

THE DEVELOPMENT OF EDUCATION IN HUGHES COUNTY OKLAHOMA

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by

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Bachelor of Science

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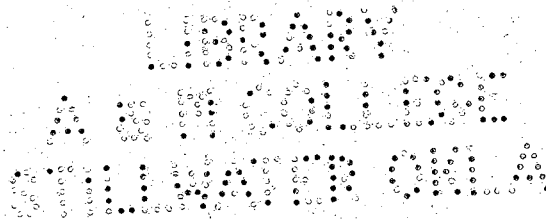
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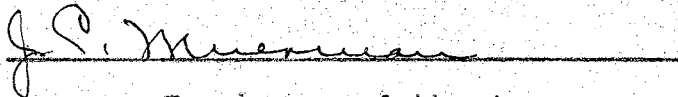
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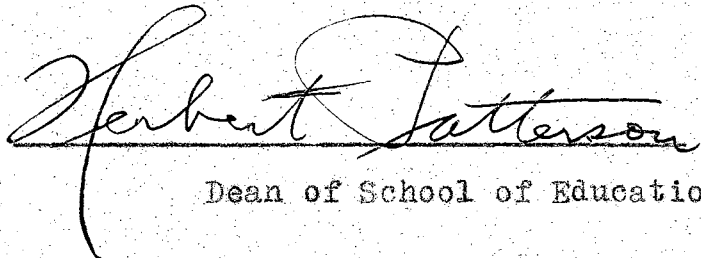
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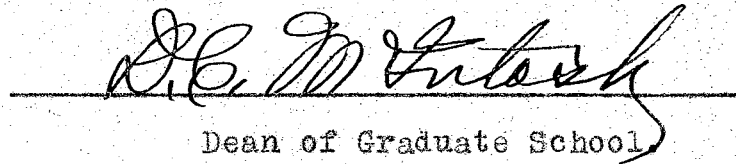
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## PREFACE

In dealing with this subject, the writer has endeavored to assemble historical facts relative to the establishing and conducting of the earliest schools in that part of the Indian Territory, now known as Hughes County, Oklahoma. To this is added some of the most significant facts relative to the early development of the country. This includes the removal of the Creeks and Choctaws to the Indian Territory, which formed the historical background for the development of their education and later on, that of the white non-citizens who gradually trickled into the Territory and settled among the Indians under the "Permit Plan."<sup>1</sup> The Territorial schools and schools since statehood have been discussed in order up to and including the present day schools in the county.

In the course of research, it was found that in many instances, there were no records kept relating to many interesting details of the early schools. The records that were available, were frequently so incomplete as to render them of very little use in compiling this thesis. Reliance had to be placed on interviews with old settlers, to some extent, in gaining information relative to certain phases.

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1 The Permit Plan is explained on page 10.



The purpose of this study, has been to perpetuate the historical facts relative to the schools of the county from the earliest pre-territorial school to the present day schools, and to show the evolution and progress that has been made in them.

The writer wishes to express his deep appreciation to Dr. Muerman, his worthy advisor, for the valuable help and suggestions he has given in preparing this thesis; to Dr. Chauncey for the interest he has shown; to County Supt. G. D. Jenkins and his deputy, Mrs. Ethel Howard for their splendid cooperation; to County Supt. Jim J. Ragland and his deputy, Miss Cecil Nix, for their kindness and untiring efforts in finding data in that office; to Prof. V. H. Durham, former County Supt., for valuable information obtainable from no other source; to Marshall Gregory, State Statistician, for use of statistics and records in his office; to Mrs. Walters, Librarian at A. & M. College; and especially to Mrs. Campbell, Documentary Librarian at A. & M. College for her splendid help in finding documentary source materials. To all others who in any manner furnished information, especially the superintendents of the various schools in Hughes Counth, do we hereby express our acknowledgments.

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J. S. R.

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## HISTORICAL BACKGROUND

Hughes County was carved out of what was once a part of the Indian Territory. That part of the county which is located south of the South Canadian River, is a part of what was once the Choctaw Nation. That part of the county which is located north of the South Canadian River, is a part of what was once the Creek Nation. These nations existed under their respective tribal governments until they became a part of Oklahoma in 1907.

The early history of each of these nations is very unique, but only that part which deals with the development of education in Hughes County will be used here.

The ancient domain of the Choctaw Nation east of the Mississippi River was composed of three districts viz. Moshalatubbee District, Apuckshumubbee District, and Pushmataha District, each division taking its name from its most distinguished chief.<sup>1</sup>

That part of Hughes County which is located south of the South Canadian River, was settled by a part of the original Moshalatubbee District.

The meaning of the word "Moshalatubbee" is, one who preserves and kills.<sup>2</sup>

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1. Chronicles of Okla., vol. VII, No. 4, p. 396.

2. Ibid, appendix, p. 414.

The first emigrants came to this territory in 1832 and settled near the Kiamichi Mountains. The following extract tells of the beginning of their journey:

By the middle of October, more than 1900 emigrants left Farland's Old Field, the rendezvous in Nitakechi's District, setting out for Vicksburg. At the same time, 2700 were mustered at the Council House in Moshalatubbee's District to take the route by way of Memphis. 3

The Choctaws had reached a high degree of development before migrating to the west. Their institutions, laws, customs, and traditions were brought with them to their new homes. In a word, leaving behind them their lands and houses, they transferred all the elements of their civilization to their new homes. 4

At the same time the Choctaws were making their migration, the government was negotiating with the Creeks for their lands in Georgia, but the Creeks were more stubborn about leaving their old homes than the Choctaws were.

The first treaty by which the Creek Indians were to be removed to the Indian Territory, was signed at Indian Springs in 1825. Finding that the tribe as a whole was unwilling to treat for a cession of its lands, the United States Commissioners

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3 Ibid, vol, 6, p. 121.

4 Hon. Peter Hudson, Indian Historian.

signed with William McIntosh, a mixed blood and his followers. The signing of this treaty, resulted in the murder of McIntosh and Samuel Hawkins whom the Indians accused of treason.<sup>5</sup>

The above treaty never went into effect but the next year (1826) a new treaty was signed which is commonly called the Treaty of Washington.<sup>6</sup> The new treaty sought to adjust the difficulties that had arisen in the Creek Nation over the signing of the Treaty of Indian Springs and provided for the migration of the friends and adherents of Gen. McIntosh.

By the treaty of Washington, small bands of Creeks came westward but the great westward movement of the tribe did not take place until after the final removal treaty of 1832 was signed. By 1840, practically all the Creeks had moved west.<sup>7</sup>

Previous to their removal, the Indians had been taught some of the elements of American civilization by missionaries who had been sent out by various religious denominations and in missions established especially for the benefit of the Indians.

It is natural then, that these better educated Creeks should be desirous of having schools for their children in their new western home.

In 1832, Isaac McCoy, the first exclusive missionary to the Indian race, wrote to Pres. Jackson as follows:

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5 Readings in Okla. Hist. Buchanan and Dale, p. 181.

6. Indian Affairs, Laws and Treaties, vol.2, p. 188.

7 Ibid, p. 341.

The McIntosh party of the Creeks, now on the Arkansas, are anxious to have schools established among them. No government provision has been made to help them in this matter; they need encouragement. Schools could be located advantageously in many settlements. There is a full blood Creek, who is a Baptist minister, now preaching to them, who desires to connect a school with his other labors. The Baptists have resolved to extend their missionary operations among the whole tribe, when those on the east of the Mississippi shall have arrived. We earnestly hope that the subject of providing for the education of the Creek youth, embracing those of both sides of the Mississippi, will receive the countenance of those who may negotiate with the eastern party for their removal. 8

The Civil War brought the Indian schools to a tragic close and it was not until 1868 that the schools were reopened. By the end of 1869, there were twenty day schools in operation with an average daily attendance of twenty each.

The Creeks did not have a compulsory school law, such as the Choctaws had, but they were rather strict about attendance as is shown by the following paragraph.

Parents and guardians shall not be permitted to keep their children, or those under their charge, away from school without the consent of the trustees; and when such children are detained from school, sufficient reason shall be given for such detention. 9

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8 Isaac McCoy, Hist. of the Baptist Ind. Missions, p. 410.  
9 Rept. of the Com. of Ind. Affairs, 1888, p. 117.

It was not originally intended that white people should live in the Indian Territory. The Indians were sent there so they could be to themselves to retain their traditions and not be molested by the white man. However sincere, the whites may have been in their intentions to leave the Indian alone in his new home, we find that it was only a short time until the whites were crowding in among the red people. Probably the greatest influx of whites, was caused by the passage of the Indian Appropriation Bill in 1893. In this bill was included a provision for a commission to the Five Civilized Tribes to induce them to take land in severalty.<sup>10</sup> This caused non-citizens to rush into the Territory in constantly increasing numbers as the following excerpt verifies:

The new influx of settlers, was doubtless due in part of the promise of an immediate reorganization of the Indian Territory, implied in the establishment of the Commission to the Five Civilized Tribes. The constantly increasing numbers of non-citizens made it necessary to fulfil this promise. 11

Besides the above named cause, many hundreds of people came into the Territory to work on railroads, and others had leased grazing lands from the Indians; Therefore, it was inevitable that the whites should come into the territory.

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<sup>10</sup> Formation of the State of Okla., Gittinger, p. 186.

<sup>11</sup> Ibid. p. 188.



## CHAPTER I

## PRE-PUBLIC SCHOOLS OF HUGHES COUNTY

The pre-public schools of Hughes County may be divided into two groups viz. The tuition schools and the Mission Schools. There has been no record left of the tuition schools for the whites except in a few isolated cases where the whites attended Indian schools and paid tuition as their share of the teacher's salary. We must therefore, rely upon information from old settlers principally, who either attended these schools themselves or sent their children. Part of my information came through questionnaires sent out to the various schools in the county.

## TUITION SCHOOLS

The first tuition school, of which there is any record, was at Round Prairie in 1894. This school is located in the south-central part of the county, and was taught in a log house of one room. The only furniture was home-made wooden benches. This first school was in session for three months and the tuition was \$1.50 per month.<sup>1</sup>

The first school taught in Holdenville, now the county seat, was in 1896.

Mrs. Roberts started the first school here in 1896. Assisting her was her daughter, Miss Nora. The first school, a subscription institution, was located in a one-room frame building near where Pickens-Holmes Grain Company now stands on West Main Street. There were about seventy-five students in the first school. <sup>2</sup>

<sup>1</sup> From Questionnaire.

<sup>2</sup> Holdenville Daily News, Feb., 1933.

The first school at New Burg was a subscription school taught in 1896. This school was in a one room frame building and was in session for three months. New Burg is located just south of the South Canadian River, northwest of where Atwood now stands.<sup>3</sup>

Lamar had its first tuition school in 1898. It was a three months school and the tuition was \$2.00 per pupil per month. Reading, spelling, and arithmetic were the subjects taught. The McGuffey's reader and spellar and Ray's third part arithmetic were the books used.<sup>4</sup>

The first school taught at Bilby, was in the old Glory Church House, one mile north of Bilby. The name of this place at that time was Wecharty, but has since been changed to Bilby. Johnny Longacre taught the first school for a term of three months and received tuition at the rate of \$1.50 per pupil. There were enrolled about thirty or forty students, many of which were grown men and women. Reading, spelling, arithmetic, and history were the subjects taught. Bilby is about six miles south of Holdenville.<sup>5</sup>

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<sup>3</sup> Questionnaire.

<sup>4</sup> Ike Goodson, Old settler.

<sup>5</sup> Paul Ross, attended the school.

There was a school at Spokogee, now Dustin, previous to 1900. This seems to have been an Indian school but whites were allowed to attend by paying a tuition of \$2.00 per pupil each month. Dustin is in the north-eastern part of Hughes County. In 1902, the name "Spokogee" was changed to "Watsonville" and later (1904) to Dustin.<sup>6</sup>

In 1900, Maye Lewis, an Indian girl, enrolled eleven students at Atwood. For her services, she received \$139.29. Part of these were Choctaw Indians and part were white children.<sup>7</sup> Atwood is located about twelve miles south of Holdenville in the old Choctaw Nation.

The first record of a school at Guerty, which is in the south-west part of the county, in 1901. Mary Murray taught eighty two days, at a salary of \$35.00 per month. She enrolled forty-four white children and fifteen Indians.<sup>8</sup>

Calvin is located in the south central part of the county. The first record of a day school there, was in 1902, when Oza Wingfield taught one hundred and eighty-nine days. She enrolled eight Indians and twenty five whites. The tuition was \$2.00 per month.<sup>9</sup>

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6 Chronicles of Okla., vol. 6, no. 3, p. 295.

7 Rept. of Com. of Ind. Affairs, 1901.

8 Annual report of Dept. of Interior, 1902.

9 Ibid, 1903.

The Calvin Institute enrolled 112 Indians and 143 whites in 1902. The non-citizens paid two dollars per month tuition. H. D. Neely was the principal of the Institute.

In 1902, Wetunka employed three teachers, with A. McDonald as principal. The length of the term was six months with an enrollment of 261. The total salaries of the teachers was \$555.00. Wetunka is located east of the central part of the county.

No doubt there were a few other early schools in various parts of the county, of which there is no record left and no way of obtaining facts relative thereto.

