

A SUGGESTED REORGANIZATION PLAN

(COUNTY UNIT)

FOR

THE SCHOOLS OF TULSA COUNTY

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A SUGGESTED REORGANIZATION PLAN
(COUNTY UNIT)
FOR
THE SCHOOLS OF TULSA COUNTY

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CHAPTER I
INTRODUCTION

Since a program of Reorganization of Schools in Oklahoma must eventually come, I have attempted to offer in this study some information concerning what I think is the most logical plan of reorganization of schools, that of a County Unit Plan or at least a modified County Unit Plan for school administration and supervision.

Tulsa County has been used as an example because information from that county was most accessible and the type of supervision, small number of schools, and the location of present schools would make it a very easy one to reorganize. In fact, the conditions as they are now in Tulsa County make it very adaptable to this type of reorganization without any drastic effects.

Although Oklahoma is listed among the few states that have not accomplished much in the way of centralization of schools, I have attempted to show that the thoughts and efforts of leaders of school affairs in Oklahoma have been directed along this line for many years.

It has been my intention to treat the reorganization of schools in Tulsa County largely in the light of its advantages in supervision and administration, but since the economic side is so important and vital a factor, I have tried to make a comparison also to show the advantages in the equal distribution of wealth using the county as a unit of distribution.

I do not, in any instance, infer that the County should be the largest unit of school administration in the state, but do contend that we should at least enlarge our school units for the sake of efficiency and economy, using the county as the best political boundary line now in existence for that purpose.

My source material has been gathered by direct correspondence with authorities in every state in the Union, which has some form of the County Unit Plan in effect. The volume of information received could not possibly be used in a thesis on one county. Therefore, I have chosen such material as I could to apply directly to the subject in hand.

CHAPTER II

DEFINITION OF THE COUNTY UNIT PLAN

The COUNTY UNIT PLAN is a term which is usually applied to certain school systems in different states, in which the schools in the county are organized as a single system, under one board of education and supported largely by county funds. It is impossible to give one definite classification to the County Unit as it is adapted to fit the particular need of the county in which it exists.

Twelve states have provided for the administration of all or a part of their public schools on a county-wide basis and revenue for schools is produced to some extent on a county-wide basis in 33 states. The County Unit then may be construed to mean any type of school system in the United States, comprising all the schools in the county, which recognizes as its smallest area, the present political boundary lines of the county and recognizes as its only directorate the county board of education and its Superintendent. It is comparable to an efficient city system, its equivalent in size and enumeration.

1
COUNTY UNIT ORGANIZATION

It is indicated in the practice of good systems already established, that a county organization to be the most effective should make provision for a well-centralized business and pro

1 Department of the Interior, Bureau of Education Bulletin No. 22, A Manual of Educational Legislation. 1926.

professional administration, without depriving the people in each district of local initiative in school matters. A statement in regard to local or sub-district trustees will be made further on in this article. The county board by and with the county superintendent should administer the general school affairs and distribute the county school funds to equalize educational advantages among all the children of the county. Each school community should have a representative appointed by the county board or, if desired, elected at an annual school meeting, to represent the school before the county board. Financial support should come principally from county funds. The school funds of the county should be spent by the county board of education for the general maintenance of all the schools. It is also possible to give each local community the right to levy taxes and issue bonds for EXTRAORDINARY purposes, such as acquiring additional land sites or erecting new buildings. This gives a measure of local autonomy and community interest and relieves each community from the feeling that all authority has been taken from them. However, this should be permitted only after a county-wide tax sufficient for all ordinary purposes for the entire county has been levied and collected.

A good county unit system has an organization for the management and support of its schools similar to that of the best city systems. The county board of education is selected

from the county at large in the same manner as the best city boards are selected from the city at large. It should have practically the same powers and duties. It familiarizes itself with the educational needs of the entire county and locates schools where they are needed. With the advice of the State Department and the County Superintendent it determines the general educational policies of the county. It employs the county superintendent of schools and authorizes the employment of assistants. The county superintendent is the executive officer of the county Board of Education in exactly the same way that the city superintendent is the executive officer of the city board of education. The county board of education should have the authority to employ the most competent person obtainable for county superintendent, regardless of whether he is or is not a citizen of the county or state in which he is to work. They should also be free to pay, within reasonable limitations, whatever salary may be necessary to obtain this most efficient person for this place. This office requires as much ability and professional experience as that of a city of the same population. Its problems in placement of teachers, organization of supervisory staff, school financing, location of buildings, size of territory, and others which are even greater than superintendents of large cities have to meet. The salaries of the different superintendents should be commensurate with

the responsibilities of the particular county which they serve.

The effectiveness of the board is sometimes determined by its size. The tendencies in most counties using this plan are toward a five man board. However, in many other states county boards of education consist of three, seven, or nine members. These members are elected from the county at large or from electoral districts, or special districts, sometimes but not always on a non-partisan ticket. Usually the qualifications for board members are that they should be men and women of high standards and abilities, interested in education, but not necessarily selected from those having had actual experience in schools. They should serve without pay except for the necessary expenses when attending board meetings. Their duties are strictly legislative, leaving all executive functions to the county superintendent. The following duties of the county board of education are those which are recognized by the majority of the most progressive states with modern county unit systems:

1. To enforce the laws relative to education and the rules and regulations of the state board of education within their respective counties.²
2. To select the county superintendent and all necessary supervisors and assistants; also to

² Ibid.

select one director for each school community within their jurisdiction, who shall be the custodian of local school property and represent local needs before the county boards.

3. To have direct charge of all county schools outside of incorporated city districts, including the closing of unnecessary schools, buildings new schools, consolidating schools, transportation of school children, and organizing rural high schools.
4. To select all teachers needed in the county schools, on nomination of the county superintendent.
5. To levy a uniform school tax on all the taxable property of the county under legal limitations and to expend the funds thus procured to equalize educational advantages among all the school children of the county.³
6. To exercise all other powers and duties not enumerated above but which are prescribed by law.

4

SUB-DISTRICT TRUSTEES. - In nearly all states organized with the county as the unit for administrative purposes, sub-district trustees, one to three for each school or attendance district, are appointed by the board or elected by the people

³ This should be done in cooperation with the annual school election laws for that purpose. Also county Assessor's office.
⁴ A Manual of Educational Legislation, Bulletin No. 22, 1926 Government Printing Office, Washington, D.C.

to have general charge of the school plant, to perform certain duties assigned either by law or by the county board of education, and to act in an advisory capacity to the county board of education concerning schools of their districts. They act as local representatives of the people and make recommendations for them to the county board.

5

THE COUNTY SUPERINTENDENT

The duties of the county superintendent are of such importance that they hold a necessary place in the definition of the county unit plan. The county superintendent still retains the clerical and financial duties assigned when the office was established by law. New developments in educational ideals and new appreciation of the importance of the professional administration of schools, the growth of a scientific attitude towards education, and the application of the results of scientific experimentation to school organization and methods of instruction have revolutionized our ideas concerning the selection of and the responsibilities which should be ascribed to this officer. The county superintendency is now considered the strategic position in the reorganization and improvements of rural education. This office demands a person of ability, professional training, and experience equal to that of other responsible educational positions. In 38 states county superintendents are the supervisory officers for the rural schools of the counties and have certain administrative responsibilities varying in degree in

the different states.

The county superintendent should not be elected by popular vote but carefully chosen by a responsible board in much the same manner in which boards of directors of business organizations select their executive officers. Cities no longer select their superintendents by popular vote. Experience has taught them that an executive for such a position should be selected because of his proven ability to handle affairs of that kind.

The powers and duties of the county superintendent should be and are practically the same as those of the city superintendent of schools.

1. He is the executive officer of the county and administers under its legislation the educational policies determined by it.
2. He is the chief educational officer of the county and is primarily responsible for the conduct of the schools as their professional leader.
3. It is his duty to make recommendations relative to the location of schools, the number of grades required, the type of building and equipment, etc.
4. He selects supervisors, principals, and teachers for the schools, which appointments are formally

approved by the school board.

5. He supervises the teaching in all schools under the county board, either directly or through assistants.
6. He determines the course of study and the textbooks to be used, subject to state regulations and the approval of the county board.
7. He provides for teachers meetings and for a system of inservice training and unifies and harmonizes through his school system the work of the schools.
8. He sees that all records of educational activities are kept in proper form.
9. He has charge of health education, including health inspection, in conjunction with the county medical authorities.
10. He sees that the school census is taken and that the compulsory education laws are enforced.

The duties of the county board of education and its superintendent, when worked out in detail, will be those which will adequately take care of the county system of schools, using all the resources of the county which are allotted to school purposes for the education of all the children of the county.

CHAPTER III

EARLY HISTORY

The State's program of education must have first a legal basis resting upon its constitution and the duly approved acts of its legislature. In certain instances this legislation charges the performance of certain educational duties directly to local civil governments or to special school units; usually, however, it is carried out through certain state officers. In most states there is a state board of education, in all a state department of education. The board usually has general supervision of the state's educational program as determined in its constitution and laws. It acts only as a body. Its acts are legislative, the execution being the function of the state chief school officer and the state department of education over which this officer presides. In other words, the state department of education is the functioning body for the state board.

The new and enlarged conception of education is adding importance to the chief educational officer in the several states - i.e. the state superintendent of public instruction or commissioner of education and to the state department of education of which he is a part and the head. The office, as originally created in the older states, was chiefly clerical

and statistical, much like the old county superintendency. Almost any person chosen from the general electorate could then fill the position to the satisfaction of the public. But the demands of to-day require a new type of educational leadership, able to administer the manifold problems of modern school organization and administration, general education school sanitation, industrial and vocational education, interrelation of the elementary and higher schools, and educational legislation.

The state departments of education have, as a rule, developed more or less independently, paralleling the several state boards of education, with functions centered in the administration of the elementary and secondary schools of the states. The executive head of this board - the state superintendent of public instruction or commissioner of education - was formerly a political official in nearly all of the states. Greater efficiency in school administration now demands a change. The superintendent or commissioner is beginning to be recognized as the chief educational officer in the state, whose task it is to organize and direct the educational forces within the state. The office requires the largest ability. It is indeed hard to conceive of a more important office or a more difficult position to fill well. It calls for tact, initiative, and executive ability.¹

Each state as a whole is the legal unit in education but for administrative purposes each state delegates certain responsibilities to smaller local units. The history of educational development in the country proves this to be a wise policy. There is not uniform practice in or agreement concerning the amount of control and management the state should attempt through its state department of education and the amount it should delegate to the local units. In the earliest days of the public school the states assumed that they were fulfilling their duty when they passed legislation authorizing or requiring local units to establish schools to provide at least a minimum amount of education for their children. Later, step by step, they have found it advisable to take from these local units one function after another because they were not uniformly well carried out. This process is continuing. It is called the "centralization" of authority in the state. It has reached varying degrees of progress in various states; however, the balance of power between the state and local units still remains with the local units. While the local unit must maintain schools, conforming with specifications of the state department of education, the real worth of the school it conducts is determined by local conditions, interests, and activities.²

² U.S. Bur. of Ed. Bulletins, 1914, no.44 and 1922, no. 10.

Four more or less distinct territorial units of organization for administering rural schools are found at the present time in the United States: The District, the New England town, the Township, and the County. In addition, in practically all states, incorporated cities are independent school units. There are many instances of mixed systems in which the responsibility for the school rests partly on the district and partly on the township, or on the district and the county. These mixed systems come from the transition from the old district system to the more modern township or county systems.

The small local district was the original pioneer organization, particularly in New England, and it extended westward and to the southwest. It was suited to pioneer times when a larger unit of organization was impossible. The town system originated in Massachusetts, replacing the Massachusetts district system, and soon spread throughout New England. The township school unit has been adopted by a few states, in which it is also an important unit in civil government. County organization originated in the South, largely because the county was the civil unit. It has spread westward and northward, replacing the district system in several states.

3

THE DISTRICT UNIT - The term "district unit" is generally used to mean a small geographical area set apart for school purposes only and served by a single school. Occasionally, however, it contains two or more schools and in sparsely settled portions of the country is often an area larger than a township. In the old district unit the school, or schools, if there happened to be more than one, was under full charge of a local board of trustees. This board had general charge of all school affairs, including the care of the school property, the choice of teachers, the fixing of salaries, and the establishment of the policy which governed the work of the school. The board was amenable to the annual school meeting, which elected its members, voted the taxation, and determined the length of the school year.

The district unit has been defended as being "democratic". However, it is generally conceded by authorities on school administration to be ineffective and is gradually disappearing in many sections of the United States, but is still prevalent in Oklahoma. Here and in states where it is still left, local boards must conduct the school in accordance with laws and regulations of the state department of education and subject to administration and supervision, in many particulars, on the part of the county superintendent of schools. In pioneer

days it was probably the only feasible plan, but with the passing of pioneer conditions and the development of modern industrial and agricultural life, a larger unit for school taxation is necessary and a larger and more centrally controlled system of organization seems desirable.

⁴
TOWN AND TOWNSHIP UNITS - The school unit known as the "town" system in New England includes under one taxation unit and one board of control all schools in a civil township. The system originated in Massachusetts during the middle of the last century and has become general throughout New England. The unit seems satisfactory in New England, where the town is also the unit in civil government. The town unit contains all schools in the township, whether located in the thickly settled section or in the rural sections.

New Jersey, Pennsylvania, Indiana, West Virginia, Ohio, and parts of Michigan, Iowa, and North Dakota were formerly organized on the township-unit basis. In several of these states there is a strong movement to abandon the system in part or entirely, in favor of a larger and more effective unit such as the County Unit.

⁵
THE COUNTY UNIT - The "county" unit is a term applied to systems in which the schools in the county (city schools usually excepted) are organized in a single system under one

⁴ U.S. Bureau of Education, op. cit, p.19.

⁵ Ibid.

board of education and supported largely by county funds. There are many types of county systems in operation.

