

THE IMPROVEMENT AND EXPANSION OF EDUCATIONAL SERVICES
THROUGH THE CREATION OF LARGER ADMINISTRATIVE SCHOOL UNITS
IN LEFLORE COUNTY SINCE 1918

THE IMPROVEMENT AND EXPANSION OF EDUCATIONAL SERVICES
THROUGH THE CREATION OF LARGER ADMINISTRATIVE SCHOOL UNITS
IN LEFLORE COUNTY SINCE 1918

By

CHARLES COLBERT COLLINS

Bachelor of Arts

Southeastern State College

Durant, Oklahoma

1935


Submitted to the School of Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE


1947

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
TULSA
DEC 8 1947

APPROVED BY:


Chairman, Thesis Committee


Member of the Thesis Committee


Dean of the School of Education


Dean of the Graduate School

PREFACE

This is the first time that a study has been made in LeFlore County, Oklahoma, on the improvement and expansion of educational services through the creation of larger administrative units.

It is often said that the creation of larger school administrative units brings about improvement and expansion of educational services. This study has been made of the consolidated schools of LeFlore County for the purpose of determining whether or not such improvement follows as a result of consolidation.

The author realizes that the chief values of this study will accrue to himself; first, in training; and second, in the satisfaction of an interest that has been created through eighteen years of association with the boys and girls of LeFlore County in their efforts to get an education.

There is a general belief that each child in America has a right to equal educational opportunity. If this can best be done by the creation of larger administrative units, then the public is entitled to know the truth of the matter.

ACKNOWLEDGMENT

The author has received assistance from numerous sources in the preparation of this study. The LeFlore County officials, especially Henry L. Peck, county superintendent, and the superintendents of the consolidated schools of LeFlore County have made available the records of their offices. Where necessary, the State Department of Education has extended the use of its records. For this assistance the author is greatly indebted.

The author wishes to express his sincere appreciation to Mr. G. T. Stubbs, Director, Department of Public School Service, Oklahoma Agricultural and Mechanical College, for his helpful assistance and guidance during the preparation and completion of this study.

To
My Wife,
LOLA MARTIN COLLINS,
and
My Son,
CHARLES MARTIN COLLINS,
who have lent inspiration and
encouragement in this endeavor.

TABLE OF CONTENTS

| Chapter | Page |
|-----------------------------------------------------------------------------------------------------------|------|
| I INTRODUCTION | 1 |
| A. The Problem | 1 |
| B. Purpose of Investigation | 5 |
| C. Need of Investigation | 5 |
| D. Presentation | 7 |
| E. Method of Securing Data | 8 |
| II A STUDY OF TWENTY-EIGHT RURAL SCHOOL DISTRICTS FOR A PERIOD OF FIVE YEARS PRIOR TO CONSOLIDATION | 10 |
| A. A General History of the School Districts Which United to Compose Consolidated District Number 1 | 10 |
| B. A General History of the School Districts Which United to Compose Consolidated District Number 2 | 15 |
| C. A General History of the School Districts Which United to Form Consolidated District Number 3 | 20 |
| D. A General History of the School Districts Which United to Form Consolidated District Number 4 | 25 |
| E. A General History of the School Districts Which United to Form Consolidated District Number 5 | 33 |
| F. A General History of the School Districts Which United to Form Consolidated District Number 6 | 38 |
| G. A General History of the School Districts Which United to Form Consolidated District Number 7 | 43 |
| H. A General History of the School Districts Which United to Form Consolidated District Number 8 | 48 |
| III A STUDY OF THE EIGHT CONSOLIDATED SCHOOL DISTRICTS OF LE FLORE COUNTY | 53 |
| A. Consolidated District Number 1 of LeFlore County from 1921 to 1946 | 53 |
| B. Consolidated District Number 2 of LeFlore County from 1926 to 1946 | 60 |
| C. Consolidated District Number 3 of LeFlore County from 1928 to 1946 | 68 |
| D. Consolidated District Number 4 of LeFlore County from 1928 to 1946 | 76 |

| Chapter | | Page |
|---------|--------------------------------------------------------------------------|------|
| III | Continued | |
| | E. Consolidated District Number 5 of LeFlore County from 1931 to 1946 | 84 |
| | F. Consolidated District Number 6 of LeFlore County from 1932 to 1946 | 90 |
| | G. Consolidated District Number 7 of LeFlore County from 1939 to 1946 | 96 |
| | H. Consolidated District Number 8 of LeFlore County from 1941 to 1946 | 102 |
| IV | SUMMARY AND CONCLUSIONS | 108 |
| | BIBLIOGRAPHY | 111 |

CHAPTER I
INTRODUCTION

The Problem

In undertaking this study, the author wishes to determine whether or not improvement and expansion of educational services have come to the consolidated schools of LeFlore County, Oklahoma, as a result of creating larger administrative units.

Much needed research could be given to the study of all schools in the county, but this study will be confined to the consolidated school districts of LeFlore County, for larger administrative school units have been created in LeFlore County since 1921 by consolidation and annexation. The period of time which this study will cover is from 1918 to 1946, since 1918 marks the beginning of a four-year period prior to the creation of the first consolidated school district.

Conveyance of rural children at public expense is recognized by the school laws of practically all states.¹ With the aid of transportation these larger units were created with more satisfaction to the parents of school children. When the central buildings were located in a certain district, the children in other districts which were included in the consolidated district were farther from school. These children were transported to and from school in school buses. The use of transportation has also made possible the transferring of

¹Joseph K. Hart. Educational Resources of Village and Rural Communities, p. 247.

highschool pupils from a small rural school district to an adjacent high school. Whenever the enrollment of a school increases, the need for larger buildings, larger teaching staffs, enriched curricula, and more instructional supplies, accompanies the increase. All of this requires good leadership.

This study will measure the results and calculate them on the basis of the following items: (1) buildings, (2) instructional supplies, (3) teachers' qualifications, (4) length of class periods, (5) salaries of teachers, (6) teacher tenure, (7) the curriculum, (8) extra-curricular activities, (9) services, (10) records, (11) library, (12) enumeration, (13) enrollment, (14) average daily attendance, (15) number of students completing school, and (16) length of term.

During the preparation of this study the author read extensively from books, magazines, and bulletins. From this research, the trend of education in the United States seems to be toward the creation of larger administrative units by consolidations and annexations. This was evident in the Twenty-first Session of the Oklahoma State Legislature during the 1947 term when the legislators passed House Bill No. 85, which provided for annexation of school districts with less than thirteen in average daily attendance.

When the consolidating movement began, highschool pupils were brought together in larger numbers, as we see from the following excerpt from a report by E. E. Ramsey to the National Conference on Consolidation of Schools:

A movement which is gaining ground in the United States is the bringing together of the students of high schools only. This plan draws people from a larger area, because it involves the transportation of only the larger students.²

This situation is true in LeFlore County. When the older children became accustomed to attending a larger school, the younger brothers and sisters wanted to go with them. Such statements were given as the reason for requests for transfers of elementary pupils in the county superintendent's office.

A policy that was not inherently strong could not have continued its existence as consolidation has. It has gained steadily and has uniformly held all the ground it has gained. It now has a record of eighty years of achievement to its credit. It is in no sense an educational experiment. It has been responsible alike to economic and to educational changes, and has taken place among the strong educational policies of the United States.³

John Vaughan, State Superintendent of Public Instruction, reported:

If equal advantages are to be provided for all of the rural children other consolidations should be wisely formed in the future and some of the existing districts should be strengthened by enlarging them. Organization of the high school department should be so planned that the rural children will have access to strong secondary schools.⁴

Our present day civilization demands that our youth be taught more than the three R's.

²E. E. Ramsey. "Consolidation and Transportation Problems," Bureau of Education Bulletin, No. 39, p. 12.

³James F. Abel. "Consolidation of Schools and Transportation of Pupils," Bureau of Education Bulletin, No. 41, p. 57.

⁴John Vaughan. Thirteenth Biennial Report, July 1928-36.

Such a system as the small rural schools leaves our rural people educationally on a par with the days of cradling the grain and threshing it with a flail, of planting corn by hand and cultivating it with a hoe, of lighting a house with a tallow dip, and traveling by stagecoach.⁵

Results of studies concerning consolidation with larger units will show that opportunities in the consolidated schools are greater than those in the smaller rural schools.

Professor Eugene Davenport, who made an exhaustive investigation of the success and operation of rural school consolidation, says:

No case is on record in which the change has been made back again from consolidation to the small high school; the most searching inquiry has failed to discover any disadvantages worthy of mention.⁶

In regard to the curricula, Ellwood P. Cubberly reports:

The curriculum determines the immediate outcome of the school development. A range of subjects broad enough for the several classes of students should be offered in all schools. Since the minds of the students are different we must provide a curriculum to care for these minds. The curriculum must provide the subjects that will make the different minds into a useful efficient product.⁷

All of this indicates that larger administrative units are progressive steps toward a better educational program.

⁵George Herbert Betts. New Ideals in Rural Life, p. 21.

⁶G. H. Betts and O. E. Hall. Better Rural Schools, p. 230.

⁷Ellwood P. Cubberly. Rural Life and Education, pp. 269-280.

E. E. Davis came to the following conclusion in a research study made in the state of Texas:

Consolidation tends to increase attendance. Four years ago it was found in one hundred cases of consolidation in nineteen Texas counties that 97% showed an increase in attendance and 77% reported better teaching.⁸

Purpose of Investigation

No one has doubted the wisdom of establishing our institutions upon the principle of equality of opportunity. This study is made in the belief that: (1) larger administrative school units can offer the American youth a better and richer educational program than the small rural school; (2) pupils in small rural schools are handicapped. It attempts to point out the facts of both systems, the small rural school and the new system of consolidation, and to present to the public the true status of the educational program of the consolidated schools of LeFlore County at the present time. It is hoped, also, that a contribution will be made in the direction of improving the educational opportunities of the youth of LeFlore County.

Need of Investigation

Throughout periods of depressions, of prosperity, and of wars the American people have been able to retain and

⁸E. E. Davis. Twentieth Century Rural Schools, pp. 236-237.

maintain the great educational system that is so essentially a part of our democracy. A people who has the wit and courage to hold fast to this ideal when our affairs were most confused and our outlook dark surely has one of the greatest methods known for advancing our youth to fitness for the responsibility of a free and intelligent people.

If the larger administrative units, such as the consolidated districts, have brought progress in the educating of our youth, then the patrons should know the truth and the creation of more of the larger units should be encouraged.

Joseph K. Hart states:

That increased attendance, better school equipment, supervision by a principal, better teachers, the advantage of a high school accessible to every child in the community, are in effect economics, and as these can be obtained in no other way than through consolidation, the small increased expenditure is in reality an investment.⁹

The following observation from Ellwood P. Cubberly may be considered:

The society of rural people has so changed in recent years that they are demanding a different type of school and a larger type of school. The daily paper, radio, city connections, good roads, and broader acquaintances have changed their habits.¹⁰

During this study the author made several personal visits into all the consolidated school districts and also into

⁹Joseph K. Hart. Educational Resources of Village and Rural Communities, p. 247.

¹⁰Ellwood P. Cubberly, op. cit., pp. 60-68.

several rural districts of LeFlore County. In talking with patrons, school board members, and teachers, he found that the majority of people with whom he talked have become aware of the fact that their duty is to help improve the rural schools. Has the creation of larger administrative units in LeFlore County brought about any improvement? These people are entitled to know the truth.

Presentation

The plan of presentation is to record in Chapter II the findings regarding the study of twenty-eight rural districts which have been united into eight consolidated districts. The study will include a period of time of five years. This five-year period will be the five years prior to their consolidation.

The facts of the findings are given in a general history on the following: (1) buildings, (2) instructional supplies, (3) teachers' qualifications, (4) length of class period, (5) teachers' salaries, (6) teacher tenure, (7) the curricula, (8) extra-curricular activities, (9) services, (10) records, (11) library, (12) enumeration, (13) enrollment, (14) average daily attendance, (15) number of pupils completing school, and (16) length of term.

Tables will appear at the close of the general history of each district, which will present a concise statistical history of each district and a total of the districts which

are included in each consolidated district. The purpose of these tables is to enable the reader to make a comparison of the conditions that existed in the area of the consolidated district before consolidation.

In Chapter III the findings will be presented of the consolidated districts from the time of consolidation to and including 1946. The findings will be presented in the same manner as they were in Chapter II. After each group of tables in Chapter II a map will appear for the purpose of locating the school and showing the area of the administrative unit.

Chapter IV consists of the summary and conclusions as a result of the findings recorded in the preceding chapter.

Method of Securing Data

The data presented were secured from several sources, as follows: (1) records in the offices of the school superintendents, which included applications for highschool accrediting, the annual statistical reports, annual financial reports, personnel reports, transportation reports, teachers' registers, and school district clerk's report book; (2) records in the office of the county superintendent, which included annual attendance reports, annual statistical reports, annual financial reports, annual enumeration books, permanent record book of consolidations and annexations, personnel reports, teachers' registers, and maps of the school districts; (3) county clerk's office, which included the annual school district budgets;

(4) records in the State Department of Education in the divisions of Transportation and Statistics; (5) a number of books, magazine articles, and bulletins; (6) personal visits to the schools, teachers, patrons, and several directors of the consolidated districts of LeFlore County,

CHAPTER II

A STUDY OF TWENTY-EIGHT RURAL SCHOOL DISTRICTS
FOR A PERIOD OF FIVE YEARS PRIOR TO CONSOLIDATIONA General History of the School Districts
Which United to Compose Consolidated District No. 1

This brief history is of Districts Number 38, Stapp, and Number 92, Zoe, from 1916 to 1920. This is a five-year period prior to the consolidation of the two districts.

District Number 38 has an area of 49 square miles, and District Number 92 an area of 6.5 square miles. These districts are located in the southeastern part of LeFlore County at the foot of Winding Stair Mountain. The districts are not densely populated because of the rugged mountainous terrain. The principal occupations of the patrons of these districts are small crop farming, raising stock, and working in lumber.

During this period of time the roads were unimproved country roads. Many of the children lived from six to ten miles from the school building and the only methods of transportation were the wagon, the buggy, or horseback. This information was gathered from talking with some of the patrons who lived in the district during this period. The natural results of such conditions would be poor attendance during severe cold and wet weather.

In each of these districts there was a frame building. In District Number 38 the building contained four rooms,

and in District Number 92 the building contained two rooms. The total value at the time of consolidation was \$2,500. The buildings were heated with the open type stove, and wood was used for fuel.

During this period neither of the schools had a janitor; no records of instructional supplies were available; the open privy was used; and the bucket and cup supplied the drinking facilities.

During this period, also, not a teacher in either district had as much as two years' college preparation, and only one teacher listed any college hours. All of the teachers held county certificates based on the examinations given by the county superintendent.