All these schools were similar in many respects. They were all poorly equipped, not having any desks or blackboards. Libraries were not thought of, except in a few cases of individuals who had a few books they had brought with them from other states. The teachers were very incompetent as a rule, since they were not compelled to have a certificate to teach. The books most commonly used, were the McGuffey readers and spellar, the Ray's arithmetic, Barnes's history, and in some communities, the old Blue Back Spellar. The children usually walked or rode horse-back to school, sometimes travelling a distance of five or six miles.

Most of the first settlers in this county came in under what was called the permit plan. According to this system, any white person might reside in the territory and carry on a business there, by paying the necessary fee. The Indians collected a large amount of money from non-citizens in this manner. On the other hand, the whites were not given the privilege of sending their children to the Indian schools. They were absolutely barred from all seminaries and academies, and were charged regular tuition fees, usually two dollars per month, as their share of the teacher's salary, if they attended the crude day schools in the neighborhood. <sup>11</sup>

The daily attendance in these neighborhood schools was very irregular, especially among the Indian children, who usually did about as they pleased about going to school. The Indian child could not understand why he should go to school when so many of his white neighbors were enjoying the freedom of the great out-doors, for many of the whites were unable to pay tuition. Another thing that affected attendance, was discipline, for the rules of school have to be obeyed; but the teacher who punished an Indian boy would not see that boy in school again for many days and perhaps not ever again.

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<sup>11</sup> Guy A. Lackey, Ed. Dev. in Okla., Previous to Statehood, p. 14.

## INDIAN EDUCATION IN HUGHES COUNTY

Indian education in Hughes County, is centered chiefly about one early mission school, about four miles east of Wetumka, and several neighborhood schools in different localities. While the schools in the Creek and Choctaw Nations were of similar nature, still they were controlled and supervised very differently. The following is an account of the method used in the Creek Nation until 1898.

The schools of the Creek Nation, have been under the entire control of their superintendent of education, who is appointed by the chief. The superintendent appoints all the boarding school superintendents and all the teachers in the sixty-five neighborhood schools. His power to remove any superintendent or teacher at will has heretofore been unquestioned. Large sums of money have been spent by the Creeks for education, but in all their schools not more than a dozen pupils could be found who would be classed as High School students. The superintendent is not an educated man and does not attempt to conduct his own examinations. 'Too much politics' has kept the Creek schools from making any material advancement and the citizens of that Nation who are interested in education welcome the dawn of a brighter day. 1

The mission schools of the Indians were financed for the greater part by different religious denominations while the day schools and boarding schools were financed by annuities from the government. Under the treaty of 1836, \$1000 annually was to be set aside for schools for the Creeks.

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1 J. D. Benedict, Rept., to Com. of Ind. Aff., 1890.

To this was added an annual allowance of \$10,000 by the treaty of 1866.<sup>2</sup> When Oklahoma Territory was sold to the United States in 1889, the Creeks received as their share, \$2,280,857.10. The Creek Council then set aside an annual amount of \$13,758.40 for schools. This made a total annual school fund of \$74,758.40 for the Creeks.<sup>3</sup>

At this time, (1890) the Creeks felt like they could manage their own school affairs and forthwith cancelled all contracts with mission boards and took complete charge of their whole school system. The Nation was divided into three districts and according to the ruling of the council, a board of three members was chosen, one member from each district. This board had control of school affairs until the Curtis Act was passed in 1898. at which time there were fifty public day schools and four boarding schools in operation accommodating over three hundred students of both sexes.<sup>4</sup>

The Curtis Act passed congress June 28, 1898. By a clause of this act, all the Indian schools in the Indian Territory, were put under the control of the United States Government. The Creeks resented this very much for they could not see that they had

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<sup>2</sup> Rodney W. Roundy, Ind. School Journal, Nov. 1926, p. 16

<sup>3</sup> Ibid.

<sup>4</sup> Rept. of Com. of Ind. Aff., 1893, p. 147.

made a dismal failure in managing their schools and their money was being spent freely while their children were not progressing as they should. The Creek Council even threatened to not appropriate money to support the schools, but finally an agreement was made and passed Congress march 1, 1901, by which the United States Government was to control the operations of the schools.<sup>5</sup>

Under Government control, the Indian schools made rapid progress, because the government was anxious that the Indians should become civilized and self-supporting as soon as possible. Educating the Indian youth was the shortest cut to solving the great problem that faced the government. It was realized that once the Indian could be civilized to a high degree and educated, he would no longer be a terror to the whites who lived near him and would not have to be kept up by the government as was the case at that time.

Mr. Thoburn has the following to say about education in the Territory soon after the Curtis Act was passed:

The standard of requirements for teachers was raised and Normal Institutes were regularly held at different points in the territory each year. As far as possible, the facilities afforded by the tribal schools were made available to the children of non-citizens who resided in the territory, the tribal school funds being supplemented as already stated by a Federal appropriation made partly for that purpose.<sup>6</sup>

<sup>5</sup> House Dec., 59 Cong., 1 sess., vol. XLIII, p. 132.

<sup>6</sup> Hist. of Okla., Thoburn, vol., II, p. 876.



The foregoing discussion of mission schools and neighborhood schools in the Creek Nation, applies to the Indian schools in the north half of Hughes County. The same is true of the Indian schools south of the South Canadian River, in the Choctaw Nation, with the exception of the manner in which they were controlled. The following article refers to the schools in the Choctaw Nation from the date of their settlement here until the passage of the Curtis Act in 1898:

The schools of the Choctaw Nation have been controlled by a Board of Education consisting of five members, viz. the principal chief, a superintendent of education, and three district trustees. This Nation has recently surrendered the entire control and management of its schools to the United States Government, and the principal chief who is a progressive Indian interested in the welfare of his people, seems glad to be relieved of the responsibility of directing the educational affairs of his Nation. The three district trustees, who have each heretofore controlled one third of the schools of the nation, are intelligent Indians and are loyally supporting our efforts to improve the educational work of that nation. 7

There were no mission schools or boarding schools in that part of the Choctaw Nation now known as Hughes County. There were, however, a few neighborhood schools which were attended by white as well as by Indian children. The records are indefinite as to when most of these schools began.

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7 J. D. Benedict, Supt. Schools, I. T. to Comm. of Indian Affairs.

The Choctaws were more progressive in their school work than the Creeks and early recognized the value of allowing the white children to attend their schools. In many instances the white children outnumbered the Indians. The following report shows what an enormous number attended these schools:

In addition to the enrollment of Indian pupils, over eight thousand white children were enrolled in the neighborhood schools or day schools, in the Choctaw Nation, such white children paying a tuition to the teacher and furnishing their own books, the tribe paying its proportion of the expense for the education of the Indian children, in this manner allowing schools to be established for the education of both Indians and whites where there were not sufficient children to warrant the establishment of separate schools. 8

Some of the early neighborhood schools spoken of above that were in Hughes County, were located near Calvin, Guerty, New Burg, Stuart, and Non. One of the first to teach in what is now Hughes County, was Rev. Ebenezer Hotchkin who was the first to teach in the Calvin Institute. Two other Indian teachers who were Choctaws by birth, were Maye Lewis and Oza Wingfield.<sup>9</sup>

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8 Annual Rept. of the Dept. of Interior, 1904.

9 Ibid, 1900.

The boarding school and the missionary schools were much better in many ways than the day schools. The students in the boarding schools attended more regular and had better instruction with a more varied program of studies than in the smaller schools.

The only boarding school that was located in what is now Hughes County was located east of Wetumka. It was typical of all other boarding schools in the Creek Nation but was perhaps a better school than many other boarding schools. We have the following account of the United States Indian Inspector:

This school is situated about sixty miles southwest of Muskogee, near the small village of Wetumka. This school is known as the Wetumka National Labor School. There are one hundred children accommodated there, fifty boys, and fifty girls. The boys are required to work about three hours a day. There are two fine orchards at this place.

All the buildings are frame. The large building, known as the girls' dormitory, has the dining room attached; also apartments for the superintendent and his family. The boys' dormitory is a two story building, situated about two hundred yards south of the girls' building. There are five teachers here, including the music teacher.

The superintendent is a Creek Citizen, a fatherly man of sixty six years, who has the reputation of being one of the best superintendents in the Nation. 10

The superintendent referred to in the above excerpt, was William Robinson. He was employed at the Wetumka School in 1897 and served as superintendent until 1900, when he was replaced by A. L. Posey. 11

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10 Rept. of U. S. Ind. Inspector for I. T. 1900.  
11 An. Rept. of Dept. of Int., 1901.

The Wetumka Boarding School was first opened as a mission school in September 1881. The routine of the school was essentially the same as in other mission schools in the Creek Nation, of which we have a splendid account from a surviving missionary teacher, Mrs. G. B. Hester:

In these schools, we taught them literature in the English language; we also taught them industry but first of all, we taught them religion. We wanted them to learn the way of Christ through the English language as it was more elevating than the native tongue. The Sabbath was observed in a way God commanded. We had Sabbath school and preaching every Sunday, though our preaching had to be interpreted. Our aim was to educate and lead them out of a benighted state of ignorance and superstition into a higher, more enlightened religious living. 13

The English language was used in all the teaching of the Indians except in explaining but the environment of the children, being surrounded by parents and friends that did not speak English, made it hard for them to learn our language rapidly. 14

The closing day of school was always an interesting event. The trustees, parents, friends, and very often noted visitors would attend the exercises which consisted of a public examination of all pupils. After the examination, the pupils would give original compositions and addresses, the love of speaking being a part of their inheritance. Many times the

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13 History of Ed. of the Creek Indians, p. 76.

14 Ibid.

chief, parents and other members of the audience would address the assemblage. Following would be a huge barbecued dinner or some other traditional feature. <sup>15</sup>

When Mr. Robinson was superintendent of the Wetumka Boarding School, there were besides himself, first, second, and third assistants, a dining room matron, matron, music teacher, physician, cook, work hand, and a laundress. There were twelve employees in all and total cost of operating the school was \$9,600. <sup>16</sup>

In 1902, the government set aside tracts of land for the different Indian boarding schools in the Territory. An account of the land reserved for this school follows:

All lands to which, at the date of this agreement, any railway company may under any treaty or act of Congress, have a vested right of way, depots, station grounds, water stations, stockyards, or similar uses connected with the maintenance and operation of the railway-----

Forty acres are reserved for the Wetumka Boarding School. All reservations under the provisions of this agreement, except as otherwise provided herein, when not needed for the purpose for which they are at present used, shall be sold at public auction to the highest bidder, to citizens only, under the direction of the Secretary of the Interior. <sup>17</sup>

That this land was put into use, is shown by the

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<sup>15</sup> Ibid.

<sup>16</sup> Rept. of Dept. of Interior, 1899.

<sup>17</sup> Ibid, 1902.

fact that the boys were given special instruction in agriculture besides their regular class work. They became interested in seed testing and adaptability of soils to various crops.<sup>18</sup>

This school happened to be located in a settlement of full blood Indians known as the 'Snake Faction' of the Creek tribe, chief among whom was Chitto Hargo, better known as 'Crazy Snake.' These Indians attended only the Wetumka Boarding School. Large numbers of this faction attended there and very few elsewhere either in rural or boarding schools.<sup>19</sup>

On January 31, 1909, Colbert Turkey, a full blood Creek pupil, set fire to one of the dormitories of the school, and the building and contents were totally destroyed.<sup>20</sup>

W. C. Farmer, now living in Wetumka, was the last superintendent of this school. It was closed during the fiscal year ending June 30, 1910. The average daily attendance during this year was seventy-five and the total cost of operation during the year was \$11,024.83.

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18 Rept. of the Dept. of Interior, 1909.

19 Annual Rept. of Union Agency, 1909.

20 Ibid.

## WETUMKA NATIONAL LABOR SCHOOL

Table of statistics relative to the Wetumka Boarding School, from 1897 to 1910.

Year	Superintendent	Enroll		Mo.	An. Cost.
		M. F.	Av. Att.		
1897-98	Wm. Robinson	50-50	83	9	\$9,600.00
1898-99	" "	50-50	85	9	8,614.76
1899-00	" "	50-50	82	9	9,600.00
1900-01	A. L. Posey	46-38	62	9	7,938.50
1901-02	" "	185	70	8½	9,196.00
1902-03	James P. Atkins	80-52	62	8½	9,600.00
1903-04	Chas. P. Hicks	60-54	65	9	9,600.00
1904-05	Edward Swingel	127	71	9	9,600.00
1905-06	" "	50-44	72	9	9,545.00
1906-07		109	77	9	8,587.00
1907-08		50-47	63	9	8,406.12
1908-09	W. C. Farmer	126	72	9	9,743.31
1909-10	" "	153	75	9	11,024.83

No record where blanks appear.

## CHAPTER II

## PUBLIC TERRITORIAL SCHOOLS

The first provision for free territorial public schools, was in the Curtis Act, passed June 28, 1898. It granted incorporated towns the right to levy a tax on personal property. The limitations were first, that a tax could not be levied on lands in towns until after the title was received from the tribe, and second, the tax could not exceed two percent for all purposes.<sup>1</sup>

This act made it possible for incorporated towns to have schools by taxation but the rural communities were still dependent on tuition schools for the education of their children. There were already many school houses in the county when the Curtis Act was passed. To these were added more as the country became more thickly settled. These schools were very poorly equipped. Their furniture consisted of home-made wooden benches without any desk in which to keep one's books. There were no maps or globes, no library or reference books;<sup>2</sup> neither was there any science equipment for there were no high school students. The author remembers one tuition school he attended in which the highest grade was the fifth, and only one student in that. Many of the school houses were poorly lighted while

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<sup>1</sup> Report of Indian Affairs 1901.

