

TO DETERMINE A PLAN FOR THE EQUALIZATION
OF EDUCATIONAL OPPORTUNITIES IN
WHEELER COUNTY, TEXAS

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CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purpose of This Study	
Recommendation of Leading Educators	
on Equalization	
Scope of the Study	
Sources of Data	
II. AN ADMINISTRATIVE SURVEY OF THE SCHOOLS OF	
WHEELER COUNTY, TEXAS	7
Present Administrative Organization	
The County Superintendent	
The County Board of Education	
Map	
Population Trends of Wheeler County	
Scholastic Population of Wheeler County	
Grade Distribution of the Pupils in	
the Elementary Schools	
Average Length of Class Period in	
Elementary Grades of Each School	
The Grade Distribution and Average	
Number of Pupils Per Teacher	
Qualifications of Elementary Teachers	
Qualifications of Shamrock Junior	
High School Teachers	
The Subject-Pupil Load of Each Teacher	
in Each High School	
Qualifications of High School Teachers	
According to College Training	
Summary	
III. FINANCIAL SURVEY OF THE SCHOOLS OF WHEELER	
COUNTY	39
Purpose of This Chapter	
Basis of Comparison	
Summary	

CONTENTS--Continued

Chapter	Page
IV. PROPOSED PLAN FOR THE REORGANIZATION OF THE SCHOOLS OF WHEELER COUNTY, TEXAS	47
Factors Determining Procedure of Reorganization	
The Proposed Reorganization	
Recommended Act for Wheeler County	
Duties of the School Board	
Duties of the County Superintendent	
Elementary Schools	
The High Schools of the County	
The Budget	
Summary	
V. CONCLUSIONS AND RECOMMENDATIONS	73
APPENDIX	75
BIBLIOGRAPHY	76

LIST OF TABLES

Table	Page
1. General Population Trends of Wheeler County . .	12
2. Trends in Scholastic Population in Wheeler County	13
3. The Grade Distribution of the Pupils in Each School and the Average Number of Pupils Per Teacher in the Schools of Wheeler County, Texas, 1937-1938	15
4. Average Length of Class Periods in Elementary Grades of Each School	17
5. Qualification of Elementary Teachers According to College Training, Tenure, and Experience	21
6. Qualification of Teachers in Shamrock Junior High School According to College Training, Tenure, and Experience	29
7. The Subject-Pupil Load Per Teacher in the Shamrock Junior High School	30
8. The Subject-Pupil Load Per Teacher in Each High School of Wheeler County, Texas	31
9. Qualification, Preparation, and Work Taught by High School Teachers	35
10. Scholastics, Assessed Valuation, Tax Rate and Amount Raised Per Capita in Wheeler County .	41
11. Distribution of Scholastics in Mobeetie Attendance Area According to Location and Grades	59
12. Distribution of Scholastics in Briscoe Attendance Area According to Grades	60
13. Distribution of Scholastics in Magic City Attendance Area According to Grades	61
14. Distribution of Scholastics in Lela Attendance Area According to Grades	61

LIST OF TABLES--Continued

Table	Page
15. Distribution of Scholastic in Kellerville Attendance Area According to Grades	62
16. Distribution of Scholastics in Wheeler Attendance Area According to Grades	63
17. Distribution of Scholastics in the Kelton Attendance Area According to Grades	64
18. Distribution of Scholastics in Shamrock Attendance Area According to Grades	65
19. Distribution of Pupils in the Shamrock Junior High School According to Grades	66
20. Grade Distribution of Scholastics in the Wheeler High School	67
21. Grade Distribution of Scholastics in the Shamrock High School	68
22. Assessed Valuation of Each School District in Wheeler County	75

LIST OF ILLUSTRATIONS

Figure	Page
1. Map of Wheeler County	10

CHAPTER I

INTRODUCTION

This study consists of three phases of the problem of equalizing educational opportunities in the schools of Wheeler County. The first will consist of a study of the educational conditions of the schools, based upon the general population trends, scholastic trends, the per pupil load of each elementary classroom, the subject-pupil load of each high school teacher, and the qualification of the teachers according to college work. The second will consist of a financial survey of the schools based upon assessed valuations, tax rates, cost per scholastic, and outstanding bonded indebtedness. The third will be the formulating of a plan for the equalization of educational opportunities based upon the findings of the educational and financial surveys.

Statement of the Problem

This study is made to determine the educational inequalities that exist in the schools of Wheeler County and to set up a plan that will help to equalize the educational opportunities for all the children in the county, on a basis well within its financial ability.

The State has accepted the function of educational support, and is concerned with the problem of equalizing the

educational opportunities for all the children of the State.¹ In the early days of the State's development, the wealth of a district, to a great extent, was determined by its area. This period of early development has passed. Now wealth is concentrated in large cities and certain localities. Within the same county some districts may have much wealth while others with equal or perhaps more educational obligations must search in vain for nominal educational support.²

Purpose of This Study

It is hoped that this study will show the inequalities that exist in the schools of Wheeler County, and instigate a plan that will bring about the solution of the vital problem of equalizing educational opportunities for all the children. The primary consideration in this study has been on the belief that all children have a right to expect adequate educational opportunities regardless of residence. It is the obligation of the State to provide for each child within its borders, the best educational opportunities at the least possible expense. This proposal is in accord with the State's obligation and is not made with the idea of raising all the schools of the county to the level of the best, but

¹B.F. Pittinger, Introduction to Public School Finance, p. 4.

²Ibid., p. 12.

to insure equal educational opportunities to the greatest extent possible under existing economic conditions.

The plan offered here will be determined by the findings of outstanding educators on the size of an administrative school unit. The work of Briscoe, Dawson, and Combs on the equalization of educational opportunities and the school offering in the curriculum will be relied upon as a guide in planning a program for Wheeler County.

Recommendation of Leading Educators

Briscoe has the following to say regarding the size of the local school unit:

A state with small administrative units should take steps to create a new system with larger units employing 40 to 50 teachers or more. The county may be the logical unit in some states, but small counties are too small for an independent unit and should be united with others. If the size is too large for one superintendent to supervise all the teachers personally it is usually more economical to employ an assistant than to divide the county and set up another administrative organization. Since the small unit makes economical administration and supervision impossible, it should be abolished whether the cost is borne by the local community or by the State.³

From the findings and recommendations of Briscoe it is seen that more efficient and skilled administration and supervision may be had in school units from 40 to 50 teachers than in small districts. It is not until this size

³Alonzo Otis Briscoe, Size of Local Unit for Administration and Supervision, p. 46.

unit is reached that it is possible to have economic administration and supervision.

Combs says that in determining the size of a school unit the curriculum offering is a prime factor to be considered. He lists the following conclusions:

1. It is difficult to secure teachers qualified to offer instruction in a field to carry out a comprehensive program of study in a three teacher school.

2. In cases where properly qualified teachers can be secured, even with alternation and combination the teaching load would exceed the maximum permitted by state and national accrediting agents.

3. When sufficient number of teachers are secured and proper equipment attained to provide adequately for vocational courses such as agriculture, home economics and commercial or industrial subjects, the per pupil cost becomes prohibitive in small schools.⁴

From the findings of Combs it is seen that the small school systems tend to become a place for subject specialists instead of a place for studying the child and becoming child specialists. Even if qualified teachers are found the teaching load and combinations are too excessive to permit efficient instruction. The curriculum is confined to traditional courses due to the high cost of commercial and vocational courses.

Dawson recommends the following concerning the size of an administrative school unit:

⁴M. L. Combs, Efficiency in Relation to Size of High Schools, Bulletin State Board of Education, Vol. X., No. 3, Richmond, Virginia, 1928, p. 46.

The Elementary School

1. Offer six years of instruction;
2. Have a desirable minimum of seven or an absolute minimum of six teachers;
3. Have an average of approximately forty enrolled pupils per teacher;
4. Have, therefore, approximately a minimum of 240 to 280 pupils per school;

The High School

1. Offer six years of instruction or three years of junior high school instruction and three years of senior high school instruction under separate organizations;
2. Have a desirable minimum of ten or an absolute minimum of seven teachers;
3. Have an average of approximately thirty pupils per teacher in a six year high school, thirty-five pupils per teacher in a junior high school, or twenty-five pupils per teacher in a senior high school.
4. Have, therefore, approximately a minimum of 210 to 300 pupils in a six-year high school, 245 to 350 in a junior high school and 175 to 350 in a senior high school.⁵

The findings of Dawson show that the most economical administrative school unit is larger than the majority of the school districts that are found in Wheeler County.⁶

The findings of Briscoe, Dawson, and Combs will serve as guides in setting up the units for administration in the proposed plan for the reorganization of the administrative units in Wheeler County. The findings of the above named educators may not be followed absolutely, in all cases, due to geographic conditions.