Stapp had a faculty with an average of three teachers per term. Assuming each teacher had an average of three grades (the principal had the seventh and eighth grades), and the teaching day was six hours long with a fifteen-minute recess period in the morning and the afternoon, when the recess periods are deducted only 330 minutes would remain in the teaching day. This would leave approximately thirty minutes for each period. Zoe had one teacher who attempted to teach all eight grades. If we follow the time allotment as in Stapp, the class period allowances would be less than nine minutes per class period.

The average length of school term for the two districts combined was 165 days. The teachers received an average monthly salary of \$86, and an average annual salary of \$738.

The curriculum was planned by the county superintendent for all grade schools. It consisted of the general required subjects, which were arithmetic, penmanship, spelling, reading, grammar, and United States history. No record of an extra-curricular program could be found, although a record of spelling matches, Christmas programs, and a program at the closing of the term was found. The schools kept no permanent records in the district. Their reports and teachers' registers were filed in the county superintendent's office.

The following data were calculated by combining both districts and getting the annual averages. The average number enumerated was 196; the average total enrollment, 163; the average daily attendance, 79; and the average total completing the elementary school was 5. The enrollment was 71% of the enumeration; the average daily attendance was 48% of the enrollment; and 5% of the enrollment completed the eighth grade.

The tables which follow will present a concise statistical history for both districts.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 1

In the following tables the data have been calculated on the annual basis, and the averages recorded for the period of time indicated in the tables. In this series of tables the data are taken from the records of Districts Number 38, Stapp, and Number 92, Zoe, from 1916 to 1920.

TABLE I

| School District | Years | Average Annual Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|-----------------|---------|----------------------------|------------|--------------------------|---------------------|
| Stapp 38 | 1916-20 | 145 | 134 | 67 | 44 |
| Zoe 92 | 1916-20 | 51 | 29 | 12 | 29 |
| Total | 1916-20 | 196 | 163 | 79 | 40 |

TABLE II

| School District | Years | Number Students Graduating | Average Length of Term in Days | Average No. Books in Library | Area District |
|-----------------|---------|----------------------------|--------------------------------|------------------------------|---------------|
| Stapp 38 | 1916-20 | 4 | 155 | 40 | 49 |
| Zoe 92 | 1916-20 | 1 | 180 | 21 | 6.5 |
| Total | 1916-20 | 5 | 165 | 61 | 55.5 |

TABLE III

| School District | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|-----------------|---------|--------------------------|-----------------|-------------|-------------|-----------------------|-------|----------------|
| | | Masters Degree | Bachelor Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| Stapp 38 | 1916-20 | 0 | 0 | 0 | 0 | 3 | 3 | 1 |
| Zoe 92 | 1916-20 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Total | 1916-20 | 0 | 0 | 0 | 0 | 4 | 4 | 1 |

TABLE IV

| District | Years | Salaries Monthly | Annual | Total Warranted Expenditure | Per Capita Cost |
|----------|---------|------------------|----------|-----------------------------|-----------------|
| Stapp 38 | 1916-20 | \$75.00 | \$605.00 | \$2193.00 | \$17.11 |
| Zoe 92 | 1916-20 | 96.00 | 870.00 | 1196.00 | 40.55 |
| Total | 1916-20 | 86.00 | 738.00 | 3389.00 | 20.78 |

TABLE V

| District | Years | Buildings | | | | Number | | Value |
|----------|---------|-----------|-------|------|------------|----------|-----------|-------|
| | | Brick | Stone | Wood | Sheet Iron | of Rooms | | |
| Stapp 38 | 1916-20 | 0 | 0 | 1 | 0 | 4 | \$1500.00 | |
| Zoe 92 | 1916-20 | 0 | 0 | 1 | 0 | 2 | 1000.00 | |
| Total | 1916-20 | 0 | 0 | 2 | 0 | 6 | 2500.00 | |

A General History of the School Districts
Which United to Compose Consolidated District

Number 2

This history is of Districts Number 11, Monroe, and Number 90, Cedarville, from 1921 to 1925, for a five-year period prior to consolidation. District Number 11 has an area of 12 square miles, and District Number 90 an area of 10.2 square miles.

The districts are located in the extreme east central part of LeFlore County. The majority of the land in these districts is level and the soil adaptable to agriculture. The principal occupations of the patrons of the districts are farming and raising stock. The leading crops are cotton and corn.

All of the roads in these districts were improved country roads, maintained by a township board. During the winter months the roads were in worse condition than during the summer months. This was important because it was during the winter months that the schools were in session and the children had to travel these roads to and from school. On some of the teachers' registers the reason for poor attendance was written, "bad weather".

In District Number 11 a large per cent of the patrons lived in or near the village of Monroe. In 1921 the population of Monroe was 300. The average daily attendance in District Number 11 was better than the average daily attendance in District Number 90. It will be assumed that the reason for this was that the children lived nearer the school. The

village of Monroe was the trading and shipping center for the people of both districts.

District Number 11 had a two-story frame building, which contained ten rooms and a small auditorium. The value of this building was \$4,500. District Number 90 had a two-room frame building, the value of which was \$1,000. The buildings were heated by the open type stove and coal was used for fuel. District Number 11 had a Delco light plant and also janitor service. In District Number 90 the janitor service was performed by the teacher.

No records of instructional supplies were found in either district. Sanitation was somewhat the same in these districts as was found in the other rural schools, with the open privy, and poor drinking facilities.

The average qualification of teachers was less than two years' college preparation. During this period 83% of the teachers had either no college preparation or less than two years of college preparation, and 17% had two years of college training. No teacher employed showed over two years' college preparation.

During this period District Number 11 had an average faculty of four teachers per term, while District Number 90 had an average of two teachers per term. The number of minutes allowed per class period varied from 45 minutes per period in District Number 11 to 20 minutes per period in District Number 90.

The average length of the school term for the two districts combined was 170 days. The teachers received an average monthly salary of \$123.00, and an average annual salary of \$1070.

Both districts were dependent districts teaching only the elementary grades; therefore, they came under the supervision of the county superintendent. The curriculum consisted of the required subjects only, which were arithmetic, penmanship, spelling, reading, grammar, and United States history. District Number 11 showed as extra-curricular activities music, school programs, track and literary meets. District Number 90 had no record of an extra-curricular program. District Number 11 had a system of permanent records, but they were incomplete and poorly kept. District Number 90 filed their records and teachers' registers with the county superintendent.

The following data were calculated by combining both districts. The averages are for the years from 1921 to 1925.

The average annual enumeration was 261; the enrollment, 178; the average daily attendance, 89; and the average of 6 completed the eighth grade. In percentages the enrollment was 68% of the enumeration, the average daily attendance was 68% of the enrollment, and 3% of the enrollment finished the eighth grade.

The tables which follow will present a concise statistical history for both districts.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 2

The data have been calculated on the annual basis and the averages recorded for the period of time indicated in the following tables. This group is a record of the districts which united to form the consolidated district.

TABLE I

| Districts | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|----------------------|---------|-------------|------------|--------------------------|---------------------|
| No. 11 Monroe | 1921-25 | 207 | 142 | 100 | 35 |
| No. 90 Cedarville | 1921-25 | 54 | 36 | 23 | 22 |
| Total | 1921-25 | 261 | 178 | 123 | 33 |

TABLE II

| Districts | Years | Number of Graduates | Average Length of Term | Books in Library | District Area Sq. Mi. |
|----------------------|---------|---------------------|------------------------|------------------|-----------------------|
| No. 11 Monroe | 1921-25 | 4 | 180 | 90 | 12 |
| No. 90 Cedarville | 1921-25 | 2 | 165 | 39 | 10.2 |
| Total | 1921-25 | 6 | 170 | 129 | 22.2 |

TABLE III

| Districts | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|----------------------|---------|--------------------------|-----------------|-------------|-------------|-----------------------|-------|----------------|
| | | Masters Degree | Bachelor Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| No. 11 Monroe | 1921-25 | 0 | 0 | 0 | 1 | 3 | 4 | 2 |
| No. 90 Cedarville | 1921-25 | 0 | 0 | 0 | 0 | 2 | 2 | 1 |
| Total | 1921-25 | 0 | 0 | 0 | 1 | 5 | 6 | 1 |

TABLE IV

| Districts | Years | Monthly | Annual | Total Warranted Expenditures | Per Capita Cost |
|------------|---------|----------|-----------|------------------------------|-----------------|
| No. 11 | | | | | |
| Monroe | 1921-25 | \$124.00 | \$1122.00 | \$5801.00 | \$40.85 |
| No. 90 | | | | | |
| Cedarville | 1921-25 | 121.00 | 1018.00 | 1952.00 | 54.24 |
| Total | 1921-25 | 123.00 | 1070.00 | 7753.00 | 43.40 |

TABLE V

| Districts | Years | Buildings | | | Number of Rooms | Value |
|------------|---------|-----------|-------|------|-----------------|-----------|
| | | Brick | Stone | Wood | | |
| No. 11 | | | | | | |
| Monroe | 1921-25 | 0 | 0 | 2 | 10 | \$4500.00 |
| No. 90 | | | | | | |
| Cedarville | 1921-25 | 0 | 0 | 1 | 2 | 1000.00 |
| Total | 1921-25 | 0 | 0 | 3 | 12 | 5500.00 |

A General History of the School Districts
Which United to Form Consolidated District Number 3

This is a brief history of School Districts Number 24, Hicks Chapel; Number 37, Cedar Creek; Number 39, Fanshawe-Costan; and Number 58, Panola, from 1924 to 1928. These were the districts which later formed Consolidated District Number 3. In 1940 Districts Number 86, Pocohantas, and Number 102, Liberty, were annexed. The author has calculated the data on these last two districts from 1935 to 1939. The histories of all six districts are similar; therefore, the total averages have been compiled together. The sizes of the districts are listed in the tables at the end of the general report. These districts are located in the western part of LeFlore County.

The principal occupations of the patrons are small crop farming, raising stock, working in coal mines, and sawing lumber.

During this period the roads were almost all country roads. A graveled highway ran through the Fanshawe district, but the dirt roads were in bad condition during wet weather. This also applies to Districts 86 and 102. The author lived in the adjacent school district and traveled over many of these roads during the period included in this study.

Fanshawe is a village of 125 population. It is located on the Rock Island Railroad and U. S. Highway 270. The village was a trading and shipping center for the patrons of these districts. The majority of the pupils in District 39

lived in or near the village of Fanshawe. The attendance was better in this district than any of the other districts. The principal methods of transportation for the people during the period from 1924 to 1928 were the buggy, the wagon and horseback. By the time the other two districts for the period 1935 to 1939 are included, the automobile had become a principal means of travel.

The buildings in all districts were frame. The value included is the value placed on them at the time of consolidation. The total value was \$19,500 for all districts. There were six buildings with eighteen rooms. None of the buildings had an auditorium. Fanshawe and Liberty had the largest buildings, containing four rooms. No records of instructional supplies were found in Districts 24, 37, 39 or 58. Districts 86 and 102 reported charts, art supplies, and a globe at each school.

The average qualification of teachers was less than two years' college preparation. District 102 was the only district showing a teacher with as much as two years' college preparation. Ninety-one per cent of the teachers had less than two years' college preparation, and nine per cent had only two years' college preparation.

The number of minutes allowed per class period or for personal supervision varied from thirty minutes in District 39, to fifteen minutes in Districts 37 and 102, and nine minutes in Districts 24, 58 and 86. The average length of term for all districts combined was 170 days.

The teachers received an average monthly salary of \$101 and an average annual salary of \$875. District 39 paid the highest average with \$115 monthly and \$1035 annually. District 24 paid the lowest with \$90 monthly and \$720 annually. The average teacher tenure was one year.

All six districts were dependent districts teaching only the elementary grades; therefore, they came under the supervision of the county superintendent. The curriculum was the same in all districts, the teachers teaching only the basic required subjects, which were arithmetic, penmanship, spelling, reading, grammar, and United States history. Districts 86 and 102 had geography and health included in the curriculum for their schools. In the extra-curricular program District 39 showed music and school entertainments. Districts 86 and 102 listed sports, literary and holiday programs. The other three districts listed no extra-curricular activities. None of the schools attempted to keep permanent records at the building. All of the districts filed their reports with the county superintendent.

The following data were calculated by combining all six districts for a period of five years prior to their consolidation or annexation.

Total average enumeration was 437; enrollment, 317; average daily attendance, 193; and the total number completing elementary school was 10. In percentages, the enrollment was 72% of the enumeration, the average daily attendance was 60% of the enrollment, and 3% of the enrollment finished the eighth grade. The tables which follow present a concise statistical history of the districts listed in this group.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 3

In the following tables the data have been calculated on the annual basis and the averages recorded for the period of time indicated in the tables. This group is a record of the districts which united to form the consolidated district.

TABLE I

| District | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|------------------------|----------------|-------------|------------|--------------------------|---------------------|
| No. 24 Hicks Chapel | 1924-28 | 44 | 25 | 13 | 25 |
| No. 37 Cedar Creek | 1924-28 | 97 | 68 | 43 | 40 |
| No. 39 Fanshawe | 1924-28 | 127 | 100 | 68 | 25 |
| No. 58 Panola | 1924-28 | 44 | 24 | 12 | 23 |
| No. 86 Pocohontas | 1935-39 | 44 | 37 | 18 | 37 |
| No. 102 Liberty | 1935-39 | 81 | 63 | 39 | 32 |
| Total | 1924-39 | 437 | 317 | 193 | 27 |

TABLE II

| Districts | Years | Number of Graduates | Average Length of Term | Books in District Library | District Area |
|------------------------|---------|---------------------|------------------------|---------------------------|---------------|
| No. 24 Hicks Chapel | 1924-28 | 1 | 160 | 15 | 8 |
| No. 37 Cedar Creek | 1924-28 | 3 | 165 | 40 | 18 |
| No. 39 Fanshawe | 1924-28 | 4 | 180 | 79 | 12.5 |
| No. 58 Panola | 1924-28 | 1 | 165 | 23 | 11.8 |
| No. 86 Pocohontas | 1935-39 | 0 | 180 | 70 | 8 |
| No. 102 Liberty | 1935-39 | 1 | 165 | 70 | 11.2 |
| Total | 1924-39 | 10 | 170 | 297 | 69.5 |

TABLE III

| Districts | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|------------------------|---------|--------------------------|-----------|-------------|-------------|-----------------------|-------|----------------|
| | | Masters Degree | Bachelors | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| No. 24 Hicks Chapel | 1924-28 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| No. 37 Cedar Creek | 1924-28 | 0 | 0 | 0 | 0 | 2 | 2 | 1 |
| No. 39 Fanshawe | 1924-28 | 0 | 0 | 0 | 0 | 4 | 4 | 1 |
| No. 58 Panola | 1924-28 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| No. 86 Pocohontas | 1935-39 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| No. 102 Liberty | 1935-39 | 0 | 0 | 0 | 1 | 1 | 2 | 1 |
| Total | 1924-30 | 0 | 0 | 0 | 1 | 10 | 11 | 1 |

TABLE IV

| District | Years | Salaries | | Total Warranted Expenditures | Per Capita Cost |
|------------------------|---------|----------|----------|------------------------------|-----------------|
| | | Monthly | Annual | | |
| No. 24 Hicks Chapel | 1924-28 | \$90.00 | \$720.00 | \$858.00 | \$34.25 |
| No. 37 Cedar Creek | 1924-28 | 101.00 | 854.00 | 1549.00 | 22.80 |
| No. 39 Fanshawe | 1924-28 | 115.00 | 1035.00 | 5038.00 | 50.38 |
| No. 58 Panola | 1924-28 | 106.00 | 863.00 | 1113.00 | 46.37 |
| No. 86 Pocohontas | 1935-39 | 100.00 | 900.00 | 1243.00 | 30.90 |
| No. 102 Liberty | 1935-39 | 99.00 | 843.00 | 1694.00 | 26.88 |
| Total | 1924-39 | 101.00 | 875.00 | 11495.00 | 36.20 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|------------------------|---------|-----------|-------|------|-----------------|-----------|
| | | Brick | Stone | Wood | | |
| No. 24 Hicks Chapel | 1924-28 | 0 | 0 | 1 | 2 | \$1000.00 |
| No. 37 Cedar Creek | 1924-28 | 0 | 0 | 1 | 3 | 1500.00 |
| No. 39 Fanshawe | 1924-28 | 0 | 0 | 1 | 4 | 2500.00 |
| No. 58 Panola | 1924-28 | 0 | 0 | 1 | 2 | 1000.00 |
| No. 86 Pocohontas | 1935-39 | 0 | 0 | 1 | 3 | 1500.00 |
| No. 102 Liberty | 1935-39 | 0 | 0 | 1 | 4 | 2000.00 |
| Total | 1924-39 | 0 | 0 | 6 | 18 | 9500.00 |

A General History of the School Districts
Which United to Form Consolidated District Number 4

In presenting the data of these districts two periods will be included; one from 1918 to 1920, during which time the districts were separate rural districts, and the second from 1921 to 1928, during which time the districts were a Union Graded District.

