C 3

Year	Teachers' Salaries	Transportation	Others	Total
1926	3,380.00	2,275.00	222.25	5,877.25
1927	4,780.00	2,577.84	1,287.68	8,645.52
1928	4,930.00	2,975.00	1,678.01	9,583.01
1929	5,456.45	2,887.50	2,665.28	11,009.23
1930	6,100.00	3,560.00	1,316.38	10,976.38
1931	7,087.50	2,995.85	1,199.36	11,282.71
1932	6,168.84	2,960.01	1,521.23	10,650.08
1933	5,331.96	3,371.50	1,366.97	10,070.43
1934	5,428.64	3,589.10	1,176.63	10,194.37
1935	8,428.34	3,914.30	1,417.48	13,760.12
1936	10,871.90	4,500.00	1,731.12	17,103.02
1937	10,871.90	4,500.00	1,731.12	17,103.02
1938	13,604.00	5,853.37	3,161.58	22,618.95

AVERAGE - STIDHAM - C 3

	1926-1930	Per Cent	1931-1935	Per Cent	1936-1938	Per Cent
Teachers' Salaries	24,646.45	53	32,445.28	58	35,347.80	62
Transportation	14,275.34	31	16,830.76	30	14,853.37	26
Others	7,169.60	16	6,681.67	12	6,623.82	12
Total	46,091.39	100	55,957.71	100	56,824.99	100

TABLE XXXVI  
TAX LEVY FOR EACH DISTRICT BY ALTERNATE YEARS

School	Fund	1926	1928	1930	1932	1934	1936	1938
Pufaula I 1	G 15	15	15	15	14.48	12.84	12.79	13.05
	S 4.10	3.60	.7	7.14	7.30	6.59	9.55	
Checotah I 19	G 15	15	15	14.17	12.09	13.96	12.53	
	S 6.30	7.40	4.08	7.75	8.82	4.80	6.48	
Pierce C 1	G 15	15	15	13.86	7.62	12.49	14.50	
	S 10.30	8.0	8.2	11.83	17.19	23.68	21.91	
Stidham C 3	G 15	15	15	13.19	4.64	12.34	16.04	
	S 8.0	6.90	9.1	13.80	15.72	19.88	18.94	
Onapa C 25	G 15	15	15	14.29	12.01	12.61	14.42	
	S .90	.35	.6	1.13	1.21	.21	1.18	
Hitchita C 27	G 15	15	15	14.07	10.21	13.84	14.96	
	S 4.90	7.20	6.8	9.53	11.12	17.53	8.46	
Hanna I 64	G 15	15	15	14.14	7.40	13.83	13.83	
	S 9.30	13.20	20.6	31.62	13.37	25.87	11.29	

G - General Fund

S - Sinking Fund

TABLE XXXVII  
COMPARISON OF ASSESSED VALUATION FOR TAXATION  
OF EACH DISTRICT

School	1926	1930	1934	1938
Eufaula I 1	2,005,725.00	1,829,501.00	1,186,706.00	1,217,582.00
Checotah I 19	1,485,031.00	1,187,005.00	819,472.00	874,044.00
Pierce C 1	514,771.00	426,294.00	277,128.00	294,217.00
Stidham C 3	312,778.00	264,687.00	160,623.00	177,362.00
Onapa C 25	540,205.00	508,077.00	367,721.00	359,829.00
Hitchita C 27	630,147.00	624,667.00	445,289.00	457,232.00
Hanna I 64	378,592.00	243,354.00	133,920.00	131,002.00

TABLE XXXVIII  
EXPENDITURES FOR CAPITAL OUTLAY AS INDICATED  
BY BOND ISSUES

School	Date	Amount	Dist. Total
Eufaula I 1	4-19-22	85,000.00	
	11-17-36	2,000.00	
	1-18-37	6,000.00	93,000.00
Checotah I 19	5- 1-17	25,000.00	
	6-18-23	7,000.00	
	5- 1-30	11,500.00	43,500.00
Pierce C 1	5- 1-19	27,500.00	
	3-15-22	7,000.00	34,500.00
Stidham C 3	5- 1-29	3,200.00	
	5- 1-30	18,500.00	21,700.00
Onapa C 25	5- 1-26	3,500.00	3,500.00
Hitchita C 27	9-29-19	16,000.00	
	9- 1-18	25,000.00	41,000.00
Hanna I 64	6-23-15	12,000.00	
	6-15-21	13,500.00	25,500.00

## Checotah I 19

Checotah has had a 41 per cent decrease in assessed valuation since between 1926 and 1938, dropping from \$1,485,031 to \$874,044. Four other schools had a greater decline in valuation than Checotah had. In 1926 only two other schools had a lower tax rate, but by 1938 Checotah's tax rate had decreased from 21.30 mills to 19.01 mills, the second smallest in the county. The general fund varied from 15 mills to 14.17 mills. The sinking fund varied from 4.08 mills to 8.82 mills.