Real classification is not attempted, as organizations differ in many particulars among states called "county units" states. Twelve states have centralized to the extent that the county board of education is the paramount board in the management of the schools. These twelve are Alabama, Florida, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Tennessee, Virginia, Utah, Georgia and West Virginia. In three of these - Florida, Louisiana and Maryland - city schools as well as country schools are under the management of county boards. In the other states the incorporated cities are independent in most respects. Five other states have partly the county unit and partly the district system, or such a division of authority between district and county that they may be considered as in a state of transition from district to county unit system. These states are South Carolina, Mississippi, Georgia, Oregon and Montana. In a number of other states - Arizona, Washington and California, for example - the county is important in school support but not wholly in administrative control.

CHAPTER IV

FORMS OF COUNTY SYSTEMS
AND THE STATES IN WHICH THEY ARE USED

Supervision under the county-unit plan of organization varies according to the specific provisions which prevail in the particular county or state. The best organization, in the opinion of most authorities on school administration, is one which is similar to that commonly found in cities, viz; A board of education, elected by the people, which is intrusted with the control and management of the schools of the county, including the selection and appointment of the county superintendent as the board's executive officer and the selection of the supervisory and teaching staff on his nomination.

The principle of FULL REPRESENTATION of the public requires that the members of the county board of education shall be elected by the voters of the territory which they serve.

The principle of CONTINUITY requires that the terms of office of members of a county board of education shall be sufficiently long for the accomplishment of worthwhile plans, and that the periods of service of the several members composing such a board shall not be coterminous.

The principle of UNITY demands that ultimate authority in matters of county school administration shall be vested in the county board of education, and that the county superintendent of schools shall be its executive officer, elected by the board and subject to its direction.

County units may be classed as perfected or defective,¹ integral or partial, and strong or weak.

I. A perfected county unit of school administration is one in which (1) ultimate authority as to school control is vested in a county board of education, elected by the qualified voters of the county, and (2) in which there is administration of the schools of the county by a chief county officer selected by the county board of education.

A defective county unit is one lacking one or all of the following: (1) ultimate authority as to school control vested in a county board of education chosen by the qualified voters of the county; (2) a chief county school administrative officer; (3) authority by the county board of education to select such officer and to exercise control as to his powers and duties.

¹ Blanton, A study of the county as a factor in the development of school control, p. 2.

²
II. An integral county unit is one in which all of the schools of the county are under the administration of the county board of education or of the chief county administrative officer. A partial county unit is one in which certain schools of the county are exempted from such control as may be exercised by the county board of education or by the chief county administrative officer.

³
III. A strong county unit is one in which the control of the school funds of the county, the selection of teachers and school officers, and the direction of school supervision, is centralized through the vesting of authority as to these matters in the county board of education or in the chief county school administrative officer. A weak county unit is one in which the authority in any one, or all, of these particulars, devolves upon officers of school divisions smaller in territory than the county.

Thirty-nine states of the Union have some form of county administration of schools. A summary of the facts indicating the present status of the county unit in each of these states

² Ibid.

³ Ibid.

follow. Included in this summary are all of the states except the New England States, Delaware, Nevada and New York. The following are some significant facts.

In twenty-one of the thirty-nine states the county unit is defective, partial and weak. In six states the county unit is perfected, namely in Alabama, Arkansas, Kentucky, Louisiana, Ohio and Utah; in fourteen states it is integral; namely, in Florida, Illinois, Kansas, Louisiana, Maryland, Minnesota (in some counties), South Carolina, Tennessee, Utah, Virginia and West Virginia. In eight states it is strong; namely, in Alabama, Florida, Kentucky, Louisiana, Maryland, North Carolina, Tennessee, and Utah.

Seventeen of the thirty-nine states have no general county board of education; namely, Arizona, Colorado, Idaho, Illinois, Indiana, Kansas, Michigan, Missouri, Montana, Nebraska, New Jersey, North Dakota, Oklahoma, Pennsylvania, South Dakota, West Virginia and Wyoming.

In ten states the members of the county board of education are elected by popular vote; namely in Alabama, Arkansas, Florida, Kentucky, Louisiana, New Mexico, Ohio, Texas, Utah, and Virginia; in two states - Iowa and Wisconsin - they are elected by a county convention of school trustees; and in one state - Minnesota - they are ex-officio members; in the remainder of the county unit states they are appointed to office. In California the appointing agency is the county board of

supervisors; in Georgia it is the Grand Jury of the county; in Mississippi, Oregon and Washington, it is the county superintendent; in Maryland it is the governor;⁴ in North Carolina it is the general assembly of the state; in South Carolina it is the State Board of Education; and in Tennessee it is the county court.

Five is the number of members most commonly constituting the county board of education and the most general term of office of the members of such a board is four years. In thirteen of the twenty-two states having county boards of education the terms of the several members are not coterminous.

Twenty-four of the thirty-eight states having county superintendents elect that officer by popular vote; in nine states - Alabama, Arkansas, Kentucky, Louisiana, Maryland, North Carolina, Ohio, Oregon and Utah - he is appointed by the county board of education; in three states - Pennsylvania, Indiana and Iowa - he is elected by a county convention of school trustees; in one state - Tennessee - he is appointed by the county court; and in one state - New Jersey - he is appointed by the State Commissioner of Education.

In sixteen of the thirty-eight states having county superintendents, the term of office of that administrator of schools is four years, and in fifteen states it is two years; in the remaining states it varies from three to five

⁴ Blanton, A.W., Billitt, A.M. A study of the county as a factor in the development of school control. 1927. Bulletin #831, p. 3, Cornell University, Ithaca, N.Y.

years.

In twenty of the thirty-eight states, the salary of the county superintendent is set by statute; in seven the only limitation upon the authority of the county board to fix the remuneration of this officer is a minimum salary set by state law; in three - Arkansas, Louisiana and Tennessee - the law places no limitation upon the salary, which may be determined by the appointing body.

The method of district representation on the board of education, as in Louisiana and Utah, was at one time common in cities; just as representatives, usually called aldermen, were elected from certain districts or wards to civil or discal municipal boards.⁵ However, in 93 percent of the cities of the United States, the plan of ward representation on school boards has been superseded by representation from the city at large for all members. Since the practice is losing in favor rapidly it is probable that the ward representation plan for cities will be entirely abandoned in a few years.

In Tennessee the board of education is elected from the county at large, but the county superintendent is appointed and the budget made by the county court, a fiscal body. For this reason, Tennessee is not among those states giving the board of education full control and management.

⁵ U.S. Bureau of Education Bulletin, 1922, no. 10, p. 11.

of the schools.

In Maryland the county boards of education are selected by the governor; in North Carolina by the legislature. In both these states, the boards have the entire management of the schools under their jurisdiction and appoint the county superintendents.

The Maryland law provides that the county board of education of all counties which have not less than 100 teachers shall employ at least one primary-grade supervisor. The minimum salary for such supervisor is \$1,200. The state pays half the salary from the general state school fund up to \$2,000; the county board may pay a higher salary and may employ additional supervisors. The law in this State also provides that each county shall have at least one statistical and one stenographic assistant.

In all the county unit states the county board of education may, and in some of the counties of each of these states does, appoint supervisory assistants to the county superintendent. Alabama, Maryland and Utah have gone further than any other states in this group in the percentage of counties in which there are supervisory assistants.

6

ADVANTAGES FOR SUPERVISION OF COUNTY ORGANIZATION - The county unit plan of organization for administration offers special advantages for supervision.

First, the board of education assumes entire responsibility to the people of the county for the efficiency of the schools. There can be no question as to the placing of credit for success or blame for failure. There is, therefore, a constant incentive to the board and its appointees to conduct an efficient system.

Second, the unit is large enough to insure funds adequate to finance the schools with reasonable liberality, hence possibility of salary enough to secure prepared and experienced supervisors and teachers.

Third, centralization of authority in all matters concerned with schools leads to unity of purpose and procedure throughout the system.

Fourth, there is a reasonable amount of uniformity in the length of term, qualification of teachers, and school facilities. The effectiveness of supervision is improved accordingly.

Fifth, consolidation is promoted and distance necessary for the supervisor to travel reduced and more visits to schools made possible.

Sixth, educational policies are continuous. Political changes do not lead to changes in superintendent and teachers. Positions and tenure can be governed by quality of service rendered.

It does not follow that good results are impossible under

the district unit plan of organization. However, two things are necessary to efficient administration; System and Personnel. While any system with high class personnel will be reasonably successful, even those of unusual ability can not do as good work under adverse conditions as they could if the administrative system were favorable.

SOME PLANS FOLLOWED UNDER THE COUNTY UNIT OF ORGANIZATION -⁷ County supervision offers problems in staff organization different from those which must be met in cities; among them the long distances which must be traveled to reach the schools. The distribution of the supervisor's time among schools and teachers is in itself an important consideration.

- I. The regional or district plan. This is in operation in a number of rural counties. The county is divided into regions or districts. The schools of each district are under the supervision of one person, usually called a supervising principal or supervisor. These regions or attendance districts are small enough to enable the supervisor to visit the schools frequently and become familiar with the pupils and their work as well as with the teachers. Generally he makes his home in the district. Naturally the plan does not

⁷ Ibid.

encourage a high degree of specialization on the part of the supervisor.

- II. Special or grade supervision. According to this plan, which is in common use, the work is divided on the basis of (a) subjects, usually special subjects such as music, art, etc.; (b) grades; or (c) a combination of these. Division on the basis of single subjects, other than special subjects, is not found practicable as frequently as that by grades. Primary, elementary and high school supervision each division in charge of special supervisor, is a common method of arrangement.
- III. A combination of these two. The combination of the regional and special-subject plans is successful in many counties. As practiced it most commonly means the adoption of the regional plan for the usual elementary and high school subjects, with special supervisors of music, art, home economics, manual training, and agriculture for the whole county.

EXAMPLES OF THE ABOVE PLANS - The regional plan of organization combined with some special-subject supervision is followed in Jefferson County, Alabama. The staff is composed of the county superintendent, two assistant superintendents,

four special-subject supervisors, and 10 supervising principals. The superintendent and one assistant superintendent and the four special-subject supervisors have as their field the county as a whole. Each of the supervising principals is assigned to a definite section or region.

Granite school district, Utah, is an illustration of a county with special-subject supervisors and a primary supervisor. There are special-subject supervisors for art, music, manual training, and sewing, respectively, and one primary supervisor.

Still another plan is followed in Baltimore County, Maryland. It is described by the county superintendent as follows:

"The supervisory corps consists of a grammar-grade supervisor with an assistant; one rural-school supervisor; a part-time supervisor of manual training; a part-time supervisor of home economics; and a specialist in music who gives on the average two days a week to the improvement of music in the suburban schools. We cooperate with the Maryland State Normal School in the supervision of music in our rural schools. The teacher of music in the Maryland State Teachers College devotes two days a week to the supervision of music in the one teacher schools in the strictly rural districts. The grammar-grade supervisor and the primary-grade supervisor and their assistants devote their time to the improvement of the quality of classroom instruction in the suburban schools and the schools in the territory which we term the middle zone. The rural supervisor spends all of her time in the northern part of the county working with one-teacher and two-teacher schools."

Although Oklahoma does not have the county unit plan in any form, the schools over the state avail themselves of the

assistance offered by the rural supervisors of the teachers colleges in their respective districts. Two counties of Oklahoma, Tulsa and Oklahoma counties, have used a special Rural Supervisor in each county for the past ten years. However, no report has been made to the Department of the Interior, Bureau of Education, Washington, D.C., or at least the government bulletins on Supervision of Rural Schools, Washington, D.C., do not mention the fact.

CHAPTER V

EFFORTS THAT HAVE BEEN MADE TO REORGANIZE SCHOOLS IN OKLAHOMA

I. Realizing that schools in Oklahoma could be better fitted by some sort of reorganization tending toward centralization, educators of the state have been thinking and studying seriously about some feasible plan by which Oklahoma school standards could be raised.

Each cautious move has been met with the same rebuff by the rural school district boards, rural county superintendents, and some of the patrons. The county superintendents of counties where the majority of the school population is in the rural districts have opposed the County Unit Plan because, in all probability, it would raise the standard of qualifications for the county superintendent and place the office on an appointive basis which would tend to eliminate most county superintendents now in office who gained the place through political prestige.

The District school boards through some misinterpretation of some phase of the plan saw their last vestige of community control vanish with the coming of the County Unit Plan. This, however, would not have been the case as some opponents of the plan insisted upon believing. Each attendance district would retain the local board in an advisory capacity to the County Board and instead of removing all control from them it would

give them a voice in the control of the county as a whole.

II. The State Department of Education, under the leadership of Mr. John Vaughan, State Superintendent of Public Instruction, has made a very detailed study of conditions in the state and are fully conscious of the fact that a reorganization of schools MUST come if Oklahoma is to hold a respected place in the Higher bracket in educational lines. Their plans have been made far enough ahead to obtain a high standard of perfection speedily if only the method of enacting school laws and tax laws in Oklahoma could be controlled to the best advantage of the school children and the taxpayer.

Mr. Vaughan has made repeated efforts to present an acceptable plan to the legislature and the people, but through the lack of proper information in the rural districts from which the representatives come and are elected nothing permanent has been accomplished.

III. In 1926, Mr. A.G. Bowles, then County Superintendent of Tulsa County, made a detailed study of the County Unit Plan and started the first move in that county toward a reorganization plan with the county as the central unit for administration and supervision. His efforts along that line resulted in the employment of a county supervisor of rural schools. That useful assistant to the county superintendents office has been continued since, although no record shows the fact in the U.S. Bulletin.

IV. Mr. Wendel Melton, Business Manager of the Board of Education, Tulsa City Schools, and Mr. A.G. Bowles, now Principal of Jefferson School, Tulsa, in connection with a group of interested people made an extensive study of different states in which the county unit plan was in force. Their visits to Maryland and other states brought out much information which is of great value to Oklahoma if it can only be used. Their findings while studying the source of school finances in Oklahoma and methods of taxation show clearly the unequal opportunities offered to children of Oklahoma in the public schools today.