<sup>2</sup> Rufus Howell, an old settler.



others had windows enough but no shades to adjust the light. No thought was given as to whether the pupils faced the light or not.

Nearly all the school houses had raised platforms of stages in them. These were used for pulpits, and also for acting dialogs at the literaries which were carried on in most communities.<sup>3</sup>

Besides the day, tuition schools, there were frequently, arithmetic schools, and penmanship schools taught at night. These usually lasted for a term of ten nights. They were taught by people who did not have to have a teacher's certificate, however, the teacher was usually pretty well qualified in the one subject which he taught.<sup>4</sup> The tuition for these night schools, was generally one dollar for the ten nights.

It was customary in both the Creek and the Choctaw Nations, for the white children to attend the Indian schools by paying a tuition. Thus we find in the Territory days of the county, many teachers receiving part of their salary from the government and part in the form of tuition from the pupils. Some schools of this type were Atwood, Calvin, Stuart, Wetumka, Dustin, or Spokogee as it was then called, Guertie, Non, and Blue Ridge.<sup>5</sup>

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<sup>3</sup> Paul Ross, my brother visited many of them.

<sup>4</sup> Ibid.

<sup>5</sup> Report of Indian Affairs, 1902.

H. D. Neely enrolled 143 whites and 112 Indians at the Calvin Institute in 1901. This institute was established in 1893 for the benefit of teachers in the Choctaw Nation; also for advanced students.<sup>6</sup> The tuition was two dollars per month. In 1902, Mr. Neely enrolled 58 whites and 148 Indians. Mr. Neely received \$1554 for a seven and a half months term.

Eight Indians and twenty whites were enrolled in the Calvin Neighborhood school in 1902, by Oza Wingfield who taught a nine months term. The government paid \$25 of the salary per month and the white pupils paid \$2 each, tuition.<sup>7</sup>

The same year, R. S. Baker taught a four months term at Atwood, where he enrolled six Indians and eighteen whites. He was paid \$25 per month by the government besides the regular \$2 tuition paid by the white pupils.<sup>8</sup>

A. Mc Donald enrolled 261 in the Wetumka School in 1901. He and three assistants drew \$555 for the four months term.

In 1901, Mary Murray taught a four months school at Guertie in which she enrolled 15 Indians and 44 white children. Her salary was \$30 per month besides the two dollars tuition for the white children.<sup>9</sup>

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<sup>6</sup> Ibid.

<sup>7</sup> Ibid, 1903.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid, 1901.

Holdenville being an incorporated town, could levy a tax on personal property for the support of schools. This city floated \$10,000 worth of bonds and built a new building in 1904. That year, there were eight teachers employed, with J. R. Trisler as superintendent. There were 514 pupils enrolled for a term of eight months. The total salaries of all employees for the year, was \$4,520.

The same year A. McDonald and four assistants taught a seven and a half months term at Wetumka and received a total of \$1,449.90 in salaries. There were 163 boys and 160 girls enrolled in the entire system. <sup>10</sup>

During 1906, the last year of the Territory, we have the following schools reporting to the Department of the Interior:

Nellie M. Zellner enrolled 40 at Bilby for a term of eight months. Her salary was \$20 per month.

Nora Billingsley and A. W. Estes taught a six months term at Blue Ridge where they enrolled 102 white pupils and 3 Indians. Their average daily attendance was 2 Indians and 48 whites.

Thomas Yoakum enrolled 71 white pupils and 10 Indians at Big Prairie for a term of  $8\frac{1}{2}$  months

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<sup>10</sup> Report of Dept. of Interior., 1904.

D. M. Steyers enrolled 89 white pupils and 8 Indians and had an average attendance of 42 white and 5 Indians at Calvin.

Coachman school appeared on the map with C. P. Hicks as principal. His salary was \$40 per month. He enrolled 32 white pupils and 2 Indians for a term of eight months and a half.

Dustin employed three teachers in 1906, with J. F. Thompson as principal. They taught a nine months term and enrolled 190 white pupils and 13 Indians.

Guertie employed D. J. Austin as principal. There were 102 white children enrolled and 10 Indians. The average daily attendance in the school, was 76. The white children paid \$2 per month tuition and the government paid \$25 per month for the Indian children.

Holdenville employed J. K. Trisler for his third term to head the faculty of nine teachers. They enrolled 621 pupils for an eight months term. The total salaries for the year amounted to \$4,938, while \$523 were spent for new buildings.

James E. Malone was principal at New Burg at a salary of \$50 per month. The enrollment was 105 white and 9 Indian pupils with an average daily attendance of 55 pupils.

Note: The above report is for the year 1906 and was taken from the report of the Dept. of the Int.

The Non School, with D. A. Bridges as principal, enrolled 9 Indians and 86 white pupils. The average daily attendance for the term was 46.

Nora Coate was employed as principal of the Spaulding school at \$35 per month for a term of seven months. She enrolled 50 white children and one Indian.

The Stuart school was taught by Eleanor Stratton and Juanita McAdams. They enrolled 76 pupils and had an average daily attendance of 34. Each teacher received a salary of \$30 per month.<sup>11</sup>

There were a few other schools in the county at this date but there is no definite or authentic record of them that could be found. Many of the teachers were not required to make reports, therefore, the records of those schools are entirely lost.

It was indeed, fortunate, for the white children as well as for the Indians, that statehood came when it did. It has given both an opportunity to get an education, that they did not have before. Eliminating the Indian boarding schools, and encouraging the Indian youth to attend school with the white children has done more toward civilizing them than any other one thing that has been done.

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<sup>11</sup> Report of the Dept. of the Interior for 1906.

## TERRITORIAL SCHOOLS FOR THE YEAR 1906

Statistics for Territorial Schools for the Year 1906 showing schools, principals, salaries, enrollment, average daily attendance, and months taught.

School	Principal	Mo. Salary	Enroll-ment		Av. Att. Mo.
			I.	W.	
Big Prairie:	Thomas Yoakum	: \$45.00:	10-	71:	: 9 :
Bilby	: Nellie Zellner	: 20.00:		40:	: 8½ :
Blue Ridge	: A. W. Estes	: 40.00:	2-	52:31:	6 :
	: Nora Billingsley	: 40.00:	1-	50:19:	6 :
Calvin	: D. M. Steyers	: 50.00:	8-	89:47:	:
Coachman	: C. P. Hicks	: 40.00:	2-	32:	: 8½ :
Dustin	: J. F. Thompson	:		13-190:	: 9 :
Guertie	: D. J. Austin	: 25.00:	10-	102:76:	5 :
Holdenville:	J. D. Trisler	:		621:	: 8 :
New Burg	: James E. Malone	: 50.00:	9-	105:55:	:
Non	: D. A. Bridges	: 50.00:	9-	86:46:	:
Spaulding	: Nora Coates	: 35.00:	1-	35:	: 7 :
Stuart	: Eleanor Stratton	: 30.00:			: :
	: Juanita McAdams	: 30.00:		75:34:	: :

\* Data was not available where blanks appear.

## CHAPTER III

## PUBLIC SCHOOLS FROM 1907 to 1917

The ushering in of statehood in 1907, was the beginning of a new epoch in the history of schools in Indian Territory. The entire school system of the new state was revised and put on a better basis than it had ever been before. The tuition schools were done away with, uniform courses of study were adopted, teachers were required to stand examinations for certificates, and provisions were made for building and furnishing better houses in which to hold the schools. Each county was put under a county superintendent whose duty it was to supervise all the schools in the county. The first superintendent in Hughes County was B. N. Hicks, who served as county superintendent from 1907 to 1910.<sup>1</sup>

During the school year 1907-08, there were fifty-six districts in the county, but not all of them had school houses. Some of the schools were taught in rented buildings, and one in a tent.<sup>2</sup> The total estimated valuation for buildings and grounds in that year was \$66,543. The reports from the districts the first year of statehood were very incomplete and many of them did not report at all.

The next two years saw a rapid improvement in the school building program, since thirty seven new buildings were erected in the course of the three years since statehood. However, as late as 1909, there

1. County Supt's. report for 1908.

2. Annual reports in the Col Supt's. office.

were five rented buildings used and one tent. In the same year, there were forty-five wood or frame buildings and ten brick and stone buildings. Thirty-two of these were one-room while twenty-six had two rooms and one had three rooms. There were no consolidated districts at that time but some of the towns had buildings of several rooms. Holdenville had spent \$10,000 on buildings as early as 1904 and had made additions since. Wetumka and Calvin were each employing several teachers by 1909.

The equipment of these first statehood schools, was very inadequate. In 1909, only seven districts had teachers' desks and two had no blackboards. At the same time, there were only three maps, two globes, two charts, and two dictionaries reported in all the schools in the county.<sup>3</sup>

During the year 1908-09, there were ninety teachers who taught in the county. Of these, there were 28 held C-1, 24 held C-2, and 30 held C-3 certificates. The other 16 held temporary certificates. That same year, the county superintendent issued 28 C-1, 28 C-2, and 26 C-3 grade certificates, besides twenty

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<sup>3</sup> Ibid.

Note: The above named certificates were issued by the County Institute or by the Co. Superintendent. The applicant had to take a written examination and make an average grade of 75 on the 12 common branches and theory and practice, to get a C-3. For a C-2, a year's experience in teaching and an average grade of 85. For a C-1, Algebra, Am. Lit., Gen. History and Physics were added to the list and an average of 90 was required.



six temporary certificates.

By 1917, the number of districts had increased to seventy seven. Rapid progress had been made in our whole school system but it was far from satisfactory in many ways. The attendance had increased as rapidly as other things. The enrollment in 1911 was 5429 with an average daily attendance of 3245 while in 1917, the enrollment was 8187 with an average daily attendance of 4778.<sup>4</sup> By this time there were nine schools that employed more than four teachers each and one (Holdenville) which was the only independent district at this time, employing twenty one.

Another great advancement had been made in libraries and equipment, there had been fifty-nine districts in 1912, that reported no library books at all, fifty-eight reported no dictionaries, fifty reported no charts, forty reported no maps, sixty three listed no globes and forty-three listed nothing at all in the way of equipment. By 1917, the library books had increased from 509 to 3418 and only seven schools had no globes while five reported no dictionaries.<sup>5</sup>

During this time the teachers had been preparing themselves for better teaching. Raising the standard of their classroom work, was met with a

<sup>4</sup> Biennial reports for those years.

<sup>5</sup> Teachers' annual reports in Co. Supt's office.

corresponding raise in salary. There were no certificates above a county first grade in 1909, but in 1917, there were five degrees, eight life certificates, twenty-two elementary state, forty-six first, fifty-three second, thirty-six third, and only two temporary certificates in force in the county.<sup>6</sup>

It is very interesting to note that more certificates were issued to teachers in the county each year than there were positions to fill. This is true up to and including the year 1914. In that year, there were 146 teachers under contract in the county while there were 181 county certificates issued, besides the 14 state certificates that were in force. This phenomena does not occur again after that date. We find 192 teachers employed in 1917, but only 133 certificates were issued in the county. There were, however, 28 state certificates in force, of which ten were degrees and seven life certificates.<sup>7</sup> This indicates that teachers were growing professionally; they were not satisfied with teaching on a county certificate, but were going to college where they could earn state certificates and be better prepared to go out and teach.

While this improvement in teacher preparation

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<sup>6</sup> Records in Co. Supt's. office.

<sup>7</sup> Ibid.

was taking place, the average salary was being raised in like proportion. For 1907-08, the average salary was sixty-five dollars per month, while in 1917, the average had increased to eighty-seven and a half dollars per month.<sup>8</sup> The total salaries of all teachers in the county in 1912, was \$65,882 while the total salaries in 1917, was \$74,281; this does not include the teachers in the Holdenville schools. The teacher expense per pupil a.d.a. increased from \$14.85 in 1912 to \$16.16 in 1917.<sup>9</sup> At the same time progress in other lines was taking place, quite a building campaign had been going on. Many of the districts had built brick or stone school houses. Those that wanted cheaper buildings had built nice frame houses and had furnished them with good desks and other equipment suitable for good rural schools. In addition to this, two districts built homes for their teachers in 1917, a good beginning that others were soon to follow.<sup>10</sup>

The first consolidated district in the county was Moss Cd. #1, which was organized November 18, 1911. It was composed of common school districts, #19, #20, #21, and #22.<sup>11</sup> This school is located about ten miles east of Holdenville in one of the

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8 Biennial Reports.

9 Co. Supt's. Annual reports.

10 Records in the Co. Supt's. office.

11 Ibid.

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most progressive farming communities of the county.

The second district to be consolidated, in the county, was Yeager. This district was organized in 1913 but was later dissolved; so that ending the period from 1907 to 1917, we find only one consolidated district in the county.<sup>12</sup>

By the terms of the Enabling Act, sections 16 and 36 in each township in Oklahoma Territory, were set aside for common school purposes. Later sections 13 and 33 were set aside for higher education. Money collected from rental or sale of these lands was to be used for educational purposes. However, this plan could not well be pursued in Indian Territory, because the land there belonged to the Five Civilized Tribes; so in lieu of school lands in the Indian Territory, the state appropriated the sum of \$5,000,000 for schools.<sup>13</sup> The common schools all over the state share in the above named revenues. Besides this state apportionment, the schools derive finances from advalorem taxes, some from income and inheritance taxes and a per cent of the fines in each county goes to the schools of that county. Schools are also paid

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<sup>12</sup> Ibid.