The recommendations of Briscoe, Dawson, and Combs will be followed as to the teacher load in the elementary, junior, and senior high schools.

⁵Howard A. Dawson, Satisfactory Local School Unit, p. 34.

⁶School Census of Wheeler County

Scope of the Study

The study includes the 20 districts that operated a school and the 5 contracted districts for the school year of 1937 and 1938 in Wheeler County, Texas. All of the school districts, except one, were under the supervision of the county superintendent. Shamrock, an independent school district, was not under his supervision.

Sources of Data

These data were secured from the records in the county superintendent's office, by personal interviews with the county superintendent, by personal interviews with all the teachers of the county, by personal interviews with the superintendents of the different schools, and from the records in the offices of the superintendents of the independent districts.

CHAPTER II

AN ADMINISTRATIVE SURVEY OF THE SCHOOLS OF WHEELER COUNTY

One of the first things to be considered in this study was an analysis of the present educational administrative organizations of the county. It is necessary, in order to plan a definite school program for any county, to weigh carefully and to analyze closely, existing conditions in that county. The required factual data herein presented in tabular form with explanations, discussions, and findings point to what appears to be a more equitable and a more satisfactory school organization.

Present Administrative Organization

There were twenty districts that operated a school and five contracted districts in the county for the year 1937 and 1938. This group included five independent and twenty common school districts. Each of the independent school districts of the county is a separate and distinct unit governed by a board of seven trustees. Each common school district is under the jurisdiction of the County Board of Education of five members, the county superintendent, and a local board of three or seven members.

Nine school districts in the county have boards of seven members. The schools in the remaining sixteen districts are administered by boards of three members each. It is interesting to observe that there are one hundred sixteen trustees, including the county board; and one hundred twenty-nine teachers in the county, only 13 more teachers than school board members.

The County Superintendent

The county superintendent is an elective officer. His term at present is for four years. He is paid an annual salary of \$1,800 with an allowance of \$480 for an assistant. All financial and scholastic records for the common school districts are kept in his office and are prepared under his supervision. The county superintendent is in reality a bookkeeper and clerical officer for the common school districts of the county. He approves contracts for teachers; however, in exercising this duty he has no discretion but must in practice approve all contracts executed by the local board members.

The County Board of Education

Members of the County Board of Education are elected for overlapping terms of three years by popular vote. One trustee is elected from each of the four commissioner precincts of the county, and one is elected from the county at

large. Voters of each precinct elect a member from their respective precincts. All voters of the county are entitled to vote for the member elected at large. The board acts chiefly as an advisory body to the local boards and the county superintendent; it rarely exercises administrative powers. Although this board is growing in importance, it is far from being in a position to effect fundamental changes in the organization of the county schools consistent with administrative efficiency.

It is evident, in view of these facts, that the county is likely to be made up of a series of small units which are unable to offer an equitable educational program as might be expected from a more unified educational system. With every district acting as an independent unit under a separate board of trustees, it is not reasonable to expect an equal education program for all the children in the county.

Map

The map of Wheeler County shows the highways and principal lateral roads, the location and size of each school district, and the location of each town in the county.

The principal trade centers are: Wheeler, the county site; Shamrock, the principal town; Mobeetie, Briscoe, and Allison. Wheeler is located near the geographic center of the county at the intersection of State Highway number 4, which traverses the county from north to south, and State

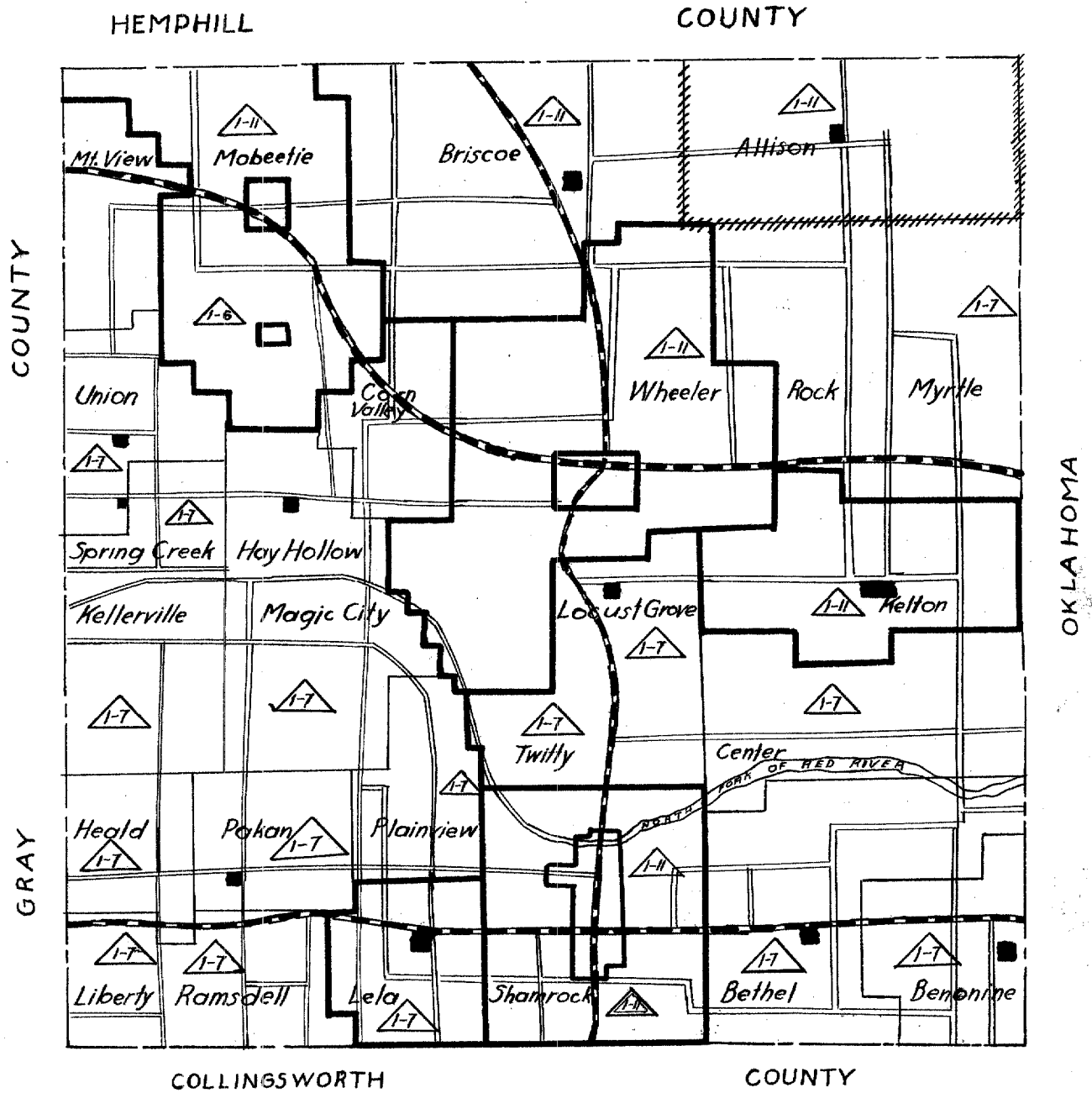
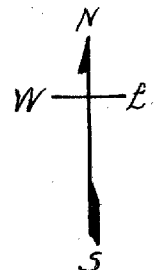


Fig. 1. Map of Wheeler County.

Scale — 1" = 5 Miles

- County Boundary.
- ////// County Line School Boundary.
- Common School District Boundary.
- Independent School District Boundary.
- Main Roads.
- ==== Lateral Roads
- △ Buildings Carrying Any Combination (Beginning With 1st grade) of grades 1-11 inclusive. White.
- △ Buildings Carrying Any Combination of grades 1-11 inclusive. Colored.