V. A report from the Oklahoma Tax Commission which was published in the Tulsa Tribune stated:

"As inevitable as death and Taxes" the saying goes. It might go farther. It might add that most people don't know what they get from either.

Oklahomans now can know more about what they get from their taxes than the citizens of any other American state, however.

Oklahomans can see at a minute's glance that our prisons cost more than our colleges, our highways cost more than our common schools, and our debt costs most of all.

The study of the costs of government in Oklahoma is a mine of information which should enable socially-minded legislators to translate their social ideals to workable legislation. That is the reason for the study being made by Dr. J.M. Ashton under the sponsorship of the Oklahoma Chamber of Commerce.

MILLIONS DEDUCTED

These studies show that from 1931 to 1933: Current expense for state government dropped from 34 millions to 29 millions, a drop of five millions.

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Current expense for county government dropped from 19 millions to 14 millions, a drop of five millions.

Current expense for cities and towns dropped from 14 millions to 11 millions, a drop of four millions.

And - look at this - current expense for common schools dropped from 31 millions to 21 millions, a drop of 10 millions of dollars.

Do we complain because the people of Oklahoma paid \$21,727,140 in pensions - mostly federal soldiers' pensions in 1931 when the salaries of the 19,000 teachers of the state, teaching 580,000 children were \$300,000 less that year?

Nor do we realize that in 1932 we paid 22 millions in pensions and only 19.7 millions to teachers of the state, while in 1933 it was even further out of balance: Oklahoma taxpayers contributed 22.5 millions for pensions and were able to find only 16 millions to pay our teachers in 1933-34.

In 1931 Oklahoma taxpayers spent approximately 2 million dollars more on highways than on public schools.

VI. The Class Room Teachers, an organization which has had an astounding growth in the last few years has taken a definite stand for a reorganization of schools with the county as the central unit. Mrs. Kate Frank, State President of the Classroom Teachers, Mr. Temple and Mr. Irrizzary of Tulsa who have been the pioneers and the source of impetus to that organization have labored incessantly on some plan to better Oklahoma schools.

VII. The "Rural Teachers Organization" affiliated with the O.E.A. under the leadership of Mr. Grady Ryan, President, who was the organizer and founder, have repeatedly discussed reorganizations from the standpoint of the rural school at the general meetings of that body.

VIII. The American Association of University Women through Mrs. Ruric N. Smith, Tulsa, and their committee on the County Unit Plan have been actively engaged in this movement for a number of years. This association composed of university graduates who are devoting their leisure time to a study of worthwhile projects both social and economic, can be depended upon to sponsor any local move wherever the organization is located to help out in a reorganization plan for schools.

IX. The Oklahoma Education Association, through its Public Relations Committee and other groups assigned to this type of work, have constantly urged school men and women to consider making special efforts in this direction.

X. The Department of Superintendence and the Department of Secondary School Principals have endorsed the movement and through their organizations have kept all members informed as to the actions of the legislature on bills pending and other matters of this kind.

XI. Below in this Section XI of the chapter, I shall list the efforts in proposed legislation and give the results obtained:

HOUSE BILL NO. 10 - By MORSE (Okmulgee), THOMAS and WILLIAMS. 3

An Act providing for the distribution of non-ad valorem State revenues sufficient to guarantee a minimum

term of school annually in each school district in the State; providing for the creation of a major school district in each county in the State; providing for the organization of a county board of education and the election of the members thereof; designating the duties of the county board of education; defining the duties of the annual school meeting; creating a special common school fund and providing for the disbursement of the revenue therefrom; repealing all acts in conflict therewith.

After House Bill No. 10 had been considered by the Committee on Education it was reported back to the legislature that it Did Not Pass. No record vote was taken.

A Committee Substitute for House Bill No. 10 was prepared and introduced Feb. 18, 1935. The bill is given below as it was presented:

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

ARTICLE I

SECTION 1. This act shall be known as the County Unit School Code and is hereby adopted as the code for the common schools of Oklahoma.

The following words used in this act and in any proceeding pursuant thereto shall, unless the context clearly indicates a different meaning, be construed as follows: (a) "school" shall mean the pupils and teacher or teachers assembled in one room or building; (b) "district" shall mean county school district; (c) "teacher" shall mean teacher, supervisor, principal, superintendent, assistant superintendent, public school librarian or any other person regularly employed for instructional or supervisory purposes in a public school in this state; (d) "State Board" shall mean the State Board of Education; (f) "State Superintendent" shall mean the State Superintendent of Public Instruction; (g) "Superintendent" shall mean the County Superintendent of Public Instruction; (h) "assistant superintendent" and "supervisor" shall be used synonymously; (i) "a minimum school" shall mean a school in which the following requirements are met, to-wit:

(1) Minimum salaries are paid to teachers in accordance with the schedules set forth in the act providing for the "General School Fund of the State";

- (2) The proportion of teachers to pupils is proper;
- (3) The budget for contingent expenses and for a building program is commensurate with the needs of the district;
- (4) Such additional requirements as the State Board may from time to time designate or specify.

SECTION 2. The fiscal year shall begin on the first day of July and end on the 30th day of June, and all reports, accounts and settlements respecting the financial affairs of the public schools shall be made with reference to the fiscal year. A school month shall consist of four weeks of five days each of six hours per day.

SECTION 3. A school district, except as hereinafter provided, shall include all the territory in one county. All common school districts, union graded school districts, consolidated school districts, joint school districts, and independent school districts are hereby abolished. All separate school districts are also abolished. Provided, however, that any community area within a county school district may apply for withdrawal from said district for the purpose of becoming an independent community district by filing with the State Board of Education a petition signed by not less than a majority of the qualified electors residing in said community area, with which petition shall be filed the following:

(1) A sworn statement showing the number of pupils by grades residing in said area and the number of said pupils by grades who were in average daily attendance in school during the preceding school year.

(2) A sworn statement showing the valuation of all taxable property within said area.

(3) A map showing the boundaries and the general contour of said area.

(4) Evidence that said area is a natural, geographic community center and that it is able to support a school or schools better than if such area remained a part of the county school district.

(5) Evidence that the withdrawals of said area will not impair the efficiency of the schools of the remainder of the county district as contemplated in this Act.

(6) Evidence that said area is able to maintain a better than a minimum school or schools as defined in this Act.

(7) Evidence that said area includes all of the territory that could best be served by the school or

schools in said area.

(8) Evidence that not less than 250 pupils of high school grade, (grades nine to twelve) residing in said area were in average daily attendance during the preceding school year.

(9) Evidence that the county board refuses to use enough of the available levy to give said community area an adequate school program.

(10) Such other evidence as the State Board of Education may require to assist it in deciding upon said area's application.

If, after receiving and reviewing said area's petition and the statements, evidence and documents in support thereof, the State Board of Education finds that the interests of the school or schools of said area could best be served and the schools of the remainder of the county district would not be impaired, said Board shall declare said area to be, and it shall thereupon be, an independent community school district subject to all of the provisions of this Act; provided that the State Board of Education shall appoint a board of education for said community district, the members of which shall serve until the next annual school election or until their respective successors have been elected and qualified, at which election a board of education shall be elected as provided in this Act; and provided further that no community area shall be permitted to withdraw from a county school district during the period from August 15 to June 15 of any year or during the time that schools of the county school district affected by such area are in session.

Any community school district may become a part of a county school district upon filing with the board of education of said county school district a petition signed by not less than a majority of the qualified electors of said community district. The board of education of the county district shall review said petition and if it is found to bear a sufficient number of bona fide signatures said board shall declare said community district dissolved, whereupon said district shall become a part of the county school district.

SECTION 4. Each county school district provided for under the terms of this act, shall be

a corporation by the name of "The School District of the County of - - - - -", of the State of Oklahoma," and shall possess the usual powers of a corporation for public purposes. It may sue and be sued, plead and be impleaded, contract and be contracted with. It shall succeed and be subrogated to all the rights of former school districts of the county and may institute and maintain any and all actions, suits, and proceedings now pending or which might have been brought and prosecuted by or in the name of any former Board or school district of the county for the recovery of any money or property or damage to any property due to or vested in any former Board or school district of the county. It shall appear and defend against any and all actions or proceedings instituted or pending against any former Board or school district of the county. It shall be authorized to employ an attorney or counsel whenever the Board deems such employment proper and it shall be authorized to pay all necessary costs and expenses of any litigation to which the school district is or may become a party, or in which it may become interested. It shall, according to law, hold or dispose of any real estate or personal property belonging to any former Board or school district of the county or their predecessors or that may hereafter come into its possession. It shall, according to law and the intent of the instrument conferring title, receive, hold and dispose of any gift, grant or bequest. All public school property used for school purposes shall be exempt from execution or any other process and shall be free from lien or distress for all taxes.

SECTION 5. The debts and liabilities of whatsoever kind and character of any former school district within the territory comprising the county district shall be assumed by the county district. The county district shall be entitled to all the assets of said former district. In the case of former joining school districts, the State Superintendent shall apportion the assets and debts of the joint districts to the county districts in which such joint districts

were formerly located, using as a basis for the apportionment the respective valuations of taxable property for this fiscal year of the joint districts in each county. The school houses of the joint districts shall belong to the district in which they are located. Due consideration shall be given to the preceding sentence by the State Superintendent in making the apportionment, and the assets and debts to be received and assumed by the county districts shall be adjusted accordingly by the State Superintendent. If the courts should hold it would violate the Constitution for the debts of the former districts to be assumed by the county districts without the assent of the electors of the county districts, then and in that event the Board of each county district is hereby authorized to call a special election for the purpose of submitting to the qualified voters of the district the question of whether or not the county district shall assume all the debts and liabilities of the former school districts of the county, including the debts of joint districts as apportioned. The question voted upon shall set forth definitely the amount of the debts to be assumed. The Board shall issue a proclamation calling such an election, which proclamation shall be published in the same manner as provided in Section 3, Article V, governing annual and special school elections. If three-fifths of the voters voting at such an election vote in favor of the assumption of such indebtedness, the same shall be and become the indebtedness of such district. But if three-fifths of the voters voting at such an election do not vote in favor of the assumption of such indebtedness, then the territory comprising the former districts shall continue to be subject to taxation for the payment of such debts in the manner provided by law at the time the debts were incurred by such districts. The expense of such elections shall be borne by the district.

ARTICLE II

SECTION 1. Each county school district shall be under the supervision and control of a County

Board of Education. The County Board of Education shall consist of five members in all counties having a total school enumeration in the county, according to the school census of 1935, of 10,000 children or less, of school age; and of seven members in all counties having a total school enumeration in the county, according to the school census of 1935, of more than 10,000 children of school age. This classification may be revised in 1940 and each subsequent five year period. The members of the County Board of Education shall be electors of the county of the same race as the children who are entitled to attend the schools of the district, not the separate school or schools. They shall be elected by the voters of the county at large for a term of five years, except that the terms of the members elected at the election to be held on the third Tuesday in March, 1936, shall be the respective terms hereinafter provided. Each member shall serve until the expiration of his term and until his successor has been elected and qualified. Immediately upon the passage and approval of this act, the Governor shall appoint a County Board of Education for each district in this state, the members of which shall serve until the first Monday in April, 1936, or until their successors are elected and qualified. On the third Tuesday in March, 1936, there shall be elected in each county from the county at large, five persons, or seven persons, as the case may be, in accordance with the provisions hereof, and such persons shall, upon their election and qualification, constitute the County Board of Education for such county school district.

In those counties which under the terms hereof are entitled to elect five members, one member shall serve for a term of one year; one member for a term of two years, one member for a term of three years; one member for a term of four years, and one member for a term of five years; and in those counties, the candidate receiving the highest number of votes at said election shall be elected for the five year term; the candidate receiving the next highest number of votes at said election shall be elected for the four year term; the candidate

receiving the next highest number of votes at said election shall be elected for the three-year term; the candidate receiving the next highest number of votes of said election shall be elected for the one-year term.

In those counties where seven members are to be elected under the provisions hereof, the candidate receiving the highest number of votes at said election shall be elected for a five year term; the two candidates receiving the next highest number of votes shall be elected for a four-year term; the candidate receiving the next highest number of votes shall be elected for the three-year term; the two candidates receiving the next highest number of votes shall each be elected for a two year term; and the candidate receiving the next highest number of votes shall be elected for a one-year term.

On the third Tuesday of March each year thereafter, there shall be elected as many members of the County Board of Education as there are members whose terms expire on the first Monday in April of the year in which the election is held. All members elected to the County Board of Education at any election held subsequent to the election on the third Tuesday in March, 1936, shall serve for a term of five years or until their successors shall have been elected and qualified. The terms of all members elected to the County Board of Education shall commence on the first Monday in April following the date of their election.

In case of a tie vote between any two or more candidates, the length of their terms or their right to the office shall be determined by lot in the presence of the County Election Board in such manner as the County Election Board shall direct.

Any person desiring to become a candidate for the office of member of the County Board of Education shall file a petition with the secretary of the County Election Board requesting that his name be placed on the ballot as a candidate. Said petition shall be filed not more than thirty (30) nor less than twenty (20) days prior to the date of the election.

SECTION 2. The Board shall fill by appointment within thirty (30) days any vacancy that occurs in its membership. Such appointment shall be for the unexpired term. In the event that the Board does not fill the vacancy within thirty days, the State Board shall appoint a person to the vacancy. If a member of the Board moves out of the district or accepts a position as teacher in any district, his office shall be vacant. Members of the Board may be removed from office for drunkenness, immorality, misconduct in office, incompetency, wilful neglect of duty, or for any other cause for which county officials are removed from office and in the same manner that county officials are removed.

SECTION 3. Every Board member shall take the oath prescribed by Section 1 of Article XV, of the Constitution for other officers before performing any of the duties of his office. The oath shall be filed with the secretary of the Board.