<sup>13</sup> Buchanan and Dale, History of Okla., p. 279.

ten cents a day for Indian children who attend the common schools in the state.

The public schools of Hughes County were supported from the above named sources during the period from 1907 to 1917. As restrictions were removed from the Indian land and it was sold to the whites, it too became taxable. The county had many thousands of acres of very fertile land that was not taxable and maybe very little valuable land that was taxable; these districts were unable to maintain schools of the standard set by the more fortunate districts. Most of the districts in the county received some federal aid for Indian attendance. Several districts had railroads running through the district, which helped their financial problem immensely. There were three of these railroads running the full length of the county in three directions. The C. R. I. and P. crosses the county from east to west, the entire width of the county. The Frisco Ry. crosses the county north and south, while the C. O. and G. crosses the county from southwest to northeast.<sup>14</sup> Up to 1917, there had been no oil discovered in the county, therefore the schools did not benefit from that source.

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<sup>14</sup> From map of Oklahoma.

## COURSE OF STUDY

The first state superintendent, E. D. Cameron, in his instructions to the county superintendents of the state, advocated the combination and alternation of classes in order to lessen the number of recitations. This applied principally to the smaller rural schools.<sup>15</sup>

It was recommended that all students above the sixth grade, review state history and civics during the year.

The pupils completing the eighth grade, were required to take a state examination on subjects of the eighth year; also on part of the seventh grade, the pupils were issued diplomas admitting them to any high school in the state.<sup>16</sup>

The course of study, as outlined for use in the State of Oklahoma, was as follows:

FIRST YEAR

Reading  
Arithmetic  
Nature study

SECOND YEAR

Spelling  
Drawing

Reading  
Arithmetic

Penmanship  
Nature study

THIRD YEAR

Reading  
Spelling  
Drawing

Arithmetic  
Penmanship  
Nature study  
Physiology and

Language  
Geography  
Music  
Hygiene

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<sup>15</sup> Course of Study for Okla., first ed. p. 6.

<sup>16</sup> Ibid.

FOURTH YEAR

Reading  
Spelling  
Music  
Penmanship  
Maps and charts

Arithmetic  
Geography  
Nature study  
Physiology

Language  
Drawing  
History  
Hygiene

FIFTH YEAR

Reading  
Spelling  
Music  
Penmanship

Arithmetic  
Geography  
Nature Study

Language  
Drawing  
History

SIXTH YEAR

Reading  
Spelling  
U. S. History

Arithmetic  
Geography  
Agriculture  
Okla. History

English  
Drawing  
Physiology

SEVENTH YEAR

Reading  
Spelling  
Penmanship  
U. S. History  
Physiology

Arithmetic  
Geography  
Agriculture  
Okla. History  
Nature Study

English  
Drawing  
Civics

EIGHTH YEAR

Reading  
Spelling  
Civics  
Drawing  
Nature Study

Arithmetic  
English and  
Okla. History  
Penmanship  
U. S. History

Composition  
Grammar  
Physiology  
Geography

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From course of study, Okla. Schools, first ed.

### HUGHES COUNTY INSTITUTE

According to an act of the legislature, passed in 1908, each county was to have a county institute. This institute was to consist of three periods; the first period to begin June 1, and end the last Friday in June; the second period was to end the last Friday in July; the third period was to end the last Friday in August.<sup>17</sup>

The first institute in Hughes County, was held at Holdenville. Prof. V. H. Durham was the first conductor of the Institute from June 1, to June 26, 1908, a term of four weeks. His instructors were, S. J. Payne and C. P. Hicks. The enrollment fee for those attending was one dollar for a term of four weeks. This first term drew an attendance of thirty-seven males and seventy-eight females. Of this number, there were 26 earned first grade certificates, 23 earned second grade certificates, and 66 earned third grade certificates.<sup>18</sup>

The tuition collected from the students, was deposited with the county treasurer to supplement an appropriation for the institute, made by the County Commissioners. The tuition and the apportionment both made up the institute fund. The conductor and the other instructors were paid their

<sup>17</sup> Conductor's report for June 1, to 26, 1908.

<sup>18</sup> Ibid.

Note: For list of subjects taught, see page 10.



salaries out of the institute fund. The conductor was paid \$125 per month and the instructors were each paid \$100 per month, for their services.<sup>19</sup>

Not all who attended the institute were teachers by any means. The attendance rolls show the names of prominent men and women of the county who have never taught school but were attending either for business reasons or for the sake of becoming better educated and refined. Some of the students were mere children of 12 or 13 years.

In 1910, the tuition was raised to \$2 per term. There were 137 enrolled for the June term of that year. Prof. Durham was conductor again in 1910, also in 1911.<sup>20</sup>

J. P. Richards was conductor in 1912 and 1913. His instructors in 1913 were H. L. Nicholas and Miss Eva Messinger. There were 127 enrolled in 1912 and 93 enrolled in 1913. The report for 1913 shows that there were 24 enrolled in the institute who had been doing work at the normal school at Ada, which work was to be applied on their institute certificate.<sup>21</sup>

The next year, 1914, found Prof. Durham conducting the institute again. His assistants were Miss Birdie Adams and C. P. Hicks.<sup>22</sup>

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19 Ibid.

20 Ibid, 1910, 1911.

21 Ibid, 1912 and 1913.

22 Ibid, 1914.

That there were many attending the teacher's normal schools at this period, is shown by the following remarks by one of the conductors:

The conductor's report should be revised, in the case of holding the County Normal at one of the state Normals. Some of those in attendance, do credit work and as the report is not prepared with reference to this phase of it, it is difficult to make a strictly correct report. 23

The last term of the institute was conducted by N. S. Cowart from May 22 to July 29, 1916. His assistant was J. D. Rives jr. There were 85 enrolled in this ten weeks course which was the end of the County Institute.

#### COUNTY INSTITUTE STATISTICS

Statistics showing the year, conductor, enrollment, length of term, enrollment fee, and salary of conductor.

Year	Conductor	Enroll- ment		Term	Enr. fee	Cond's. sal.
		M.	P.			
1908	V. H. Durham	37	78	4 wks.	\$1.00	\$125
1909	" "	42	80	4 wks.	1.00	125
1910	" "	50	87	4 wks.	2.00	125
1911	" "	45	77	4 wks.	2.00	125
1912	J. P. Richards	42	85	4 wks.	2.00	125
1913	" "	32	63	4 wks.	2.00	125
1914	V. H. Durham	30	65	4 wks.	2.00	125
1915	Not given	47	68	4 wks.	2.00	125
1916	N. S. Cowart	27	58	4 wks.	2.00	150

23 Conductor's report to Co., Supt., July 3, 1914.

## INSTITUTE CURRICULA

This table shows the subjects offered and the number enrolled in each subject from 1908 to 1914.

Subject	1908	1910	1911	1913	1914
Grammar	: 106 :	110 :	62 :	32 :	32 :
Writing	:	111 :	98 :	8 :	:
Agriculture	: 16 :	84 :	17 :	8 :	11 :
U. S. History	: 87 :	111 :	41 :	20 :	28 :
Okla. History	: 87 :	111 :	52 :	23 :	33 :
Physiology	: 65 :	110 :	17 :	8 :	3 :
Arithmetic	: 105 :	111 :	53 :	31 :	43 :
Reading	: 17 :	111 :	6 :	10 :	5 :
Geography	: 69 :	111 :	42 :	13 :	21 :
Spelling	: 8 :	110 :	41 :	15 :	:
Composition	: 62 :	112 :	33 :	12 :	21 :
Methods	: 62 :	111 :	93 :	:	45 :
Physics	: 30 :	29 :	24 :	10 :	18 :
Book Keeping	: 26 :	29 :	14 :	5 :	:
Civics	: 47 :	65 :	33 :	22 :	25 :
Dom. Science	:	111 :	25 :	10 :	15 :
Drawing	:	110 :	:	5 :	13 :
Music	:	121 :	:	20 :	30 :
Psychology	:	:	:	:	53 :
Eng. Lit.	:	:	:	:	8 :
Am Lit.	:	:	:	:	28 :
Gen. Hist.	:	:	:	:	26 :
Hist. Ed.	:	:	:	:	11 :
Algebra	:	:	:	:	26 :
Latin	:	:	:	:	13 :
Geometry	:	:	:	:	2 :

## CHAPTER IV

## PUBLIC SCHOOLS FROM 1917 to 1927

The school year 1917-18, was the turning point of the development of education in Hughes County, from several different angles. There were more school districts in the county that year than ever before or since, there being seventy-seven. The next year, the number decreased to seventy-five, and slowly decreased in number each year thereafter.<sup>1</sup> This decrease in number of districts, was caused by the advance in the movement for consolidation. The independent districts, also, began annexing districts and parts of districts on their borders into which they could send trucks to transport the pupils into the independent district. This could be done with very little added expense, while the increased valuation added to the independent district more than made up for the expense.

There was also, a larger enrollment in 1917-18 than ever before or since, in the rural districts. The enrollment for that year was 8272 while the next year it dropped to 6435.<sup>2</sup> The average daily attendance was greater the next year than ever in the history of the county, but the per cent of attendance, 85%, was the same for both years. The average

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1 Records in the Co. Supt's. office.

2 Ibid.

daily attendance in 1917-18, was 4778 but the next year it rose to 5534.<sup>3</sup> The number of teachers in the county, was almost the same with 192 in the county that year and 193 contracting the next year. The range of certificates in 1917-18 were, seven degrees, eight life, 25 st. ele., 48 C-1, 58 C-2, 45 C-3, and no temporary certificates. The next year there were five degrees, twelve life, 23 st. ele., 51 C-1, 53 C-2, and 53 C-3. There were a few less certificates issued in the county in 1918-19 than the previous year. In 1918-19, there were only 11 C-1, 21 C-2, 30 C-3, and 30 C-T certificates issued while the previous year there were, 13 C-1, 47 C-2, 36 C-3, and 37 C-T issued.<sup>4</sup>

Wetumka and Calvin became independent districts in 1917-18, bringing the total number to three. These districts will not be included in statistics concerning enrollment and average daily attendance, after this date.

The lowest salary of a superintendent of a four teacher school or larger, was \$720 in 1917-18, the lowest it was to be again, for the next year, the lowest salary for that type of school was \$1125, while the highest salary for the two years in the county, was \$1500. However, in 1919-20, the highest salary in the county was \$2200.<sup>5</sup> At the same time, the

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

Note: The certificates named above, are explained on page 29.

range of teachers raised from twenty-one in the largest school to twenty-seven.

The eighth grade graduates numbered 117 and the high school graduates numbered 35 in 1917-18, but they dropped to 35 for the eighth grade and 2 for the high school the next year. In 1919-20, however, the graduates for the eighth grade reached 144 but the high school graduates only numbered 5.

Due to a slight increase in salaries of teachers and a decrease in the average daily attendance, the teacher expense per pupil increased from \$15.54 in 1917-18 to \$16.03 in 1918-19 and to \$36.30 in 1919-20. The total cost of maintaining schools in the county for the respective dates given above was \$103,128., \$107,700., and \$155,548.<sup>6</sup> This indicates that besides paying more salaries, the different districts are buying more equipment and supplies. This also includes transportation costs.

There were seven new buildings erected during this period, four being new school houses and three being new teacher's homes. This brought the total number of teachers' homes in the county to six.<sup>7</sup> While this was taking place, the one-room school houses had been reduced from twenty-eight to twenty-two, the two-room houses had risen in number to forty and

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<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

receded again to thirty-nine, while the three-room houses in use numbered four. The number of wooden or frame houses had been reduced from fifty-seven to fifty and the stone and brick houses numbered twenty-one. <sup>8</sup>

From this time on to 1927, there was very little change in the number enrolled, the average daily attendance, or the per cent of attendance. In 1920, the enrollment was 5814. In 1922, it raised again to 6168, but it had dropped by 1927 to 5748.

The average attendance over this period, shows the following: In 1920, it was 2717 with a per cent of attendance of 85, while in 1922, the attendance was 3132 with a per cent of attendance of 81. The year of 1927, shows an attendance of 3226 with a per cent of attendance of 86. This is the highest per cent of attendance in the history of the county. <sup>9</sup>

The number of teachers dropped considerably during this time. In 1920, there were 192 teachers in the county compared with 163 in 1927. The number dropped from 184, in 1921 to 176 in 1922. Another drop to 164 occurred in 1924, and still further to 156 in 1925 but in 1926 the number increased again to 162. <sup>10</sup>

While teachers were getting fewer in number,

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8 Ibid.

9 Ibid.

10 Ibid.

their qualifications were reaching a higher standard. There was a constant increase of state and life certificates while the third and second grade county certificates were becoming fewer each year. The number of degrees in force in the county was five in 1920, six in 1921, seven in 1923, eight in 1925, nine in 1926, and ten in 1927. The life certificate was more varied by years; there were thirteen in 1920, then they dropped to nine until 1924 when there were fourteen. This number was increased to twenty-four in 1926 and to thirty in 1927. The first grade county certificate also made a great gain during this time. In 1920, there were eight more C-3 than C-1, and ten more C-2 than C-1. The next year, 1921, there were ten more C-1 than C-3, and nine more C-1 than C-2. By 1924 the first grade certificates had gained until there were six more C-1, than both the others put together, and by 1927, there were more than twice as many C-1, as there were C-3 and C-2.<sup>11</sup> This indicates that the number of teachers positions becoming more scarce in the county, together with the desire to become better trained, caused the teachers to go to college and make better preparations for their work. Not only that, but the school boards were beginning to realize that better prepared teachers could, and

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<sup>11</sup> Ibid.



would teach better schools. Realizing this, the boards began paying a little higher salaries and built teachers' homes for the teachers to live in.