Districts 16, LeFlore; 8, Springfield, of LeFlore County; and 14, Salonia of Latimer County, united to form a Union Graded District in 1921. In 1928 these same districts changed from a Union Graded to a Consolidated District. In 1940 District 72, Holsom Creek, was annexed to the consolidated district. As indicated in the tables, the data from the four districts are totaled and averaged together for the same number of years, but during different periods of years. The size of each district is also indicated in the table which follows this brief history.

These districts are located in the western part of LeFlore County and the eastern part of Latimer County. The principal occupations of the patrons of these districts are small crop farming, raising stock, working in coal mines, and sawing lumber. During this period the roads were country roads. District 72 had some graveled roads in its district.

From the examination of several of the registers, it was found that the students living nearer the building had a higher average daily attendance than the ones living farther from school. Poor roads and poor methods of transportation are partly the cause of this condition.

LeFlore was a village of 350 population during the period discussed. It is located on the Frisco Railroad and it was the only trading center for the patrons of these districts. The majority of the patrons in District 16 lived in or near the village.

All the districts had frame buildings during the period from 1918 to 1920. There were five buildings in these districts with nine rooms, and a value of \$4,600. At the time of annexation District 72 had two buildings and two rooms in each, valued at \$1,600. In 1923 during the second period LeFlore built a thirteen-room brick building, valued at \$20,000.

From 1918 to 1920 no record of instructional supplies was found. From 1921 to 1928 District 16 was the only district which reported instructional supplies. They listed charts, maps and art supplies.

The average qualification of teachers from 1918 to 1920 was as follows: 90% with less than two years' college preparation, and 10% with three years' preparation. This also included District 72 from 1934 to 1937. From 1921 to 1928 the teacher qualifications show 11% with bachelors degrees, 11% with three years' college preparation, 11% with two years' college preparation, and 67% with less than two years' college training. This shows an improvement over the first period.

District 16 was the only district that had janitor service. In all other districts the teachers were responsi-

ble for the janitor work.

Length of class period varied from forty-five minutes in District 16 to nine minutes in Districts 8, 14 and 72. The average length of term during the first period was 160 days and from 1921 to 1928 the length of term had increased to 170 days.

The average monthly salary during the first period, which includes District 72, was \$94, and the annual salary averaged \$792. During the period from 1921 to 1928 the salary increased to an average of \$104 per month and \$936 per term. The teacher tenure average was one year for both periods.

The regular basic elementary subjects were taught as in all dependent districts which came under the supervision of the county superintendent. These were arithmetic, penmanship, spelling, reading, grammar and United States history. The only activities which were listed that may be classified as extra-curricular activities were school programs at holidays, spelling matches, and baseball games.

District 16 kept some records, but these were incomplete. All other districts filed their records with the county superintendent.

In presenting the following data, District 72 will be calculated with group One, but not with group Two, because it was not a part of the Union Graded District.

The average annual enumeration was 454; enrollment, 272; average daily attendance, 156; and number completing elementary grades, 10. These districts had no high schools.

Figured in percentages these data will show: Enrollment, 59% of enumeration; average daily attendance, 57% of enrollment; and $3\frac{1}{2}\%$ of the enrollment completed the eighth grade.

In group Two, or from 1921 to 1928, the total averages annually were: Enumeration, 405; enrollment, 176; average daily attendance, 130; and number finishing the eighth grade, 6.

This period shows a drop in per cent of enrollment of 16%; the average daily attendance increased 16%; and the per cent graduating remained at $3\frac{1}{2}\%$.

The tables following will present a concise statistical history of these two groups.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM UNION GRADED DISTRICT NUMBER 1

In the following tables the data have been calculated on the annual basis. The averages are recorded for the period of time indicated in the tables.

The tables on this report are divided into two groups. The tables in Group One are a record of the districts which united in 1921 to form Union Graded District Number 1. The tables in Group Two are a record of Union Graded District 1 from 1921 to 1928.

Group One

TABLE I

| Districts | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|------------------------|---------|-------------|------------|--------------------------|---------------------|
| No. 16 LeFlore | 1918-20 | 167 | 117 | 61 | 29 |
| No. 8 Springfield | 1918-20 | 77 | 41 | 24 | 41 |
| No. 14 Solonia | 1918-20 | 74 | 37 | 23 | 20 |
| No. 72 Holsom Creek | 1934-37 | 136 | 77 | 48 | 36 |
| Total | | 454 | 272 | 156 | 27 |

TABLE II

| Districts | Years | Number of Graduates | Average Length of Term | Books in District Library | District Area |
|------------------------|---------|---------------------|------------------------|---------------------------|---------------|
| No. 16 LeFlore | 1918-20 | 6 | 170 | 45 | 8.5 |
| No. 8 Springfield | 1918-20 | 2 | 150 | 25 | 18 |
| No. 14 Solonia | 1918-20 | 2 | 150 | 75 | 23 |
| No. 72 Holsom Creek | 1934-37 | 0 | 160 | 20 | 44 |
| Total | | 10 | 160 | 165 | 93.5 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Teacher Total | Teacher Tenure |
|------------------------|---------|--------------------------|------------------|-------------|-------------|-----------------------|---------------|----------------|
| | | Masters Degree | Bachelors Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| No. 16 LeFlore | 1918-20 | 0 | 0 | 0 | 0 | 4 | 4 | 1 |
| No. 8 Springfield | 1918-20 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| No. 14 Solonia | 1918-20 | 0 | 0 | 0 | 0 | 3 | 3 | 1 |
| No. 72 Holsom Creek | 1934-37 | 0 | 0 | 1 | 0 | 1 | 2 | 2 |
| Total | | 0 | 0 | 1 | 0 | 9 | 10 | 1 |

TABLE IV

| District | Years | Monthly | Annual | Total Warranted Expenditure | Per Capita Cost |
|------------------------|---------|--------------|---------------|-----------------------------|-----------------|
| No. 16 LeFlore | 1918-20 | \$88.00 | \$795.00 | \$3573.00 | \$30.54 |
| No. 8 Springfield | 1918-20 | 110.00 | 880.00 | 1059.00 | 25.83 |
| No. 14 Solonia | 1918-20 | 87.00 | 763.00 | 1877.00 | 50.73 |
| No. 72 Holsom Creek | 1934-37 | 91.00 | 731.00 | 1775.00 | 23.05 |
| Total | | 94.00 | 792.00 | 8284.00 | 32.54 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|------------------------|---------|-----------|-------|------|-----------------|-----------|
| | | Brick | Stone | Wood | | |
| No. 16 LeFlore | 1918-20 | 0 | 0 | 1 | 7 | \$1500.00 |
| No. 8 Springfield | 1918-20 | 0 | 0 | 1 | 2 | 900.00 |
| No. 14 Solonia | 1918-20 | 0 | 0 | 3 | 5 | 2300.00 |
| No. 72 Holsom Creek | 1934-37 | 0 | 0 | 2 | 2 | 1600.00 |
| Total | | 0 | 0 | 7 | 16 | 6300.00 |

Group Two

Tables classified under Group Two are for Consolidated District Number 4. These tables present the record for the period that the district was a Union Graded District.

TABLE I

| District | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|------------------|---------|-------------|------------|--------------------------|---------------------|
| U.G.1 LeFlore | 1921-27 | 405 | 176 | 130 | 19 |

TABLE II

| District | Years | Number of Graduates | Average Length of Term | Books in Library | District Area |
|-------------------|---------|---------------------|------------------------|------------------|---------------|
| U.G. 1 LeFlore | 1921-27 | 6 | 170 | 150 | 49.5 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Teacher Total | Teacher Tenure |
|--------------------|---------|--------------------------|-----------------------|----------------|----------------|-----------------------------|---------------|----------------|
| | | Masters Degree | Bache- lors Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| U. G. 1 LeFlore | 1921-27 | 0 | 1 | 1 | 1 | 6 | 9 | 1 |

TABLE IV

| District | Years | Average Salaries | | Total | Per |
|----------|---------|------------------|----------|------------------------|-------------|
| | | Monthly | Annual | Warranted Expenditures | Capita Cost |
| U. G. 1 | | | | | |
| LeFlore | 1921-27 | \$104.00 | \$936.00 | \$10,550.00 | \$60.05 |

TABLE V

| District | Years | Buildings | | | Number | Value |
|----------|---------|-----------|-------|------|----------|-------------|
| | | Brick | Stone | Wood | of Rooms | |
| U. G. 1 | | | | | | |
| LeFlore | 1921-27 | 1 | 0 | 0 | 13 | \$20,000.00 |

A General History of the School Districts
Which United to Form Consolidated District Number 5

The school districts which united to form Consolidated School District Number 5 were District 72, Cameron; District 21, Liberty Hill; and District 85, Kully-Chaha. The years from 1927 to 1931 are the five-year period prior to consolidation.

These three districts are located in the northeastern section of LeFlore County. In these districts are found gas wells and coal mines. The principal occupations of the patrons of these districts are small crop farming, raising stock, working in the coal mines and in the gas fields. All of the roads were unmaintained country roads.

Cameron, a village of 350 population, is the trading center for the patrons of these districts. This village is located on the Frisco Railway.

The largest school of this group of districts was District 17. The majority of the patrons of this district lived in or near the village of Cameron.

During this period Cameron had two brick school buildings. The buildings contained twelve rooms, an auditorium, and a gymnasium. The value at the time of consolidation was \$20,000. Each of the other two districts had a frame building. The two buildings contained five rooms, and the value of both combined at the time of consolidation was \$5,000.

The buildings in District 17 were heated with gas. The other two districts used the open stove with coal for fuel.

The only district to offer janitor service was District 17. The teachers were responsible for the janitor service in the other districts.

District 17 listed maps, charts, art supplies and general science equipment as instructional supplies. No records of instructional supplies were found in the other districts.

The average qualification for faculty members in these districts was less than two years' college preparation. During this period 20% of the teachers had bachelors degrees, 10% had three years' college training (these first two groups taught in District 17), 30% had two years' college training, and 40% had less than two years' college preparation.

The time allowance for length of class periods varied from forty-five minutes in District 17, to fifteen minutes in District 21, and nine minutes in District 85. The average length of term for all districts combined was 165 days.

The average teacher's salary was \$103 per month, and \$876 per year. The teacher tenure during this period was one year.

The curriculum in the elementary department consisted of the required subjects, arithmetic, penmanship, spelling, reading, grammar, and United States history.

District 17 maintained a highschool department, but it did not meet the requirements of the State Department of Education until 1930. In 1930 the Annual High School Bulletin, No. 112 E lists Cameron as approved for twelve high-school units.

District 17 lists an extra-curricular program including 4-H Club, a playground program, track and field events, glee club, and competitive sports. The other districts listed no extra-curricular programs.

District 17 had a system of records, but they were incomplete. Districts 21 and 85 filed their records in the office of the county superintendent.

In combining all districts and using only the elementary department, since the high school at Cameron was approved for only one year prior to consolidation, we find the average enumeration was 401; enrollment, 266; average daily attendance, 189; and the number finishing the eighth grade, 16.

Therefore, 66% of the children enumerated enrolled in school; the average daily attendance was 71% of the enrollment; and 6% of the enrollment completed the eighth grade. For the highschool statistics refer to the tables which follow the report.

The school buildings at Cameron were meeting places for the Parent-Teachers Association and the school also offered entertainment in school programs and athletic contests.

The following tables present a concise statistical history of these districts.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 5

In the following tables the data have been calculated on the annual basis, and the averages recorded for the stated period of time indicated in the tables.

This group is a record of the districts which united to form the consolidated district.