Highway number 152, which traverses the county from east to west. Shamrock, the trade and industrial center of the southern part of the county as well as the northern part of Collingsworth County, is located at the intersection of United States Highway number 66, traversing the county from east to west, and State Highway number 4, crossing the county from north to south. Mobeetie, in the northwest part of the county is located on State Highway number 152, traversing the county from east to west, Briscoe, in the north central part of the county, is located on State Highway number 4, which has already been designated. Allison, is in the extreme north eastern part of the county and will not be considered in this study. This is due to the fact that the school district of Allison is under the administration of Hemphill County.

Population Trends of Wheeler County

Table 1 shows the trends in general population in Wheeler County by decades from 1910 to 1930. The common school districts gained from 5,170 in 1920 to 9,747 in 1930, or an increase of 88.5 per cent. The 9,747 in 1930 decreased to 8,971 in 1935, or a decrease of 10.8 per cent. The census figures available for the small town of Kelton were for the years of 1930 and 1935. These show an increase from 17 in 1930 to 25 in 1935, or an increase of 47 per

TABLE 1
GENERAL POPULATION TRENDS OF WHEELER COUNTY

School District	1935 ^b	1930 ^a	1920 ^a	1910 ^a	Percentage of Gain or Loss	
					1920-30	1930-35
C.S.D.'s..	8,971	9,747	5,170	3,976	+88.5	-10.8
Kelton....	25	17	.....	.....	....	+47.0
Lela.....	46	60	.....	80	....	-30.4
Mobeetie..	834	1,000	667	250	+50.0	-19.2
Shamrock..	4,228	3,780	1,227	752	+389.0	+11.8
Wheeler...	1,381	931	315	200	+195.0	+48.0
Total	15,485	15,535	7,397	5,258	+110.0	-00.3

^aFigures were taken from United States Census.

^bFigures were taken from farm census for year of 1935.

in Lela cent. The population was 60 in 1930 and 46 in 1935, a decrease of 14 or 30.4 per cent. Mobeetie increased in population from 250 in 1910 to 1,000, in 1930, then showed a decrease from 1,000 in 1930 to 834 in 1935. The increase in population from 667 in 1920 to 1,000 in 1930 was a 50 per cent increase. The decrease from 1,000 in 1930 to 834 in 1935 was a decrease of 19.2 per cent. Shamrock shows a gain in population from 752 in 1910 to 4,228 in 1935. There was a gain in population from 1,227 in 1920 to 3,780 in 1930, or an increase of 389 per cent. The gain in population from 3,870 in 1930 to 4,228 in 1935 was an increase of 11.8 per cent. Wheeler shows a gain in population from 200 in 1910 to 1,381 in 1935. The gain in popu-

lation from 315 in 1920 to 931 in 1930 was 195 per cent. The period from 1930 to 1935 shows an increase in population in Wheeler of 450 or a gain of 48 per cent.

The population for the county as a whole increased from 5,258 in 1910 to 7,397 in 1920, and to 15,535 in 1930. From 1930 to 1935 there was a slight decrease in the population of the county.

Scholastic Population of Wheeler County

TABLE 2

TRENDS IN SCHOLASTIC POPULATION IN WHEELER COUNTY*

School District	37-38	32-33	30-31	25-26	20-21	10-11
C.S.D.'S.....	1,684	1,917	2,512	1,512	1,470	1,097
Kelton.....	226	234	218	.....	.....	.....
Lela.....	108	173	238	.....	.....	.....
Mobeetie.....	358	340	389	195	.....	.....
Shamrock.....	1,003	1,276	1,371	697	454	254
Wheeler.....	547	466	517	318	262	.....
Total	3,926	4,406	4,884	2,722	2,186	1,351

*Taken from the School Census of Wheeler County

Table 2 shows the trend in scholastic population by intervals from 1910-1911 through 1937-1938. During the period from 1910-1911 to 1930-1931 the number of scholastics increased from 1,351 to 4,884. From 1930-1931 to 1937-1938 there was a decrease from 4,884 to 3,926. This decrease was probably due to some extent to drouth condi-

tions which should be considered as temporary. Nevertheless, it is apparent that any plan for a satisfactory reorganization of the school units in Wheeler County must seriously consider the possibility of a decreasing rather than an increasing scholastic population.

Grade Distribution of the Pupils in the Elementary Schools

Some very interesting facts about pupil-teacher load are revealed by the data presented in Table 3. The school at Mt. View is classified as a 4 grade school by the County Board of Education. The Heald School is classified as a 5 grade school. In two ward schools in Shamrock only the first five grades are taught due to the fact that the sixth and seventh grades are taught in the Junior High School.

The average pupil-teacher load ranges from 6 pupils per teacher at Pagan to 37 pupils per teacher at Briscoe. It would appear that there is too much variation in the pupil-teacher load under existing conditions, to have equal educational opportunities in the elementary grades.

TABLE 3

THE GRADE DISTRIBUTION OF THE PUPILS IN EACH SCHOOL*
AND THE AVERAGE NUMBER OF PUPILS PER TEACHER IN
THE SCHOOLS OF WHEELER COUNTY, TEXAS, 1937-38

School	Number of Pupils in Each Grade							Average Number of Pupils Per Teacher
	1	2	3	4	5	6	7	
One-Teacher Schools								
Heald....	4	1	3	3	5	.	.	16
Mt. View.	5	3	1	4	.	.	.	13
Benonine.	1	2	3	3	2	.	1	12
Two-Teacher Schools								
Pakan....	3	1	3	4	.	2	.	6
Ramsdell.	1	4	5	1	2	3	2	9
Corn Vall	7	4	5	3	4	4	3	15
Davis....	8	3	8	8	6	5	6	22
Union....	4	4	6	3	3	9	2	15
Three-Teacher Schools								
Plainview	7	3	6	4	5	6	7	13
Center...	14	4	5	6	10	6	7	17
Twitty...	12	6	8	8	9	6	4	18
Four-Teacher Schools								
Lela.....	18	11	20	21	13	21	14	30
Bethel...	16	11	14	12	19	12	16	25
Five-Teacher Schools								
Magic....	15	16	12	9	14	5	11	16

*Figures taken from 1937-1938 enrollment of each school in the county.

TABLE 3--Continued

School	Number of Pupils in Each Grade Grades							Average Number of Pupils Per Teacher
	1	2	3	4	5	6	7	
Six-Teacher Schools								
Kellervi..	12	18	21	12	22	14	14	19
Eight-Teacher Schools								
Kelton....	16	31	22	15	21	19	18	18
Briscoe...	31	26	21	16	24	24	26	21
Mobeetie..	35	20	28	30	35	35	38	28
Wheeler...	82	54	48	60	58	44	26	47
Shamrock..								
N. Ward...	80	45	54	76	64	..	..	40
S. Ward...	37	27	18	21	17	..	..	15

Average Length of Class Periods in Elementary
Grades of Each School

Some interesting facts from Table 4 pertaining to the length of the class period are to be observed. In the one-teacher schools the class periods range in length from 10 to 15 minutes. In the two-teacher schools the class periods range in length from 15 to 20 minutes in length. In the three-teacher schools the class periods range from 20 to 30 minutes in length. The two four-teacher schools and the one five-teacher school, each has class periods of 30 minutes in length. Two of the larger schools each has class periods of 45 minutes in length. One school has class periods of 30 minutes in length for the first grade, 25

TABLE 4

AVERAGE LENGTH OF CLASS PERIODS IN ELEMENTARY
GRADES OF EACH SCHOOL

School	Length of Periods in Minutes by Grades						
	Grades						
	1	2	3	4	5	6	7
Heald.....	15	10	15	15	15	..	..
Mt. View.....	15	15	15	15	..	..	..
Benonine.....	15	10	10	10	10	10	10
Pakan.....	15	15	15	15	15	15	15
Ramsdell.....	15	15	15	15	20	20	20
Corn Valley..	20	15	15	15	15	15	15
Davis.....	20	15	15	15	15	20	20
Union.....	15	15	15	15	15	15	15
Plainview....	20	20	20	20	20	20	20
Center.....	30	25	20	20	20	30	30
Twitty.....	30	25	20	20	30	30	30
Lela.....	30	30	30	30	30	30	30
Bethel.....	30	30	30	30	30	30	30
Magic City...	30	30	30	30	30	30	30
Kellerville..	45	45	45	45	45	45	45
Kelton.....	30	30	30	30	45	45	45
Briscoe.....	30	25	25	60	60	60	60
Mobeetie.....	25	30	30	30	30	30	30
Wheeler.....	45	45	45	45	45	45	45
Shamrock.....	30	30	30	30	30	..	..

minutes for the second and third grades, and 60 minutes for grades four, five, six and seven respectively.