SECTION 4. The Board shall hold a regular meeting on the first Monday of each month and/or at such other times as the Board may fix and designate upon its records. The Board at its meeting on the first Monday in April of each year shall organize by electing a president, vice president, secretary, and such other officers of the Board as the Board may from time to time provide by resolution or by its own rules and regulations. The president and the vice president shall be members of the Board, other officers need not be members of the Board. It shall be the duty of the Superintendent at the regular meeting of the Board on or before the 15th day of May of each year to furnish each member of the Board a list of all qualified teachers whom he has approved for the schools of said district for the ensuing year. The Board at its meeting on the first Monday in July of each year shall appoint the teachers for its district. Special meetings may be called by the president or by any two members, but no business shall be transacted at any special meeting other than that designated in the call, and notice thereof, specifying the

purpose for which the meeting is called, shall be given each Board member at least twenty-four hours in advance. A majority of the members shall constitute the necessary quorum for the transaction of business, and the concurrence of a majority of members of the Board shall be necessary to decide any issue. Board members shall receive compensation at the rate of five dollars (\$5.00) per meeting for all Board meetings actually attended by them, provided they shall not in any event receive pay for more than twenty-four meetings in any one fiscal year. Board members also shall be paid, upon presentation of an itemized sworn statement with receipts attached, for all actual and necessary traveling expenses incurred by them in going to and from meetings of the Board, and in performing such other duties as may be ordered by the Board.

SECTION 5. The Board shall ascertain the buildings to be retained for school purposes and the buildings which because of their condition or location should be sold. The Board may sell the unnecessary buildings and the land on which they are located at public auction to the highest responsible bidder after notice of such sale shall be given by publication for two weeks in a newspaper of general circulation in the county. Such sales may be made on such terms as the Board may specify in the notice of sale. The Board in the manner now prescribed by law may also lease for oil and gas or other minerals, any lands or school sites owned in fee by it. Proceeds of all sales and all bonuses, rentals and other income from leases shall be placed to the credit of either the sinking fund or the building fund of the district as the Board may direct.

SECTION 6. The Board shall purchase by condemnation, or otherwise, the lands necessary for school buildings, playgrounds, experiments in agriculture, and other educational purposes, and may make necessary expenditures for the improvement of such lands. The Board may

petition the district court to condemn land necessary for educational purposes if the owner refuses to sell, demands an unreasonable price, is non compos mentis, a minor or a non-resident. The condemnation proceeding shall be in like manner as condemnation proceedings instituted by railroad corporations under Article 1, Chapter 63 of the Oklahoma Statutes 1931.

SECTION 7. The Board shall provide:

(1) By purchase, lease building or otherwise, a sufficient number of suitable school houses and other buildings to meet the educational needs of its district;

(2) The necessary furniture, fixtures, apparatus, fuel and all necessary supplies for the schools;

(3) For the health and cleanliness of the pupils;

(4) For the repair and good order of the school grounds, buildings and equipment;

(5) An annual complete audit of all of the financial books, records and transactions of the district, which shall include a complete check of all the funds and accounts of the district, and of the securities owned, held or pledged to the district. This annual audit must be commenced not later than thirty (30) days after the close of each fiscal year and must be made by a certified public or municipal accountant. The report of said audit must be, as soon as completed, presented to the Board at its next regular or special meeting, and the original thereof shall be filed with the clerk of the Board.

(6) For adequate insurance on all of the district's property.

(7) The Board may provide for medical and dental clinics and may employ doctors, dentists, and nurses.

SECTION 8. The Board, subject to the provisions of this act and the rules and regulations of the State Board, shall have authority to:

(1) Exercise sole control and management over all of the schools, school interests and school property of the district;

(2) Establish and maintain all needed

elementary schools, junior and senior high schools and such other schools as the Board may deem advisable;

(3) Close any school which is unnecessary and assign or transfer the pupils thereof to other schools;

(4) Consolidate schools;

(5) Provide at public expense adequate means of transportation for children of school age who live more than two miles distant from school by the common traveled road except that physically handicapped pupils may be transported regardless of the distance they live from school;

(6) Appoint an attendance officer;

(7) To prescribe its own rules and regulations.

SECTION 9. The Board shall divide the district into such attendance areas as are necessary to determine the schools the pupils of the district shall attend. But upon written request of any parent or guardian, or person legally responsible for any pupil or for reasons affecting the best interests of the schools, the Superintendent may transfer pupils from one school to another within the district. Any aggrieved person may appeal the decision of the Superintendent to the Board, and the decision of the Board shall be final.

SECTION 10. The Board may appoint a teacher to be custodian for any school building. The custodian shall report the condition of the building and grounds to the Board whenever necessary. The teacher appointed as such custodian shall serve without additional pay.

SECTION 11. The Board of two or more adjoining counties may jointly establish and maintain schools. The buildings for the joint school and the site therefor shall be owned jointly in proportion to the amounts contributed thereto by the respective districts unless otherwise agreed upon. The boards of the districts shall jointly determine the site of the proposed school buildings and the amount to be contributed toward the cost of their construction

and equipment by the districts concerned, and such costs shall be, unless otherwise agreed upon apportioned by the districts on the basis of respective valuation of taxable property in each district. All records and agreements concerning the establishment and maintenance of such joint schools shall be reduced to writing and copies thereof entered on the minute books of the respective Boards and a copy filed with the State Board of Education; the method of control, the management and operation of such joint schools shall be determined by agreement by the Boards of the respective districts. Provided that if no agreement can be reached by the Board of the respective districts, a place of formation, management and operation of such joint schools shall be determined by the state Board. The annual operating cost of such joint schools shall be apportioned between the respective districts on the basis of the daily average attendance of pupils from each district.

SECTION 12. Transfers of pupils from one county to another may be made by the Board of the County in which the pupil desiring to be transferred resides; but the transfer shall be subject to the approval of the Board of the county to which the pupil wishes to be transferred, except such approval shall not be a condition precedent to the transfer of a pupil resident in a municipality or former joint school district comprised of parts of two or more counties in this state, or resident in an independent school district as the same existed prior to the time this act became effective, made up of parts of two or more counties and whether or not within its limits as now defined, is located a municipality or part thereof, but such pupil shall be considered and treated as transferred, as the case or the situation may be, with the right unimpaired to attend the school or schools now established and maintained (if not discontinued) in such municipality or former joint school district or independent school district. In all cases of transfer by the act of the Board or by operation of law, either to elementary schools or to high schools, the Board

making the transfer shall pay to the Board to which such transfer is made tuition fees equal to the per capita cost upon an average daily attendance basis of the previous school year in the district to which the transfer is made. No parent, guardian or person acting as parent or guardian shall be required to pay for the transfer or for the tuition of the pupil. The Board of the district to which the pupil has been transferred shall promptly, at the first of each month, certify to the Board of the district from which the pupil was transferred the correct amount of all tuition fees due and payable for the next preceding month. All tuition fees shall be paid within thirty days of certification, to the district maintaining the school by the district to which the fees are certified. All tuition fees shall be paid out of the teachers' fund of the one district to the teachers' fund of the other. Attendance of a transferred pupil for fifty per cent of a month shall be computed as a month in determining the amount to be paid.

Transfer of pupils from this state to another shall be upon such terms as shall be mutually agreed upon by the Board of the transferring district and the authorities of the school to which the transfer is made, and shall be based upon the aggregate per capita student cost of the preceding year, of the school to which the transfer is made.

SECTION 13. The Board of Education of every county may purchase the necessary textbooks prescribed to be used in the public schools by the pupils thereof and shall provide such books for the pupils whose parents, in the judgment of the board are unable to provide same. If the Board of Education determines to purchase and furnish such free textbooks to all the pupils of its district, it shall waive all rights to supplemental state aid as provided in sub-section 4, section 1, of Article V. The Board shall enter an order to that effect upon its records and shall cause such books to be purchased and kept in charge by the superintendent and furnished to the pupils of the

public schools of its district as hereinafter provided. All such books shall be purchased by the Board as prescribed by law, and at the net wholesale price. In such case at the commencement of every term, the superintendent shall deliver to the teachers such books as may be necessary for the use of the several pupils therein for the ensuing term of school and take from them receipts showing the number and kind of books so received. It shall be the duty of such teachers to take charge of such books and to distribute them among the pupils of their schools as needed, and such teachers shall have and exercise control of such books, and at the close of such term shall collect and gather together all the books so used and deliver them to the superintendent.

If any of the books delivered to any pupil shall be unnecessarily injured or destroyed, they shall be replaced by the pupil who injured or destroyed them.

SECTION 14. Any Board desiring to establish or conduct a self-supporting dormitory for the accommodation of the pupils attending a high school in its district and of persons employed to teach therein, shall have authority to do so subject to the approval of the State Board.

The Board shall place a reputable and responsible person or persons in charge of such dormitory to conduct the same, to furnish meals and lodging to pupils and teachers therein, and shall determine the rate that shall be charged pupils and teachers for such accommodations. It shall also require of such persons in charge of such dormitory a bond in a sum not less than one thousand dollars (\$1,000), conditioned that such person or persons shall properly account for all money and property coming into their hands for the proper performance of their duties.

SECTION 15. The Board may establish and maintain school cafeterias or lunch rooms, book stores and book exchanges and print shops and such other services, when they deem it advisable to do so.

ARTICLE III

SECTION 1. The chief executive officer of the district shall be the Superintendent who shall be appointed by the County Board of Education for a term not to exceed three years. (3) The president of the Board, immediately upon the appointment of the Superintendent, shall certify the appointment to the State Superintendent. The County Superintendent of Public Instruction in office, and those who have been elected at the time of the passage of this act, shall continue in office until the expiration of their respective terms and shall be paid the salary now provided by law in the manner now provided by law. Such County Superintendents of Public Instruction shall exercise, however, only such of the duties of the Superintendent designated in this act as the Board may prescribe. The Board may designate a teacher or teachers to perform the remaining duties, however, the foregoing provision shall apply only during the term or terms of the Superintendent of Public Instruction in office or elected at the time of the passage of this act, or that part of any such term for which such superintendent of Public Instruction may serve, and not thereafter.

SECTION 2. The Superintendent at the time of his appointment shall have a Bachelor's Degree, including at least eight hours credit in school administration from a college or university for the training of teachers; and at least two years experience in public school teaching, or, in lieu of two years teaching experience shall have served at least one term as County Superintendent of Public Instruction in this state. In addition, the Superintendent shall hold an administrator's certificate which shall be issued by the State Board under rules and regulations to be, from time to time prescribed by it. Before entering upon his duties the Superintendent shall take and subscribe to the oath of office provided by law for county officials.

SECTION 3. The Board may remove the Superintendent at any time for any cause which in its judgment affects the performance by him of the

duties of his office; provided, however, that he shall be guaranteed his salary for the remainder of the school year unless removed for cause.

SECTION 4. The Board shall fix the annual salary of the Superintendent, but in no case shall the salary be less than \$2,500.00 per year, inclusive of state aid received for that purpose.

SECTION 5. The Board shall pay the compensation of the Superintendent appointed by it monthly by warrants upon the treasurer of the district. Said warrants shall be issued only upon sworn claims, and shall be paid from the teachers' fund of the district.

SECTION 6. The Board shall provide the Superintendent with a suitable office at the county seat, which office also shall be the office of the Board and of such assistant superintendents supervisors, and other employees as may need an office at the county seat, or as many be needed for the proper conduct of the office of the Superintendent and the Board so maintained at the county seat. The Board shall supply such office with janitor service and with necessary equipment and supplies.

SECTION 7. The Superintendent, with the consent of the Board, may appoint all assistants and employees which he deems necessary for the operation and maintenance of the school district and the due performance of the duties of the Superintendent and the Board. The salaries of all such employees and assistants who are classified as instructional assistants or employees, shall be paid from the maintenance fund. All such salaries shall be paid monthly by the Board by warrants drawn upon the treasurer of the district, and the salaries of such assistants and employees shall be fixed by the Superintendent with the approval of the Board.

SECTION 8. The Board at its discretion may reimburse the Superintendent and all other personnell from the maintenance fund for traveling expenses incurred in the performance of their

respective duties. No allowance for expenses shall be made, however, except upon sworn itemized claims with receipts attached.

SECTION 9. The County Superintendent shall:

- (1) Be the chief executive officer of the school district and shall carry into effect all educational policies prescribed by law, the Board and the State Board;
- (2) Receive applications for teachers and other employees and submit recommendations on same to the Board;
- (3) Assign, transfer, or promote teachers, subject to the approval of the Board;
- (4) Suspend or dismiss teachers for incompetency, neglect of duty, immorality, or misconduct;
- (5) Close temporarily any school when conditions are detrimental to the health, safety or welfare of the pupils;
- (6) Approve all claims, and all payrolls of teachers and employees before they are submitted to the Board for its approval;
- (7) Attend all meetings of the Board or its committees, except when his tenure, salary or administration is under consideration;
- (8) Administer oaths and examine under oath witnesses in any proceedings pertaining to the schools of the district, and have the testimony reduced to writing;
- (9) Act in case of emergency as the best interests of the schools demand;
- (10) Visit the schools as often as practical observe and make suggestions concerning the instruction and class room management of the schools and their sanitary conditions and such other matters as he may deem proper;
- (11) Report to the Board cases of incompetence, neglect of duty, immorality or misconduct in office of any teacher or employee;
- (12) Recommend for condemnation buildings unfit for school use;
- (13) Direct the taking of the school census;
- (14) Call, at his discretion, conferences of principals and teachers to discuss the work of the schools of the district;
- (15) Report to the Board the educational progress and general condition of the schools;
- (16) Make such reports as are required by the State Superintendent. In case the Superintendent fails to report as required, the State

Superintendent may direct that the Superintendent's salary be withheld until an acceptable report is received;

(17) Perform all other duties and exercise all other authority prescribed in this Act or required by the Board or the State Board.

SECTION 10. The Board, upon the recommendation of the Superintendent appointed by it, or on the recommendation of the person performing such of the duties of its superintendent pursuant to the directions of the Board, may employ assistant superintendents, supervisors, and principals. Their salaries shall be paid from the teachers' fund monthly upon sworn claims.