TABLE I

| Districts | Years | Enumer- ation | Enrollment | | Average Daily Pupil- Attendance | | Teacher Ratio |
|--------------------|---------|------------------|------------|------|------------------------------------|-------|------------------|
| | | | Elem. | H.S. | Elem. | H. S. | |
| 17 Cameron | 1927-31 | 233 | 157 | 56 | 127 | 41 | 30 |
| 21 Liberty Hill | 1927-31 | 112 | 75 | 0 | 44 | 0 | 38 |
| 85 Kully-Chaha | 1927-31 | 56 | 34 | 0 | 18 | 0 | 34 |

TABLE II

| Districts | Years | Number of Graduates | | Average Length of Term | Books in Library | | District Area Sq. Mi. |
|------------------------|---------|------------------------|----------|------------------------------|---------------------|------------|-----------------------------|
| | | Elem. | H.S. | | Elem. | H.S. | |
| No. 17 Cameron | 1927-31 | 9 | 4 | 180 | 109 | 231 | 14 |
| No. 21 Liberty Hill | 1927-31 | 7 | 0 | 160 | 130 | 0 | 13.5 |
| No. 85 Kully-Chaha | 1927-31 | 0 | 0 | 160 | 51 | 0 | 6.3 |
| Total | | 16 | 4 | 165 | 290 | 231 | 33.8 |

TABLE III

| Districts | Years | Teachers' Qualifications | | | | | Total | Teacher Temure |
|------------------------|---------|--------------------------|----------------|----------------|----------------|--------------------------------|-------|-------------------|
| | | Masters Degree | Bache- lors | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| No. 17 Cameron | 1927-31 | 0 | 2 | 1 | 3 | 1 | 7 | 1 |
| No. 21 Liberty Hill | 1927-31 | 0 | 0 | 0 | 0 | 2 | 2 | 1 |
| No. 85 Kully-Chaha | 1927-31 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Total | | 0 | 2 | 1 | 3 | 4 | 10 | 1 |

TABLE IV

| Districts | Years | Salaries | | Total Warranted Expenditures | Per Capita Cost |
|------------------------|---------|----------|----------|------------------------------------|-----------------------|
| | | Monthly | Annual | | |
| No. 17 Cameron | 1927-31 | \$97.00 | \$875.00 | \$8090.00 | \$33.88 |
| No. 21 Liberty Hill | 1927-31 | 105.00 | 832.00 | 1887.00 | 25.16 |
| No. 85 Kully-Chaha | 1927-31 | 125.00 | 983.00 | 1278.00 | 37.90 |
| Total | | 109.00 | 898.00 | 11255.00 | 32.11 |

TABLE V

| Districts | Years | Buildings | | | Number of Rooms | Value |
|------------------------|---------|-----------|-------|------|--------------------|----------|
| | | Brick | Stone | Wood | | |
| No. 17 Cameron | 1927-31 | 2 | 0 | 0 | 14 | \$18,000 |
| No. 21 Liberty Hall | 1927-31 | 0 | 0 | 1 | 3 | 5,000 |
| No. 85 Kully-Chaha | 1927-31 | 0 | 0 | 1 | 3 | 3,000 |
| Total | | 2 | 0 | 2 | 20 | 26,000 |

A General History of the Various Districts
Which United to Form Consolidated District Number 6

The districts which united to form Consolidated District 6 were Districts 62, Whitesboro; District 104, Lone Oak; and District 105, Fairview. The years included in this history are from 1927 to 1931. This is a five-year period prior to consolidation. These districts are located in the southern part of LeFlore County.

The village of Whitesboro is the trading center for the patrons of these districts. The population of Whitesboro was 200. The majority of the population lived in or near the village. The roads were country roads, but were maintained. During this period no highway came through the districts and they had no access to railway transportation.

The principal occupations of the patrons were farming, raising stock, and working at saw mills or cutting lumber. The common methods of travel were the wagon and horseback. There were a few automobiles but the roads during the wet weather hindered this type of travel because the roads were not graveled and many of the streams had no bridges across them.

The largest of the three districts was Whitesboro. In this district two frame buildings were erected. They contained eleven rooms and a gymnasium-auditorium combined. The value of these buildings was \$10,000. In Districts 104 and 105 each had a two-room frame building, the combined value of which was \$2,700.

The buildings in all three districts were heated with stoves which used wood for fuel. District 62 had janitor service, but the teachers were responsible for the janitor work in the other districts.

No records of instructional supplies could be found in Districts 104 and 105. District 62 listed maps, sand tables for beginners, globes, flash cards and art supplies.

The average qualification for teachers was less than two years' college preparation. Seventeen per cent of the teachers had only two years of college preparation, and 83% of the teachers had less than two years' college preparation.

The total number of library books available in the three districts at the time of consolidation was 495.

The average length for class periods varied from thirty-five minutes per period in District 62 to nine minutes in Districts 104 and 105. The average length of term for all districts combined was 165 days.

The teachers received an average monthly salary of \$106 and an average annual salary of \$868.

All of the districts were dependent districts, and came under the supervision of the county superintendent. The curriculum in each district was the same. Only the basic required subjects were taught. These were arithmetic, penmanship, spelling, reading, grammar, and United States history. Whitesboro offered geography and Oklahoma history in addition to the basic subjects.

District 62 listed in its extra-curricular activity

program the following: 4-H Club, glee club, playground games, and a competitive sports program. Districts 104 and 105 did not list any extra-curricular activities.

District 62 kept a system of records; they were incomplete, however. Districts 104 and 105 filed their records in the office of the county superintendent.

The following data were calculated by combining the three districts. The total average annual enumeration was 286; the enrollment, 243; the average daily attendance, 130; and number completing the elementary school, 9.

Converting these averages to percentages the following is presented: 84% of the children enumerated were enrolled in school; the average daily attendance was 53% of the enrollment; and 3% of the enrollment completed the eighth grade.

The tables which follow present a concise statistical history of the districts in this group.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 6

In the following tables the data have been calculated on the annual basis and the averages recorded for the stated period of time indicated in the tables.

This group is a record of the districts which united to form the consolidated district.

TABLE I

| Districts | Years | Enumeration | Enrollment | Average daily Attendance | Pupil- Teacher Ratio |
|------------|---------|-------------|------------|--------------------------------|----------------------------|
| No. 62 | | | | | |
| Whitesboro | 1927-31 | 171 | 168 | 89 | 42 |
| No. 104 | | | | | |
| Lone Oak | 1927-31 | 59 | 36 | 23 | 36 |
| No. 105 | | | | | |
| Fairview | 1927-31 | 56 | 39 | 18 | 39 |
| Total | 1927-31 | 286 | 243 | 130 | 39 |

TABLE II

| Districts | Years | Number of Graduates | Average Length of Term | Books in Library | District Area |
|------------|---------|------------------------|------------------------------|---------------------|------------------|
| No. 62 | | | | | |
| Whitesboro | 1927-31 | 7 | 175 | 310 | 33 |
| No. 104 | | | | | |
| Lone Oak | 1927-31 | 1 | 155 | 31 | 27 |
| No. 105 | | | | | |
| Fairview | 1927-31 | 1 | 160 | 154 | 12 |
| Total | 1927-31 | 9 | 165 | 495 | 72 |

TABLE III

| Teachers' Qualifications | | | | | | | | |
|--------------------------|---------|----------------|-----------------|-------------|-------------|-----------------------|-------|----------------|
| Districts | Years | Masters Degree | Bachelor Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | Total | Teacher Tenure |
| No. 62 | | | | | | | | |
| Whitesboro | 1927-31 | 0 | 0 | 1 | 0 | 3 | 4 | 2 |
| No. 104 | | | | | | | | |
| Lone Oak | 1927-31 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| No. 105 | | | | | | | | |
| Fairview | 1927-31 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Total | 1927-31 | 0 | 0 | 1 | 0 | 5 | 6 | 2 |

TABLE IV

| Districts | Years | Monthly | Annual | Total Warranted Expenditures | Per Capita Cost |
|------------|---------|----------|----------|------------------------------|-----------------|
| No. 62 | | | | | |
| Whitesboro | 1927-31 | \$102.00 | \$892.00 | \$5694.00 | \$33.89 |
| No. 104 | | | | | |
| Lone Oak | 1927-31 | 116.00 | 904.00 | 1081.00 | 30.00 |
| No. 105 | | | | | |
| Fairview | 1927-31 | 101.00 | 808.00 | 998.00 | 24.74 |
| Total | 1927-31 | 106.00 | 868.00 | 7773.00 | 30.34 |

TABLE V

| Districts | Years | Buildings | | | Number of Rooms | Value |
|------------|---------|-----------|-------|------|-----------------|-------------|
| | | Brick | Stone | Wood | | |
| No. 62 | | | | | | |
| Whitesboro | 1927-31 | 0 | 0 | 2 | 17 | \$10,000.00 |
| No. 104 | | | | | | |
| Lone Oak | 1927-31 | 0 | 0 | 1 | 3 | 1,500.00 |
| No. 105 | | | | | | |
| Fairview | 1927-31 | 0 | 0 | 1 | 3 | 1,200.00 |
| Total | 1927-31 | 0 | 0 | 4 | 23 | 12,700.00 |

A General History of the Various School Districts
Which United to Form Consolidated District Number 7

In the northeastern section of LeFlore County the following school districts are located: District 31, Plainview; District 28, Pacola; District 30, Cherry Grove; District 76, Oak Ridge; and District 83, Cedars. This section of the county is more densely populated than the southern part. These districts are located in the valleys of the Poteau and Arkansas Rivers. This history will date from 1932 to 1938.

In 1931 the patrons held an election and voted in favor of consolidating. The districts continued to operate as separate districts until 1938 when all pupils were sent to a central building. It was not until 1938 that a central building was completed. During this period each district had a frame building. There were ten rooms in the five buildings, and the total value of the buildings was \$4,600.

The principal occupations of the people are truck farming, small crop farming, and coal mining. The roads were country roads. There are no villages in these districts. The trading centers were Spiro, Oklahoma, and Ft. Smith, Arkansas.

No record of instructional supplies could be found. The qualifications of teachers during this period were as follows: 25% of the teachers had three years of college preparation; 63% had two years of college preparation; and 12% had less than two years' college preparation.

The average length of class periods varied from thirty minutes in Districts 28, 31 and 76 to nine minutes in Districts 30 and 83. The average length of term was 170 days. The teachers received an average monthly salary of \$88 and an average annual salary of \$723. Teacher tenure in these districts averaged two years.

The curriculum was the same in each district. No record was found where any of the districts offered more than the required basic subjects, which were arithmetic, penmanship, spelling, reading, grammar, and United States history. In the extra-curricular program were listed basketball, softball, spelling matches, and track events.

The districts made no attempt to keep a set of records, all records being filed in the office of the county superintendent.

The libraries showed a total of two hundred books. The average enumeration during this period was 348; the average enrollment was 296; the average daily attendance was 181; and an average of 12 completed the eighth grade.

In calculating this data by percentages the following is the result: 85% of the pupils enumerated were enrolled in school; the average daily attendance was 61% of the enrollment; and 4% of the enrollment completed the eighth grade.

The highschool pupils of these districts were transferred to the high school in Cameron, Oklahoma.

The tables which follow are a statistical history of the districts during this period. These tables show only the totals and summaries of the five districts combined, because the reports were made on a combined form, and the separate reports were not found.

These districts united into a consolidated district in 1931, but did not operate as a consolidated district until 1939.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 7

In the following tables the data have been calculated on the annual basis and the averages recorded for the stated period of time indicated in the tables.

This group of tables records the annual summary of all districts combined from 1932 to 1938. During this period the district had voted to consolidate, but the schools operated as separate schools. All of the schools' records were combined, however. This is the reason for the combination instead of the report on the separate schools. Districts 28, 30, 31, 76 and 83 are combined.

TABLE I

| District | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|------------------|---------|-------------|------------|--------------------------|---------------------|
| Con. 7 Pacola | 1932-38 | 348 | 296 | 181 | 31 |

TABLE II

| District | Years | Number of Graduates | Average Length of Term | Books in Library | District Area |
|------------------|---------|---------------------|------------------------|------------------|---------------|
| Con. 7 Pacola | 1932-38 | 12 | 170 | 200 | 33.5 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Teacher Total | Teacher Tenure |
|------------------|---------|--------------------------|------------------|----------------|----------------|--------------------------------|---------------|----------------|
| | | Masters Degree | Bache- Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| Con. 7 Pacola | 1932-38 | 0 | 0 | 2 | 5 | 1 | 8 | 2 |

TABLE IV

| District | Years | Average Monthly | Salaries Annual | Total Warranted Expenditure | Per Capita Cost |
|------------------|---------|--------------------|--------------------|-----------------------------------|-----------------------|
| Con. 7 Pacola | 1932-38 | \$88.00 | \$723.00 | \$11,471.00 | \$42.13 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|------------------|---------|-----------|-------|------|--------------------|------------|
| | | Brick | Stone | Wood | | |
| Con. 7 Pacola | 1932-38 | 0 | 0 | 5 | 10 | \$4,600.00 |

A General History of the School Districts
Which United to Form Consolidated District Number 8

District 108, Whitesboro, and District 64, Muse, united in 1940 to form consolidated District Number 8 of LeFlore County. This history will include the years from 1936 to 1940, which is a five-year period prior to consolidation.

The greater portion of the land in these districts is mountainous. The land included in District 108 is owned by the Dierks Lumber Company. This company purchased the land for the purpose of getting the pine timber that grew there. The company moved a saw mill and planer into this wooded area and located in section 10, range 24 East, township 3 North. When the company moved in, there were no roads in this area. After it was located, the company erected houses for its employees and a large company department store. The nearest village was fifteen miles away. The Iron Mountain Railway Company built a railroad from Arkansas into this village and the lumber was shipped out by rail.

One may ask, What does this have to do with this study? During the early part of this period Pine Valley was a thriving little community with a population of 350 people. They had their own school, which will be discussed later. Then in 1939 the company moved the mills, sold the buildings; the Iron Mountain Railway Company took up its track, and by visiting this place today one would never realize the conditions of a few years ago.

The author mentions these conditions to explain why the enumeration of the consolidated district will not be so much as either of these districts. Many of the people in District 64 depended upon the mills of Pine Valley for a livelihood. When the mills moved, many of the people moved out with them.

The roads were unimproved country roads. Each district had a good frame building. District 108 had an eight-room building valued at \$5,500, and District 64 had a five-room building valued at \$3,500. The buildings were heated with jacketed stoves and wood was used for fuel.

The records listed charts, maps, art supplies, globes, general science equipment under instructional supplies.

The teachers' qualifications during this period were: 68% had bachelors degree; 17% had three years' college preparation; 11% had two years' college preparation; and 4% had less than two years' college training.

The average length of the class periods varied from forty-five minutes to thirty minutes. The average length of term was 180 days. The average monthly salary was \$109 and the average annual salary was \$986.

The curriculum for each district contained only the required subjects. District 108 maintained a high school but the enrollment was small. The children had no outlet to another high school unless they went to another community and boarded.

The teacher tenure for this period averages two years. Included in the extra-curricular program were plays, glee club, playground games, and competitive sports. The system of keeping records in the districts was poor. Many records had been lost or misplaced.

The data presented will be calculated by combining the two districts. The tables will show the averages for each district separately.

The enumeration was 437; the enrollment in the elementary grades was 322, and in high school 22; the total was 344. The average daily attendance in the elementary grades was 224, and in the high school 13; the total was 337. The average number finishing the eighth grade was 13, and the average number completing high school was 3.

Calculating by percentage, the following was found:

73% of the children enumerated enrolled in the elementary grades; the average daily attendance for the elementary grades shows 69% of the enrollment; and 3% of the enrollment completed the eighth grade.

The following tables present a concise statistical history of both districts from 1936 to 1940.

A CONCISE STATISTICAL HISTORY OF THE DISTRICTS
WHICH UNITED TO FORM CONSOLIDATED DISTRICT NUMBER 8

In the following tables the data have been calculated on the annual basis, and the averages recorded for the stated period of time indicated in the tables.

This is a statistical record of the districts which united to form the consolidated district.