Stuart became an independent school district in 1920 and was followed the next year by Dustin. This brought the total number of Independent districts up to five.<sup>12</sup>

This was also a period of consolidation, for Fairview Cd. #2, was organized in 1920. This example was followed the next year when Yeager, which is located about five miles west of Fairview, organized and became Cd. #3. Close on the heels of these, came Lamar which organized and on July 5, 1922, became Cd. #4. In September of the same year, Gerty rounded up the people in common districts, #57, #61, #70, and part of #56, and placed her name on the list of consolidated districts as Cd. #5.<sup>13</sup> This series of consolidations did away with eleven common districts and parts of four more. Most of the districts which consolidated, built new modern houses and equipped them adequately for high school work. Each district had its transportation system and sent out its trucks to the outlying parts of the district to accommodate the pupils that lived too far to walk. Instead of buying their own trucks, the

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<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

districts hired men who owned their trucks to make their routes .

The period between 1920 and 1927, showed a further decline in the number of frame buildings in the county, and an increase in brick or stone buildings. In 1920, there were fifty frame buildings in the county. This was reduced to forty-five in 1922, however, another one was built in 1923, but 1927 found only forty-four in use. The stone and brick buildings numbered twenty-one in 1920. An increase of one each year the next two years, was made and in 1923, the number in the county reached twenty-five, and remained the same until 1927.<sup>14</sup>

The one-room houses decreased in number from twenty-two in 1920 to twenty in 1921, then to eighteen in 1923 while 1927 found only sixteen in the county. The two-room houses had likewise declined, there being thirty-nine in 1920 and only thirty-six in 1927.

An abrupt advance in the number of teachers' homes took place in 1921 with five new homes being erected which brought the total to eleven. Another one was built in 1923, and two more in 1924, and still another one in 1925. To these were added five more in 1926 which made a total of twenty which remained the same until after 1927. <sup>15</sup>

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<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

Of course, it is a significant fact, that with the increase in the number of consolidated districts and the buildings that had to be constructed therein, the estimated value of buildings and grounds would likewise show an increase. The total estimated value of buildings and grounds in 1920, was \$273,175. It jumped from this to \$335,875 in 1923, to \$338,250 in 1925 and in 1927, it reached a total of \$342,625.<sup>16</sup>

The number of schools with four or more teachers, increased from ten in 1920 to fourteen in 1927. Many of these schools offered some high school work to their students. Those that did not offer high school work, divided their teachers among the grades and made their grade work stronger.

The number of eighth grade graduates between 1920 and 1927 did not increase on as large a scale as the high school graduates. The number of grade graduates in 1921 was 235 while the high school graduates numbered only seven. This varied very little until 1925 when 278 graduated from the grades and a total of fifty graduated from high school. However, in 1927, 299 eighth graders passed into high school while thirty high school students received their diplomas.<sup>17</sup>

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<sup>16</sup> Ibid.

<sup>17</sup> Records in State Statistician's Office.

That an interest in libraries was manifested is shown by the fact that the total number of volumes of books in 1920, was 3236 which was increased to 4179 in 1927.<sup>18</sup>

In 1920, the teachers of the county were paid a total of \$100,529, in 1923 this total was increased to \$132,655, and in 1927 they were paid \$132,275. For other years of this period, the totals varied, sometimes higher and sometimes lower.

The other expenses of the schools besides teacher hire, amounted to \$55,019 in 1920. These figures include all other expenses of every nature. In 1923, these expenses were only \$14,651 while the highest for the period was \$92,129 for the year 1927.<sup>19</sup>

The teacher expense per pupil for 1920 was \$36.30 . The next year it rose to \$41.08 and in 1923 it reached \$44.07 which was the highest for the period that ended with \$41.06 in 1927. However, the total expense per pupil ranged from \$57.28 in 1920 to \$63.67 the next year which was highest until 1927 at which time it reached \$69.56. The lowest year was 1924 when it dipped to \$41.07.<sup>20</sup> The total expense per pupil was figured on the average daily attendance of each year, using the total expense for that year which included teachers' salaries and all other expenses of every nature.

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<sup>18</sup> Records in the Co. Supt's. office.

<sup>19</sup> Biennial Reports of the State Supt.

<sup>20</sup> Ibid.

Oil being discovered in the summer and fall of 1924, caused much excitement in the county. The first field of any note, was the New Slick Field, in the extreme northern part of the county. Other developments soon followed. The Silver City Field and the Yeager Field were developed about the same time. The oil companies made a veritable network of pipe lines in the north and northwest part of the county.

The gross production tax from this oil was quite an item to the school districts of the county, since all the districts shared in the tax. Lucky, indeed, were those districts in which the oil was found. Their valuations were increased immensely from the pipe lines and other property brought in by the oil companies. The Phillips Petroleum Co. built a \$500,000 gasoline plant in the northwest corner of District #2. This added valuation made the district, one of the strongest, financially, in the county.<sup>21</sup>

The added valuation, was not the only way in which the oil fields helped the schools. Many of the schools are furnished their gas free by the companies, and others are given a very low rate on the gas they burn. The added comfort and cleanliness of gas for fuel and lights, is worth much to the schools that are lucky enough to have it.

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<sup>21</sup> The writer taught in that district five years.

TABLE V  
PRESENT DAY SCHOOLS IN HUGHES COUNTY

During this period, there was a slight decrease in enrollemnt from year to year. In 1928, there were 2881 boys and 2804 girls enrolled in the county, while in 1929 there were 2784 boys and 2711 girls. The next year, 1930, found a still greater decrease, there being 2507 boys enrolled and 2398 girls which was a total of 580 less than the enrollment of 1928.<sup>1</sup>

The average daily attendance also decreased in about the same proportion but the per cent of attendance gained some. The average daily attendance in 1928 was 1654 boys and 1531 girls; in 1929, it was 1539 for the boys and 1640 for the girls, while the next year, 1930, there were 1477 boys and 1461 girls enrolled, a total of 247 less than in 1928.<sup>2</sup>

There was an attendance of 80% in 1928, 81% in 1929, and 85% in 1930, which showed a gain of 5% in attendance in the three years.<sup>3</sup>

I attribute the cause of the decrease in enrollment, to people moving out of the county after the oil field boom, and to the depression. Many people kept their children out of school because they were not able to buy the necessary books and clothes to keep their children in school.

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1 Records in the County Supt's. office.

2 Ibid.

3 Ibid.

Although this was a time of depression in the county, the qualifications of the teachers showed a considerable improvement. There was a very noticeable decrease in the number of county certificates in use in the county, and also in the number issued by the superintendent. A corresponding increase of state certificates, was found.

In 1928, there were 10 C-3, 12 C-2, and 43 C-1 certificates under contract. In addition to these, there were 35 St. ele., 46 L, and 11 degrees. The same year, the superintendent issued 1 C-T, 9 C-3, 12 C-2, and 9 C-1 grade certificates. This was considerable less than the preceding year, 1927.<sup>4</sup>

Contracts were given the next year, 1929, to teachers holding 5 C-3, 8 C-2, and 46 C-1 certificates, besides 35 St. ele., 45 L, and 13 degrees. The number of county certificates and the kinds issued were as follows: 1 C-T, 8 C-3, 6 C-2, and 10 C-1.<sup>5</sup>

The next two years found the county certificates almost entirely eliminated, with the exception of the first grade. There were 2 C-3, 7 C-2, and 40 C-1 certificates under contract in 1930, besides 35 St. ele., 44 L, and 17 degrees. The same year, there were only, 1 C-T, 4 C-3, 3 C-2, and 2 C-1, issued by the superintendent, less than half as many as the year before.<sup>6</sup>

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

Note: C-1, C-2, and C-3 above, refer to county first, second, and third grade certificates respectively, C-T, to county temporary.

The year 1931, found 2 C-3, 5 C-2, and 36 C-1 certificates under contract besides the following state certificates: 36 St. ele., 46 L, and 19 degrees. The number of county certificates issued, decreased in number to seven, there being 3 C-3, 2 C-2, and 2 C-1.

The lack of finances in the county caused fewer teachers to be employed. There were 161 given contracts in 1928, 155 in 1929, 150 in 1930, and 144 in 1931.<sup>8</sup>

Although the number of teachers was reduced between the years 1928 and 1931, the total amount spent showed no reduction until 1930. The total amount paid teachers in 1928, was \$137,911. The next year, 1929, this was increased to \$145,986 but in 1930, it was lowered to \$132,153 and in 1931 still further to \$128,893. During the last two years, named, the salaries of most teachers in the county were cut from 10 to 25 per cent, and besides this many schools in the county had to cut their terms short because of lack of funds.<sup>9</sup>

During the same period, the teacher expense per pupil was raised, except in 1931. In 1928, the teacher expense per pupil, was \$43.30 and the total expense per pupil was \$55.55. It reached \$45.92 and \$69.54 res-

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7 Ibid.

8 Ibid.

9 Ibid.



pectively the next year, but in 1930, the teacher expense per pupil was \$44.98 while the total expense per pupil lowered to \$58.98. The teacher expense per pupil reached a low of \$39.13 and the total expense per pupil reached a low of \$55.19 in 1931.<sup>10</sup> This was the lowest either had been for six years.

The average salary of grade teachers lowered from \$90 per month in 1928, to \$80 per month in 1931. The average salary of superintendents of consolidated schools, was lowered from \$200 per month in 1928 to \$150 per month in 1931. This reduction in salaries, was due to the beginning of the depression. The range of salaries of all superintendents in the county remained from \$1350 to \$3600 per year.<sup>11</sup>

The number of independent districts, remained at five while the consolidated schools had two new members join their ranks. These were Atwood and Spaulding. They were both organized in 1930, and brought the total number of Cd. districts to seven. Most of the consolidated schools offered four years of high school work. Besides these, there were two, small common districts, Lawnwood and Bethel, each offering two years of accredited high school work.<sup>12</sup>

The above schools promoted 239 eighth graders and graduated forty from high school, in 1928.

In 1929, they graduated 241 from the eighth

10 Records in the Co. Supt's. office.

11 Ibid.

12 Ibid.

grade and seventy from high school. The next year, 1930, there were 252 eighth graders and 57 high school students passed through the graduation exercises. <sup>13</sup>

The libraries in the county, showed a loss in the number of books during this period. There were 8444 volumes in 1928 and 8389 in 1930. Many schools did not buy library books because of their reduced estimates. <sup>14</sup>

The number of wood or frame buildings, was reduced from 39 in 1928 to 27 in 1931, of these there still remained nine one-room buildings compared with eleven in 1928. There were still 27 two-room buildings and four three-room buildings in use in 1931. Twenty-three districts had built homes for their teachers at this time. <sup>15</sup>

The estimated value of buildings and grounds, rose from \$344,200 in 1928, to \$372,600 in 1931, an increase of \$28,400 for the period. <sup>16</sup>

During this period, the schools were feeling the effect of the depression more and more. Each year found more state aid needed, in greater amounts, and by a greater number of districts. People who owned property could not pay their taxes and schools suffered from the results.

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> County Supt's. Annual reports.

The years 1932 and 1933 were trying years for the schools of the county. At this, the zero point in the depression, the schools were faced with many problems that never confronted them before. The inability of the people to pay their taxes, caused the budgets to be reduced, salaries to be reduced, teaching forces to be reduced and warrants to be discounted. In many districts the warrants could not be cashed at all. Through all these trials, the teachers never wavered, but rather seemed to work with redoubled energy in putting over their work. Many teachers in the county, taught for weeks without any remuneration whatever.

Nearly every school in the county had to have state aid; without it, some would have closed with a three or four months term.

In 1932-33, the state aid was sufficient to insure all the weak districts of a seven and a half months term. This, ofcourse, caused the consolidated and other schools offering high school work, to have to operate two weeks without pay, in order to keep on the accredited list. There was not a school of this type in the county, that did not keep in session the full eight months.<sup>17</sup>

The Red Cross and other charitable organizations did their part in supplying clothes and food to those

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17 G. D. Jenkins, County Supt. at that time.

families not able to buy them. In many cases the school boards furnished books and supplies for students whose parents could not buy them, thus keeping children in school that otherwise would have been compelled to quit.

In 1931, the county commissioners bought about three dozen, seventy-two quart pressure cookers and the same number sealers. These were distributed among the different districts, to be used by the people of the communities in canning food-stuff for winter. These were used extensively by the people of the communities and also by the schools. Nearly every district in the county has a women's Club; these clubs would meet and can up vegetables and meats, out of which to make soup in the winter for the school children.

Two districts, Lawnwood and Fairview Cd. #2, each canned nearly two hundred gallons of soup stock in 1932. In these districts, the children were, each, asked to bring a half gallon jar, cap, and ring. The parents and club members would then meet at the school house with vegetables and meats and can it for use in the winter. The vegetables were donated and sometimes the meat, but usually the meat was bought.<sup>18</sup>

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<sup>18</sup> Joe H. Brown, Supt. of Fairview at that time.

with money earned by the Women's Club or by the P. T. A. When cold weather came these women would come to the school, prepare the soup, and serve it. In order that each mother in the district, be given an opportunity to help serve, a list was made of all the women in the district. Next, a central committee was appointed, consisting of from five to seven members. Each of the central committee took her turn in supervising on lunch day, which was usually two days each week. Each supervisor would select her help from the names on the general list, taking them alphabetically until all had served, then starting at the first again.