The Board may not employ more than one assistant superintendent or supervisor for each one hundred teachers except in cases where the salaries of such additional assistant superintendents or supervisors shall be paid from the funds of the district devoted to its school program in excess of the minimum school program.

The Superintendent or person designated by the Board shall direct the work of the assistant superintendents, supervisors, and principals and define their duties.

Assistant superintendents and supervisors at the time of their appointment shall hold at least a Bachelor's degree from an accredited college, university, or teachers college, and must have had at least two years experience as public school teachers, and shall hold a supervisor's certificate issued by the State Board of Education under the rules and regulations prescribed by it.

SECTION 11. The Board may fix special salary schedules for the superintendent, assistant superintendents, supervisors, principals, teachers and other employees so long as the salary schedule shall not conflict with the provisions of this act or any other provision of law.

SECTION 12. The Superintendent and all assistant superintendents, supervisors, principals, teachers, and all other employees, before entering upon the discharge of their duties shall file with the clerk of the Board a health certificate in writing, signed by a reputable physician, designated by the Board, certifying that such person is physically fit for the duties of his office or employment, and that he has no infectious or contagious disease.

SECTION 13. All teachers and employees whose salaries are payable out of the teachers' fund shall be paid for their services monthly by warrants drawn on the treasurer of the district. The Board may withhold the monthly salary of any teacher or employee until he or she has made the reports required by the Board, Superintendent, or the State Superintendent. Each teacher shall be employed on the basis of a written contract which shall specify the salary the teacher shall receive, the dates such salary will be paid, and the term for which said teacher shall serve.

SECTION 14. The Board of any district may approve the attendance of its teachers at education conventions, teachers' round tables, or teachers' meetings on school days when in the judgment of the Superintendent it is necessary or desirable. Attendance at such meeting may be substituted for an equal amount of teaching.

SECTION 15. The Board shall appoint a clerk who shall be a member of the Board, but no Board shall receive compensation by virtue of his appointment as clerk. The clerk shall:

(1) Take the official oath prescribed in Section --, Article XV of the Constitution for other officers before performing any of the duties of his office;

(2) Attend the Board meetings and record its official proceedings in a book kept for that purpose;

(3) Record the number of each warrant issued, the name of the payee, the purpose for which the warrant was issued, and the amount thereof. Every warrant shall be signed by the clerk and president of the Board;

(4) Care for and keep all papers belonging to the Board, including evidences of title, contracts and obligations. They shall be kept in a fireproof safe provided for this purpose in the clerk's office, accessible arranged for reference;

(5) Record and keep on file all papers and documents pertaining to the business of the Board.

(6) Make a tabular report to the Board on or before the 20th day of July, annually, show-

ing all the statistics and facts required by forms furnished by the State Superintendent;

(7) Keep the accounts and certify the reports required by law or requested by the Board;

(8) Deliver in proper condition to his successor all records and property pertaining to his office;

(9) Exercise such other duties as are prescribed by law or as may be required by the Board or the State Board.

SECTION 16. The county treasurer shall be the treasurer of the school district except that the Board may appoint some other person to be treasurer of the district if the Board finds it expedient to do so, and the Board may pay the treasurer appointed by it such salary as the Board, by resolution, shall fix. The official bond of the county treasurer shall cover all funds received by him for the district, and in case a person other than the county treasurer is appointed by the Board to be treasurer of the district, the Board shall require such person to execute an official surety company bond, to be approved by it, in an amount to be fixed by the Board, subject to increase or decrease by the Board as deemed expedient by it. Such bonds shall be conditioned for the proper disbursement and accounting of all funds received by such person as treasurer of the district. The treasurer shall honor all warrants on the funds of the district only as prescribed in Section 17, Article III, of this act. The treasurer shall furnish to the Board at the end of each month, a complete statement of the finances of the district, together with a statement showing the number and principal amount of each school bond and interest coupon paid during the month, the amount paid on any judgment during the month and showing in detail all securities owned or held by the district or in which its funds have been invested, as well as the securities pledged for the bank deposits of the district, and such further and additional information concerning the finances and property of the district as the Board may or shall request.

SECTION 17. The treasurer of the district shall receive, collect and disburse the proceeds of all levies and other school money for the district. He shall keep accounts of the money belonging to the several funds of the district and shall credit and charge every amount to the fund to which it belongs. The treasurer shall pay money only upon the warrant of the Board. The warrant shall specify the amount to be paid, the purpose for which it is paid, and the fund to which it shall be charged. All warrants shall be signed by the president and shall be countersigned by the clerk. The warrants shall be registered by the treasurer and shall be paid in the order of their registration. If there are no funds available for the payment of the warrant when it is presented for registration, it shall be registered as non-payable and it shall bear interest at the rate of six per centum (6%) per annum until it is called. The warrants shall be called for payment as the warrants of other municipalities are called.

SECTION 18. The treasurer of the district, with the approval of the Board, may invest the sinking fund of the district in United States bonds, the bonds of this state, (or of any county of this state, or its own bonds or warrants issued subsequent to June 30, 1935, whenever the same may be purchased at or below par and accrued interest. Securities held as an investment in the sinking fund may be disposed of only by sale made by the Board. No securities held in the sinking fund as an investment shall be sold for less than their purchase price and accrued interest.

SECTION 19. The treasurer of the district shall deposit all funds of the district in banks approved as state depositories, which will guarantee prompt payment of the deposit by a surety company bond in a sum sufficient to cover the total amount of all deposits or by pledge of United States bonds, the bonds of this state, or bonds of such school district, issued subsequent to June 30, 1935, equal in face value to at least the amount of the deposit. Such surety bond or securities shall be liable on his official bond for the safe keeping of the securities so pledged.

ARTICLE IV

SECTION 1. The Board shall have authority to issue negotiable bonds of the district for the purpose of purchasing sites, purchasing school buildings, constructing or repairing school buildings and transportation equipment. The term "school building" shall include buildings where pupils are to be taught, administration buildings, garages, teacherages, and dormitories. Such bonds shall be issued only if authorized by three-fifths of the qualified voters of the district voting at an election held for that purpose. The Board shall call the bond election by proclamation giving the date, time and place of holding the election and stating the form of the proposition to be voted upon. Said proclamation shall be published in the manner provided in Section 3, Article V, governing annual and special school elections. The bonds, before being issued, shall be approved by the Attorney-General as Bond Commissioner of the state and shall conform to the general laws of the state with reference to maturity, denomination, and sale. The bonds shall bear interest at a rate of not to exceed six per centum (6%) per annum, payable semi-annually. The bonds shall be registered in the office of the treasurer of the district, as to date, maturity, number, denomination, rate of interest, and place of payment, and in the office of the County Treasurer if the district treasurer is other than the county treasurer.

SECTION 2. Boards shall require all persons contracting for the building or repairing of school property, where the contract exceeds five hundred dollars (\$500.00), to execute a bond, with approved security, in the amount of the contract price, which bond shall be conditioned for the faithful performance of the contract.

SECTION 3. County Boards of Education shall submit all plans and specifications for the erection, construction and remodeling of school buildings to the State Board for its approval.

SECTION 4. No purchase exceeding the sum of Two Hundred Dollars (\$200.00) shall be made by the Board except upon sealed bids and from the lowest responsible bidder. No purchase shall be made directly or indirectly from a member of the Board nor from any firm with which such member is directly or indirectly connected. It shall also be unlawful for any member of the Board to solicit business, directly or indirectly, from any teacher or other employees of the district. Any person violating any provision of this section shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed Three Hundred Dollars (\$300.00) for each offense.

ARTICLE V

SECTION 1. The Board shall provide a minimum school term of nine months for both elementary and high schools. The term shall be computed as follows:

(1) As many months as the revenue supplied by the State will provide, but state aid shall be apportioned only in condition that the ten mill additional levy is voted by the district for school purposes as permitted by the Constitution;

(2) And in addition, as many months as the regular levy authorized by law and the district's unencumbered cash surpluses and estimated income from sources other than ad valorem taxation will provide;

(3) And in addition, as many more months as five mills of the ten mills additional levy voted by the qualified voters of the district will support;

(4) To supplement the school funds in the district where the levies, revenues, income, and the aid granted, as set forth in sub-sections 1, 2, and 3, of this section, will not maintain the minimum school for a term of nine months, such districts may petition for supplemental aid from the general school fund of the state to complete a minimum school for a term of nine months;

(5) If the state revenues and the levies, income and revenues mentioned in sub-sections 1, 2, and 3, of this section are insufficient to enable the Board to provide a better program

than the minimum school, the Board may use as much of the remaining five mills of the additional levy voted for school purposes as the Board deems advisable.

(c) Should the district fail to provide the ten mill additional levy, then the Board shall determine the length of the school term by using, first, the regular levy authorized by law, the district's income from sources other than ad valorem taxation, together with all cash surpluses on hand on June 30th; and, second, any additional levy voted as permitted under the Constitution.

SECTION 2. On or before the first day of March of each year, the Board shall prepare a separate budget or estimate of needs for the majority schools of the district for the ensuing year. Said budget shall be filed in the office of the Superintendent and shall be open to the inspection of the public. Said budget shall be divided into two parts: first, current expense needs; second, sinking fund needs. In addition, the budget may provide for a building fund. That part of the budget covering current expense needs shall be divided into two funds; (1) teachers' fund; (2) maintenance fund. All tuition fees, teachers' salaries and salaries of other instructional employees shall be paid from the teachers' fund, and all other salaries and wages shall be paid from the maintenance fund. The maintenance fund shall provide for all other current expenses of the majority schools. Said two funds in the separate school budget shall take care of like expenses for the separate schools. All judgments, bonds, and coupons shall be paid from the sinking fund of the district in accordance with the provisions of the Constitution. The Board may appropriate any residue of unencumbered cash surpluses in either the teachers' fund or the maintenance fund at the end of any fiscal year to the building fund for the purpose of constructing, repairing or purchasing sites, and the Board may permit such residue to accumulate in said building fund in such amount as the Board may desire for said purposes. In addition, the Board each year may appropriate funds to the building fund. The maintenance fund also may contain items of appropriation for the purpose of purchasing sites and

for the purpose of construction, repair and equipment of buildings. The budgets of the district for both the majority schools and separate schools shall be financed from ad valorem taxation, unencumbered cash surpluses existing on June 30th, and estimated income from sources other than ad valorem taxation and the amount of revenue to be received for the current fiscal year from the general school fund of the state. The budget shall contain an item of ten per cent of the amount to be raised by ad valorem taxes to cover delinquencies or failures in tax collection. Forms to be used by the Board in the preparation of its budgets and financial statements for both the majority schools and the separate schools shall be prepared by the State Board of Education, and the budgets and financial statements as prepared shall be published in some newspaper of general circulation in the county in one issue if published in a weekly newspaper, and in two consecutive issues if published in a weekly newspaper, and in two consecutive issues if published in a daily newspaper. The Board shall at any time after two days from the completion of the publication of the budget and financial statement, compute and fix the tax levy or levies for the school district, and it shall immediately thereafter certify the levy or levies on the school district to the county assessor and it shall be the duty of the county assessor to proceed to extend such levy or levies of the school district to the tax rolls immediately upon receipt of such certificate in the manner now provided by law. The budget and financial statement shall be filed in the office of the county clerk on or before July 15th of each year, and a copy of the same shall be filed with the state auditor. The forty-day tax protest period shall begin to run from the date the same is filed in the office of the state auditor. The tax levy or levies, as computed and fixed by the Board shall be subject to protest under the present tax protest law. The Board shall defend against all protests of any tax levy or levies computed and fixed by it and pay from the maintenance fund the costs and expenses incident thereto. The tax levy or levies so computed and fixed by the Board shall be collected as other ad valorem taxes are collected. Said taxes shall be apportioned to the school district at the same time as other taxes

are apportioned, and when received by the treasurer shall be used for the purposes set forth in the budget. The Board shall designate in the budget at the time the tax levy or levies are computed and fixed, the amount appropriated to each fund set forth in the budget, and thereupon said amounts shall be approved appropriations for the funds so designated by the Board in the budget. The Board shall have authority at any time to re-appropriate for current expense needs, unencumbered appropriations for the current year in the teachers' fund and maintenance fund of the district or in any item of appropriation constituting a part of either of said funds. The Board shall also have authority to appropriate at any time any unencumbered cash surpluses which accrue from either of the teachers' fund or the maintenance fund in the current year or any prior year or years.

SECTION 3. The Board shall submit either at the annual school election held on the third Tuesday in March of each year, or at any special election called by the Board for that purpose, the question of whether an excess levy of ten mills, as permitted under the Constitution, shall be made against the taxable property in the district for school purposes.

If at the election a majority of the qualified voters of the district voting at the election vote for such excess levy, the same shall be authorized. If the excess levy fails to carry, the Board shall have the authority to resubmit the question or the Board, at such other election, may submit the question of whether an excess levy of less than ten mills shall be authorized. Notice of any annual or special school election shall be given by publication of the proclamation of the Board calling the election in a newspaper of general circulation in the district by one publication in a weekly newspaper or publication for two successive days in a daily newspaper. The first such publication of the proclamation to be at least two weeks before the election. Any election held for the purpose of voting on an excess levy shall be held not later than June 20th of any year. All such elections shall be at the expense of the district.

SECTION 4. The annual election in the school district or any special election shall be held in the regular voting precincts of the county by the

inspector, judge and clerk of each precinct, who shall act as counters. Such elections shall be held under the supervision of the county election board, and the law governing general elections of county officers in the State of Oklahoma shall in all respects govern the elections herein provided for except as herein otherwise specifically provided. Electors entitled to vote at school elections shall be the qualified electors of the county, as defined by the law governing general elections in the State of Oklahoma; provided, that registration shall not be a condition precedent to voting, and provided further that only members of the majority race in the district shall be permitted to vote. Returns of such elections shall be made to the county election boards, which boards shall issue certificates of election to the person or persons elected at such elections.