TABLE I

| District | Years | Enumeration | Enrollment | | A. D. A. | | Pupil-Teacher Ratio |
|------------------------|---------|-------------|------------|-------|----------|-------|---------------------|
| | | | Elem. | H. S. | Elem. | H. S. | |
| No. 64 Muse | 1936-40 | 229 | 185 | | 111 | | 48 |
| No. 108 Pine Valley | 1936-40 | 208 | 137 | 22 | 113 | 13 | 32 |
| Total | 1936-40 | 437 | 322 | 22 | 224 | 13 | 38 |

TABLE II

| District | Years | Number of Graduates | | Average Length of Term | Books in Library | District Area |
|------------------------|---------|---------------------|-------|------------------------|------------------|---------------|
| | | Elem. | H. S. | | | |
| No. 64 Muse | 1936-40 | 3 | | 180 | 96 | 33.8 |
| No. 108 Pine Valley | 1936-40 | 10 | 3 | 180 | 196 | 8.5 |
| Total | 1936-40 | 13 | 3 | 180 | 292 | 42.3 |

TABLE III

| Districts | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|------------------------|---------|--------------------------|--------------------------|----------------|----------------|--------------------------------|-------|-------------------|
| | | Masters Degree | Bache- lors Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| No. 64 Muse | 1936-40 | 0 | 1 | 2 | 1 | 0 | 4 | 2 |
| No. 108 Pine Valley | 1936-40 | 0 | 4 | 0 | 1 | 0 | 5 | 2 |
| Total | 1936-40 | 0 | 5 | 2 | 2 | 0 | 9 | 2 |

TABLE IV

| District | Years | Salaries | | Total Warranted Expenditure | Per Capita Cost |
|------------------------|---------|----------|----------|-----------------------------------|-----------------------|
| | | Monthly | Annual | | |
| No. 64 Muse | 1936-40 | \$101.00 | \$913.00 | \$5449.00 | \$27.60 |
| No. 108 Pine Valley | 1936-40 | 117.00 | 1059.00 | 3178.00 | 38.43 |
| Total | 1936-40 | 109.00 | 986.00 | 8627.00 | 33.71 |

TABLE V

| District | Years | Buildings | | | Sheet Iron | Number of Rooms | Value |
|------------------------|---------|-----------|-------|------|---------------|--------------------|------------|
| | | Brick | Stone | Wood | | | |
| No. 64 Muse | 1936-40 | 0 | 0 | 1 | 0 | 5 | \$3,500.00 |
| No. 108 Pine Valley | 1936-40 | 0 | 0 | 1 | 0 | 8 | 5,000.00 |
| Total | 1936-40 | 0 | 0 | 2 | 0 | 13 | 8,500.00 |

CHAPTER III
A STUDY OF THE EIGHT CONSOLIDATED SCHOOL DISTRICTS
OF LE FLORE COUNTY

Consolidated District Number 1 of LeFlore County
from 1921 to 1946

In 1920 School District 38, Stapp, and School District 92, Zoe, united to form the first consolidated district in LeFlore County. This newly created consolidated district became known as Stapp-Zoe Consolidated District Number 1.

The election creating this district was carried by the smallest majority of any of the later elections for consolidation in the county. The final tabulation of the votes showed 73 favoring and 65 opposing consolidation.

The central building was located at Zoe, its location being indicated on a map of the district.

C-1 covers an area of 55.5 square miles in the southeastern section of LeFlore County. The district is located in the mountain section.

At the beginning of this period almost all of the roads were unmaintained country roads. After consolidation much improvement was made in the roads; many miles were graveled, and all roads over which the school buses travel were improved. U. S. Highway 271 comes through the district and the school site is located by the side of this highway.

The district operates two school buses, and seventy-five per cent of the enrollment are transported pupils.

Over 90% of the transported pupils walk less than one mile to catch the buses. The result will be shown later of the improvement in school attendance since transportation has been available. Before consolidation no transportation was furnished; now the district furnishes school bus service, which puts the children under the supervision of a reliable person to and from school.

The central building was erected at Zoe. The building is a frame structure containing seven rooms and an auditorium. In 1946 the value of the building was \$10,000. This gives more room than the old buildings, neither of which had an auditorium.

New furniture was purchased, such as students' desks, teachers' desks, tables, chairs for the primary department, and new shades for the windows. New instructional supplies were purchased, some of which were maps, charts, flash cards, sand tables for beginners. The school library was enlarged to five hundred volumes. The library is neatly kept.

Sanitation has improved since consolidation, especially in the drinking system. A closed-top well with a pump furnishes water to the drinking fountains. This has entirely replaced the old bucket and cup method. The privies are the outdoor sanitary pit type.

Since consolidation the patrons have demanded better qualified teachers. The data show that since 1930 only one teacher has been employed with less than two years' college

training, and since 1933 the head teacher or superintendent has had a bachelors degree. This is an indication of better leadership.

During this period the average number of faculty members have been four per term. Under this plan the teachers never have more than two grades in a room. In examining the records the average time allotment per class period was thirty minutes. During the period prior to consolidation many of the class periods were an average of nine minutes in length. During these periods the teachers had to make their assignments for the next day's lesson. Under the consolidated program the pupils have more time for personal instruction by the teachers. The average length of term during this period from 1921 to 1946 was 180 days. During the period prior to consolidation the average length of term was 165 days.

During this period the average monthly salary for the teacher was \$104 and the average annual salary was \$934. During the period prior to consolidation an average monthly salary for the teachers in the two districts was \$86 and the average annual salary was \$738. The average teacher tenure increased from one to two years.

This consolidated district is the only one in LeFlore County which does not maintain a highschool department. All highschool pupils from this district are brought to the central building at Zoe. Here they are transferred into one school bus and transported to the high school at Heavener, Oklahoma.

Since this is a dependent consolidated school and only teaches the elementary grades, it is under the supervision of the county superintendent. The required curriculum consists of arithmetic, grammar, reading, spelling, penmanship, geography, health, agriculture, and United States history. Several subjects have been added since 1921. Stapp-Zoe also includes music, art, and health training in their curriculum. The extra-curricular program has a 4-H Club, glee club, play ground program, and athletic teams for competitive sports.

The district has set up a system of permanent records since consolidation, and the records are in good order.

C-1 reached its peak in enrollment and attendance in 1931. During that year 288 children of school age were enumerated; 229 pupils enrolled in school; the average daily attendance was 140; 159 pupils were promoted; and 8 students completed the eighth grade. There were five teachers employed that year.

During the period from 1921 to 1946 there has been an average annual enumeration of 187 children of school age; an average enrollment of 145; an average daily attendance of 92; and an average number of 6 completed the eighth grade. This proves that since consolidation 77% of the enumeration have enrolled in school; the average daily attendance was 63% of the enrollment; and 4% of the enrollment finished the eighth grade.

Compare this to the period prior to consolidation. The records show an increase in the per cent of those enumerated who enrolled from 71% before consolidation to 77% since. The average daily attendance per cent calculated on the number enrolled for each period shows an increase from 48% prior to consolidation to 63% since consolidation. The per cent of the enrollment completing the eighth grade increased from 3% prior to consolidation to 4% since consolidation.

The school serves as a social center. School entertainments, church, singing conventions, and the Home Demonstration club use the school building as their place of meeting.

In the following tables a concise statistical history of the district from 1921 to 1946 is presented. The tables may be used in comparing the results that were found in the study. Some of the items which are included in the tables were not discussed above, since the author could present them to the reader in a clearer and more concise way by the use of the tables.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 1

This series of tables will be the average of the annual totals of data collected from the record of Consolidated District 1, Stapp-Zoe, from 1921 to 1946.

TABLE I

| District | Years | Enumeration | Enrollment | Average Daily Attendance | Pupil-Teacher Ratio |
|-----------|---------|-------------|------------|--------------------------|---------------------|
| C-1 | | | | | |
| Stapp-Zoe | 1921-46 | 187 | 145 | 92 | 42 |

TABLE II

| District | Years | Number of Graduates | Average Length of Term | Average No. Books in Library | District Area |
|-----------|---------|---------------------|------------------------|------------------------------|---------------|
| C-1 | | | | | |
| Stapp-Zoe | 1921-46 | 6 | 180 | 400 | 55.5 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|-----------|---------|--------------------------|-------------------|-------------|-------------|-----------------------|-------|----------------|
| | | Masters Degrees | Bache-lors Degree | 3 Yrs. Col. | 2 Yrs. Col. | Less Than 2 Yrs. Col. | | |
| C-1 | | | | | | | | |
| Stapp-Zoe | 1921-46 | 0 | 3 | 3 | 7 | 4 | 17* | 2 |

*Total number of teachers studied during the years 1921-46.

TABLE IV

| District | Years | Average Salaries | | Total Warranted Expenditures | Per Capita Cost |
|-----------|---------|------------------|----------|------------------------------|-----------------|
| | | Monthly | Annual | | |
| C-1 | | | | | |
| Stapp-Zoe | 1921-46 | \$104.00 | \$934.00 | \$5,464.00 | \$37.68 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|-----------|---------|-----------|-------|------|-----------------|-------------|
| | | Brick | Stone | Wood | | |
| C-1 | | | | | | |
| Stapp-Zoe | 1921-46 | 0 | 0 | 1 | 7 | \$10,000.00 |

Consolidated District Number 2 of LeFlore County

From 1926 to 1946

In 1925 School Districts 11, Monroe, and 90, Cedarville, united to form the second consolidated school district in LeFlore County. This school district became known as Monroe Consolidated District Number 2.

District 11 had an area of 12 square miles and District 90 an area of 10.2 square miles. This made the area of the consolidated district 22.2 square miles. The district remained this size until 1946. In 1946 District 81, Springhill, with an area of 7.3 square miles, was annexed to C-2. This increased the area to 29.5 square miles. District 81 was not annexed early enough in the year to participate in the school program of C-2 during 1946; therefore, the author will report only the annexation and size of the area. The students of District 81 did not attend school in C-2 until the beginning of the 1946-47 school term.

C-2 has a transportation area outside its consolidated area. The transportation area includes School Districts 10 and Springhill. Transportation is furnished the highschool pupils of these districts, who transfer to C-2.

C-2 is located in the extreme east central part of LeFlore County. The majority of the land in this district is level and the soil is adapted to agriculture. The principal occupations are farming and raising stock. The people are progressive farmers who demand a good school.

Monroe, a village of three hundred population, is located on the Rock Island Railroad and is the trading center for the people of this district. In Monroe the building space and equipment were ample to absorb the pupils from District 90. These are some of the reasons that the patrons of both districts decided to locate the central building in Monroe.

At the time of consolidation all the roads in the district were country roads. Since consolidation many miles of roads over which the school buses travel have been graveled. In recent years the state has built a state highway through Monroe from U. S. Highway 271 to the Arkansas-Oklahoma state line.

C-2 operates four school buses. These buses serve for transportation to the consolidated area and to the transportation area, which includes Districts 10 and Springhill. Sixty-six per cent of the enrollment of this school are transported pupils.

The school site is located on a ten-acre plot at the edge of the village. Since consolidation the district has built two native stone buildings and a frame building. The frame building is a home for the superintendent. The stone buildings are beautiful, containing sixteen rooms and a large gymnasium-auditorium combined. The value of the three buildings in 1946 was \$41,500.

The buildings are heated with steam. The lighting and ventilation are good.

The district has an excellent home economics department, well equipped with the following: a large kerosene range, an electric refrigerator, four sewing machines, and a large amount of desks, cooking utensils and silverware. The commercial department has eight typewriters. The general science laboratory is well equipped. Charts, maps, art supplies for the primary department, and a good library with 291 volumes for the elementary and 830 volumes for the high school are included in the instructional supplies added since consolidation.

During this period the teaching personnel has had the following average qualifications: 2% with masters degrees; 54%, bachelors degrees; 18%, at least three years' college preparation; 20%, two years' college preparation; and 5%, less than two years' college training. The average teacher tenure for this period was slightly over two years.

Compare these with the period prior to consolidation and see the difference. In every item mentioned the consolidated district has more to offer the child. Since consolidation all class periods have been on the forty-five minute schedule. The average length of term has been 180 days; during the period prior to consolidation the average length of term was 170 days. The average monthly salary is \$113; prior to consolidation the average monthly salary was \$123. The average annual salary for this period was \$1,024; prior to consolidation the average annual salary was \$1,070. This is the only item used in the comparison of the two periods in which the first period surpassed the second.

In 1926 this newly created consolidated school was accredited for eight units of highschool work by the State Department of Education. Since C-1 did not offer high-school work, this was the first consolidated school in Le-Flore County to offer highschool courses. In 1946 Monroe was accredited for twenty-one units of highschool work. This information was taken from the Annual High School Bulletin issued by the State Department of Education.

In addition to the basic subjects, the Monroe curriculum includes typewriting, home economics, bookkeeping, agriculture, and shorthand. None of these subjects nor any of the other sixteen highschool subjects were offered before consolidation.

In the extra-curricular program are the following: 4-H Club, glee club, dramatics, playground supervision, physical education, and competitive sports.

The school district has set up a good system of records, which were filed in good order.

C-2 reached its peak in enrollment and average daily attendance in 1940. During that term 264 children were enumerated; 289 enrolled; the average daily attendance was 266; 38 completed the elementary school; and 8 graduated from high school. That year eleven teachers were on the teaching staff. The reason the enrollment exceeded the enumeration was that several students were transferred to Monroe from Districts 10 and Springhill.

During the period from 1926 to 1946 the average enumeration was 251; the average annual enrollment was 205 in the elementary and 74 in the high school, a total of 279; the average daily attendance was 154 in the elementary and 60 in high school, a total of 210; the average number finishing was 16 from the elementary grades and 11 from the high school.

Since consolidation the average daily attendance in the elementary grades was 70% of the enrollment; that of the high school was 81% of the enrollment. Prior to consolidation the per cent of attendance was 68% of the enrollment.

Since consolidation 7% of the elementary enrollment completed the eighth grade, while before consolidation only 3% of the enrollment finished. Fifteen per cent of the highschool enrollment has graduated since consolidation.

This is an increase in per cent of attendance and graduation since consolidation. It also indicates that the higher per cent of completions is found in the high school. What does this have to do with this study? If this is true in each of the districts, then the larger administrative units are retaining the students longer and by so doing the hope of raising the educational standards of the community is better.

Since consolidation the social life of the people is changing. Many things have entered into this, and the school is a major factor. The people of Monroe are proud of the progress the school has made. It has climbed from eight units to a modern consolidated rural school accredited for twenty-one units. The people look to the school as a

meeting place for the Parent-Teachers Association, the Farmers Union, the veterans, and the Women's Home Demonstration Club. The school has athletic contests for entertainment of the patrons, and a 16 mm motion picture projector machine, with which the school sponsors a show two nights a month.