At least 25 districts in the county served hot lunches similar to the above named method, some served all the pupils, as the above, and some served only those who were not able to bring any lunch or whose lunch was insufficient.

The schools have started out the year 1933 with optimism as to the future. The revenue derived from the sales tax, and beer tax in conjunction with the advalorem tax and state aid, is expected to be sufficient to keep the schools open at least eight months with warrants cashable at par value. With this bright outlook, the people of Hughes County face the future with faith in their County, State, and Nation and pride in their hearts for the progressiveness of their schools.

## CHAPTER VI

### INDEPENDENT DISTRICTS

There are five independent districts in the county. They are Holdenville, Wetumka, Calvin, Dustin, and Stuart. These schools are fairly well distributed over the county, three being in the northern half and two being located in the southern half. Statistics of these schools will be found on pages 64 to 68 inclusive.

Holdenville is the largest and oldest of the independent districts, having become incorporated in 1911. This school is one of the leading institutions in this part of the state. It has a splendid new high school building that is sufficient to accommodate the high school and a junior college which was added to the school in 1933.

Wetumka has the next largest school system in the county. It is also noted for its scholastic and athletic accomplishments, having made a splendid record in each. This school also sponsors a junior college which was added in 1932 and which has proven a great success.

These two schools are representative of the other independent schools in the county, except these are the largest and sponsor junior colleges.

Dustin is the smallest of the independent districts in the county and a full history of this school follows on pages 60 to 64.

DUSTIN

Spokogee was the name first given to the little village now known as Dustin. This little town was settled principally in the year of 1903, under the government of Indian Territory which made no provision for schooling of white children. In spite of this fact, in the autumn, a two room school was opened in two makeshift, wooden buildings about a block apart in the business part of town. Mr. Yandel and an assistant were the first teachers, being paid by tuition from the students. There was no uniform course of study, the books being brought in from the states by different families.<sup>1</sup>

Not being satisfied with the building and equipment, in 1904, the people built a two-story frame building, consisting of three rooms. This was paid for by subscription. Mrs. Mae Luttrell and two assistants were the teachers that year.<sup>2</sup>

By 1908, the population had reached 700 and a larger school was needed. A bond issue was voted and a beautiful two-story brick building was erected on the present campus. This was a town school, the board members being elected at the same time as the town board and being responsible to the town board.<sup>3</sup> When the new building was occupied, a two year high school course was added to the curriculum. School was carried

1 Jennie L. Ellis, student in Dustin High School.

2 Ibid.

3 Ibid.

on in a partially completed building until 1908-09, when the structure was destroyed by fire, immediately following the commencement of that year. The people of Dustin did not give up after this disaster, but built a new structure that summer and started over again.

In 1919, Dustin became an independent district. In September of the same year, the school house was burned again. School was carried on, however, under the guidance of Supt. Corbell, the three churches and the Masonic Hall being used for class rooms.<sup>4</sup>

The present building was finished in 1920, the year in which Dustin became an accredited four-year high school with two graduates.<sup>5</sup>

Maple Grove District was annexed to the original Dustin District in 1926 which brought the district to its present size.

The school is now fully accredited for eighteen units and is moving forward with a balanced schedule, in keeping with the educational merits of a progressive citizenry.

Dustin is one of the outstanding schools of the county, scholastically. Previous to 1931, this school competed with Holdenville, Wetumka, and other "A" class schools in the county literary meets, never failing to carry off its share of the honors, although some of

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.



these schools have enrollments many times larger than Dustin.

Displayed in the trophy case, are awards of which any school might well be proud. These trophies represent victories in almost every line of literary work as well as in athletics, which shows a real school spirit.

The Dustin Debate Club was organized in 1928. It has made an inviable record, winning the Class "A" championship in the district in 1930, in competition with such schools as Eufaula and Muskogee. They only lost one decision in 1932, thereby losing the district championship to Ft. Gibson.

In 1926, a Girls Glee Club was organized with Dorothy Fischer as instructor. From 1927 to 1929, the club was under the direction of Marie Davidson. She was followed as director by Kathryn Ford, from 1930 to 1933. During these years, the girls have made quite a record, participating in county meets, singing for entertainments given by different organizations, and staging operettas. This year, the club is under the direction of Lucille Parker who has planned a very busy year for the girls.<sup>6</sup>

There is also a Girls Grammar School Glee Club which was organized and directed by Mrs. G. G. Loftin, in 1930.

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<sup>6</sup> Lucille Parker, Director of Girls Glee Club.

This club has an annual enrollment of about 25 pupils. They present operettas, render classical and religious numbers at school, churches, and social gatherings.<sup>7</sup>

Last, least, but one of the best features of the student activities, is the Rythm Band. It was organized in 1930 by Mrs. G. G. Loftin and Miss Opal Melton. This band won first honors in the Hughes County Literary Meet in 1932. The band is continuing at this time with the same director and a very promising future.<sup>8</sup>

The Dustin Redskin, the school paper of the Dustin Schools, is one of the newsiest and best little papers it has been the pleasure of the writer to read. We are told that this paper had its origin with two eighth grade girls, Marie Oliver and Nadine McIntosh, in 1927. They called their two-page, typewritten paper, "The Eighth Grade News" and sold it for a penny a copy. This was followed by the Dustin Redskin, which was printed on the school mimeograph until 1932, when with a full staff and a sponsor, the paper began being printed by the Okmulgee Press.<sup>9</sup>

Dustin has also made a good record in athletics. In 1925, their boys were runners up in the district basket-ball tournament at Ada. At the same time, the girls won the district championship. Both boys and girls won championships in the county that year. The junior-High girls won the county title in 1926 and the

<sup>7</sup> Mrs. G. G. Loftin, director of the club.

<sup>8</sup> Opal B. Melton, director of the band.

<sup>9</sup> Kathryn Ford, teacher in Dustin School.

junior-high boys won in 1927. The girls and boys both won titles in 1928. The baseball team won the county championship in 1921 and again in 1925. The track teams won cups in county meets in 1922 and again in 1924.

Dustin has a splendid indoor gymnasium in which is held an invitation tournament in basketball each year.<sup>10</sup>

#### DUSTIN

These statistics show the superintendent and his salary for each year, number of teachers, enrollment, and graduates for both grades and high school each year from 1920 to 1933.

Year	Superintendent	Supt's. sal.	tch.	Enrollment				Graduates	
				Grades M.	F.	H. M.	S. F.	8th.	H.S.
1920-21:	O. M. Corbell	: \$2000:	9:	124:	122:	13:	24:	21:	3:
1921-22:	" "	: 2000:	9:	148:	150:	26:	38:	19:	10:
1922-23:	" "	: 2000:	9:	136:	135:	32:	43:	14:	11:
1923-24:	J. C. Burns	: 1800:	9:	108:	116:	30:	42:	10:	11:
1924-25:	J. H. Harrison	: 2025:	9:	139:	131:	27:	28:	15:	9:
1925-26:	C. F. Hines	: 2150:	:	:	:	:	:	:	:
1926-27:	" "	: 2150:	9:	145:	129:	27:	37:	21:	10:
1927-28:	L. C. Featherston:	1575:	9:	140:	113:	36:	31:	12:	7:
1928-29:	" "	: 1790:	10:	130:	106:	42:	38:	15:	8:
1929-30:	" "	: 1700:	9:	121:	110:	39:	42:	12:	11:
1930-31:	G. G. Loftin	: 1665:	8:	134:	115:	21:	41:	12:	11:
1931-32:	" "	: 1600:	8:	119:	122:	22:	39:	14:	12:

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\* Statistics were not available for 1925-26.

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10 G. G. Loftin, Supt. of Dustin Schools.

HOLDENVILLE

Statistics showing the number of teachers, the enrollment, and graduates in the Holdenville schools, 1915-1931.

Year	No. of tch.	Enrollment				Graduates	
		Grades		H.	S.	8th.	H.S.
		M.	F.	M.	F.		
1915-16	19	391	400	69	61	20	15
1916-17	21	359	349	66	94	44	17
1917-18	21	386	367	69	82	54	20
1918-19	21	348	362	52	108	70	12
1919-20	27	355	335	66	102	31	13
1920-21	32	405	388	76	112	34	31
1921-22	33	417	369	90	108	28	33
1922-23	28	386	388	94	100	48	30
1923-24	28	557	558	119	144	29	28
1924-25	48	730	794	140	170	83	38
1925-26							
1926-27	50	794	793	154	161	92	53
1927-28	55	876	856	172	198	86	34
1928-29	50	766	749	107	134	130	46
1929-30	49	806	795	216	245	113	54
1930-31	46	615	609	149	143	76	65
1931-32	42	577	587	151	167	80	81

\* Statistics were not available for 1925-26.

WETUMKA

Statistics showing the number of teachers, the enrollment, and graduates in the Wetumka Schools 1917-1931.

Year	No. of Tch.	Enrollment				Graduates	
		Grades		H. S.		8th.	H. S.
		M.	F.	M.	F.		
1917-18	9	90	101	17	28	27	8
1918-19	12	225	194	28	47	29	9
1919-20	14	233	222	42	71	26	21
1920-21	14	265	234	37	59	36	10
1921-22	16	249	233	67	80	45	23
1922-23	25	309	330	57	93	40	17
1923-24	25	429	445	57	80	42	16
1924-25	29	525	543	75	121	51	30
1925-26							
1926-27	29	598	517	94	116	56	26
1927-28	29	496	501	94	129	59	31
1928-29	27	475	473	103	128	53	35
1929-30	27	467	462	38	113	50	40
1930-31	23	478	471	101	130	53	16
1931-32	29	474	439	121	134	70	36

\* Statistics were not available for 1925-26.

CALVIN

Statistics showing the number of teachers, the enrollment and the graduates in the Calvin Schools.

Year	No. of tch.	Enrollment				Graduates	
		Grades		H. S.		8th.	H.S.
		M.	F.	M.	F.		
1917-18	9	82	80	18	21	14	6
1918-19	9	90	107	17	28	16	8
1919-20	8	160	143	14	22	8	12
1920-21	8	143	110	13	20	8	3
1921-22	10	226	174	20	26	16	8
1922-23	10	194	156	20	35	12	6
1923-24	10	200	191	19	30	9	5
1924-25	9	176	165	34	50	22	8
1925-26							
1926-27	10	201	168	37	60	26	11
1927-28	10	192	185	42	48	24	8
1928-29	10	180	156	55	44	27	14
1929-30	10	171	146	56	44	12	12
1930-31	10	205	175	48	46	32	17
1931-32	11	206	168	55	48	19	13

\* Statistics were not available for 1925-26.

STUART

Statistics showing the number of teachers, the enrollment, and the number of graduates in the Stuart Schools 1919-31.

Year	No. of tch.	Enrollment				Graduates	
		Grades		H. S.		8th.	H.S.
		M.	F.	M.	F.		
1919-20	8	136	143	13	26	14	3
1920-21	9	112	115	32	33	10	8
1921-22	9	150	162	34	36	12	6
1922-23	10	158	149	34	47	10	8
1923-24	8	150	174	30	39	24	17
1924-25	10	144	108	38	50	18	9
1925-26							
1926-27	10	141	103	44	46	11	8
1927-28	10	146	109	42	53	21	10
1928-29	8	119	112	33	42	20	10
1929-30	9	130	136	39	52	14	18
1930-31	9	97	103	36	47	24	9
1931-32	10	100	101	45	47	14	9

\* Statistics for 1925-26, were not available.

CHAPTER VII  
CONSOLIDATED SCHOOLS

There are seven consolidated schools in the county. Moss is the oldest and also the largest in area of any of the consolidated districts.

These schools are all similar in most respects, having about the same number of teachers, about the same enrollments and similar problems confronting them.

All of these districts employ trucks to transport their pupils to and from school. The trucks create one of the greatest problems of the districts, since the routes over which they travel are usually long and rough. In rainy weather, the roads become slick and boggy, quite often causing the trucks to be late in arriving at school.

These schools have organized a Class "B" Literary and Athletic Association, composed of consolidated and village schools only. This association has its constitution and by-laws governing it and its activities. They have their literary and athletic meets separate from the other schools of the county, which puts them on an equal basis of competition.

The history and statistics of the consolidated schools follow on succeeding pages.

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MOSS Cd. #1

This district was organized November 18, 1911. It originally contained districts #19, #20, #21, and #22. District #23 was attached in 1922 and district #17 was attached the next year. The area of this district is greater than any in the county.<sup>1</sup>

It is to be regretted, that there is no record of the early history of this splendid school. The first annual report on record is that of J. S. Hardin for the year 1920-21. At that time there were 15 enrolled in high school with an average daily attendance of 9.8. There were no graduates that year, since only two years of high school work were offered.<sup>2</sup>

In 1924, Prof. Durham was elected superintendent and under his able guidance, the school became an accredited, four year high school, with an enrollment in 1926, of 388 in the grades and 48 in high school.<sup>3</sup>

Mr. Durham was followed as superintendent, by W. F. Logan and B. O. Wise in succession. These were both good school men and kept Moss on the map both in literary work and in athletics, having turned out splendid material in each of these fields.

In 1929, Prof. V. H. Durham again became superintendent of this school and remained at its head until 1933, when he was succeeded by a very capable

<sup>1</sup> Records in the Co. Supt's. office.