Any violation of the general election laws of the State of Oklahoma in the conduct or holding of any school election provided for in this act, shall subject the violator to the penalties provided in said general election laws of the State of Oklahoma.

ARTICLE VI

SECTION 1. Schools within every district in the state shall be organized and maintained upon a complete plan of separation between the white and colored races, with equal facilities for both races. The term "colored" as used herein shall be construed to mean all persons of African descent who possess any quantum of Negro blood, and the term "white" shall include all other persons. The separate schools in each district are hereby declared to be those schools in said district for the race having the fewest number of children in said district, provided that the State Superintendent of Public Instruction shall have authority to designate what schools in each district shall be the separate schools and which class of children, either white or colored, shall have the privilege of attending such separate school or schools in said district. The separate schools shall be under the control, management, and supervision of the County Board of Education. However, where the fewness of the race entitled to separate school privileges residing in a district or any portion of a district, in the judgment of the Board, makes it economical and

desirable to do so, the Board may transfer pupils entitled to separate school privileges to another district or to a State school and pay the tuition of pupils thus transferred as may be agreed upon by written contract between the two Boards involved or the Board and the State institutions involved. Further, any separate school pupil may be transferred as provided in Section 12, Article II of this Act.

SECTION 2. The Board shall provide a minimum school term of nine months for the separate schools of the district. The term shall be computed as follows:

(1) As many months as the revenue supplied by the state will provide, but this state aid will be apportioned only on condition that a levy of at least two mills shall have been made by the county for the support and maintenance of separate schools;

(2) And in addition, as many months as one and one-half mills of the levy authorized by law and the unencumbered cash surpluses of separate schools and its estimated income from sources other than ad valorem taxation will provide;

(3) To supplement the funds of the separate schools in districts where the levies, revenues, income, and the aid granted, as set forth in sub-sections 1 and 2 of this section, will not maintain a minimum school for a term of nine months, such districts may petition for supplemental aid from the general school fund of the state to complete a minimum school for a term of nine months;

(4) If the state revenues and the levies, income, and revenue mentioned in sub-sections 1 and 2 are insufficient to enable the Board to provide a better program for the separate schools of the district than the minimum school, the Board may use as much of any remaining levy fixed by the county for the support and maintenance of the separate schools as the Board deems advisable;

(5) Should the county fail to provide a levy of at least two mills for the support and maintenance of the separate schools as the Board determine the length of term for separate schools by using the levy authorized by the county for the separate schools, and the income from sources other than ad valorem taxation.

SECTION 3. On or before June 15th of each year, the Board shall prepare a separate budget or estimate of the needs for the maintenance of the separate schools of the district for the ensuing year, from that prepared for the majority schools. Said budget shall be filed in the office of the Superintendent and shall be open to the inspection of the public. Said separate budget, together with a financial statement of the separate school funds of the district, shall be filed by the Board with the Board of County Commissioners on or before the fifth day of July of each year, and the Board of County Commissioners shall cause a county ad valorem tax to be levied in the manner now provided by law which will raise sufficient funds to finance that part of the separate school budget necessary to be raised from ad valorem taxes. Said tax levy shall not exceed the maximum levy that may be made for that purpose under Section 9, Article X, of the Constitution, as amended in 1933, said taxes shall be levied and collected in the same manner as other county ad valorem taxes. Said taxes shall be apportioned to the school district at the same time as other taxes are apportioned and when received by the treasurer of the school district shall be used for no purpose except the support and maintenance of the separate schools of the district according to the budget for which the taxes were levied. The budget of the separate schools shall be divided generally into two parts; first, current expense needs; second, building fund. That part of the budget covering the current expense needs of the separate schools shall be divided into two funds; (1) teachers' fund and (2) maintenance fund. Said separate school budget shall contain an item or items of appropriation covering a fair proportionate part of the administration expenses of the district. The Board shall have authority at any time to re-appropriate the current expense purposes, unencumbered appropriations in the teachers' fund or the maintenance fund at the end of any fiscal year to the building fund for the purpose of constructing, repairing, or purchasing buildings, purchasing and repairing equipment, or purchasing sites for the separate schools, and the Board may permit such residue

to accumulate in said building fund in such amount as the Board may desire for said purposes. In addition, the Board may each year make appropriations for said building fund. The Board shall have authority to contract against the appropriations of the income and revenue for the separate schools as set forth in the budget.

ARTICLE VII

SECTION 1. The school boards of the school districts in existence at the time this act takes effect shall continue to operate the schools of their districts, and perform the duties of their offices until the close of this fiscal year on June 30th, 1935, at which time they shall deliver all the books, records, and property of whatsoever kind and nature of their district, to the Board of the county district created by this act in which their school district is located or which has jurisdiction over the district if it is a joint district. The Board appointed under this act shall have full power and authority to do all things necessary before July 1, 1935, to make this act effective for the fiscal year beginning July 1, 1935.

SECTION 2. The provisions of this act are severable and if any part or provision thereof shall be held void or invalid, the decision of the court so holding shall not affect or impair any of the remaining parts or provisions of this act.

SECTION 3. Sections 6731 to 6740, both inclusive; 6764 to 6780, both inclusive; 6783 to 6809, both inclusive; 6811 to 6814, both inclusive, 6817; 6820 to 6822, both inclusive; 6826 to 6829, both inclusive; 6833 to 6844, both inclusive; 6853 to 6906, both inclusive; 6908 to 6919, both inclusive; 6924 to 6949, both inclusive; 7033 to 7035, both inclusive; 7040 to 7050, both inclusive; of the Oklahoma Statutes of 1931, and Chapters 13, 83, 93, 116, and 205, of the Oklahoma Session Laws of 1933,

are hereby specifically repealed, and all other acts and parts of acts inconsistent with this act are hereby repealed.

SECTION 4. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.⁴

The report from the committee to the legislature on this bill was that it Do Not Pass.

The committee of the Oklahoma Education Association on the COUNTY UNIT, recommended the following bill as it appears here, as the proper one to be presented to the legislature for consideration:

XI. COUNTY UNIT

SECTION 1. There is hereby created a county school district, and the boundary lines of all school districts in each county of the State, except such independent school districts as may meet the requirements for independent school districts as provided in this act are hereby abolished, except for the purposes of paying off outstanding bonds and judgments.

Each county in the State, together with such territory outside the county but within the boundary of any joint school district now under the jurisdiction of the county, shall constitute the county school district and shall be the unit of taxation, organization, administration, and supervision for educational purposes, provided, however, independent school districts as defined in this Article

⁴ Committee Sub. House Bill No. 10 - Pamphlet.

shall be separated from the county school district for all purposes, except those pertaining to taxation, the formation of the county school budget, and other revenue matters. Any independent district, as defined in this Act, may become a part of such county school district for all purposes, provided a majority of the legal voters residing in such district and voting at some regular or special election called by the county Board of Education for that purpose, so decide. The State Board of Education shall have authority for setting up rules and regulations governing the calling and holding of such election.

Any school district in the State independent at the time of the passage of this Act, which has a population as shown by the preceding Federal census, of not less than five thousand (5,000) or any attendance school district which may hereafter contain a city of not less than five thousand (5,000) population, as shown by the preceding Federal census, shall constitute an independent school district.

SECTION 2. County Board of Education - The educational affairs of the county school districts shall be managed and directed by the county board of education composed of five members elected by the qualified electors of the county.

SECTION 3. Qualifications - No person shall become a member of the county board of education who has not attained the age of 25 years, who is not of good moral character, who has not graduated from a standard four-year high school or who is not at the time of his election a qualified elector of the county and the subdivision of the county from which he is elected.

SECTION 4. How Nominated and Elected - members of the county board of education shall be nominated from each county commissioner district and two from the county at large but election shall be from the county at large. Not more than two members shall ever be nominated, elected, or

appointed, from the same commissioner district.

SECTION 5. Nomination and Election (Continued)
- Annually on the first Tuesday in April following the passage and approval of this Act there shall be held in each county of the State an election for the express purpose of electing members of the county board of education and voting upon such other educational matters as the needs may demand. At the annual election held on the first Tuesday in April following the passage and approval of this Act there shall be elected in each county of the State a member of the county board of education from each of the county commissioner districts and two from the county at large. The member elected from county commissioner district number one shall be for a term of one year, or until his successor is elected and qualified. The member elected from county commissioner district number two shall be for a term of two years or until his successor is elected and qualified. The member from county commissioner district number three shall be elected for a term of three years or until his successor is elected and qualified. Of the two members elected from the county at large the one receiving the highest number of votes shall serve for five years, or until his successor is elected and qualified, the one receiving the next highest number of votes shall serve for a term of four years, or until his successor is elected and qualified. Thereafter, members of the county board of education shall be elected for a term of five years.

SECTION 6. Primary and Annual Elections - Nomination for membership on the county board of education shall be by petition, signed by not less than one hundred fifty (150) qualified electors of the county. The petition shall state essential facts that the person desiring to be a candidate is qualified under the law and that the signers of the petition are qualified electors of the county in which the person named in the petition desires to become a candidate. The legal form of the petition shall be provided by the State Board of Education. Nominating petitions must be filed with the chief executive of the county

board of education on or before the tenth day of February next preceding the annual election in April. If there are more than two legal nominating petitions filed with the chief executive of the county board of education it shall be the duty of the county board of education to call a primary election to determine the two candidates whose names shall be placed on the ballot in the annual election in April. If a primary election is necessary, said election shall be held on the first Tuesday in March preceding the annual election in April. The call for a primary election shall be advertised by the county board of education by posting not less than ten notices of said election in each of the county commissioner districts of the county and by advertising the same in two consecutive weekly issues of some newspaper of general circulation in the county. It shall be the duty of the county board of education to issue certificates of nomination to the two persons receiving the greatest number of votes in the primary election and see that the names of these persons are placed on the ballot for the annual election in April. The annual election in April may be advertised in the same manner as is provided for advertising primary elections but failure to so advertise shall in no way affect the legality of said election.

SECTION 7. Temporary County Board of Education - Upon the passage and approval of this act it shall be the duty of the county judge, chairman of the board of county commissioners, and the State Superintendent of Public Instruction to appoint a temporary county board of education which shall serve until their successors have been elected and qualified as provided in this Article.

SECTION 8. Oath of Office - Members of the county board of education before entering upon their duties shall be required to take the oath for faithful performance of duties as is provided by law for other county officers.

SECTION 9. Organization - Members of the county board of education shall take office on the first Monday in May following their election in April.

At the regular meeting on the first Monday in May of each year, the county board of education shall proceed to organize for the transaction of business by electing one of its members president and another vice-president and by appointing such committees as the board may deem advisable. The officers and committees so provided shall serve for one year unless removed by a majority vote of the board.

SECTION 10. Regular Meetings - Regular meetings of the county board of education shall be held on the first Monday of each month. The hour of meeting shall be determined by the board at its regular meeting in May. All regular meetings shall be held in the regular offices provided for the county board of education.

SECTION 11. Special Meetings - Special meetings of the county board of education may be called at the will of the president or by the chief executive of the county board of education upon the written request of three members of said board.

SECTION 12. Compensation - Members of the county board of education shall receive \$10.00 per meeting and three cents per mile for necessary travel in attending the regular meetings of said board. They shall receive no mileage or compensation whatever for attending called meetings of the board.

SECTION 13. Powers and Duties - Vacancies - Should a vacancy occur in the membership of the county board of education, it shall be the duty of said board of education to appoint a qualified person to continue to serve as a member of said board for the unexpired term or until his successor is elected and qualified. Provided if membership on the county board of education, because of death, resignation, or other cause, is reduced to less than three it shall be the duty of the State Superintendent to appoint qualified persons to fill said vacancies until the membership reaches three. These three members shall have power to fill the remaining vacancies as is herein provided for filling vacancies.

Corporate Powers - The county board of education shall possess corporate powers and in the name of the county board of education may sue and be sued. The county board of education shall have power to acquire, hold, lease, or sell personal and real property and perform such other corporate acts as may be essential for educational purposes.

Rules and Regulations - The County board of education shall have power to adopt rules and regulations for the governing and control of the schools of the county school districts which are not inconsistent with law or the rules and regulations laid down by the State Board of Education.

Seal - The county board of education shall have power to adopt a seal for its official use.

Power to Establish Schools - The county board of education shall have power to establish and maintain such elementary and high schools as are needed in the county school district, to close schools and arrange for transportation of pupils to other schools when in the judgment of said board the transportation of such pupils is advisable.

Attendance Districts - The county board of education shall have power to establish attendance school districts and from time to time change the boundaries thereof to conform to the educational interests of the county. Provided, however, present school districts shall constitute attendance school districts until the close of the fiscal year next following the approval of this act and thereafter until changed by action of said county board of education. This provision shall not be construed to prohibit the county board of education from assigning high school pupils who reside in an attendance school district which has no high school, to an attendance school district maintaining a high school.

Power to Assign Pupils to Attendance Districts - The county board of education shall have power to assign high school pupils, who reside in attendance school district possessing high school facilities. Said board shall have power to provide transportation for such high school pupils if in the judgment of the board, transportation is necessary and economical.

Annual Budget - The county board of education

shall prepare the annual general fund budget for the county school district and submit the same for approval to the county excise board. The annual general fund budget for the county school district shall be compiled by combining the estimates submitted to the county board of education by the boards of education for independent school districts with the estimates submitted by the county superintendent for each of the attendance school districts of the county school district. That portion of the general fund budget which must be raised by an ad valorem tax shall be a responsibility resting on the entire county school district and the county excise board is hereby directed to make an ad valorem tax levy on all taxable property of the county school district sufficient to provide the amount which must be raised by an ad valorem tax. Each estimate submitted by the boards of education for independent school districts and the estimates submitted by the county superintendent, for each of the attendance school districts, when combined into an approved annual general fund budget for the county school district shall constitute an appropriation for the operation of the schools for the particular independent school district or attendance school district for which each was submitted. Provided, however, to meet an emergency the county board of education shall have power to transfer funds from one attendance school district estimate to another.