The tables which follow will give the reader a concise statistical history of the district since 1926.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 2

TABLE I

| District | Years | Eumer- ation | Enrollment | | Average Daily Attendance | | Teacher- Pupil Ratio |
|----------|---------|-----------------|------------|-------|--------------------------------|-------|----------------------------|
| | | | Elem. | H. S. | Elem. | H. S. | |
| C-2 | | | | | | | |
| Monroe | 1926-46 | 251 | 205 | 72 | 155 | 60 | 25 |

TABLE II

| Teachers' Qualifications | | | | | | | | |
|--------------------------|---------|-------------------|--------------------------|--------------|-------------|-------------|-------------------|---|
| District | Years | Masters Degree | Bache- lors Degree | Less Than | | | Teacher Tenure | |
| | | | | 3-Yr Col | 2-Yr Col | 2-Yr Col | | |
| C-2 | | | | | | | | |
| Monroe | 1926-46 | .5 | 6 | 2 | 2 | .5 | 11 | 2 |

TABLE III

| District | Year | Number of Graduates | | Average Length of Term | Books in Library | | District Area |
|----------|---------|------------------------|-------|------------------------------|---------------------|-------|------------------|
| | | Elem. | H. S. | | Elem. | H. S. | |
| C-2 | | | | | | | |
| Monroe | 1926-46 | 16 | 11 | 180 | 291 | 830 | 22.2 |

TABLE IV

| District | Years | Salaries | | Total Warranted Expenditure | Per Capita Cost |
|----------|---------|----------|-----------|-----------------------------------|-----------------------|
| | | Monthly | Annual | | |
| C-2 | | | | | |
| Monroe | 1926-46 | \$113.00 | \$1024.00 | \$12,595.00 | \$45.46 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|---------------|---------|-----------|-------|------|--------------------|-------------|
| | | Brick | Stone | Wood | | |
| C-2 Monroe | 1926-46 | 0 | 2 | 1 | 19 | \$41,500.00 |

Consolidated School District Number 3From 1928 to 1946

In 1928 School Districts 24, Hicks Chapel, 37, Cedar Creek, 39, Fanshawe, and 58, Panola, united to form Consolidated District Number 3 of LeFlore County. The total area of these four districts was 50.3 square miles. In 1940 Districts 86, Pocohontas, and 102, Liberty, were annexed to C-3. This increased the size of C-3 to 69.5 square miles, its present size.

The newly created district was given the name of Fanshawe Consolidated District Number 3. This district is located in the western part of LeFlore County. A range of mountains runs through the northern part of the district. Fourche-Moline River forms the southern boundary. The population in the northern half is not very dense; the majority of the population is in the southern half. Fanshawe, a village of two hundred population, is located in the southern half on the Rock Island Railroad. U. S. Highway 70 runs through the town. This village is the trading center for the patrons of C-3; therefore, the patrons located the central school in Fanshawe.

At the time of consolidation the roads were unmaintained country roads. U. S. Highway 270 was just being completed at the time of consolidation. Since consolidation the roads have been improved and many miles of roads over which the school buses travel have been graveled. The maintenance of the roads has improved. In driving over the roads of the

district one can tell which roads are school bus routes, since they are better maintained. C-3 operates five school buses. Seventy-seven per cent of the pupils enrolled in 1946 were transported pupils.

The author is personally acquainted with several families who live from thirteen to fifteen miles from school. These families would not be able to send their children to school if the district did not furnish transportation. They would not be financially able to furnish transportation or to let their children board near the school. Ninety-five per cent of the pupils walk less than three-fourths of a mile to catch the buses; therefore, transportation of the school children is a great asset to a district. Outside the consolidated district Fanshawe furnishes transportation to the highschool pupils who transfer to C-3 from Hughes and Victor School Districts.

In 1928 Fanshawe completed a brick school building, which is valued at \$30,000. It has ten rooms and a large auditorium. Since that time Fanshawe has continued to build until at the time of the writing of the study in 1946 there are six buildings located on a fifteen acre school site. In addition to the brick building already mentioned, which is used for the high school, three native stone buildings were erected, one used for elementary grades, one as a bus garage and industrial arts shop combined, and a gymnasium and home economics building. There are two frame houses located on the school site, one as a home for the superintendent and one a furnished duplex for faculty members.

In 1946 these buildings contained twenty rooms, an auditorium, and a gymnasium. The total value was \$60,000.

Since consolidation new desks, chairs, tables, maps, a piano, equipment for industrial arts shop, including hand tools and electric machinery such as lathe, jointor, drill, band saw and rip saw, have been purchased. The commercial department has been equipped with ten typewriters and type-writing tables; the home economics department has a gas range, electric refrigerator, cooking utensils and dishes; and the general science laboratory has also been well equipped.

Water is piped into all buildings by electric automatic pumps.

None of the six schools which make up this district were offering any of these departments or supplies with which to work.

This school has an outstanding library system. The elementary library contains 1,256 volumes, and the highschool library, 1,121 volumes. The books are catalogued according to the Dewey decimal system. All of the six schools which made up the district had a total of 297 volumes at the time of consolidation or annexation.

During this period the teaching personnel had the following qualifications: 6% of the teachers had masters degrees; 58% had bachelors degrees; 19%, 3 years' college preparation; 10% 2 years' college preparation; and 5%, less than 2 years' college preparation.

Compare this to the period prior to the forming of

the larger administrative unit, and one finds the qualifications then were: 9% had two years' college preparation and 91% had less than two years of college preparation.

From the beginning of consolidation to 1940 C-3 provided forty-five minutes per class period. From 1940 to 1946 grades 7 to 12 have sixty-minute periods, and grades 1 to 6 vary from twenty-five to forty minutes. The length of term increased to 180 days since consolidation as compared to 170 days prior to consolidation.

The average monthly salary for this period was \$115 per teacher, and the annual average was \$1,028. This shows a slight increase since consolidation. Before consolidation the monthly salary was \$101 and the annual, \$875. Teacher tenure increased from one to two years.

In addition to the basic required subjects, the Fanshawe curriculum includes typewriting, home economics, bookkeeping, agriculture, music, and industrial arts. The extra-curricular program offers 4-H Club, Future Homemakers of America, dramatics, physical education, and a competitive sports program. C-3 was first accredited by the State Department of Education in 1929. According to the Annual High School Bulletin, No. 112-D, the school was accredited for seven units. In 1946 the school was accredited for nineteen units. The school had a good set of records properly filed in the superintendent's office.

C-3 reached its peak in 1942. During that term 411 children were enumerated; 400 pupils enrolled in school, some by transfer; the average daily attendance was 282; and 12 finished the elementary school, while 5 finished the high school. The faculty had a total of 12 teachers.

During this period the average annual enumeration has been 284; the enrollment 220 in the elementary and 66 in high school, a total of 286; the annual average daily attendance 154 in the elementary and 49 in the high school, a total of 203; an average of 14 completed the elementary school and 6 have graduated from high school.

The percentages for comparison of the elementary school can be calculated since only resident pupils were enrolled. In the high school department some of the pupils were received by transfer from adjacent districts. In calculating on the total enumeration, the enrollment was 77% of the enumeration; the average daily attendance 70% of the enrollment; and 6% of the elementary enrollment completed the eighth grade.

In comparing this period to the period prior to consolidation the enrollment increased 9%; the average daily attendance increased 2%; while the number of graduates increased 3%. In the high school the average daily attendance was 74% of the enrollment and 9% of the enrollment graduated.

The school is the leading center of the social life of the people of this county. The Home Demonstration Club

uses the home economics department for their meetings and to discuss improved methods of home canning. The farmers use the auditorium for their monthly meetings and the industrial arts shop to repair their tools. The athletic contests offer recreation for all patrons. The school owns a 16 mm motion picture projector and presents a show averaging one every two weeks. The people have access to the school library, and the Parent-Teachers Association meets regularly.

The following tables present a concise statistical history of the district since 1928.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 3

In the following tables the data have been calculated on the annual basis. The averages are recorded for the period indicated in the tables.

TABLE I

| District | Years | Enumeration | Enrollment | | A. D. A. | | Pupil-Teacher Ratio |
|-----------------|---------|-------------|------------|-------|----------|-------|---------------------|
| | | | Elem. | H. S. | Elem. | H. S. | |
| C-3 Fanshawe | 1928-46 | 284 | 220 | 66 | 154 | 49 | 24 |

TABLE II

| District | Years | Number of Graduates | | Average Length of Term | Books in Library | | District Area |
|-----------------|---------|---------------------|-------|------------------------|------------------|-------|---------------|
| | | Elem. | H. S. | | Elem. | H. S. | |
| C-3 Fanshawe | 1928-46 | 14 | 6 | 180 | 1256 | 1121 | 69.5 |

Table III

| District | Years | Teachers' Qualifications | | | | | Teacher Tenure | |
|-----------------|---------|--------------------------|------------------|----------|----------|-----------|----------------|---|
| | | Masters Degree | Bachelors Degree | 3-Yr Col | 2-Yr Col | Less Than | | |
| | | | | | | 2-Yr Col | | |
| C-3 Fanshawe | 1928-46 | 1 | 5 | 2 | 1 | 0 | 9 | 2 |

TABLE IV

| District | Years | Average Salaries | | Total Warranted Expenditure | Per Capita Cost |
|-----------------|---------|------------------|-----------|-----------------------------|-----------------|
| | | Monthly | Annual | | |
| C-3 Fanshawe | 1928-46 | \$115.00 | \$1028.00 | \$15,081.00 | \$68.55 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|-----------------|---------|-----------|-------|------|--------------------|-------------|
| | | Brick | Stone | Wood | | |
| C-3 Fanshawe | 1928-46 | 1 | 3 | 2 | 20 | \$60,000.00 |

Consolidated School District Number 4

From 1928 to 1946

In 1921 School Districts 16, LeFlore, and 8, Springfield of LeFlore County, and District Number 14 of Latimer County united to form Union Graded School District Number 1.

In 1928 the patrons of Union Grades District 1 called an election to change from a Union Graded District to a Consolidated District. Ninety-nine voted in favor of the consolidation, and nine voted against consolidation. The new district was named LeFlore Consolidated Number 4. The total area of this district was 49.5 square miles. In 1940 District 72, Holsom Creek, was annexed to Consolidated District 4. This increased the size to 93.5 square miles.

Consolidated District 4 offers transportation to the highschool students in Schools Districts 56, Summerfield, 40, Reecheet, and 97, Lone Pine of LeFlore County, and 16, Bengal, of Latimer County. The transportation area outside of the consolidated area is 69 square miles; therefore, the transportation area outside the district plus the consolidated area equal 162.5 square miles. Consolidated District 4 is the largest consolidated school in LeFlore County. This district is located in the western part of LeFlore County and the eastern part of Latimer County.

The central school is located in the village of LeFlore. LeFlore is a small town of 350 population. It is located on the Frisco Railroad, and is four miles off Highway 270.

The village is the trading center for the patrons of this district. The people are progressive and have always demanded a good school. In 1923 a large brick building was erected with thirteen rooms and a large auditorium. When the people were ready for consolidation LeFlore had the building space and equipment available to absorb the students from the other districts. Thus the village of LeFlore illustrates the following statement: 'Many villages are primarily service stations for the surrounding countryside.'¹

The reader will note the decline in enumeration during the 1920's. This was due in part by the closing of the coal mines and the moving out of the district of two large lumber mills. Since consolidation, however, the enumeration has increased slightly. Surely the school has had its influence in helping to retain the people in this district. The principal occupations of the patrons are small crop farming, raising stock, and sawing lumber. Since consolidation many miles of roads have been graveled. Especially is this true along the school bus routes. Credit must be given to the WPA and the CCC for much of this improved road work.

Consolidated District 4 operates five buses along ten bus routes. Eighty per cent of the enrollment consists of transported pupils. Several children in this district would be unable to attend school if transportation were not furnished

¹George A. Works and Simon O. Lesser. Rural America Today, p. 49.

by the district because their parents would be financially unable to furnish transportation for them or send them to stay in town near a school. The family of the children who ride the bus the greatest distance lives thirty miles from the school building. Ninety-eight per cent of the children walk less than one mile to catch the buses.

Since consolidation, this district has built three stone buildings, one frame and one sheet iron building. In 1946 the value of the buildings was \$90,000. These buildings contain thirty-five rooms, an auditorium, a gymnasium, a bus garage, a vocational agriculture blacksmith shop, and a school lunch cafeteria. The creation of the larger school unit has made this possible.

Since consolidation, also, much new furniture has been added, such as desks, chairs, and equipment. The home economics department has two gas ranges, six sewing machines, a livingroom suit, an electric refrigerator, silverware, dishes, and cooking utensils.

The industrial arts department has all necessary kinds of hand tools, electric drill, band saw, rip saw, planer, lathe, air compressor, and sanding machines.

The vocational agricultural department is equipped with an electric refrigerator, blacksmith tools, drills, and a set of veterinary supplies.

The commercial department has fifteen typewriters, one adding machine, and a lettergraph machine.

The school has two pianos, a well-equipped science laboratory, and a library of 1,316 volumes. The primary department has sand tables, art supplies, charts, miniature store equipment and rhythm band equipment. Water is piped into all buildings, and all are heated by butane gas. None of these items was available before consolidation.

During this period the teaching personnel has had the following qualifications: 7%, masters degree; 51%, bachelors degree; 26%, three years' college preparation; 12%, two years' college preparation; and 4%, less than two years' college preparation.

How does this compare to the period prior to the forming of the larger administrative area? Prior to consolidation 11% had bachelors degrees; 11%, three years' college preparation; 11%, two years' college preparation; and 67%, less than two years' college preparation.

From 1928 to 1938 grades 9 to 12 have had forty-five minute class periods. From 1939 to 1946 grades 7 to 12 have had sixty minute periods. The length of the periods varies in the elementary department from twenty-five to forty minutes in length. In the elementary department each teacher has only one grade. This provides more time for personal supervision at the moment needed. Prior to consolidation the class periods varied from forty-five minutes to nine minutes in length. The length of term has increased from 170 days prior to consolidation to 180 days since consolidation.

The teacher tenure average is four years during this period to one year prior to this period. The average monthly salary for this period has been \$119 and the average annual salary has been \$1073. This is an increase over the period prior to consolidation.

The curriculum has been enriched by the addition of the following subjects above the usual sixteen units: vocational home economics, vocational agriculture, industrial arts, mechanical drawing, music, art, physical education, and commerce, including typewriting, bookkeeping and shorthand.

In 1928 C-4 was approved for eight units by the State Department of Education; in 1946 the school was approved for $24\frac{1}{2}$ units. LeFlore is the only consolidated school in LeFlore County with a state approved junior high school.

Included in the extra-curricular program were listed the following: 4-H Club, F.F.A., F.H.A., Boy Scout, glee club, supervised playground program, consisting of softball, basketball, tennis, volleyball, and playground equipment for the elementary grades, including swings, seesaws, slides and merry-go-rounds. A good set of records was kept by the district.

C-4 reached its peak in 1942. During that term the enumeration was 517; the enrollment, 360 in the elementary and 179 in high school, a total of 539; average daily attendance, 275 in elementary and 133 in high school, a total of 408; and 32 finishing the elementary school while 19 graduated from high school. During this period from

1928 to 1946 the average annual enumeration has been 423; the average enrollment 318 in elementary and 108 in high school, a total of 427; the average daily attendance 238 in elementary and 89 in high school, a total of 327; an average of 21 completed the elementary grades and 14 graduated from high school. The reason that the enrollment exceeds the enumeration is that several students have been received by transfer from the adjacent districts.

The percentage of elementary can be calculated since the transfer pupils were high school students. This shows the grade enrollment was 75% of the enumeration; the average daily attendance was 72% of the enrollment; and 6% of the elementary enrollment completed the eighth grade. This shows an increase of 29% in enrollment of the enumeration. The average daily attendance dropped 2% and the per cent finishing the elementary grades increased 2½%.