There seems to be no uniformity in the length of the class period for the elementary schools. Only nine of the schools have uniform class periods within their respective school. It is obvious that a child cannot receive training in 10 minutes in one school that will be equal to the

training of 60 minutes of similar work in another school.

Qualifications of Elementary Teachers

It will be seen from Table 5 that there are three one-teacher schools in the county. One teacher in this group has a major in elementary education, one has a major in home economics, and one has a major in history. The college work done by these three teachers ranges from a minimum of 60 to a maximum of 83 semester hours. One of the teachers has completed 3 semester hours of college work in music, and one has completed 6 semester hours of college work in art. Two of the teachers have attended a teachers college, while the third teacher attended a denominational college. Each has a tenure in her present position of one year. One teacher has had 4, one 3, and one 1 year of experience.

The two-teacher elementary school is the most common type of school in the county; there are five of them. There is not a single teacher who majored in elementary education, teaching in this group of schools. Three have education, three English, one agriculture, one sociology, one government, and one Bible for majors. Four of the teachers in this group hold bachelor's degrees. The college training of the rest ranges from 70 to 108 semester hours. Four have completed six semester hours of college work in music, and one has completed six semester hours of college

work in art. Four teachers, in this group of schools, have attended a teachers college in Texas, and one has attended a teachers college in Oklahoma. Two have attended the Texas Technological College, and the other three have attended denominational colleges. One teacher has a tenure of three years, three have a tenure of two years each, and six have a tenure of one year each. One teacher has had 12, one 9, one 8, one 7, one 5, two 4, one 2, and two 1 year of experience.

There are three three-teacher schools in the county. Three of the teachers of this group are elementary education majors, and five had education for a major or minor. Three teachers of this group hold bachelor's degrees. The college training of the rest ranges from 70 to 105 semester hours. Seven have attended teachers colleges. One attended the University of Texas, and one attended Wayland College. Two teachers have taken 12 semester hours each, and two have completed 6 semester hours each of college work in music. One teacher has completed 18 semester hours, one 9 semester hours, and one 6 semester hours of college work in art. One teacher has completed 3 semester hours of college work in elementary science. It is observed that only one teacher in this group has taken college work in music, art, and elementary science. Two teachers have a tenure of 7 years, two 4, one 3, two 2, and two 1 in their present positions. One teacher has had 10, five 7, one 4, and two 1 year of

experience.

There are two four-teacher schools to be considered in this study. One teacher of this group has elementary education for a minor. Two have education, one industrial education, one home economics, one geography, one art, one English, and one public school music for majors. Four of these teachers hold bachelor's degrees. The college training of the rest ranges from 64 to 90 semester hours. One teacher has completed 18, two 6, one 3, and one 2 semester hours of college work in music. One teacher has completed 30, one 16, and one 3 semester hours of college work in art. One teacher has completed 6 semester hours of college work in elementary science. Seven of these teachers attended teachers colleges, and one attended the Texas Technological College. One teacher has 4, two 3, three 2, and two 1 year of experience in their present positions. One teacher has 14, one 12, one 11, one 10, one 8, one 7, one 3, and one 2 years of experience.

One five-teacher school is to be considered in this study. One teacher of this group is an elementary education major. One is an industrial education major, and the other three have education as a major. Two hold bachelor's degrees. The training of the other three ranges from 66 to 96 semester hours of college work. One teacher has completed 6 semester hours of college work in music, 6 semester hours in art, and 3 semester hours in elementary science. It is to be noted

TABLE 5

QUALIFICATION OF ELEMENTARY TEACHERS ACCORDING TO COLLEGE TRAINING, TENURE, AND EXPERIENCE

Teacher	College Training		Semester Hours of Work	Semester Hours			College Attended	Years of Tenure	Yrs. Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Special Work	Ele. Sci.				
One-Teacher Schools										
1.....	HE	Eng.	60 hrs.	.	6	.	Baylor	1	1	1-7
2.....	E-Ed.	Hist.	83 hrs.	3	.	.	W.T.S.T.C.	1	3	1-4
3.....	Hist.	Eng.	65 hrs.	.	.	.	W.T.S.T.C.	1	4	1-5
Two-Teacher Schools										
1.....	Agri.	Hist.	B. S.	.	.	.	W.T.S.T.C.	5	9	1-7
2.....	Eng.	Speech	99 hrs.	.	.	.	W.T.S.T.C.	1	1	1-3
3.....	Ed.	Chem.	79 hrs.	.	.	.	W.T.S.T.C.	2	2	4-7
4.....	Eng.	E-Ed.	93 hrs.	.	.	.	Tech.	1	5	1-3
5.....	Ed.	Hist.	108 hrs.	6	.	.	T.C.U.	2	6	4-7
6.....	Soc.	Psy.	B. A.	6	.	.	T.C.U.	2	7	1-3
7.....	Ed.	Hist.	B. S.	6	.	.	OK Sw. T.C.	1	12	5-7
8.....	Bible	Hist.	B. A.	6	6	.	Baylor	1	4	1-4
9.....	Gov.	Hist.	90 hrs.	.	.	.	Tech.	1	1	4-7
10.....	Eng.	Span.	70 hrs.	.	.	.	W.T.S.T.C.	1	4	1-3

TABLE 5--Continued

Teacher	College Training		Semester Hours of Work	Semester Hours Special Work			College Attended	Years of Tenure	Yrs. of Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Art	Ele. Sci.				
Three-Teacher Schools										
1.....	Math.	Ed.	B. S.	.	.	.	E. T. S. T. C.	7	7	5-7
2.....	E-Ed.	Geo.	105 hrs.	12	6	.	W. T. S. T. C.	7	7	1-2
3.....	Eng.	Soc.	70 hrs.	12	.	.	Wayland	1	4	3-4
4.....	Agri.	Ed.	B.S.	.	.	.	W. T. S. T. C.	4	4	6-7
5.....	Ed.	Eng.	77 hrs.	6	9	.	W. T. S. T. C.	1	7	3-5
6.....	E-Ed.	Geo.	84 hrs.	.	.	.	W. T. S. T. C.	4	7	1-2
7.....	Ed.	Hist.	B.A.	.	.	.	Texas U.	2	7	5-7
8.....	Eng.	Ed.	76 hrs.	.	.	.	W. T. S. T. C.	3	7	3-4
9.....	E-Ed.	Art	102 hrs.	6	18	3	N. T. S. T. C.	2	10	1-2
Four-Teacher Schools										
1.....	Geo.	Ed.	B. S.	.	.	6	E. T. S. T. C.	4	11	6-7
2.....	Art	Eng.	B. A.	30	.	.	N. T. S. T. C.	1	10	4-5
3.....	Ed.	Eng.	64 hrs.	3	.	.	W. T. S. T. C.	2	2	2-3
4.....	Eng.	Ed.	75 hrs.	6	3	.	W. T. S. T. C.	3	3	1
5.....	I-Ed.	Ed.	B. S.	.	.	.	N. T. S. T. C.	3	14	6-7
6.....	Ed.	Speech	68 hrs.	2	.	.	Tech.	1	8	4-5
7.....	H.E.	Eng.	B. S.	16	.	.	W. T. S. T. C.	2	7	2-3
8.....	P. Mus.	E-Ed.	90 hrs.	18	.	.	W. T. S. T. C.	2	12	1

TABLE 5--Continued

Teacher	College Training		Semester Hours of Work	Semester Hours of Special Work			College Attended	Years of Tenure	Yrs. of Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Art	Ele. Sci.				