Present districts Retained for Debt Purposes - School districts existing at the time of the passage and approval of this act which have outstanding unpaid bonds or judgments shall be held intact for the retirement of said indebtedness. It shall be the duty of the county board of education to prepare sinking fund budgets for such districts and submit the same to the county excise board for its approval. The budget for each of these districts shall be sufficient to pay the accruing interest on all outstanding bonds and judgments and to provide a sinking fund sufficient to retire said bonds and judgments at maturity. Provided, however, no part of the county school shall ever be required to pay any part of the indebtedness of some other part when such indebtedness existed prior to the passage of this act.

(Some provision should be made for bonding the county school districts for building and improvement purposes which should not be a charge to the general operating expense. This probably should be taken care of by the committee on finance.)

Appointment of County Superintendent - The county board of education shall appoint a county superintendent of schools who shall be the chief executive of the county board of education.

To Employ Teachers and Fix the Salaries - The county board of education shall have power, on the recommendation of the county superintendent of schools, to employ and fix the salaries of all necessary principals and teachers for all the schools of the county school district.

Discretionary power to Elect Assistants - The county board of education shall have power, if in the judgment of the majority of the board it is necessary, to employ any of the following assistants on the recommendation of the county superintendent of schools: An assistant superintendent in charge of supervision of instruction; an assistant superintendent in charge of health and sanitation; an assistant superintendent in charge of attendance; an assistant superintendent in charge of maintenance; and such other clerical and administrative assistants which in the judgment of the board is essential.

Elastic Clause - The county board of education shall have power to perform all acts reasonable and necessary for the advancement of the educational interests of the county school district.

Item 38: Fiscal Year - Until otherwise provided by law the fiscal year shall be from July 1 to June 30.

Items 43, 44, 45: Control over Property - The county board of education shall have power to insure, lease, rent, or sell, school sites and school buildings within its jurisdiction. The county board of education shall have power to purchase school sites, and erect such school buildings as the educational needs of the county school district may demand. Any money received from the lease, rent, or sale of school property shall be delivered to the county treasurer and by him placed in the general fund for the county school district as a miscellaneous revenue.

Item 46: County Superintendent of Schools Office Created - There shall be a county superintendent of schools in each county of the State who shall be the chief executive of the county board of education and shall act as the secretary of said board.

Eligibility of Present County Superintendents
Any county superintendent of public instruction holding office at the time of the passage and approval of this act or who has been elected to office and not yet serving shall be eligible to the office of county superintendent of schools and it shall be the duty of the county board of education to employ such county superintendents of public instruction without reduction in compensation either as county superintendent of schools or in some other educational capacity for the unexpired term or until the expiration of the term for which said county superintendent of public instruction shall have been elected.

Term of Office - The county superintendent of schools appointed by the temporary county board of education shall serve until the expiration of the fiscal year next following his appointment or until his successor shall have been appointed and qualified. Thereafter, all appointments, whether to fill vacancies caused by expiration of term or otherwise, shall be for a term of three years or until his successor shall have been appointed and qualified. Provided, that in filling vacancies, caused by other than expiration of term, any portion of an unexpired fiscal year shall count as one year.

Qualifications - In making appointments to the office of county superintendent of schools the county board of education shall be free from all restrictions as to residence, party, religion, or sex of the person appointed. Except as is provided in this act for the eligibility of the present elected county superintendent of public instruction, all appointees to the office of the county superintendent of schools shall hold or be eligible to hold, a supervisory certificate issued under the rules and regulations of the State Board of Education and shall be a graduate from some standard four year college and have at least sixteen college hours in the field of administration or supervision of schools.

Dismissals - Any county superintendent of schools may be dismissed at any time by the majority vote of the county board of education, for incompetency, immorality, insubordination, or wilful neglect of duty. Any county superintendent of schools so charged shall have a right to be heard before the county board of education and shall have a right of appeal from the decision of said board to the State Superintendent of Schools, whose decision shall be final in all such cases.

Compensation - The compensation of the county superintendent of schools and such administration and clerical assistants as are provided for in this article shall be determined by the county board of education and the amount of said compensation shall be included in the annual general fund budget for the county school district.

Duties of the County Superintendent - The county superintendent of schools shall perform such duties and possess such powers as are provided by law may be necessary in carrying out the rules and regulations either of the state or county board of education. The county superintendent of schools shall have a right to attend all meetings of the county board of education or meetings of any of its committees, except such meetings as may be for the purpose of discussing the appointment of a county superintendent of schools. The county superintendent of schools shall have the right to be heard on any question under consideration by the county board of education but shall have no right to vote.

To advise Local Attendance Boards - The county superintendent of schools shall meet with the local school boards of attendance school districts and assist in the preparation of the general fund budget. He shall advise with each of said boards relative to appointment of teachers and other necessary employees of attendance school districts.

Other Officers of the County Board of Education: Secretary - The county board of education shall appoint a secretary on the recommendation of the county superintendent of schools. Said secretary shall be required to give bond for faithful performance of duty; shall be under the

direction of the county superintendent and shall have charge of all clerical, statistical, and financial work of the county board of education. The compensation of said secretary shall be fixed by the county board of education.

Duties of optional assistants - Should the county board of education see fit to employ any or all of the following officers, namely, an assistant superintendent in charge of supervision of instruction, an assistant superintendent in charge of health and sanitation, an assistant superintendent in charge of attendance, an assistant superintendent in charge of maintenance, or additional clerical and administrative assistants, said officers shall work under the direction of the county superintendent of schools and perform such duties as their titles would indicate or as may be assigned them either by the county superintendent of schools, or by the county board of education.

Treasurer - The county treasurer shall be the treasurer for the county school district and all of its subdivisions and shall pay out funds only on warrants signed by the president and secretary of the county board of education. The county treasurer shall be treasurer of all independent school districts in the county and shall pay out funds of such independent school districts only on warrants signed by the president and secretary of such independent school districts.

Local School Boards: Provisions for - There shall be a local school board of three members in each attendance district in the county. The local school board shall be selected in a manner provided by the State Board of education provided that the membership of any school board of a school district existing at the time of the passage of this act and which becomes an attendance school district shall continue to act as local school board members until the expiration of the term for which each were elected. Should any such school district have a school board of more than three members, no local school board member shall be appointed for the attendance school district composed of said existing school district until the membership of the board shall have been reduced to less than three.

Duties - It shall be the duty of the local school board to keep the county superintendent informed relative to the educational affairs of the attendance school district, to advise and assist said county superintendent of schools in making out the annual school estimate and in the selection of teachers and other employees of the attendance school district. The local school board shall be the custodian of all school property located in the attendance school district and shall have general oversight of maintenance and repairs. The local board shall have power to object to, or challenge, the recommendations of the county superintendent of schools, of any teacher or employee being recommended to the county board of education for appointment in the attendance school district under the jurisdiction of the local school board. The name of any teacher or employee so challenged or objected to by said general school board shall be withdrawn from the list of recommendations made by the county superintendent of schools to the county board of education, providing said objections or challenges shall not extend to more than two persons recommended for the same position.

General Provisions Expended to the State Board of Education - The State Board of Education shall have power to enact rules and regulations, not inconsistent with the State Constitution or the statutes enacted thereunder, as may be reasonably needful or necessary for the carrying out of the provisions of this act and the general spirit thereof.

Note: It is the opinion of the Committee that some provision should be made relative to Separate Schools but the Committee feels that that is probably being taken care of by the Committee on Separate Schools. There should also be something done relative to rules and regulations governing Independent School Districts. This, too, is probably being taken care of by the Committee on Independent School Districts. 5

This recommendation is under advisement and study at the present time. It is evident that some new move will be made during the next legislature to further the previous plans of the State Department of Education.

CHAPTER VI

Estimated Benefits to Tulsa County by Reorganization Plan

Because of former efforts in consolidation when Tulsa County was an active oil field, it has now a comparatively small number of school districts. The ten largest school systems in the county are Independent school districts maintaining Elementary, Junior High School, and High School work. These independent schools are not under the supervision of the present county superintendent but would necessarily have to be considered when an effective reorganization of Tulsa County Schools takes place.

There are five dependent school districts in the county which have accredited high school work in addition to the Elementary schools. The majority of the districts both Dependent and Independent are consolidated districts with student transportation. Many of them have more than one school in the district including separate schools.

Ten other districts maintain only Elementary school work in either one or more school in the district.

A study of the table of figures on Tulsa County Schools will readily show the unequal distribution of valuation in taxable property over the country. It also

1934 - 1935

NAME OF SCHOOL	DISTRICT NO.	Total Valuation	Mills Voted Current Exp.	Mills Voted Sinking F.	Total Mills Voted	Total Budget	Enumeration	Number of Teachers Grades	Teachers High Sch.	Per. Cap. Cost	Primary Aid
Lynn Lane	1	174,412.00	11.2	5.13	18.12	2,262.06	101	2	--	22.39	660.00
* Skiatook	Joint 1	957,730.00	11.99	11.41	23.40	17,456.52	582	9	6	30.00	6400.00
* Owasso	Joint C.1	945,974.00	12.82	7.16	19.98	16,842.85	544	8½	4½	30.96	5721.00
Central	2	540,024.00	13.21	6.53	19.74	8,205.61	271	5	3	33.96	1800.00
Union	Con. 2	901,868.00	13.55	10.92	24.47	13,657.04	507	7	3½	26.93	2580.00
* Sperry	Joint C.2	595,726.00	12.86	21.42	34.28	13,068.89	516	11	7	25.32	5860.00
Liberty	Con. 3	530,815.00	12.99	5.84	18.84	8,271.36	334	6	3½	24.76	2060.00
* Broken Arrow	7	1077,456.00	12.07	8.25	20.35	20,289.75	864	15	9	23.48	8220.00
Mingo	13	355,937.00	12.84	8.48	22.06	5,046.83	153	4	1	32.98	720.00
* Sand Springs	19	4876,660.00	13.11	9.49	22.61	84,753.40	3,045	50	16	27.83	21640.00
Tanglewood	20	231,726.00	4.54	3.66	8.49	2,176.00	100	2		21.76	360.00
Limestone & Fisher	21	434,023.00	10.24	6.84	18.23	5,593.00	309	4		18.53	2120.00
* Tulsa City Schools Dist.	22	\$115,236,395.00	12.93	6.37	19.30	1689,490.66	38,918	500	300	43.46	296,360.00
* Bixby	23	1069,967.00	11.34	7.90	19.25	18,068.49	1,098	13	9	17.37	10,860.00
* Glenpool	26	1199,041.00	14.00	8.77	22.78	18,044.56	320	8	5	56.36	3000.00
* Jenks	27	2209,311.00	13.16	4.35	17.51	34,467.21	1,285	13	14	26.82	9540.00
McCullough	31	92,035.00	9.60	6.50	18.36	1,756.31	99	2		17.00	360.00
Berryhill	33	595,750.00	13.22	4.02	17.65	8,666.90	354	5	3	27.30	2060.00
Rt #1 Collinsville	34	389,525.00	4.93	2.15	7.69	2,091.00	80	2		26.13	600.00
* Collinsville City Schools	35	827,125.00	12.86	17.03	29.89	16,237.30	981	13	9	16.55	7140.00
Rt. #1 Broken Arrow	36	39,793.00	0.00	00.00	none	424.00	49	1		9.55	300.00
Weir	37	60,284.00	7.08	0.27	7.35	1,252.05	110	2		11.38	600.00
Leonard	47	180,647.00	9.69	1.60	11.69	3,097.35	255	4		12.15	1280.00
Lone Star	69	56,084.00	5.37	.60	5.96	801.15	49	1		16.35	300.00
Keystone	U.G. Jt. 1	370,636.00	12.46	7.99	20.45	6,272.03	135	5	2	46.46	2380.00

* Independent Districts not under supervision of present County Superintendent.

shows at a glance the unequal burden on the taxpayers who support the schools by comparing the two districts, one having a levy of 34.28 mills for schools and the other who votes no mills at all but operates on the allocation from the state. The facts show that the per capita cost ranges from \$9.55 per student to \$56.36 per student. It can readily be seen that neither group of children could receive the best education. A small salaried teacher teaching 49 pupils in 8 grades at a cost of \$9.55 per child is not fair to either teacher or student. Its inefficiency is nothing short of gross neglect. Yet, it is being done. Even the cheapness of it is not economical, because the retardation of students in schools of this kind is great, hence the double and triple expense of teaching them again and again in the grades before they finish. A reorganization plan would place these students in larger grade schools in up to date buildings with adequate equipment where teachers could be chosen according to their ability to teach certain subjects, and where they would have access to an enriched program. Also, sanitary conditions in the small one-room schools can not be adequate. The children can not be comfortable in school or going to and from school. The transportation offered under a

new plan stimulates desire for regular attendance and eliminates weather hazards to the children who must walk several miles to school.

Tulsa County Schools are not located with any consideration for the logical attendance arrangement of the children. They conform to old political boundary lines which have not shifted with the population and are consequently out of balance.

We have the small isolated schools struggling along inefficiently while the children can see from the school room window a comfortable bus transporting other students to a larger school unit which they are not privileged to attend. We have schools located so that students walking as much as three miles to school must cover the same route which buses, bringing students transferred from another district, must travel, but are not legally permitted to pick up these students, who are in the same district and attending the same school. A reorganization of attendance districts would eliminate this.