<sup>2</sup> Annual report for 1920-21.

<sup>3</sup> Ibid, 1924, 1926.

young man in the person of Mr. Guy Webber who started out his first year as superintendent by winning first honors with his school exhibit at the county fair, 1933.

Moss has made an enviable record in the county, in literary work, club work, and athletics, having won many trophies in each activity in the county as well as in the district meets. Both girls and boys have been outstanding in basketball for the past several years and they are always well represented in literary activities.

STATISTICS  
MOSS Cd. #1

Year	Superintendent	Supt's.		Enrollment		a.d.a.		Lgth. of term.
		Mo. sal.	No. tch.	Gr.	H.S.	Gr.	H.S.	
1920-21:	J. R. Hardin	:\$175	: 7	: 182	: 15	: 76	: 10	: 7½
1921-22:	Edith Watts	: 150	: 6	: 274	: 23	: 201	: 16	: 8
1922-23:		:	:	:	:	:	:	:
1923-24:		:	:	:	:	:	:	:
1924-25:	V. H. Durham	: 200	: 7	: 355	: 33	: 208	: 23	: 9
1925-26:	" "	: 200	: 5	: 388	: 48	: 199	: 33	: 9
1926-27:	W. F. Logan	: 200	: 8	: 344	: 56	: 192	: 24	: 9
1927-28:	B. O. Wise	: 215	: 8	: 274	: 84	: 169	: 54	: 8½
1928-29:	" "	: 215	: 8	: 332	: 81	: 178	: 57	: 9
1929-30:	V. H. Durham	: 225	: 9	: 300	: 67	: 173	: 53	: 8¼
1930-31:	" "	: 225	: 9	: 286	: 76	: 193	: 62	: 8¼
1931-32:	" "	: 175	: 9	: 275	: 99	: 178	: 78	: 8
1932-33:	" "	: 150	: 9	:	:	:	:	: 8

\* Where blanks appear, there were no records available.

## FAIRVIEW Cd. #2

Fairview Cd. #2 was organized August 3, 1920, being formed from districts #19 and #25. To these, district #18 was attached September 10, 1921.<sup>1</sup> This district has one of the most modern plants in the county, among the rural schools. It has a large auditorium besides plenty of classrooms and a study-hall. The building is heated by gas and a gasoline pump supplies running water for the school as well as for the toilets.

Wyatt W. Smith was the first superintendent of this consolidated school enrolling 140 in the grades and nine in high school. Mr. Smith remained superintendent until 1923 when he was succeeded in this position by E. L. Kirkpatrick who remained at the head of the school two years. In 1924-25, he enrolled 372 in the grades and 25 in high school with an average attendance of 206 and 21 for the grades and high school respectively.<sup>2</sup>

The records show that Mr. Kirkpatrick was followed by C. O. Maxey who only stayed one year, being replaced in 1926 by Mr. Jim J. Ragland who very successfully steered the school for four years. Under Mr. Ragland's guidance, the school became a fully ac-

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1 Records in the Co. Supt's office.

2 From annual reports for those years.

credited four year high school. The last year of his superintendency, Mr. Ragland enrolled 218 in the grades and 47 in high school, with an average attendance of 149 and 40 respectively.

Mr. B. F. Mitchusson was elected superintendent following Mr. Ragland. He remained only one year and was succeeded by Mr. Joe H. Brown. The school rated highly under the guidance of each of these men and showed progress that measured up very favorably with other schools of the county.

Under the splendid leadership of the above named men, Fairview school has been a leading contender of the county in educational affairs as well as athletics. The school boasts many nice trophies as results of victories in literary and field meets. The baseball team has taken first honors in the county the last two years 1932 and 1933; besides this, the school ran a close second in the Literary Meet in 1933.

FAIRVIEW Cd. #2  
STATISTICS

Year	Superintendent	Supt's.		Enrollment a.d.a of				Lgth. term.
		mo. sal.	No. tch.	Gr.	H.S.	Gr.	H.S.	
1920-21:	Wyatt W. Smith	\$175:	5 :	140:	9:	77:	7:	8½:
1921-22:	" "	: 200:	5 :	165:	19:	245:	15:	8 :
1922-23:	" "	: 200:	6 :	333:	22:	152:	16:	8 :
1923-24:	E. L. Kirkpatrick	: 175:	7 :	318:	33:	161:	21:	8 :
1924-25:	" "	: 200:	7 :	372:	25:	206:	21:	8 :
1925-26:	C. O. Maxy	: 200:	7 :	354:	:	214:	:	8 :
1926-27:	Jim J. Ragland	: 175:	7 :	302:	37:	147:	25:	8 :
1927-28:	" "	: 175:	8 :	309:	34:	187:	26:	9 :
1928-29:	" "	: 200:	8 :	225:	43:	149:	32:	9 :
1929-30:	" "	: 200:	8 :	218:	47:	136:	40:	8 :
1930-31:	B. F. Mitchusson	: 175:	8 :	206:	59:	151:	44:	9 :
1931-32:	Joe H. Brown	: 150:	8 :	199:	74:	143:	62:	8 :

The history of the two preceding districts, is representative of the other consolidated districts in the county, therefore, only a brief outline will be given to the others.

### YEAGER Cd. #3

This little village is located about eight miles north-east of Holdenville, on the Frisco Railroad.

It operated as a village school until 1922, when it was consolidated by uniting district #22 with part of districts #21 and Cd. #2.<sup>1</sup>

The first record of the school is an annual report by C. C. Riddle, Supt. in 1922-23. That year, there were 288 grade pupils enrolled and 21 high school students with an average daily attendance of 112 in the grades and 12 in the high school. There were no high school graduates, as only a two years high school course was offered at that time.<sup>2</sup>

### YEAGER SCHOOL STATISTICS 1922-1933

Year	Superintendent	Supt's.		Enrollment		a.d.a		lgth. of term.
		mo. sal.	No. tch.	Gr.	H.S.	Gr.	H.S.	
1922-23:	C. C. Riddle	: \$175:	: 6 :	: 228 :	: 21 :	: 112:	: 12 :	: 8½ :
1923-24:	D. R. Gilmore	: 175:	: 6 :	: 191 :	: 23 :	: 104:	: 13 :	: 9 :
1924-25:	C. M. Farmer	: 150:	: 6 :	: 189 :	: 27 :	: 133:	: 19 :	: 8 :
1925-26:	L. K. Nash	: 145:	: 6 :	: 279 :	: 25 :	: 142:	: 15 :	: 8 :
1926-27:	" "	: 180:	: 7 :	: 229 :	: 25 :	: 131:	: 16 :	: 9 :
1927-28:	" "	: 185:	: 6 :	: 240 :	: 24 :	: 167:	: 20 :	: 8½ :
1928-29:	" "	: 200:	: 8 :	: 220 :	: 31 :	: 141:	: 25 :	: 9 :
1929-30:	" "	: 200:	: 7 :	: 204 :	: 49 :	: 144:	: 37 :	: 9 :
1930-31:	R. R. Rhoads	: 150:	: 8 :	: 190 :	: 40 :	: 140:	: 23 :	: 8 :
1931-32:	R. G. Morgan	: 175:	: 7 :	: 199 :	: 44 :	: 149:	: 32 :	: 8 :
1932-33:	" "	: 175:	: 7 :	: :	: :	: :	: :	: 8 :

<sup>1</sup> Records in the County Supt's. office.

<sup>2</sup> Annual reports for 1922.

## LAMAR Cd. #4

This district was formed July 5, 1922 from districts #30, #69, #81 and parts of districts #31, and Cd. #1. District #29 was attached in 1928 which brought the district to its present boundaries.<sup>1</sup>

Previous to consolidation, Lamar had operated as a village school. At that time, Lamar was a flourishing little village with several stores. The town is located on the K. O. & G. Railroad, about seventeen miles east of Holdenville. There is no authentic record left of the school previous to 1923. At that time, Mr. J. R. Hardin was superintendent, claiming the distinction of having one of the best high schools in the county. The school was a fully accredited four high school.<sup>2</sup>

## LAMAR SCHOOL STATISTICS 1922-1923

Year	Superintendent	Supt's. mo. No.	Enrollment		a.d.a		Lgth. of term	
			Gr.	H.S.	Gr.	H.S.		
1922-23:	J. R. Hardin	:\$200:	8	: 252:	63	: 164:	47:	8 :
1923-24:	" "	: 200:	8	: 245:	56	: 161:	27:	9 :
1924-25:	" "	: 175:	7	: 242:	48	: 145:	39:	8 :
1925-26:	E. L. Kirkpatrick:	200:	7	: 253:	58	: 148:	37:	8 :
1926-27:	" "	: 200:	8	: 238:	52	: 164:	36:	8 :
1927-28:	R. L. Herring	: 200:	7	: 221:	57	: 130 :	40:	8 $\frac{1}{2}$ :
1928-29:	" "	: 200:	8	: 232:	71	: 148:	47:	8 $\frac{1}{2}$ :
1929-30:	" "	: 210:	8	: 206:	64	: 137:	50:	8 :
1930-31:	" "	: 210:	8	: 229:	63	: 158:	48:	8 $\frac{1}{2}$ :
1931-32:	A.B. Vernon	: 200:	8	: 235:	75	: 169:	50:	8 :
1932-33:	Lionel O'Neal	: 150:	8	:	:	:	:	:

- 1 Records in the County Supt's. office.  
2 Annual report for that year, 1922.

## GERTY Cd. #5

In September 1922, common school districts, #57, #61, #70, and part of #56, consolidated, forming what is now Gerty Cd. #5. This school is located in the southern part of the county, about ten miles south of Calvin.<sup>1</sup>

The first superintendent of this consolidated school, was C. M. Farmer who began the new school in 1922-23, reporting an enrollment of 318 and an average daily attendance of 273. There were no high school students the first year.<sup>2</sup>

## GERTY SCHOOL STATISTICS 1922-1923

Year	Superintendent	Supt's.		Enrollment		a.d.a		Lgth. of term
		mo. sal.	tch.	Gr.	H.S.	Gr.	H.S.	
1922-23:	C. M. Farmer	: \$135:	4 :	318 :	:	273 :	:	8 $\frac{1}{2}$ :
1923-24:	Lula Hightower	: 110:	5 :	176 :	6 :	118 :	3 :	6 $\frac{1}{2}$ :
1924-25:	C. F. Spencer	: 125:	5 :	:	:	:	:	:
1925-26:	J. T. Watson	: 100:	5 :	246 :	6 :	165 :	4 :	8 $\frac{1}{2}$ :
1926-27:	W. F. Logan	: 115:	5 :	245 :	21 :	140 :	13 :	8 $\frac{1}{2}$ :
1927-28:	G. D. Jenkins	: 125:	5 :	210 :	48 :	153 :	35 :	9 :
1928-29:	" "	: 125:	6 :	195 :	53 :	104 :	35 :	9 :
1929-30:	E. A. Hester	: 170:	7 :	198 :	56 :	122 :	37 :	8 :
1930-31:	Jim J. Ragland	: 155:	7 :	212 :	67 :	134 :	52 :	8 $\frac{1}{2}$ :
1931-32:	" "	: 175:	7 :	227 :	87 :	150 :	64 :	8 :
1932-33:	" "	: 165:	7 :	:	:	:	:	8 :

1 Records in County Supt's. office.

2 Annual report for 1922.

## ATWOOD Cd. #6

There was a small village high school at Atwood before it became consolidated which occurred November 5, 1928 when Union Graded District #1 and district #51 organized and united.

O. B. Patterson was the first superintendent of the newly organized district.<sup>1</sup>

## ATWOOD SCHOOL STATISTICS 1927-1933

Year	Superintendent	Supt's.		Enrollment				Lgth. of term.
		mo. sal.	No. tch.	Gr.	H.S.	Gr.	H.S.	
1927-28:	O. B. Patterson:	\$160	5	223	25	135	14	8
1928-29:	" "	160	7	238	34	142	23	8 $\frac{1}{2}$
1929-30:	J. J. Hodges	175	7	304	55	158	31	9
1930-31:	J. L. Sullivan	190	7	274	88	185	68	8
1931-32:	" "	190	7	276	107	202	81	8
1932-33:	E. L. Thomas	150	7					

1. Records in County Supt's. office.

## SPAULDING Cd. #7

Spaulding was a village school previous to 1930, when districts #39 and #71 united to form Cd. #7.

B. O. Wise was the first superintendent after consolidation.

## SPAULDING SCHOOL STATISTICS 1927-1933

Year	Superintendent	Supt's.		Enrollment				Lgth. of term.
		mo. sal.	No. tch.	Gr.	H.S.	Gr.	H.S.	
1927-28:	Louis Tunstall	\$175	7	191	54	110	37	9
1928-29:	B. B. Alton	200	7	157	61	93	36	8 $\frac{1}{2}$
1929-30:	B. O. Wise	200	7	155	43	85	27	8 $\frac{1}{2}$
1930-31:	" "	200	7	210	87	126	45	8 $\frac{1}{2}$
1931-32:	Richard Brown	180	8	321	109	196	70	8 $\frac{1}{2}$
1932-33:	" "	180	8					8



## COUNTY SUPERINTENDENTS

The first superintendent in the county was B. N. Hicks. His, was the task of creating the first school districts in the county, some of which still remain as he first formed them. He also had the task of starting the county educational system off in such a manner that it has gained impetus as the years have passed and has attained a place among the top ranks educationally. Mr. Hicks served as superintendent from 1907 to 1910.