The social life of C-4 centers around the school. The school buildings are used for the regular meetings of the Home Demonstration Club, the Farmers Union; the library is opened one day a week during vacation for the patrons; the farmers use the vocational agriculture blacksmith shop, and the industrial arts shop is used to repair furniture and tools. The school offers social entertainment through athletic contests and a 16 mm motion picture projector which it owns and with which it presents a show two nights a month.

The following tables present a concise statistical history of the district from 1928 to 1946.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 4

In the following tables the data were calculated on the annual basis. The averages are recorded for the period of time indicated in the tables.

TABLE I

| District | Years | Enumeration | Enrollment | | A. D. A. | | Pupil-Teacher Ratio |
|----------|---------|-------------|------------|-------|----------|-------|---------------------|
| | | | Elem. | H. S. | Elem. | H. S. | |
| C-4 | | | | | | | |
| LeFlore | 1928-46 | 423 | 318 | 109 | 238 | 89 | 38 |

TABLE II

| District | Years | Number of Graduates | | Average Length of Term | Books in Library | | District Area |
|----------|---------|---------------------|-------|------------------------|------------------|-------|---------------|
| | | Elem. | H. S. | | Elem. | H. S. | |
| C-4 | | | | | | | |
| LeFlore | 1928-46 | 21 | 14 | 180 | 635 | 681 | 93.5 |

TABLE III

| Teachers' Qualifications | | | | | | | | |
|--------------------------|---------|----------------|------------------|----------|----------|--------------------|-------|----------------|
| District | Years | Masters Degree | Bachelors Degree | 3-Yr Col | 2-Yr Col | Less Than 2-Yr Col | Total | Teacher Tenure |
| C-4 | | | | | | | | |
| LeFlore | 1928-46 | 1 | 6 | 3 | 1 | 0 | 11 | 4 |

TABLE IV

| District | Years | Average Monthly Salaries | Annual Salaries | Total Warranted Expenditures | Per Capita Cost |
|----------|---------|--------------------------|-----------------|------------------------------|-----------------|
| C-4 | | | | | |
| LeFlore | 1928-46 | \$119.00 | \$1073.00 | \$20,633.00 | \$48.32 |

TABLE V

| District | Years | Buildings | | | | Sheet Number | | Value |
|----------------|---------|-----------|-------|------|------|--------------|-------------|-------|
| | | Brick | Stone | Wood | Iron | of | Rooms | |
| C-4 LeFlore | 1928-46 | 1 | 3 | 1 | 1 | 35 | \$90,000.00 | |

Consolidated District Number 5 of LeFlore County

From 1931 to 1946

In 1931 School Districts 17, Cameron, 21, Liberty Hill, and 85, Kully Chaha, united to form Consolidated District Number 5 in LeFlore County. The consolidated district became known as Cameron Consolidated District Number 5.

The area of the consolidated district was 33.6 square miles. Cameron furnishes school bus service to Districts 6, 106, 34 and 53. This bus service is to the highschool students, who transfer to Cameron.

The consolidated district is located in the northeastern part of LeFlore County. The village of Cameron is the trade and shipping center for the patrons of this district. The population of the village was 400 in 1931. The town is located on the Frisco Railroad.

Very little improvement had been made in the county roads prior to consolidation, but since consolidation many miles of road have been graveled. There is a graveled farm to market road from Cameron to the county seat town of Poteau. The road improvement is more noticeable along the school bus route. Cameron operates four school buses. Over 95% of the bus pupils walk less than one mile to catch the buses.

At the time of consolidation Cameron had building space large enough and equipment available to absorb the students from the other districts. Since consolidation the district

has replaced these buildings with a modern native stone building. This building is beautiful, containing eighteen rooms, a gymnasium, and an auditorium. The value in 1946 of this building was \$50,000. Water is piped into the building.

Much new furniture has been purchased since consolidation, consisting of desks, chairs, tables, book cases, shades, drinking fountains, and lockers. The general science laboratory is outstanding. It contains a large acid-proof sink and a large variety of equipment. In the commercial department twelve typewriters and typewriting tables have been purchased. The home economics department has been enlarged with the addition of a new gas range, electric refrigerator, sewing machines, dishes and cooking utensils. Sand tables and chairs have been purchased for the primary department. The school also owns a 16 mm picture projector. There is an excellent library in the high school with 1,200 volumes, and a library in the elementary school of 200 volumes.

From 1932 to 1946 the teaching personnel has had the following qualifications; 3% had masters degrees; 62% bachelors degrees; 17% three years' college preparation; 12% two years' college preparation; and 3% less than two years' college preparation. In comparison, prior to consolidation the largest percent of teachers had less than two years of college preparation; since consolidation the largest percent had bachelors degrees.

Since consolidation no teacher has had more than two grades in her room. Prior to consolidation this varied from three grades a room in Cameron to eight grades a room in Kully Chaha. Since consolidation the average length of class period varies from thirty to forty-five minutes. Before consolidation the periods varied from forty-five to nine minutes. The lengthening of the class periods gives more time for personal supervision. The average length of term has increased from 165 days prior to consolidation to 180 days since consolidation.

The average teacher's salary has increased from \$103 per month to \$120 per month and from \$876 to \$1077 annually since consolidation. The average teacher tenure has increased from one to three years per teacher.

The elementary curriculum has been enriched by the addition of geography, home economics, agriculture, Oklahoma history, and health. These subjects are in addition to the basic subjects, which are arithmetic, penmanship, reading, spelling, grammar and United States history. The highschool curriculum now includes typewriting, bookkeeping, shorthand, agriculture, art and music. In 1931 the Cameron High School was approved for sixteen units of highschool subjects; in 1946 it was approved for eighteen units. A good system of permanent records has been installed, which are well kept.

Under the extra-curricular activities are listed 4-H Club, F.H.A., a supervised playground program, which includes baseball, volleyball, tennis and track, a competitive sports program, and glee club.

Since consolidation there has been an average enumeration of 270; the enrollment has averaged 236 in the elementary school; 124 in high school, a total of 360. The reason that the enrollment exceeds the enumeration is that four adjacent districts transferred their highschool pupils to Cameron. The average daily attendance was 168 in the elementary school, 101 in the high school, a total of 269; the average number completing the elementary grades was 14 and the average number finishing high school was 19. The per cent of attendance remained the same as before consolidation at 71% in the elementary grades, and the per cent completing the elementary grades remained the same at 6%.

C-5 reached its peak in enrollment and attendance in 1939. During that term 419 pupils were enrolled in school, and the average daily attendance was 308. The faculty was composed of twelve teachers.

The school serves as a social center for the people. An active Parent-Teachers Association meets two times a month, and sponsors a carnival each Halloween. The Home Demonstration Club meets at the school building and use the home economics department for demonstration of better methods of home canning. There is a veterans' organization which uses the gymnasium, and the school sponsors a motion picture show.

On the following page is a statistical history of the consolidated district since 1932.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 5

In the following tables the data have been calculated on the annual basis and the averages recorded for the period of time indicated in the tables.

TABLE I

| District | Years | Enumeration | Enrollment Elem. H. S. | A. D. A. Elem. H. S. | Pupil- Teacher Ratio |
|----------------|---------|-------------|---------------------------|-------------------------|----------------------------|
| C-5 Cameron | 1932-46 | 270 | 236 | 124 | 168 101 25 |

TABLE II

| District | Years | Number of Graduates Elem. H. S. | Average Books in Length Library of Term Elem. H. S. | District Area |
|----------------|---------|---------------------------------------|-----------------------------------------------------------|----------------------|
| C-5 Cameron | 1932-46 | 14 | 19 | 180 175 1120 33.8 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Teacher Total Tenure |
|----------------|---------|--------------------------|--------------------------|-------------|-------------|-----------------------------|-------------------------|
| | | Masters Degree | Bache- lors Degree | 3-Yr Col | 2-Yr Col | Less Than 2-Yr Col | |
| C-5 Cameron | 1932-46 | .5 | 6 | 2 | 1 | .5 | 10 3 |

TABLE IV

| District | Years | Average Monthly Salary | Annual Salary | Total Warranted Expenditure | Per Capita Cost |
|----------------|---------|------------------------|---------------|-----------------------------|-----------------|
| C-5 Cameron | 1932-46 | \$118.00 | \$1077.00 | \$17,983.00 | \$49.95 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|----------------|---------|-----------|-------|------|-----------------|-------------|
| | | Brick | Stone | Wood | | |
| C-5 Cameron | 1932-46 | 0 | 1 | 0 | 19 | \$50,000.00 |

Consolidated School District Number 6From 1932 to 1946

In 1931 School Districts 62, Whitesboro, 104, Lone Oak, and 105, Fairview, united to form Consolidated District Number 6. The total area of this district was 72 square miles. The newly created district became known as Whitesboro Consolidated District Number 6.

This district is located in the southern part of LeFlore County. Whitesboro is located in a picturesque valley between the Winding Stair Mountain range on the north and the Kiamichi Mountain range on the south. The village of Whitesboro has a population of two hundred people. This village is the trading center for the patrons of the school district.

Since consolidation the roads have been improved and a state highway has been built through the community. Several miles of roads over which the school buses travel have been graveled. C-6 operates four school buses. Eighty per cent of the pupils ride the buses and 96% of the bus pupils walk less than one mile to catch the buses.

At the time of consolidation Whitesboro had two frame buildings, as listed in the history prior to consolidation in Chapter II. Since consolidation two stone buildings providing 21 rooms and a gymnasium-auditorium combined have been erected. The value of the buildings in 1946 was \$45,000.

Since consolidation new furniture and instructional supplies have been added. Some of the items include desks, chairs, tables, filing cabinets, a piano, a gas range for the home economics department, ten typewriters and tables, general science equipment, and art supplies. Only the art supplies were listed prior to consolidation. The buildings are heated with butane gas.

The school has an outstanding library. The highschool library contains 1,100 volumes, and the elementary library has 250 volumes. Prior to consolidation the available books in the libraries of all the schools which made up this district totaled 495 volumes.

During this period the teaching personnel had the following qualifications: 2%, masters degrees; 83% bachelors degrees, 12%, three years' college preparation; 2%, two years of college preparation; and less than 1%, less than two years' college training. Compare this to the period prior to consolidation and one will see a raise in teacher qualifications.

Since consolidation the average length of class period varies from thirty minutes in the elementary school to forty-five minutes, and sixty minutes in the high school. The average length of term has lengthened from 165 days prior to consolidation to 180 days since consolidation.

The average monthly salary for this period was \$120 and the average annual salary was \$1129. This shows an average increase since consolidation of \$14 per month and \$261 per term.

The average length of teacher tenure has increased from one to three years.

In addition to the basic required subjects C-6 offers music, home economics, health and art in the elementary, and home economics, bookkeeping, typewriting, shorthand and agriculture in high school.

According to the Annual High School Bulletins, which are published by the State Department of Education, Whitesboro was listed for the first time in 1932. In that year the school was approved for ten units. In 1946 Whitesboro was approved for nineteen units by the State Department of Education. All of this progress has been made since the creation of the larger school unit.

In the extra-curricular program C-6 lists: 4-H Club, F.H.O. Club, glee club, physical education program, and a competitive sports program. The district has a good set of records, which were up to date and complete.

C-6 reached its peak in enrollment and average daily attendance during the 1939-40 term of school. During that term 444 pupils were enrolled; the average daily attendance was 325; 18 completed the eighth grade; and 15 finished high school. The faculty consisted of 12 teachers. All the teachers had bachelors degrees.

During this period the average annual enumeration was 347; the enrollment was 287 in the elementary, 57 in the high school, a total of 335; the average daily attendance was 197 in the elementary and 49 in high school, a total

of 246; an average of 17 completed the elementary school and 8 finished high school.

In calculating these figures for the elementary school in percentages, the following is presented: 82% of the children enumerated were enrolled; the average daily attendance was 68% of the enrollment; and 6% of the enrollment completed the eighth grade. This shows a loss of 2% in enrollment and a gain of 15% in average daily attendance, with 3% of the pupils completing the eighth grade. In the high school the average daily attendance was 86% of the enrollment and 14% of the enrollment completed high school.

The Whitesboro school is the center of the social life of the people of that district. The school sponsors a motion picture show; the athletic contests also furnish recreation. Young men who are not in school use the gymnasium for physical recreation in the afternoon after school is dismissed. Singing conventions, Christmas programs, the Home Demonstration Club and the Farmers Union use the school building as a meeting place.

The following tables furnish a concise statistical history of the district from 1930 to 1946.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 6

In the following tables the data have been calculated by combining the years listed in the tables and getting the annual averages.

TABLE I

| District | Years | Enumeration | Enrollment Elem. H. S. | | A. D. A. Elem. H. S. | | Pupil- Teacher Ratio |
|-------------------|---------|-------------|---------------------------|----|-------------------------|----|----------------------------|
| C-6 Whitesboro | 1932-46 | 347 | 278 | 57 | 197 | 49 | 22 |

TABLE II

| District | Years | Number of Graduates | | Average Length of Term | Books in Library | | District Area |
|-------------------|---------|------------------------|-------|------------------------------|---------------------|-------|------------------|
| | | Elem. | H. S. | | Elem. | H. S. | |
| C-6 Whitesboro | 1932-46 | 17 | 8 | 180 | 284 | 1181 | 72 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|-------------------|---------|--------------------------|--------------------------|-------------|-------------|-----------------------------|-------|-------------------|
| | | Masters Degree | Bache- lors Degree | 3-Yr Col | 2-Yr Col | Less Than 2-Yr Col | | |
| C-6 Whitesboro | 1932-46 | 0 | 8 | 1 | 1 | 0 | 10 | 3 |

TABLE IV

| District | Years | Monthly | Annual | Total Warranted Expenditure | Per Capita Cost |
|------------|---------|----------|-----------|-----------------------------|-----------------|
| C-6 | | | | | |
| Whitesboro | 1932-46 | \$122.00 | \$1129.00 | \$17,466.00 | \$52.10 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|------------|---------|-----------|-------|------|-----------------|-------------|
| | | Brick | Stone | Wood | | |
| C-6 | | | | | | |
| Whitesboro | 1932-46 | 0 | 2 | 0 | 21 | \$45,000.00 |

Consolidated School District Number 7From 1939 to 1946

In 1931 the following districts united to form a consolidated district: Districts 28, 30, 31, 76 and 83. The newly created district was not able to function as a consolidated district until 1939. There was no school building in any district large enough to care for all the pupils. A site was selected in section 30 of District Number 28. This was a place near the center of the consolidated district and several roads intersect near this point. A new brick building was completed in 1938, new transportation equipment purchased, and the school opened in the new central building in 1938. The school site is a ten-acre plot, on which is a frame building in addition to the new school building, the frame building being designed as a home for the superintendent. The new school building has fourteen rooms and its value in 1946 was \$50,000.