Five-Teacher Schools

1.....	I-Ed.	Ed.	B. S.	.	.	.	N.T.S.T.C.	6	7	7
2.....	Ed.	Eng.	84 hrs.	.	.	.	N.T.S.T.C.	4	7	3-4
3.....	Ed.	Hist.	B.S.	.	.	.	W.T.S.T.C.	3	8	2
4.....	Ed.	Geo.	66 hrs.	.	2	.	W.T.S.T.C.	4	7	5-6
5.....	E-Ed.	Hist.	96 hrs.	6	6	3	N.T.S.T.C.	5	12	1

Six-Teacher Schools

1.....	B. Adm.	Hist.	M. S.	.	.	.	A.C.C.	1	6	7
2.....	Ed.	Sci.	96 hrs.	16	.	.	Hendrix	1	12	6
3.....	Eng.	Ed.	B. S.	.	.	.	W.T.S.T.C.	1	3	4-5
4.....	Ed.	Hist.	B. S.	.	.	.	A.C.C.	1	2	3
5.....	Eng.	Hist.	B.S.	.	.	.	W.T.S.T.C.	1	6	2
6.....	E-Ed.	HE	B. S.	.	.	.	H.S.U.	1	1	1

Independent Districts

1.....	Agri.	Music	B. S.	32	.	.	W.T.S.T.C.	1	8	7
2.....	H. E.	Eng.	B. S.	.	.	.	W.T.S.T.C.	2	12	5-6

TABLE 5--Continued

Teacher	College Training		Semester Hours of Work	Semester Special Work		College Attended	Years of Tenure	Yrs. of Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Art					Ele. Sci.
3.....	H. E.	Ed.	B. S.	6	3	3	1	2	3-4
4.....	E-Ed.	Hist.	B. S.	6	.	W.T.S.T.C.	3	14	1-2
5.....	Ed.	Soc.	B. A.	.	.	A.C.C.	2	5	6
6.....	Ed.	Hist.	B. A.	.	.	A.C.C.	1	2	5
7.....	Ed.	Eng.	B. S.	.	.	A.C.C.	2	3	4
8.....	Ed.	Eng.	B. A.	.	.	Tech.	2	3	3
9.....	Ed.	Sci.	94 hrs.	.	.	W.T.S.T.C.	6	13	2
10.....	Ed.	Hist.	B. A.	.	.	Tech.	4	12	1
11.....	Ed.	P.Ed.	B. S.	.	.	W.T.S.T.C.	2	2	17
12.....	Eng.	Eco.	B. A.	.	.	Austin C.	1	1	6-7
13.....	I-Ed.	Soc.	B. S.	.	.	E.T.S.T.C.	2	2	6-7
14.....	Hist.	Eng.	B.S.	.	.	W.T.S.T.C.	1	7	5-6
15.....	Ed.	Eng.	60 hrs.	.	.	W.T.S.T.C.	12	13	3
16.....	Span.	Eng.	B. A.	.	.	T.S.C.W.	4	6	4
17.....	Eng.	French	B. A.	.	.	Texas U.	6	12	5
18.....	Eng.	Music	90 hrs.	7	6	W.T.S.T.C.	7	15	5
19.....	Eng.	Ed.	69 hrs.	.	.	W.T.S.T.C.	7	13	4
20.....	Soc.	Ed.	B. A.	14	.	W.T.S.T.C.	2	4	2
21.....	E-Ed.	Hist.	B. S.	6	6	N.T.S.T.C.	3	5	1
22.....	Ed.	Sci.	B. S.	.	.	E.T.S.T.C.	9	26	Prin.
23.....	Eng.	Ed.	B. A.	.	.	W.T.S.T.C.	4	6	5
24.....	E-Ed.	Hist.	B. S.	6	6	W.T.S.T.C.	2	12	5
25.....	E-Ed.	Eng.	B. S.	.	.	W.T.S.T.C.	2	2	4
26.....	Eng.	E-Ed.	B. S.	.	.	W.T.S.T.C.	6	6	3

Independent Districts--Continued

TABLE 5--Continued

Teacher	College Training		Semester Hours of Work	Semester Hours of Special Work			College Attended	Years of Tenure	Yrs. of Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Art	Ele. Sci.				
27.....	E-Ed.	Eng.	B. S.	.	.	.	W. T. S. T. C.	8	3	3
28.....	Ed.	Eng.	B. S.	.	.	.	E. T. S. T. C.	11	2	2
29.....	Eng.	Eco.	B. S.	8	6	6	W. T. S. T. C.	21	9	2
30.....	E-Ed.	Hist.	B. S.	6	6	6	W. T. S. T. C.	1	1	1
31.....	E-Ed.	Eng.	B. S.	6	6	6	W. T. S. T. C.	14	1	1
32.....	Ed.	Eng.	B. S.	.	.	.	W. T. S. T. C.	9	1	1
33.....	Ed.	Hist.	B. S.	.	.	.	W. T. S. T. C.	1	1	1
34.....	E-Ed.	Music	B. S.	23	.	.	S. M. U.	1	1	4
35.....	P-Ed.	Eng.	B. S.	12	10	6	W. T. S. T. C.	4	10	2
36.....	Ed.	Bible	B. A.	.	6	.	A. C. C.	14	7	1
37.....	Math.	Hist.	68 hrs.	.	.	.	Randolph Union	13	5-7	5-7
38.....	Bible	Ed.	B. A.	.	.	.	Union	6	12	5-7

Independent Districts--Continued

here that this is the second elementary teacher found in this study who has completed college work in music, art, and elementary science. One other teacher has completed 2 semester hours of college work in art. All of these teachers have attended teachers colleges. One teacher has 6, one 5, two 4, and one 3 years tenure in their present positions. One teacher has 12, one 8, and three 7 years of experience each.

There is one six-teacher school in the county. In this group of teachers is found one elementary education, two education, two English, and one business administration majors. One teacher holds a master's degree, four hold bachelor's degrees, and the other one has completed 96 semester hours of college work. One teacher has completed 16 semester hours of college work in music. Two teachers have attended a teachers college, and four have attended denominational colleges. Each teacher has a tenure of one year in his present position. One teacher has 12, two 6, one 3, one 2, and one 1 year of teaching experience.

The elementary teachers of the five independent districts in the county have been placed in one group for the purpose of this study. The majors for these teachers are elementary education, 8; education, 13; English, 7; home economics, 2; history, 1; agriculture, 1; industrial education, 1; Bible, 1; Spanish, 1; sociology, 1; physical education, 1; and mathematics, 1. Thirty-three of these teachers have bachelor's

degrees, and the college work of the other five ranges from 60 to 94 semester hours. One teacher has completed 32, one 23, one 14, one 12, one 8, one 7, and six 6 semester hours of college work, each, in music. One has completed 10, seven 6, and one 3 semester hours of college work, each, in art. One teacher of this group has completed 3 semester hours of college work in elementary science. Twenty-five of these teachers have attended teachers colleges, nine have attended denominational colleges, two have attended the Texas Technological College, one has attended the University of Texas, and one has attended the Texas State College for Women. Two teachers have 12, one 10, three 9, three 7, three 6, six 4, two 3, ten 2, and eight 1 year of tenure in their present positions. One teacher has 26, one 21, one 15, three 14, four 13, five 12, one 11, two 8, one 7, two 5, two 4, two 3, five 2, and four 1 year of teaching experience.

It is revealed from a study of all the elementary teachers that they have majors as follows: 25, education; 15, English; 14, elementary education; 4, home economics; 3, agriculture; 3, industrial education; 2, history; 2, sociology; 2, Bible; 1, Spanish; 1, government; 2, mathematics; 1, geography; 1, art; 1, public school music; 1, business administration; and 1, physical education. It is further shown that 28, or 35 per cent of them, do not hold

degrees. Sixty-five per cent attended teachers colleges and 23 per cent attended denominational colleges. In regard to special training for teaching in the elementary grades, it is seen that 36 per cent of the elementary teachers have taken work in college music, 24 per cent have taken college work in art, and 5 per cent have taken college work in elementary science.

Qualifications of Shamrock Junior High School Teachers

It will be seen from a study of Table 6 that there are eight teachers teaching in the Shamrock Junior High School. These teachers have majors as follows: 3, education; 1, physical education; 1, speech; 1, business administration; 1, English; and 1, Spanish. One of these teachers has taken 27, and one has taken 6 semester hours of college work in music. Each teacher has a bachelor's degree. One teacher has completed 6 semester hours of college work in art. There is not a single teacher in this group that has completed any college work in elementary science. Three teachers have attended teachers colleges, two have attended the Texas State College for Women, one has attended the Texas Technological College, and two have attended denominational colleges. One teacher has 5, one 2, and six 1 year of tenure in their present positions. One teacher has 11, one 8, one 5, one 4, one 2, three 1 year of teaching experience.