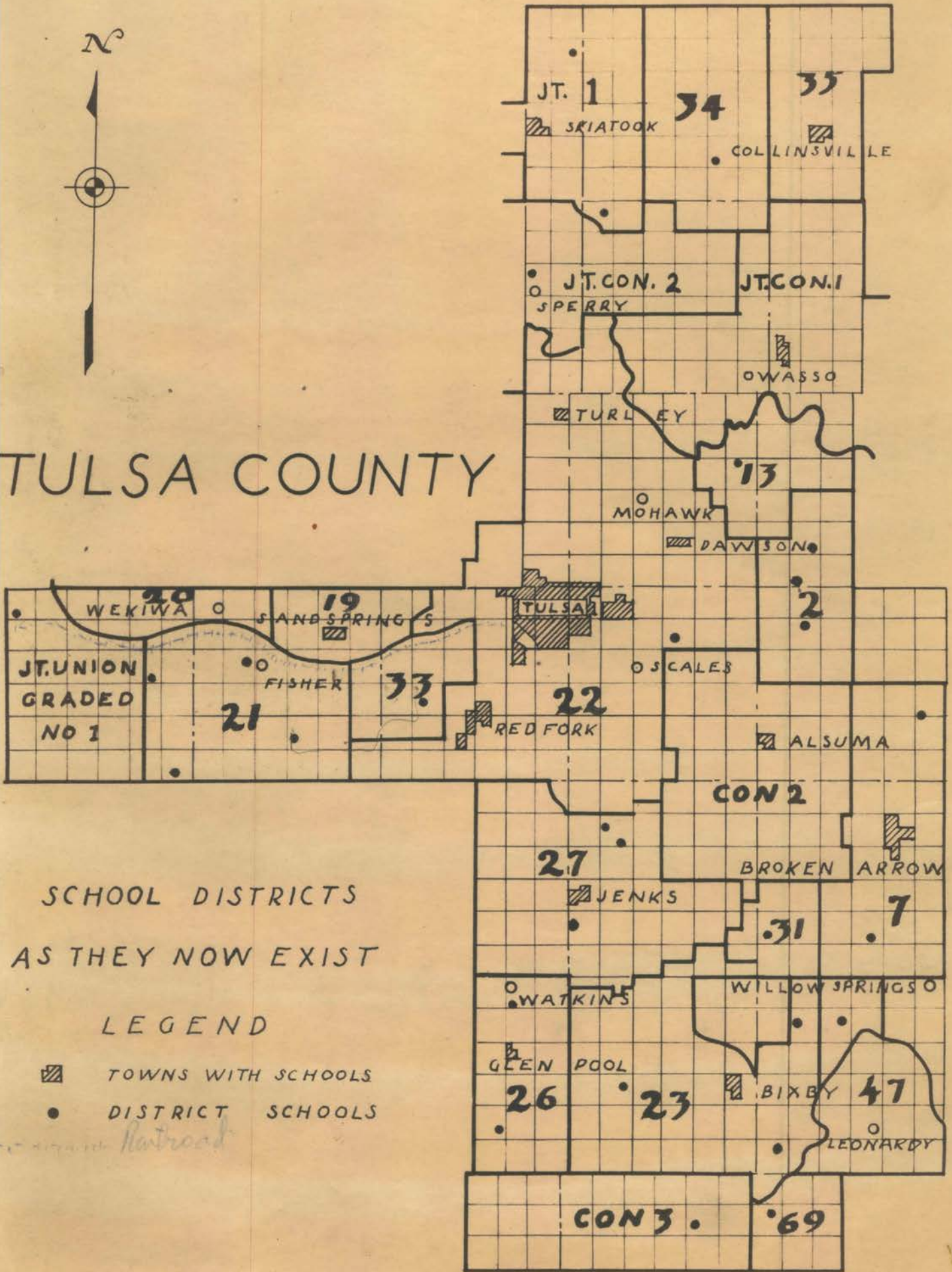
We have the small and medium sized high school operating under the very shadow of the large city school with its unexcelled advantages, but because of the lack of transportation and prohibitive transfer costs, they can not be equalized.

The map showing the present district boundary lines and location of school plants compared with the one showing the rearrangement of boundaries according to logical attendance areas will show the advantage of the flexibility of a plan with the county as the central unit for reorganization.

Since so many of our leading educators over the United States have endorsed a more centralized plan for our schools, there should be no scepticism as to the advantages it presents concerning supervision and administration. In Tulsa County the special advantages would most certainly be those of increased efficiency in supervision and administration. Supervision has come to be accepted as of such importance in the improvement of instruction as to justify the full-time employment of specially trained men and women who devote their time exclusively to better teaching. It is a good administration procedure for the superintendent to designate this function to a specialist. No school can be any better than the teaching which is done there. No matter how good the buildings are it is the instruction that will really count. It is useless for a county to try to maintain an up-to-date school system without adequate supervision for its teachers. Through various experiments that have been carried on in many parts of the United



TULSA COUNTY



SCHOOL DISTRICTS
AS THEY NOW EXIST

LEGEND

- ▨ TOWNS WITH SCHOOLS
- DISTRICT SCHOOLS

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States, it has been definitely proved that supervision pays big dividends in dollars and cents through the improvement of instruction. Tulsa County has had one Rural School Supervisor for a number of years. This has been a most successful step for Tulsa County Schools. Under a more centralized plan, supervisors in different subjects, giving their full time to that particular field, could accomplish much more.

With the County Superintendent's Office a political office, electing a county superintendent every two years, it makes it necessary that a greater part of the superintendent's time every other year is taken up with the campaign for office. Under a new plan, that office would be appointive and the county superintendent would either serve at the discretion of the county board or have his term of office set by the state, thus leaving all his time to administration affairs.

In Tulsa County and Oklahoma County, the two cities by the same names cast enough votes to elect a county superintendent in each county. By placing that office under a county board of education, it would eliminate that unfair advantage which our laws now permit.

The classroom situation would be improved because of the proper classification of groups which would be made possible by larger numbers. Special and retarded

groups could then be cared for without detrimental effect on other classes who now suffer because of divided attention.

The unequal distribution of school funds is very noticeable under the present system of taxation in the local district. With a decided decrease in valuation in some localities and the inability of the people, to pay taxes in others, caused many schools to close their doors for at least part of the school term during the last few years. A leading educator of Nebraska said:

"Education is ready for its 'new deal'.

The depression, which brought the wrath of the masses down on every public spending agency, delivered a financial blow to the public school system.

Its force toppled much that was superficial; awakened the public to the importance of sound educational programs to the security of the nation and impressed the need for a new program for school development.

The ultimate effect of the depression will be better public schools, well balanced and economically maintained. Our nation is aroused as never before on the subject of education for the masses. Public sentiment demands that our public school systems be so improved and so safeguarded that no further depression will have an adverse effect.

The present system of supporting schools fails to measure up to the national idea of equal educational opportunities for all. The present system is too local. School taxes too high, too uncertain and not sufficiently equalized to provide the necessary financial safeguards.

The remedy for this situation would appear to lie in state and federal aid to public schools

especially where it could be realized without too great a loss of local interest and control.

A new system of taxation -- possibly a sales tax -- probably will be evolved to meet the need for equalizing educational costs.

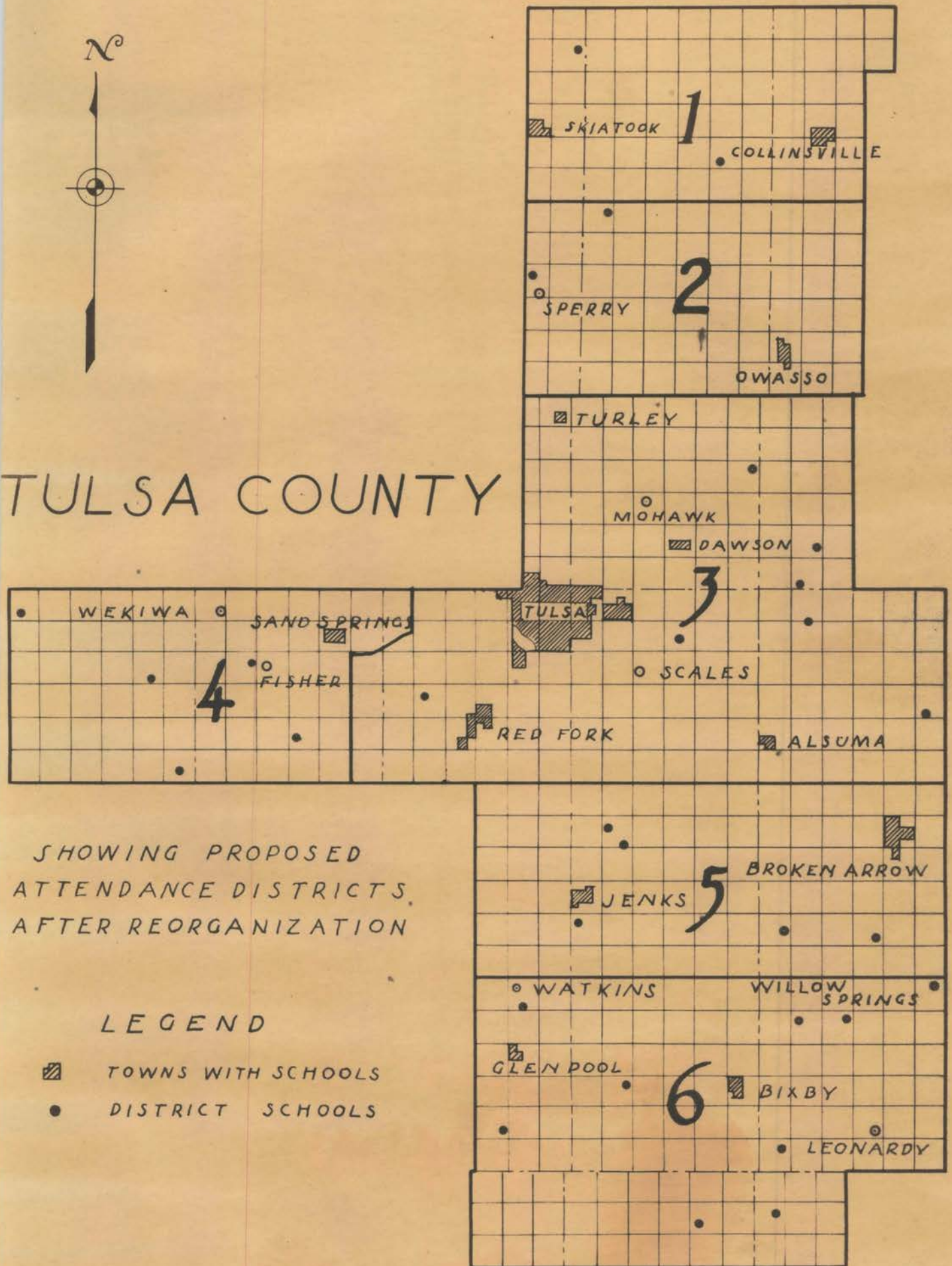
The independent district system should be changed. A larger unit -- the county -- would offer higher intelligence in control, assure greater stability of position to teachers and promote better financing. 1

All of the facts mentioned by Mr. Lamb are true of Tulsa County. His opinion that the remedy to equalize support of public schools lie in state and federal aid is correct, but assuming that it is impossible to declare the state as the unit for taxation, then the county would be the next largest unit to use for this purpose.

The table following shows the re-distribution of taxable property according to a redistricting plan, which would be even better than the present district system. The last line shown on the chart shows the amount of money available to each enumerated child under a county wide uniform tax rate, uniformly distributed over the county, using the minimum levy required to obtain the primary aid offered to schools by the state. This plus the primary aid as offered now under House Bill #212 would greatly improve the opportunity of the school child and would assure equal distribution at least in the county in which this plan is used.



TULSA COUNTY



SHOWING PROPOSED ATTENDANCE DISTRICTS AFTER REORGANIZATION

LEGEND

- ▨ TOWNS WITH SCHOOLS
- DISTRICT SCHOOLS

Distribution of Valuation under Reorganized Plan

	Valuation	Mills Voted	Gen. Fund Budget	Enumeration	Number of Teachers Grades	Teachers High Sch.	Primary Aid	Per. Cap. Cost
District # 1	\$2,094,380.00	.015	\$31,412.00	1643	27	12	\$14,140.00	19.18
" # 2	1,541,701.00	.015	22,125.00	1060	19½	11½	11,581.00	20.87
" # 3	117,768,386.00	.015	1,766,525.00	40304	523	310½	305,180.00	43.80
" # 4	5,913,280.00	.015	88,699.00	3589	61	18	36,500.00	24.70
" # 5	3,378,802.00	.015	50,682.00	2248	30	33	18,120.00	22.50
" # 6	3,116,838.00	.015	46,752.00	2166	34	17½	18,100.00	21.50
TOTALS	\$133,813,387.00	.015	\$2,006,198.00	51010	694½	402½	\$393,621.00	\$25.45

CHAPTER VII

CONCLUSION

My conclusion is that Tulsa County would be vastly benefitted by a reorganization plan such as I have set forth. It has been tried and proven since 1894 in other states. Its flexibility makes it adjustable to any county. It has been endorsed by 47 state superintendents out of the 48 states superintendents questioned. The 48th one failed to reply. Leading school men of Oklahoma proclaim it as the next step to be taken to improve our schools.

Tulsa County's greatest benefit would be through better and more efficient supervision and administration. However, the more equal distribution of funds would help many of the smaller schools.

My conclusion also is that Tulsa County would be a logical place to attempt a reorganization plan because of the small number of schools in the county. The reorganization could be more quickly planned and put into effect in this county than in many others where there are a large number of small one and two room schools to consolidate, necessitating new buildings and equipment. In each new attendance district in Tulsa County there would be more than one large high school already established to receive the students from the smaller and poorer districts.

Good roads that are passable in all kinds of weather are already established and within reach of all students in the county. Bus routes are already established which could easily be changed to meet the new attendance district requirements and save miles of travel by eliminating the present doubling of busses from different districts along the same roads which now exists in many instances.

The new type of supervision would not be entirely foreign to Tulsa County, since they have had a Rural School Supervisor for ten years.

Tulsa County would also be the easiest county to persuade to adopt this plan, because the larger schools who would even lose some advantages, are in favor of it because of its democratic principles.

Our present system robs 10,000 boys and girls of even the opportunity to attend high school after they have finished the grades because some of the leaders in our state and some of the taxpayers are not personally interested in public schools for the whole state. The robbing of this opportunity from the boys and girls is not considered a crime because it is done according to law, but the effects of the deed will not end in the child's lifetime.

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