This independent district located in a city, has voted three bonds for a total bonded indebtedness of \$43,500, one bond being voted in 1917, one in 1923 and one in 1930.

The operation of the Checotah schools required \$148,566.23 in the first period, \$133,447.20 in the second period, and for the three years of the third period used \$106,755.06. In the first period 77 per cent went for teachers' salaries, 04 per cent for transportation, 19 per cent for other items of expense. In the second period 68 per cent went for teachers' salaries, 11 per cent for transportation, and 21 per cent for other expenses. The 69 per cent used in the teachers' salaries in the third period was an increase of 2 per cent over the first period. The 11 per cent used in the third period was an increase of 7 per cent over the first period in the transportation expense, and the 20 per cent used in the third period was



an increase of 1 per cent over the first period in other items of expense. Checotah had less money for operating expenses in the second and third periods than was used in the first. The amount of money used in the teachers' salaries and other expenses shows a distinct decrease from period to period, while the transportation expense mounted each period.

#### Eufaula I 1

Eufaula, a city of the first class and the county seat, had an assessed valuation of \$2,005,725 in 1926, and during the next twelve years had decreased to \$1,217,582, a decrease of 39 per cent. This shows a smaller decrease in valuation than any of the other schools except Onapa and Hitchita. These two schools depended upon rural property for their valuation perhaps more than any of the other schools. In 1926 Eufaula had a tax rate of 19.10 mills, or the second lowest in the county. In 1938 the tax rate was 21.60 mills for the third lowest in the county. The general fund varied from 12.79 mills in 1936 to 14.48 mills in 1932. There was a variation in the sinking fund from 3.60 mills in 1928 to 9.55 mills in 1938.

This district has voted three bonds for a total indebtedness of \$93,000, one bond being voted in 1922, one in 1936, and one in 1937.

The Bufaula School System required \$185,121.77 for operating expenses in the first period, \$149,799.51 in the second period, and \$97,986.57 in the third period. The percent of the total amount used for teachers' salaries shows a decrease from 75 per cent in the first period to 70 per cent in the second and to 63 per cent in the third period. The amount of the total budget used for transportation shows an increase of from 7 per cent in the first period to 13 per cent in the second period, and 12 per cent in the third period. Other items of expense show a change from 18 per cent in the first period to 17 per cent in the second period, and 25 per cent in the third period. Over the entire period of thirteen years the amount of money used for teachers' salaries has decreased 12 per cent; while, at the same time, the other two divisions of expenditure were increasing 5 per cent and 7 per cent.

#### Hanna I 64

Hanna had an assessed valuation of \$378,592 in 1926 and has a sharp decrease in each of the following years studied until by 1938 there had been a decrease of \$247,592, or a 65 per cent decrease. In 1926 Hanna's tax rate was second highest in the county, but by 1938 two districts had higher tax rates. The district varied from 15 mills in the general fund and 9.30 in the sinking fund in 1926, its lowest point, to 14.14 mills in the general

fund and 31.62 in the sinking fund in 1932, the highest rate. The general fund has averaged 13.46 mills and the sinking fund averaged 17.89 mills.

Independent District 64 has voted two bonds as is shown in Table XXXVIII, one for \$12,000 in 1915, and one for \$13,500 in 1921. The building constructed by the 1915 bond was enlarged with the bond voted in 1921, and now houses the grades and the high school students.

In the first period Hanna spent a total of \$39,136.40 for the operation of the school, 82 per cent being used for teachers' salaries, 02 per cent for transportation, and 16 per cent for other items. Table XXXI shows that Hanna did not offer transportation until 1930. In the second period \$44,358.57 was required to operate the school. During this period 69 per cent went for teachers' salaries, 16 per cent for transportation, and 15 per cent for other items. The third period ran for only three years in which 65 per cent was used by the teachers, 17 per cent by transportation, and 18 per cent by other items.

Table XXXI shows that there is a constant decrease in the percent of money used for teachers' salaries, and a steady increase in the amount used for transportation and other items. Hanna has also had more money each year to operate the school program.