In 1911, H. S. Mathis took over the county superintendent's office together with its many duties which he performed in a commendable manner until 1912.

Mrs. Florence M. Green became the third county superintendent July 1, 1913 and served one term.

V. H. Durham, a man who has been prominent in educational affairs in the county ever since it has been a county became the fourth person to fill the office. He took the oath of office in 1915 and served faithfully, conscientiously, and efficiently four straight terms, relinquishing the office in 1923.

Miss Alice Means, who for several years had served as deputy under Mr. Durham, took over the duties of the superintendent's office in 1923. The progress made by the schools under her supervision shows that Miss Means was a very capable superintendent. She served four terms which ended in 1931.

In 1931, G. D. Jenkins was elected to the office of county superintendent. The schools of the county during his administration, were going through the most critical stage of the financial crisis, nevertheless, they made progress under his guidance.

Jim J. Ragland took the oath of office in July, 1933. Mr. Ragland is well qualified to fill the office, both from the standpoint of scholarship and from experience as a teacher. The future of the Hughes County schools, is safe as long as their destiny is guided by Mr. Ragland.

Year	Superintendent	Terms
1907-11	: B. N. Hicks	: 2 :
1911-13	: H. S. Mathis	: 1 :
1913-15	: Florence M. Green	: 1 :
1915-23	: V. H. Durham	: 4 :
1923-31	: Alice Means	: 4 :
1931-33	: G. D. Jenkins	: 1 :
1933-	: Jim J. Ragland	: :

## EDUCATIONAL ORGANIZATION

There is an organization of Superintendents, Principals, and School Boards, in the county. This organization came into existence in 1931, with R. B. Knight, Supt. of Wetumka Schools, as president. Under the very able leadership of Superintendent Knight, the organization accomplished a great deal of good.

The purpose of the organization, is to bring about a better sociable feeling among teachers and school boards, and to promote a better understanding of school problems in the county, as well as to inculcate closer cooperation on the part of all concerned. Meetings are held once a month at some school in the county, changing meeting places each month. There is always a banquet preceding the business session, each member paying for his plate. The banquet is followed by a business session at which problems common to all our schools, are discussed. Usually there is a speaker on the program who lectures on some educational problem facing us.

Grover G. Loftin, of Justin, succeeded Prlf. Knight as president, in 1932. He proved to be very worthy of the office and gave us a series of splendid meetings from which a vast amount of good was accomplished.

The humble writer was chosen to succeed Prof. Loftin, for the present year, 1933, the outcome of which is yet to be seen.

## SUMMARY

Hughes County was once a part of the Creek and Choctaw Nations. The only schools at first, were for the Indian children and supported by the government. As the whites entered the Indian Territory, neighborhood schools sprang up and increased as the white population increased. These first schools for the whites were tuition schools.

There was one Indian Boarding School; The Wetumka National Labor School, which was located about 4 miles east of Wetumka. Besides this, there were several Indian day schools.

The first free schools in the territory, were established after the Curtis Act was passed in 1898.

At the beginning of statehood, 1907, there were 56 schools; in 1917, there were 77, and in 1933, there are 52, of which 7 are consolidated and 5 are independent.

In 1908, there were 98 teachers in the county, 28 of whom held county first grade certificates. Of the 144 employed in 1930, 137 held at least first grade certificates, 19 held standard degrees, and five held Master's degrees.

The salaries of teachers in 1908, ranged from \$35 to \$80. In 1931, the range was from \$75 to \$150. The depression caused a decrease in salaries.

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The enrollment in 1910, was 5,429 compared with 8,637 in 1931.

There were no graduates from high school, in 1908 while in 1931, there 230.

The total expense per pupil was \$21.09 in 1912; it was increased to \$55.19 in 1931.

There were no library books reported in 1908, while in 1930, there were 8,389 volumes in the rural schools alone, more than one book per pupil enrolled.

The total value of buildings and grounds, as reported in 1908, was \$66,543; this was increased to \$372,600 in 1930.

The first two teacher's homes were built in 1916 but 29 were in use in 1933.

In 1912, there were 57 frame buildings; these had decreased in number to 27 in 1930. At the same time, the brick and stone buildings increased from 18 to 29.

The schools are financed by advalorem taxes, gross production taxes and recently these have been augmented by the sales tax and beer tax. Providing the finances are sufficient to maintain the schools in keeping with the progressive standards they have set, the outlook is fairly bright for the schools of Hughes County.

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APPENDIX

TABLE I

## STATISTICS OF TEACHER PREPARATION 1908-31

## WHITE TEACHERS

These statistics show the number of teachers that taught under contract in the county, the number of county and state certificates actually used under contract, and the number of county certificates issued.

Year	County certificates under contract.				State cert. under cont.			County certificates issued.			
	No. Tch.	3rd.	2nd.	1st.	St. El.	L.	Deg.	Tem.	3rd.	2nd.	1st.
1908-09:	98	30	24	28	0	0	0	26	26	28	28
1909-10:	103	32	30	28	0	0	0	19	16	3	33
1910-11:	102	20	51	30	0	0	0	11	77	71	34
1911-12:	137	42	60	32	0	1	0	16	93	29	10
1912-13:	147	50	58	30	6	2	0	13	49	67	33
1913-14:	146	42	56	32	10	4	0	27	72	68	14
1914-15:	158	46	58	34	15	5	2	23	39	23	7
1915-16:	162	42	56	40	18	7	3	33	52	39	17
1916-17:	174	36	53	46	22	8	5	20	43	24	4
1917-18:	192	45	58	49	25	8	7	37	36	47	13
1918-19:	193	53	53	51	23	12	5	30	30	21	11
1919-20:	183	51	53	43	23	13	5	22	36	17	33
1920-21:	184	45	46	55	23	9	6	34	36	15	25
1921-22:	176	42	34	52	26	9	6	12	52	29	26
1922-23:	174	36	40	58	19	9	7	7	42	37	25
1923-24:	164	20	39	65	13	14	7	10	24	19	15
1924-25:	156	20	30	53	25	14	8	10	35	21	20
1925-26:	162	30	23	59	13	24	9	3	33	20	14
1926-27:	163	21	19	46	35	30	10	4	26	9	9
1927-28:	161	10	12	43	35	46	11	1	9	12	9
1928-29:	155	5	8	46	35	45	13	1	8	6	10
1929-30:	150	2	7	40	35	44	17	1	4	3	2
1930-31:	144	2	5	36	36	46	19	0	3	2	2

\* Where blanks appear, there was no available record.

\*\* From 1917, the independent districts are not included.

TABLE II

## SCHOOL BUILDINGS IN THE COUNTY

These statistics include all school buildings, both school houses and teacherages, together with the estimated value of school buildings and grounds.

Year	Wood	Brk. Stone and Cct.	1r.	2r.	3r.	Cd. Dist.	Tch. home	New bldg.	Est. val. of bldg. and gr.
1908-09:	37	5	25	6	0	0	0	12	\$ 66,543
1909-10:	45	10	31	18	1	0	0	14	
1910-11:	52	14	32	26	1	0	0	11	
1911-12:	55	17	32	30	3	1	0	6	
1912-13:	57	18	32	32	3	1	0	8	234,222
1913-14:	57	18	31	36	3	1	0	3	241,051
1914-15:	57	19	30	36	3	1	0	1	261,132
1915-16:	57	19	28	39	3	1	0	1	263,819
1916-17:	57	20	28	39	3	1	2	3	265,296
1917-18:	57	20	25	40	4	1	4	2	266,340
1918-19:	55	20	25	40	4	1	6	2	268,975
1919-20:	50	21	22	39	4	1	6	1	273,175
1920-21:	50	22	20	39	4	2	11	10	286,600
1921-22:	45	23	20	39	4	3	11	2	294,600
1922-23:	46	25	18	34	3	5	12	3	335,875
1923-24:	46	25	18	34	3	5	14	2	337,500
1924-25:	46	25	18	34	3	5	15	1	338,250
1925-26:	45	25	17	35	3	5	20	5	343,700
1926-27:	44	25	16	36	3	5	20	0	242,625
1927-28:	39	26	11	36	3	5	22	2	344,200
1928-29:	35	27	11	29	4	6	23	3	368,750
1929-30:	31	28	11	29	4	6	23	0	367,890
1930-31:	27	29	9	27	4	7	23	1	372,600

\* Records were not available where blanks appear.



TABLE III

ENROLLMENT, AVERAGE DAILY ATTENDANCE AND % OF  
ATTENDANCE

## HUGHES COUNTY

Year	Enrollment		Av. D. Att.		% of Att. in Co.
	M.	F.	M.	F.	
1910-11	2868	2561			
1911-12	3314	3206			
1912-13	3793	3637	2223	2210	60
1913-14	4007	3978	2381	2535	76
1914-15	3885	4331	2192	2268	54
1915-16	4148	4011	2334	2317	53
1916-17	4146	4051	2247	2369	52
1917-18	4180	4092	2318	2460	61
1918-19	3186	3239	2680	2854	85
1919-20	2863	2951	1294	1423	85
1920-21	3057	3036	1487	1547	76
1921-22	3054	3114	1551	1581	81
1922-23	3078	2960	1440	1570	80
1923-24	2699	2609	1434	1523	76
1924-25	2837	2639	1530	1651	80
1925-26	2862	2764	1569	1628	82
1926-27	2906	2842	1584	1642	86
1927-28	2881	2804	1654	1531	80
1928-29	2784	2711	1539	1640	81
1929-30	2507	2398	1477	1461	85

The independent districts were not included after 1918-19.

TABLE IV  
EXPENDITURES PER PUPIL

This table shows the expenditure for teachers' salaries per year, total expenditure per year, teacher expense per pupil average daily attendance, and total expense per pupil average daily attendance.

Year	Tch. Sal.	Other exp.	Total exp. per year	Teacher expense per pu. a.d.a	Total expense per pupil a.d.a
1912-13:	\$ 65,882	:\$31,264	:\$ 97,146	:\$14.86	:\$21.09
1913-14:	65,885	: 21,326	: 87,211	: 13.40	: 17.74
1914-15:	65,924	: 32,424	: 98,348	: 14.78	: 22.05
1915-16:	72,835	: 41,729	: 114,564	: 15.66	: 24.63
1916-17:	74,826	: 20,742	: 95,569	: 16.16	: 20.70
1917-18:	74,281	: 28,847	: 103,128	: 15.54	: 21.58
1918-19:	88,733	: 18,967	: 107,700	: 16.03	: 19.46
1919-20:	100,529	: 55,019	: 155,548	: 36.30	: 57.28
1920-21:	124,517	: 68,296	: 192,813	: 41.08	: 63.67
1921-22:	114,472	: 28,989	: 143,461	: 36.58	: 45.83
1922-23:	132,655	: 14,651	: 147,306	: 44.07	: 48.93
1923-24:	110,279	: 11,113	: 121,392	: 37.32	: 41.07
1924-25:	107,102	: 60,580	: 167,682	: 33.67	: 52.71
1925-26:	132,973	: 82,455	: 215,428	: 41.59	: 67.38
1926-27:	132,275	: 92,129	: 224,404	: 41.06	: 69.56
1927-28:	137,911	: 39,037	: 176,938	: 43.30	: 55.55
1928-29:	145,986	: 75,194	: 221,080	: 45.92	: 69.54
1929-30:	132,153	: 49,471	: 181,624	: 44.98	: 58.98
1930-31:	122,893	: 50,401	: 173,294	: 39.13	: 55.19

TABLE V  
MISCELLANEOUS

Year	No. sch. 4 or more tch.	Ind. dis. tch.	Range of tch.	Range of salaries of supts.	pvt. in sch.	No. books in lib.	8th. H.S. grad.	H.S. grad.
1914-15:	6	1	4-17:	\$1000- 1500:	1	1869:	:	:
1915-16:	8	1	4-17:	810- 1500:	1	3668:	:	:
1916-17:	9	1	4-21:	765- 1500:	1	3418:	:	:
1917-18:	10	3	4-21:	720- 1500:	1	3258:	117:	35 :
1918-19:	10	3	4-21:	1125- 1500:	1	3250:	35:	2 :
1919-20:	10	4	4-27:	1125- 2200:	1	3236:	144:	5 :
1920-21:	10	5	4-32:	875- 3600:	1	3255:	235:	7 :
1921-22:	12	5	4-33:	800- 3000:	1	3516:	231:	11 :
1922-23:	12	5	4-28:	875- 2400:	1	3206:	156:	10 :
1923-24:	12	5	4-28:	1000-2400 :	1	3422:	182:	10 :
1924-25:	12	5	4-48:	1080 -2400:	1	3554:	278:	50 :
1925-26:	13	5	4-48:	1080- 2400:	1	3753:	232:	45 :
1926-27:	14	5	4-50:	1040- 2700:	1	4179:	299:	50 :
1927-28:	14	5	4-55:	1125- 3000:	1	8444:	239:	40 :
1928-29:	13	5	4-49:	1350- 3600:	1	8583:	241:	70 :
1929-30:	13	5	4-46:	1350- 3600:	1	8389:	252:	57 :

\* The independent districts are not included in the columns showing high school graduates, eighth grade graduates and number of books in libraries.

\*\* Where blanks occur, records were not available.

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  - Goodson, Ike. Old Settler.
  - Howell, Rufus. Old Settler.
  - Jenkins, G. D. Ex. County Supt.
  - Parker, Lucille. Director Dustin Glee Club.

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