TABLE 6
 QUALIFICATION OF TEACHERS ACCORDING TO PREPARATION AND STATE
 REQUIREMENTS IN SHAMROCK JUNIOR HIGH SCHOOL

Teacher	College Training		Semester Hours of Work	Semester Hours Special Work			College Attended	Years of Tenure	Years of Exp.	Grades Taught 1937-8
	Major	Minor		Mus.	Art	Ele. Sci.				
1.....	P. Ed.	Eng.	B. S.	.	.	.	N. T. S. T. C.	4	Prin.	
2.....	Ed.	Chem.	B. S.	.	.	.	Tech.	2	Hist.	
3.....	Speech	Eng.	B. S.	.	.	.	T. S. C. W.	1	Eng.	
4.....	B. Ad.	Eco.	B. S.	.	.	.	T. S. C. W.	1	Soc.	
5.....	Eng.	Speech	B. S.	.	.	.	N. T. S. T. C.	1	Eng.	
6.....	Ed.	Bible	B. S.	6	.	.	Baylor	5	Math.	
7.....	Span.	Math.	B. A.	.	.	.	W. T. S. T. C.	8	Hist.	
8.....	Ed.	Piano	B. A.	27	.	.	T. W. C.	1	Music	

TABLE 7

THE SUBJECT-PUPIL LOAD PER TEACHER IN THE
SHAMROCK JUNIOR HIGH SCHOOL

Teacher	Subject-Pupil Load of Each Teacher				
1.....	E8(35)	E7(35)	E7(35)	E7(33)	
2.....	E6(23)	E6(24)	E8(25)	E6(23)	
3.....	So7(20)	So7(35)	So6(31)	So7(35)	
4.....	E7(35)	E7(35)	E7(20)		
5.....	Ma7(35)*	GM(35)	Ma7(35)	Ma7(35)	
6.....	Ma6(23)	Ma6(24)	H8(35)	Ma6(24)	Ma7(20)
7.....	So6(24)	E7(24)	M7(17)	H8(35)	
8.....	M7(20)	M6(47)	Ma7(20)		
9.....	So6(21)				

*Ma. as used here indicates mathematics.

It is observed from Table 7 that there were thirty-two classes taught in the Shamrock Junior High School, twelve of these classes were English and eight were mathematics. The daily schedule shows that five of these teachers taught 4 classes each, one taught five, two taught three, and one taught one class. The classes range in size from 17 to 47 pupils.

The Subject-Pupil Load Per Teacher
in Each High School

Table 8 shows the number of subjects taught and the number of pupils in each class of each high school in the county. It is to be noted that the class size ranges from 5 to 45 pupils in the Wheeler High School. Teacher one, teaches 139 pupils in 5 classes; and teacher three, teaches 33 pupils in two classes. There are three classes of

TABLE 8

THE SUBJECT-PUPIL LOAD PER TEACHER IN EACH HIGH SCHOOL OF WHEELER COUNTY, TEXAS^a

Teacher	Subject-Pupil Load of Each Teacher ^b				
Wheeler					
1.....	MH2(45)	Civ(14)	AmH3(19)	AH1(24)	MH2(37)
2.....	E4(23)	E3(33)	E2(30)	E3(31)	E2(21)
3.....	SW(18)	SW(15)			
4.....	A1(17)	A1(27)	A2(14)		
5.....	E1(10)	S1(14)	S2(5)	PS(21)	
6.....	HE(14)	HE3(11)	HE2(14)		
7.....	H1(31)	E1(26)	E1(24)	HL(30)	J(11)
8.....	GS(11)	PG(14)	G(10)	PG(11)	
9.....	Typ(12)	Typ(12)	Typ(10)		
10.....	Alg2(12)	Alg1(21)			
11.....	TH(11)	Alg2(23)	Alg1(22)		
Kelton					
1.....	TH(31)	HA1(6)	AmH(11)	GS(27)	
2.....	E2(15)	Es3(21)	E1(19)	E4(12)	
3.....	PG(9)	GM(18)	Alg2(9)	HE1(12)	HE2(11)
4.....	JB(27)	A1(8)	GS(18)	PE(35)	PE(24)
Briscoe					
1.....	PG(16)	Alg1(26)	Alga(12)		
2.....	H1(18)	Civ(14)	TH(25)		
3.....	E3(16)	E4(13)	Ea(18)	E1(25)	
4.....	A1(22)	A2(18)	GS(26)	PE(25)	
5.....	HE2(14)	HE1(15)	HE1(14)	HE3(11)	

^aThe data in this table were secured from the individual teacher's schedule.

^bThe symbols used in this table are the same as those used in Standards and Activities of the Division of Supervision, Bulletin No. 362, Texas State Department of Education, (1937).

TABLE 8--Continued

Teacher	Subject-Pupil Load of Each Teacher				
Mobeetie					
1.....	GM(28)	Civ(24)			
2.....	Alg1(18)	PG(33)	PE(26)		
3.....	E4(22)	E1(40)	E3(23)	E2(15)	J(8)
4.....	AmH(19)	TH(29)	PE(35)		
5.....	HE1(10)	HE2(13)	GS(37)	HE1(10)	HE2(10)
6.....	M1(39)	Ma2(18)	PE(36)	M(36)	
7.....	Typ(12)	Typ(12)	JB(20)	Typ(10)	Bg(9)
Shamrock					
1.....	E2(35)	EL(22)	E1(43)	E2(38)	
2.....	E4(17)	E3(30)	E3(26)	E4(23)	
3.....	Alg2(32)	G.M.(28)	Alg1(27)	GM(30)	
4.....	H2(35)	H1(29)	H1(18)		
5.....	L1(23)	L2(17)	S2(19)	S1(19)	
6.....	AmH(31)	Civ(35)	AmH(30)	TH(16)	
7.....	GS(35)	Cg(30)	GS(30)		
8.....	HE2(16)	HE3(13)	HE1(14)	HE2(18)	HE1(17)
9.....	A1(16)	A1(11)			
10.....	E1(33)	Lib.	Lib.	Lib.	
11.....	PG(25)	PG(28)			
12.....	C(12)	Bi(32)			

English one, with a combined enrollment of 60 pupils.

There are two classes of plane geometry with a total enrollment of 25 pupils. There are 22 classes in the Wheeler High School with an enrollment of fewer than 20 pupils per class.

The Kelton High School has four teachers. Two teachers teach four classes each, and the other two teachers teach five classes each. The size of the classes ranges from 6 to

35 pupils. Twelve of the 18 classes have fewer than 20 pupils per class.

The Briscoe High School has five teachers. One teacher teaches three classes, another teacher teaches three high school classes and one seventh grade class, and the other three teachers each teach four high school classes. The classes range in size from 11 to 26 pupils. Twelve of the eighteen classes have fewer than 20 pupils per class.

In the Mobeetie High School there are seven teachers teaching the four years of high school work and the seventh grade.

The superintendent teaches two classes. One teacher teaches 3 high school classes and 2 seventh grade classes; one teacher teaches 3 high school classes and one seventh grade class; one teacher teaches 4 high school classes and one seventh grade class; and three teachers teach five high school classes each. The classes range in size from 8 to 40 pupils. Thirteen of the 27 classes have fewer than 20 pupils per class.

There are 12 teachers in the Shamrock High School. Four classes per day is considered a teaching load in this school. Six teachers teach four classes each per day. Three teachers teach 2 classes each per day. Two teachers teach 3 classes each per day. One teacher teaches 5 classes per day. The classes range in size from 11 to 43 pupils per class. Fourteen of the 38 classes have fewer than 20 pupils

per class.

It is noted that the teaching load is very unevenly distributed in each of the high schools. Sixty-eight of the 155 high school classes in the county have fewer than 20 pupils per class. This class size is below the standard set up by Dawson for economical class instruction.¹

Qualification of High School Teachers According to College Training

Some very interesting facts are observed in Table 9 concerning the high school teachers of the county. Twenty-six of these teachers are teaching in the field in which they majored, six are teaching in the field in which they minored, and ten are teaching in fields in which they have taken neither a major nor a minor. If it can be assumed that college training in a specific field is necessary in preparing a teacher to teach a particular subject, then ten of these high school teachers are not prepared to teach the work they are attempting to teach. Four have masters' degrees, and the other thirty-eight each has a bachelor's degree. Twenty-seven of these teachers attended a teachers college in Texas, one attended a teachers college in Oklahoma, five attended the Texas Technological College, four attended the University of Texas, one attended the University of Oklahoma, one attended the University of

¹H. A. Dawson, Satisfactory Local School Units, p. 22.