#### Hitchita C 27

In 1926 Hitchita had an assessed valuation of \$630,147 followed by a decrease in 1930 and in 1934, with a slight

increase in 1938 or a total decrease of \$172,915, a 27 per cent drop in valuation. In 1926 Hitchita's tax rate ranked third and in 1938 the tax rate was still third. The district varied from 10.21 mills in the general fund in 1934 to 15 mills in three consecutive years following 1926. The sinking fund varied from 4.90 in 1926 to 17.55 mills in 1936. The general fund has averaged 14 mills and the sinking fund 9.37 mills.

This district has voted two bonds, one in 1919 and one in 1918 for a total of \$41,000.

In the first period from 1926 to 1930, inclusive, Hitchita used a total of \$65,958.08 to maintain operation of the school. Fifty-five of the total was used for teachers' salaries, 25 per cent for transportation, and 20 per cent for other items; \$59,723.27 was required during the second period with 61 per cent going for teachers' salaries, 18 per cent for transportation, and 21 per cent for other items. During the three-year period Hitchita used 64 per cent of all expenditures for teachers' salaries, 19 per cent for transportation, and other expenditures amounted to 17 per cent of the total. The above figures indicate that there has been a steady increase in the percent of the total money used for teachers' salaries, and a decrease in the percent used for transportation and other items. However, the district used less money in the operation of the school in the second period than in the

first; but the third period, based on a three-year average, was well on the way to exceed all other expenditures for the other periods.

#### Onapa C 25

This community had an assessed valuation of \$540,205 in 1926, but had steadily decreased until it reached the lowest figure of \$359,829 in 1938. This was a 33 per cent decrease. In 1926 Onapa had the lowest tax rate of any district in the county and in 1938 the tax rate was still lower than any high school district. The general fund varied from 12.01 in 1934 to 15 mills in 1926, and for the following two years. The sinking fund varied from .21 in 1936 to 1.21 mills in 1934. Onapa's tax rate in both funds has continued lower than any of the other schools of the county. The general fund rate has averaged 14.04 mills and the sinking fund has averaged .79 mills.

This district prior to 1938 voted one bond for the amount of \$3,500, but in the late months of 1938 it voted a bond for \$9,000 for the construction of a new building.

Onapa used in the first period the sum of \$40,713.41 for the operation of the schools, and that amount decreased in each of the following two periods. In the first period the district spent 74 per cent of the money for teachers' salaries, 11 per cent for transportation and 15 per cent on other items. In the second period the school used 72 per cent for teachers' salaries, 9 per cent

for transportation, and 19 per cent for other items. For the three years of the third period 66 per cent was spent on teachers' salaries, 16 per cent for transportation, and 18 per cent on other items. Based on the three-year average, Onapa would have used more money during the last period than in any other period. Teachers' salaries showed a slight decrease from period to period; transportation expenses increased from 11 in the first period to 16 per cent in the third period, and other items showed an increase from 15 per cent in the first period to 18 per cent in the third period, of the entire money spent.

#### Pierce C 1

Pierce, with an assessed valuation of \$514,771 in 1926, had decreased to \$294,217 by 1938, or a 42 per cent decrease in valuation in the thirteen-year period. Since 1932 Pierce has had a very high tax rate. In 1926 the district had the highest tax rate in the county with 25.30 mills in the sinking fund and general fund, also. In 1938 their rate was still the highest in the county with 36.41 mills. In the thirteen-year period studied the general fund varied from 15 mills to 14.50 mills. The sinking fund varied from 8 mills in 1928 to 28.68 mills in 1936, the highest millage any district has ever had to pay in the county. The general fund averaged for the thirteen-year period was 13.35 mills and the sinking fund averaged 15.15 mills.



This community has voted two bonds for a total of \$34,500, one bond voted in 1919 being for the sum of \$27,500, and one voted in 1922 for \$7,000.

The school required \$59,376.78 for operating expenses during the first period. Teachers' salaries required 59 per cent of the total, transportation required 26 per cent, and other items used 15 per cent. During the second period there was a slight decrease in the total amount of money used, the total being \$58,439.68. In this period teachers' salaries required 55 per cent of the total, transportation requiring 26 per cent, and other 19 per cent, showing a decrease of 4 per cent in teachers' salaries and 4 per cent increase in other items of expenditures. Transportation expenses remained stationary. In the third period teachers' salaries showed a 7 per cent increase as the other two items decreased. Sixty-two per cent of the total was used for teachers' salaries, 25 per cent for transportation and 13 per cent for others. For the three-year period the percent of money used for teachers' salaries increased 3 per cent as the other two items decreased.