The new building has been furnished with electricity by a Rural Electrification line from Ft. Smith, and is heated with butane gas.

The principal occupations of the patrons are farming and working in the coal mines.

At the time of consolidation the roads were country roads but since consolidation much improvement has been made in graveling and drainage. U. S. Highway 271 between

Spiro, Oklahoma, and Ft. Smith, Arkansas, has been re-routed because the Arkansas River is changing its channel and has made the old route unsafe. This re-routing has aided Pacola because it comes within one-half mile of the school building and provides a good road for a bus route. This district operates four buses.

New furniture and instructional supplies had to be purchased. All highschool equipment was new because there was no high school in the district prior to 1938. New desks, chairs, tables, filing cabinets, ten typewriters for the commercial department, a gas range, dishes, cooking utensils for the home economics department, laboratory equipment for general science, and primary equipment were added since consolidation. All of these supplies have been made available since consolidation.

The school has a good library with 817 books in the elementary school and 590 in the high school.

During this period the teaching personnel had the following qualifications: 5% had masters degrees; 56%, bachelors degrees; 23%, three years' college preparation; 11%, two years' college preparation; and 5%, less than two years college training.

Since moving into the central building no teacher has had more than two grades per room. Before 1939 the teachers had an average of four grades per room. The fewer number of grades a room, the more time the teacher has each class period. The periods since 1939 vary from thirty minutes to forty-five

minutes per period. Prior to 1939 the time allotment varied from thirty to nine minutes. The longer the class period the more time the teacher has for personal supervision. The length of term has been extended from 170 days prior to 1939 to 180 days.

The average monthly salary was \$122 and the average annual salary was \$1185. This is an increase of \$34 per month and \$462 per term over the old system. The length of teacher tenure has increased from two to three years.

In the elementary department the curriculum has been enriched by including music, home economics, agriculture, Oklahoma history, and geography to the basic subjects of arithmetic, penmanship, spelling, reading, grammar, and United States history. In the high school all of the subjects have been added since 1939 when the district began this new school system of consolidation and bringing the children to the central building. Included to the curriculum in addition to the regular required subjects are typewriting, home economics, agriculture and shorthand.

In the extra-curricular program are Glee Club, 4-H Club, F.H.O., a supervised playground program, and a competitive sports program.

In 1939 Pacola was approved for thirteen units by the State Department of Education. This was the first time in the history of that district that it had had an approved high school. In 1946 the school was approved for eighteen units of high school work. The district has also inaugurated a system of permanent records.

The average enumeration since 1939 was 343; the enrollment was 249 in the elementary school and 79 in high school, a total of 328; the average daily attendance was 171 in the elementary school, 47 in the high school, a total of 218. There has been an average of 16 completing the eighth grade and 8 finishing high school.

In calculating this by percentages the following was found: 76% of the enumeration were enrolled in the elementary grades; the average daily attendance in the elementary school was 70% of the enrollment; and 7% of the enrollment completed the eighth grade. This shows a drop in enrollment of 9%. The average daily attendance increased 9% and the per cent finishing the eighth grade increased 3%.

The school is the center of social life of these districts. It serves as a meeting place for the P.T.A., the Home Demonstration Club, singing convention, Memorial Day program, Christmas tree. The school has a 16 mm motion picture projector and sponsors a show two times a month. The farmers have a monthly meeting in the school building, and this school is serving the community well.

The tables following will present a concise statistical history of the district since 1939.

A CONCISE STATISTICAL HISTORY OF
CONSOLIDATED DISTRICT NUMBER 7

In the following tables the data were calculated on the average annual basis.

TABLE I

| District | Years | Enumeration | Enrollment Elem. H. S. | | A. D. A. Elem. H. S. | | Pupil- Teacher Ratio |
|---------------|---------|-------------|---------------------------|----|-------------------------|----|----------------------------|
| C-7 Pacola | 1939-46 | 343 | 249 | 79 | 171 | 47 | 17 |

TABLE II

| District | Years | Number of Graduates Elem. H. S. | Average Length of Term | Books in Library Elem. H. S. | | District Area | |
|---------------|---------|---------------------------------------|------------------------------|------------------------------------|-----|------------------|------|
| C-7 Pacola | 1939-46 | 16 | 8 | 180 | 817 | 590 | 33.5 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Total | Teacher Tenure |
|---------------|---------|--------------------------|--------------------------|-------------|-------------|-----------------------------|-------|-------------------|
| | | Masters Degree | Bache- lors Degree | 3-Yr Col | 2-Yr Col | Less Than 2-Yr Col | | |
| C-7 Pacola | 1939-46 | .5 | 5 | 2 | 1 | .5 | 9 | 3 |

TABLE IV

| District | Years | Average Monthly Salary | Annual Salary | Total Warranted Expenditure | Per Capita Cost |
|---------------|---------|------------------------|---------------|-----------------------------|-----------------|
| C-7 Pacola | 1939-46 | \$122.00 | \$1185.00 | \$17,124.00 | \$52.20 |

TABLE V

| District | Years | Buildings | | | Number of Rooms | Value |
|---------------|---------|-----------|-------|------|-----------------|-------------|
| | | Brick | Stone | Wood | | |
| C-7 Pacola | 1939-46 | 1 | 0 | 1 | 14 | \$50,000.00 |

A General History of Consolidated School District Number 8
From 1941 to 1946

During the closing years of the 1930's the Dierks Lumber Company began to prepare to close and move its equipment from Pine Valley. By 1939 the lumber mills were dismantled and ready for shipment. When the mill moved, so did the people. The houses were sold and almost all of them were moved out of Pine Valley. There were not enough people left in the district to maintain a school. The people of Muse also had lost a part of their population by the moving of the lumber company. The patrons of the two districts decided to consolidate and build a high school. The districts were isolated from the nearest high school, Whitesboro; therefore, the consolidation was completed and Districts 64, Muse, and 108, Pine Valley, became Consolidated District Number 8 of LeFlore County.

District 64 had an area of 33.8 square miles and District 108 had an area of 8.5 square miles; therefore, the newly created consolidated district had an area of 42.3 square miles.

The Iron Mountain Railroad was taken up soon after the lumber company moved out of Pine Valley. The state government is building a gravel highway from Talihina east to the Arkansas state line. This highway goes through Muse.

When the two districts united the patrons decided that the central building would be located at Muse. Muse is a small village of 150 people. The village of Pine Valley

has ceased to be a village. The school building at Pine Valley has been moved to Muse and C-8 has three frame buildings on the school site of eight acres. The buildings have ten rooms, an auditorium-gymnasium combined, and a building for serving lunches to the children. The value of these buildings is \$10,000.

C-8 has a few transferred students from Cedars, but not very many because of the road conditions.

C-8 is located in the southern part of LeFlore County. The district extends from the Winding Stair Mountain on the north to the Kiamichi in the south. There is a valley between the two mountain ranges, in which Muse is located.

The principal occupations of the patrons of C-8 are small crop farming and raising stock.

Muse is the trading center of the patrons of C-8 and the people look to the Muse community for social entertainment. The school takes the lead, and the social life of the people is woven around it.

C-8 was the last consolidated school district formed in LeFlore County. It was formed in 1940. There has been much progress made in this district under the conditions.

The first year that the high school was listed in the Annual High School Bulletin was in 1943. That year the Muse-Pine Valley High School was accredited for thirteen units. In 1946 the school was accredited for eleven units. The reason for this is that the ninth and tenth grades are combined, and the eleventh and twelfth are combined in almost all their classes.

The only subjects offered that are not required are typewriting and music.

C-8 operates two buses. The buildings are heated with coal for fuel and all the stoves have jackets. C-8 has a good library in the back part of the study hall. There are 350 volumes in the elementary library and 296 volumes in the high school library.

The first year of consolidation was the term of the largest enrollment; that year the enumeration was 270, the enrollment was 193, the average daily attendance was 129, and 15 graduated from the eighth grade while two graduated from the high school.

From 1941 through 1946 the teaching personnel had the following qualifications: 64%, bachelors degrees; 8%, three years' college preparation; 12%, two years' college preparation; and 16%, less than two years' college training.

The average length of the class periods varied from forty-five minutes in the high school to thirty minutes in the elementary school. The average length of term was 180 days.

The average monthly salary was \$137 and the average annual salary was \$1200. This shows an increase during this period of \$28 per month and \$214 per term. The average teacher tenure was two years. This is the same as the period prior to consolidation.

Included in the extra-curricular program were dramatics, glee club, 4-H Club, a playground program, a literary club, and a competitive sports program.

The district has established a system of keeping records. Since consolidation there was an average enumeration of 180; the average enrollment was 124 in the elementary grades, 28 in high school, a total of 152; the average daily attendance was 91 in the elementary grades, 23 in high school, a total of 114; an average of 12 completed the eighth grade; and three finished the twelfth grade.

Since consolidation the enrollment was 84% of the enumeration; the average daily attendance 75% of the enrollment; and 9% of the enrollment completed the eighth grade. This indicates the holding power had increased since consolidation because the per cent of enrollment increased 11%, the average daily attendance increased 6%, and the per cent of students completing increased 6%.

The school is the center of the social life of the district. The patrons are isolated during bad wet weather. There is no highway or railroad in the district and several of the streams do not have bridges across them. This is one of the strong reasons why the people of this district look to the school for entertainment. The school is offering entertainment by sponsoring athletic teams, a motion picture show, presenting programs and plays, and the people have a community singing on Sunday afternoon of each week. The Home Demonstration Club also holds its meetings at the school building.

The tables which follow present a concise statistical history of the district from 1941 to 1946.

A CONCISE STATISTICAL HISTORY
OF CONSOLIDATED DISTRICT NUMBER 8

TABLE I

| District | Years | Enumeration | Enrollment Elem. H. S. | A. D. A. Elem. H. S. | Teacher- Pupil Ratio |
|--------------------------|---------|-------------|---------------------------|-------------------------|----------------------------|
| C-8 Muse- Pine Valley | 1941-46 | 180 | 124 | 28 | 91 23 19 |

TABLE II

| District | Years | Number of Graduates Elem. H. S. | Average Length of Term | Books in District Library Area |
|--------------------------|---------|---------------------------------------|------------------------------|-----------------------------------|
| C-8 Muse- Pine Valley | 1941-46 | 12 | 3 | 180 619 42.3 |

TABLE III

| District | Years | Teachers' Qualifications | | | | | Total | Teacher Temure |
|--------------------------|---------|--------------------------|--------------------------|-------------|-------------|-----------------------------|-------|-------------------|
| | | Masters Degree | Bache- lors Degree | 3-Yr Col | 2-Yr Col | Less Than 2-Yr Col | | |
| C-8 Muse- Pine Valley | 1941-46 | 0 | 3 | 1 | 1 | 1 | 6 | 2 |

TABLE IV

| District | Years | Monthly | Annual | Total Warranted Expenditure | Per Capita Cost |
|-------------|---------|----------|-----------|-----------------------------|-----------------|
| C-8 Muse- | | | | | |
| Pine Valley | 1941-46 | \$137.00 | \$1200.00 | \$11,265.00 | \$72.50 |

TABLE V

| District | Years | Buildings | | | | Sheet Iron | Number of Rooms | Value |
|-------------|---------|-----------|-------|------|---|------------|-----------------|-------|
| | | Brick | Stone | Wood | | | | |
| C-8 Muse- | | | | | | | | |
| Pine Valley | 1941-46 | 0 | 0 | 2 | 0 | 13 | \$10,000 | |

CHAPTER IV
SUMMARY AND CONCLUSIONS

As the results of the findings in this study will show, the following statement by Joseph K. Hart proves true in LeFlore County:

The consolidated school buildings are common meeting grounds upon which members of a community of considerable size can meet, regardless of religious, political, or social complexions.¹

In this study twenty-eight rural schools were investigated. The period of time for which they were studied was the five-year period prior to their consolidation, at which time they were united into eight consolidated districts. These consolidated districts were studied from the time of consolidation to and including 1946. The purpose for selecting these two periods was to compare the conditions prior to consolidation with the conditions since consolidation, in order to see if the creation of larger school units has brought about improvement and expansion of educational services to the districts.

This study reveals definitely that since the creation of larger administrative units in LeFlore County the consolidated schools have made more progress, expanded more widely in the various phases which were included in the

¹Joseph K. Hart. Educational Resources of Village and Rural Communities, p. 247.

investigation, and offered better educational opportunities to the youth of LeFlore County than the smaller districts offered.

The total warranted expenditure and per capita cost show an increase, and this was a progressive step in education, made possible by the state's coming to the aid of the common school districts and helping them with grants of money known as State Aid. According to the biennial reports of the State Department of Education, the State Aid appropriations increased from \$1,489,098 in 1928 to \$1,800,000 in 1946.

In the light of the findings the following conclusions are justified:

1. Larger and better buildings were provided.
2. More instructional supplies were available.
3. Teachers' qualifications improved.
4. Class periods lengthened, giving more time for personal supervision.
5. Teachers' salaries were raised.
6. Teacher tenure lengthened.
7. A richer curriculum was provided in all districts.
8. The extra-curricular programs expanded.
9. The schools served the community better.
10. A better system of records was kept.
11. The libraries were greatly improved.
12. The enumeration increased.

13. A higher per cent of the children enrolled in school.

14. The holding power improved because the average daily attendance was higher.

15. A larger per cent of pupils enrolled finished school.

16. The length of term increased.

17. A high school was located within the reach of all students.

18. Better supervision resulted because the consolidated districts have both superintendents and principals.

In the light of these findings which reveal the truth of the conditions of the districts used in the study, there can be no doubt that improvement and expansion of educational services have come to the schools in LeFlore County as a result of creating larger administrative units through consolidation and annexation.

BIBLIOGRAPHY

- Abel, James F. Consolidation of Schools and Transportation of Pupils. Bureau of Education Bulletin, 1923, No. 41.
- _____. Consolidation and Transportation Problems. Bureau of Education Bulletin, 1923, No. 39.
- Almack, John C. and James F. Bursch. Administration of Village and Consolidated Schools. New York: Houghton-Mifflin Company, 1925.
- Betts, George Herbert. New Ideals in Rural Schools. Boston: The Riverside Press, 1918.
- _____. and O. E. Hall. Better Rural Schools. Indianapolis: The Bobbs-Merrill Company, 1914.
- Carney, Mabel. Country Life and Country Schools. Chicago: Row, Peterson and Company, 1912.
- Cubberley, Ellwood P. Rural Life and Education. New York: Houghton-Mifflin Company, 1922.
- Davis, E. E. Twentieth Century Rural Schools. Indianapolis: The Bobbs-Merrill Company, 1930.
- Hart, Joseph K. Educational Resources of Village and Rural Communities. New York: The Macmillan Company, 1923.
- State Department of Education. Annual High School Bulletin. Oklahoma City: State Department of Education, 1926-46.
- Vaughan, John. Thirteenth Biennial Report. Oklahoma City: State Department of Education, 1928-30.
- Works, George A. and Simon O. Lesser. Rural America Today. Chicago: The University of Chicago Press, 1942.

Typist:

Erle Veatch