TABLE 9

QUALIFICATION, PREPARATION, AND WORK TAUGHT BY
HIGH SCHOOL TEACHERS

Teacher	Major	Minor	Subject Taught	College Work	College Attended
Shamrock					
1.....	Ed.	Hist.	Sup't.	B.S.	S.H.S.T.C.
2.....	Chem.	Phys.	Prin.	M.A.	Texas U.
3.....	Ed.Ad.	Hist.	V.Prin.	M.A.	Texas U.
4.....	Sci.	Soc.	Coach	B.S.	SW.T.S.T.C.
5.....	Hist.	Govt.	Hist.	B.S.	N.T.S.T.C.
6.....	Agri.	Soc.	Agri.	B.S.	Tech.
7.....	Eng.	Psy.	Eng.	B.S.	W.T.S.T.C.
8.....	Span.	Eng.	Eng.	B.A.	W.T.S.T.C.
9.....	Ed.	Eng.	Math.	B.A.	W.T.S.T.C.
10.....	Latin	Span.	F.Lang.	B.A.	Texas U.
11.....	Hist.	Soc.	Hist.	B.S.	W.T.S.T.C.
12.....	H.Eco.	Foods	H.Eco.	B.S.	Tech.
13.....	Lib.Sci	Eng.	Lib.	B.S.	T.S.C.W.
14.....	B.Ad.	Eng.	Com.	B.A.	W.T.S.T.C.
Mobeetie					
1.....	Ed.	Hist.	Supt.	B.S.	W.T.S.T.C.
2.....	Math.	Hist.	Math.	B.S.	W.T.S.T.C.
3.....	Ed.	Agri.	Hist.	B.S.	W.T.S.T.C.
4.....	Ed.	Eng.	Eng.	B.S.	W.T.S.T.C.
5.....	H.Eco.	Ed.	H.Eco.	B.S.	N.T.S.T.C.
6.....	Com.	Eng.	Com.	B.S.	W.T.S.T.C.
7.....	Eng.	Music	Music	B.S.	W.T.S.T.C.
Wheeler					
1.....	Math.	Chem.	Math.	M.A.	W.T.S.T.C.
2.....	Eng.	Ed.	Math.	B.S.	W.T.S.T.C.
3.....	Eco.	Span.	Hist.	B.A.	Texas U.
4.....	Eng.	Span.	Eng.	B.A.	W.T.S.T.C.
5.....	Music	Eng.	Music	B.M.	Oklahoma U.
6.....	Ind.Ed.	Soc.	Man.	B.S.	E.T.S.T.C.

TABLE 9--Continued

Teacher	Major	Minor	Subject Taught	College Work	College Attended
Wheeler					
7.....	Agri.	Eng.	Agri.	B.S.	Tech.
8.....	Eng.	Music	Eng.	B.A.	W.T.S.T.C.
9.....	H.Eco.	Foods	H.Eco.	B.S.	Tech.
10.....	Jour.	Ed.	Eng.	B.S.	Mo. U.
11.....	Hist.	Span.	Sci.	B.S.	W.T.S.T.C.
12.....	Eng.	Eco.	Com.	B.A.	Austin Col.
Briscoe					
1.....	Ed.	Hist.	Math.	B.S.	N.T.S.T.C.
2.....	Ed.	Eng.	Eng.	B.A.	Tech.
3.....	Eng.	Ed.	Hist.	B.S.	N.T.S.T.C.
4.....	Agri.	Hist.	Agri.	B.S.	W.T.S.T.C.
5.....	H.Eco.	Foods	H.Eco.	B.S.	E.T.S.T.C.
Kelton					
1.....	Hist.	Eng.	Hist.	M.A.	Col. U.
2.....	Agri.	Eng.	Agri.	B.S.	W.T.S.T.C.
3.....	Eng.	Eco.	Eng.	B.S.	W.T.S.T.C.
4.....	Ed.	Chem.	Math.	B.S.	C.S.T.C. Ok.

Colorado, one attended the Texas State College for Women, one attended the University of Missouri, and one attended Austin College.

Summary

The county is made up of school districts that are smaller than the size recommended by leading educators for

economical administration. Over the last five year period, Shamrock, Wheeler and Kelton have gained in population, while the rest of the county has lost in population. This should be evidence that there is a need for readjusting school conditions in the county. The scholastic population shows that Wheeler and Mobeetie have gained while the rest of the school districts of the county have lost in scholastic population. The grade distribution of the scholastics shows a lack of uniformity in grouping. The average number of pupils per teacher in the elementary schools ranges from 6 at Pakan to 37 at Briscoe. The average length of class periods in the elementary schools ranges from 10 to 45 minutes. Some pupils are spending too much time in class, or else others are not spending enough time in class. The preparation of the teachers shows a wide variance in the amount of college training they have had. If a major in elementary education is essential for good teaching in the elementary grades, then 81 per cent of the elementary teachers in Wheeler County are not prepared to teach the work that they are attempting to teach. If special elementary training is necessary, then only two teachers of 79 are prepared to teach elementary work. If the best preparation for elementary teachers is to be had in teachers colleges, then 35 per cent of the teachers did not attend the best colleges for the education of elementary teachers. Two teachers of the junior high school are not teaching in their major field.

Twenty-three per cent of the high school teachers are not teaching in their major or minor field. It is to be concluded then that there exists too many inequalities under present conditions in the county for the children to receive educational opportunities to which they are entitled.

CHAPTER III

FINANCIAL SURVEY OF THE SCHOOLS OF WHEELER COUNTY

Purpose of This Chapter

The purpose of this chapter is to analyze the financial conditions of the school districts of Wheeler County, Texas, and to determine to what extent existing financial inequalities, if they exist, can be changed.

Basis of Comparison

The comparisons in this chapter will be confined to the ability of the district to pay, or the assessed valuation per scholastic; effort that is made to pay for the schools, or the tax rate that the districts are willing to pay; the assistance, or amount of aid received from the State; and expenditure, or the total amount that each district has to raise to meet its financial obligations. The basis of comparison for this study will be made on the number of white scholastics within the respective districts. This is due to the fact that there are only a few colored scholastics in the county, and they are all grouped in the city of Shamrock.

Scholastics, Assessed Valuation per Scholastic,
Tax Rates, Amount Raised by Districts, State
Aid, State and County Available, and Total
Amount Spent by Districts for Each
School District

Some very interesting facts are revealed from Table 10 pertaining to the scholastic enrollment of each school district. Nine school districts have a scholastic enrollment of more than 100 scholastics each. Thirteen school districts have fewer than 50 scholastics each. Shamrock with 1023 scholastics, and Wheeler with 538 scholastics are the only school districts that have more than 500 scholastics.

Column 2 of Table 10 shows some facts pertaining to the financial conditions of the respective school districts. The school at Kellerville has an assessed valuation of \$28,629 per scholastic, while the school at Locust Grove has an assessed valuation of \$1,496 per scholastic. Thus it is seen that the school at Kellerville has an assessed valuation of more than 19 times the assessed valuation, per scholastic, of the school district of Locust Grove. The average assessed valuation per scholastic for the county is \$4,364.¹ This figure was derived by dividing the total assessed valuation by the total scholastics of the county.² An examination of Table 10 reveals that 16 per cent of the school districts have a per capita valuation lower than the

¹See appendix for total evaluation.

²See Table 10 for total scholastics.

TABLE 10

SCHOLASTICS, ASSESSED VALUATION, TAX RATE AND AMOUNT RAISED
PER CAPITA IN WHEELER COUNTY*

School	Scho- las- tics	Assessed Valuation Per Capita	Tax Rate		Total	Amount Per Capita Raised by		Total Per Dist.
			Main.	Bond		District	State and Co. Avail.	
Kellerville.	176	\$28,629	75	.	75	\$213.96	\$21.60	\$235.56
Plainview...	49	10,109	100	.	100	101.92	21.60	123.52
Pakan.....	39	10,109	100	.	100	101.09	21.60	122.69
Spring Creek	6	9,803	75	.	75	73.53	21.60	95.13
Benonine.....	12	9,363	80	20	100	93.62	21.60	115.23
Mt. View.....	12	7,239	100	.	100	72.39	21.60	93.99
Ramsdell.....	26	6,842	75	.	75	51.03	21.60	72.63
Magic City...	156	5,414	60	40	100	54.14	21.60	75.74
Hay Hollow...	16	4,517	100	.	100	45.17	21.60	76.77
Bethel.....	126	3,975	50	50	100	39.75	21.60	61.35
Lela.....	118	3,595	55	45	100	35.95	4.78	61.33
Rock.....	37	3,553	75	.	75	26.49	21.60	48.09
Heald.....	38	3,503	78	22	100	35.03	21.60	56.63
Shamrock.....	1023	3,323	66	33	100	33.23	21.60	59.91
Briscoe.....	268	2,936	55	45	100	29.36	21.60	63.21
Davis.....	38	2,840	65	35	100	27.49	21.60	65.32
Mobeetie.....	326	2,282	50	50	100	22.82	21.60	60.70
Wheeler.....	538	2,265	50	50	100	22.65	21.60	60.31
Twitty.....	84	2,035	60	40	100	20.35	21.60	54.55
Corn Valley.	38	2,004	60	40	100	20.04	21.60	67.33

*The scholastics for each district were secured from the County Superintendent's Office. The assessed valuation per district was secured from the Office of County Tax Assessor and Collector. The tax rates for the respective districts were secured from the Office of the County Superintendent.