#### Stidham C 3

The consolidated district of Stidham had an assessed valuation of \$312,778 in 1926, and decreased in value so that by 1938 the valuation was only \$177,362 or a decrease of 43 per cent over the thirteen-year period. Stidham

in 1926 ranked fifth in tax rate; Hitchita, Onapa, Eufaula, and Checotah each had a lower tax rate. In 1938 there were two schools in the county with a higher tax rate than Stidham, Hanna and Pierce being the two schools. The general fund varied from 4.64 mills in 1934 to 16.04 mills in 1938. The sinking fund varied from 6.90 in 1928 to 19.88 mills in 1936, for a thirteen-year average of 13.03 mills in the general fund and 13.19 mills in the sinking fund.

Table XXXVIII shows that the community has voted two bonds, one in 1929 for \$3,200 and one in 1930 for \$18,500, or a total of \$21,700.

It required \$46,091.39 to operate the Stidham schools during the first period of this study, \$55,957.71 for the second period, and for the three remaining years of the study, \$56,824.99 was used. In the first period 53 per cent of the total was used by the teachers, 31 per cent for transportation, 16 per cent being used by other items of expense. In the second period 58 per cent was consumed in teachers' salaries, 30 per cent by transportation, and 12 per cent by other expenses. In the third period 62 per cent went for teachers' salaries, 26 per cent for transportation, and 12 per cent for other items. The percent of money used for teachers' salaries showed an increase of 4 per cent for the thirteen years studied, transportation showing a decrease of 5 per cent, and other items a 4 per cent decrease.

### Summary

The conclusions to be drawn in this summary will be concerned with a comparison of the smaller and consolidated districts with the city school systems of Checotah and Eufaula. The five consolidated districts have voted approximately the same amount of bonds for capital outlay as have the city systems. The consolidated districts have had an average enrollment of approximately one-ninth more than the independent districts. The two city schools have spent more money for the operation of their school system than the entire five consolidated schools. It required \$710,261.89 to operate the five schools for a period of thirteen years, of which \$451,031.62, or 63.5 per cent, was for teachers' salaries. The remaining 36.5 per cent furnished transportation and other items of expense. For the same period of time it required \$821,672.34 to operate the schools of Eufaula and Checotah. During that time \$582,471.47, or 71.2 per cent was used for teachers' salaries. These two schools used 28.8 per cent of the entire budget for transportation and other necessary expenses. This shows that the two city systems are spending more of their budget on teachers' salaries than are the consolidated schools. This may be due to the greater effort that the consolidated schools have to exert in order to get the rural boys and girls to the school buildings. It may be that the teachers in Eufaula and Checotah are better qualified and have longer tenure. In all cases

the consolidated schools are spending more money on transportation than are the city schools. This may be the result of the concentration of the population in and around the cities, or again, it may be that the rural schools are making a supreme effort to get the pupils to the schools and furnishing them with teachers without very much thought for working equipment.

Two of the consolidated schools spent less of their budgets for teachers' salaries in 1938 than they did in 1926. For the same period of time both Eufaula and Checotah decreased the percent of money used for teachers' salaries. Two of the consolidated schools increased the amount of money spent for transportation from 1926 to 1938. Eufaula and Checotah also increased the amount used for transportation. In all cases the city schools exceeded the consolidated schools in the percent of money used for expenses other than teachers' salaries and transportation. This shows, no doubt, that the independent districts have better equipment than do the other schools of the county. In nearly every case where an increase has been made in the cost of transportation there has been a similar decrease in the percent of cost of teachers' salaries and other costs.

All schools in the county have had a decrease in assessed valuation during the thirteen-year period. Only one school, Hitchita, had less than a one-third decrease. Hanna had a decrease in valuation of 65 per cent from

1926 to 1938. The two city schools had a total average decrease in valuation of 40 per cent. The consolidated schools had a combined average decrease of 42 per cent for the thirteen-year period. The two city schools had an average assessed valuation of \$1,315,633 for the four years studied, and the consolidated schools had a combined average of \$362,394 valuation for the four years studied.

The two city schools had a combined average tax rate of 13.94 mills in the general fund and 5.84 mills in the sinking fund. The consolidated schools had a combined average tax rate of 13.57 mills in the general fund and 11.27 mills in the sinking fund for the twelve years studied.

The average cost per pupil each year for the thirteen-year period was as follows:

	A.D.A.	Teachers	Transportation	Other Expense	Total
Eufaula and Checotah	1282	\$34.94	\$4.67	\$9.68	\$49.29
Consolidated Schools	1148	30.22	10.70	7.85	48.77

The \$4.72 more per pupil that Eufaula and Checotah pay their teachers may be, as has been pointed out, the result of better qualifications or it may be the added expense of living in the larger cities. No doubt, the higher cost in transportation among the consolidated schools is due to the scattered population in those districts.

The 52 cents more per pupil that Eufaula and Checotah spent for equipment very definitely determines that those two schools are better fitted with teaching apparatus.

The schools of McIntosh County would be unable, even when contributing to the maximum of their ability, to maintain a nine months school under their present organization without help from the state. The degree to which the state has contributed financial aid and has increased that help each biennial is shown in the following table.

TABLE XXXIX

District	1930-31		1934-35		1935-36	
	Pct. Equalization Fund	Days on Equalization Fund	Pct. Equalization Fund	Days on Equalization Fund	Pct. Primary Secon'y Aid	Days on Primary Secondary Aid
Eufaula I-1	15.4	27.7	15.4	27.7	39.4	70.9
Pierce C-1	43.5	76.1	47.6	83.3	65.0	110.5
Stidham C-3	49.0	85.8	75.4	120.6	78.7	133.8
Checotah I-19	35.3	63.5	37.4	67.3	56.9	102.4
Onapa C-25	2.6	4.6	31.6	50.6	39.9	71.8
Hitchita C-27	30.3	54.5	38.2	68.8	54.1	97.3



## CHAPTER VI

## SUMMARY AND CONCLUSION

Irrespective of what may be shown in this study, one may see by general observation that many of the schools of McIntosh County are carrying on their work under a serious handicap. In general the pupils are transported, the buildings are provided and teachers are employed at a maximum of effort by the districts without sufficient equipment for a broad program. Especially is there a shortage of library and laboratory working tools. In view of the regulations in regard to state aid being furnished on the basis of average daily attendance, the schools are attempting to meet a shrinking enrollment with an enlarged transfer territory.

In general, under similar existing agricultural conditions, there is but very little difference between the administration of the schools and the products of the schools of eastern Oklahoma and western Oklahoma.

The programs of the high schools of McIntosh County show definitely academic training for college, when out of 1,478 graduates about 43 per cent attended some college, and of that group only 7 per cent have had as much as four years of college work. The number who are common laborers exceeds that of any other occupation, except housewives. This, no doubt, means that the no college group has not been able to put its high school training into use. In this respect the curriculum has been more favorable to

those attending college. It is reasonable to believe that those graduates who have remained on the farms and who have married have been materially aided by an academic high school curricula; but in those schools that have a very limited agriculture and home economics program, the graduates' practical education has been neglected. Almost 32 per cent of the boys are farmers and approximately 48 per cent of the girls are housewives. At least five of the high schools depend almost entirely upon farmers for their enrollment. Just how many of the graduates who are now engaged in common labor would have remained on the farm if a suitable curriculum had been provided, is uncertain. It would be reasonable and efficient in the administration of a public tax supported institution, to provide the graduates with training in the line that they are going to follow and wish to follow after graduation. In a county that is almost wholly agricultural, why not broaden the agriculture and home economics fields to fit the majority pupil need.

The school program can never be broadened without cutting down on the academic field under the existing set up. The schools are operating at a maximum of their ability. The buildings are in bad repair in many districts, and the schools are furnishing transportation to as large a territory as is possible under the present road conditions. Consolidation would create larger administrative

units which would tend toward a more efficient administration and less cost per pupil. The effort of the rural schools has not been greater than the effort of the two city schools when expressed in the terms of taxation. The two city schools have on an average had longer terms and have had a broader program, both being members of the North Central Association. The \$1.83 by which the two city schools exceed the rural consolidated schools in other expenses for operation is spent for equipment and would indicate a greater effort on their part to broaden the program. In per pupil cost the city schools exceed the others by fifty-five cents. The two independent districts of Zula and Checotah have put forth a greater effort in capital outlay which would provide better school plants.

These two districts have profited by the Federal Government's building program, while only one of the rural districts had benefitted by the same program at the close of 1938. The center of wealth lies within the two larger schools, making it possible for them to share in the building program set up by the Works Progress Administration agency. Consolidation of some of the rural districts would make more money available to them for capital outlay.

Worse still, many of the districts are bonded far above the 5 per cent allowed by state laws, while the assessed valuation decreases and operating expenses increase. When one notes the progress made by consolidation

in other sections of the state it is easy to see what might be done by the same move in this county.

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