TABLE 10--Continued

School	Scho- las- tics	Assessed Valuation Per Capita	Tax Rate			Amount Per Capita Raised by				Total Per Dist.
			Main.	Bond	Total	District	State Aid	State and Co. Avail.	State and Co. Avail.	
Liberty.....	46	\$ 1,764	60	40	100	\$ 17.64	12.31	\$21.60	\$ 51.55	
Kelton.....	234	1,709	50	50	100	17.09	18.85	21.60	57.54	
Center.....	72	1,567	70	30	100	15.67	16.48	21.60	53.75	
Union.....	47	1,561	75	..	75	11.70	9.89	21.60	43.19	
Locust Grove	52	1,496	50	50	100	14.96	12.15	21.60	48.71	

average for the county. It also shows that 9 or 36 per cent of the school districts do not have \$2,500 assessed valuation per capita. In the nine districts that have an assessed valuation per scholastic greater than the county average, there are 493 scholastics. In the 16 school districts that have an assessed valuation per scholastic less than the county average, there are 3,085 scholastics.

The figures given in Table 10 column 3 show the maintenance tax rates of the respective school districts. The rates are given in terms of cents per \$100 valuation. Four districts have a maintenance rate of \$1.00, and three districts have a maintenance rate of \$.50. The median maintenance tax rate is 65.2 cents, and the mean is 66.7 cents per \$100 valuation.

Figures in column 4 of Table 10 show the tax rates for bonds of the respective school districts. The rates here are expressed in terms of cents per \$100 valuation. It is noted that 6 districts do not have a tax rate for bonds; while four districts have a tax rate for bonds of 50 cents. The median tax rate for bonds in the 25 districts is 32 cents, and the mean is 27 cents per \$100 valuation.

It is shown in column 5 of Table 10 that 20 districts have a total tax rate of \$1.00, and five districts have a total tax rate of 75 cents per \$100 valuation. It is seen in the appendix that the total wealth of these five districts, that have a total tax rate of 75 cents, is

\$5,386,485. This shows that more than one third of the total wealth of the county is not carrying its part of the financial burdens of the educational program.

The figures in column 6 of Table 10 show the amount raised by the local district per scholastic. It is seen that Kellerville raises over 18 times as much by local taxes as does the district of Union. It is obvious that \$11.70 of local tax money at Union will not secure the educational opportunities for a child in this district that are equal to the educational opportunities offered at Kellerville, which has \$213.96 per child from local taxes.

The figures of column 7 of Table 10 show the attempts of the State to equalize the educational opportunities of the districts of the county. Eleven of the school districts do not receive any State Aid. Fourteen of the school districts do receive State Aid. The aid ranges from \$4.08 to \$25.69 per scholastic.

The state and county available school fund is \$22.50 for all schools of the county. Ninety cents per scholastic in each district is deducted for county administration. This leaves \$21.60 in the State and County available school fund per scholastic.

The total amount per scholastic for each district is determined by combining the amount per scholastic from local maintenance, amount for bonds from the sinking fund, the

per scholastic apportionment from the state, the county available school fund, and the State Aid per scholastic, for each district that receives State Aid. It is seen that there is a range in the amount spent by the districts per scholastic, from \$43.19 at Union to \$235.56 at Kellerville. This means that the Kellerville District has over 7 times as much money, per scholastic, as the Union School District.

Summary

This chapter has presented the data on the financial conditions of the school districts of Wheeler County, Texas. There exists financial inability among some districts to finance their schools. It is seen from column 1 of Table 10 that there are 13 school districts that have fewer than 50 scholastics per district. The ability of the districts to pay for their educational obligations based upon the assessed valuation per scholastic is not uniform. The assessed valuation at Kellerville is more than 19 times the assessed valuation per scholastic, of the Locust Grove District and is too great a difference to try to equalize, unless a plan can be formulated for the reorganization of the school districts. The efforts of the school districts to pay for their schools as shown by their maintenance rates, are not uniform. Six of the school districts do not have a bond rate. Four districts have a bond rate of 50 cents per \$100 valuation. This shows that the efforts of

the school districts to maintain adequate educational facilities are not uniform. Twenty districts have a tax rate of 75 cents per \$100 valuation. The total amount raised by local taxation per scholastic ranges from \$11.70 in the Union School District to \$213.96 in the Kellerville School District. That the state recognizes the need for equalization is shown by its participation in an equalization program. The wide variation in amount raised by the districts per scholastic, makes it impossible for the State Equalization Fund to establish a uniform amount per scholastic in all districts. The Union School District with a total of \$43.19 per scholastic, from all sources, can not hope to secure educational opportunities for a child equal to the educational opportunities that are offered to a child in the Kellerville School District, that has a total of \$235.56 per scholastic. There is a definite need for equalizing the educational opportunities for the children of Wheeler County, and there must be a reorganization within the county before this can be accomplished.

CHAPTER IV

PROPOSED PLAN FOR THE REORGANIZATION OF THE SCHOOLS OF WHEELER COUNTY, TEXAS

In chapter two and three of this study a survey of the educational and financial conditions of the schools of Wheeler County was made to determine the status of the educational system of the county. Factual data were presented and discussed which show that marked inequalities in educational opportunities exist for the children of the various districts in the county. In this chapter a plan will be offered that, it is hoped, will greatly reduce the existing educational inequalities of the children of the different school districts. The plan calls for uniform financial support per capita and uniform teacher-pupil load in each school in the county. It is realized that no plan can be made without some imperfections, but the plan offered here will help to equalize the educational opportunities for all the children of the county.

Factors Determining the Procedure of Reorganization

It is recognized as a fact that education is the only sound basis for a government of a free people. It is an established policy in our democratic government that all

persons should be given equal educational opportunities. McGuire says: "Every child is entitled to educational opportunities as good as that of any other."¹ The major factor in this proposal is to provide better facilities for the education of the children of Wheeler County on an equitable basis. At the same time it is desired that the highest returns possible should result from the money spent for the support of the schools of the county.

Here are some factors to be considered in setting up the proposed plan for reorganization of the schools of Wheeler County:

1. Established trade territories.
2. Improved roads of the county.
3. The comparative economy in large and small school units.
4. The residence of the scholastic population.
5. Centralization of an efficient administration for the county.
6. Geographic conditions of the county.
7. Established school plants and facilities for taking care of the children.
8. Equalization of taxes by payment into a general fund and then distributed to the various districts on scholastic basis.

¹S. H. McGuire, Trends in Principles and Practices of Educational Opportunity, p. 15.

9. Trends in scholastic population.

The recent school surveys by the United States Bureau of Education and by outstanding educators recommend larger attendance units, more centralized administrative units, and larger financial units as being necessary in the equalization process.² Mort³ recommends a system in which the state is, to a large extent, the unit for school support. Twenty-three states have adopted the county unit system in some form.⁴ Modern methods of communication, the improved type of automobiles, and the improved system of roads are some factors that make the larger units, not only possible, but practical. High schools with fewer than one hundred fifty students have proved to be financial burdens, when accepted standards are maintained.⁵

The Proposed Reorganization

A knowledge of the present educational conditions of the county as revealed by the factual data of chapters two and three is not only basically important in any consideration for the improvement of the schools of Wheeler County,

²Howard A. Dawson, Satisfactory Local School Unit, p. 180.

³Paul R. Mort, State Support for Public Schools, p. 18.

⁴

Homer Price Rainey, Public School Finance, p. 305.

⁵Howard A. Dawson, Satisfactory Local School Unit, p. 187.

but necessary.

One of the guiding principles in the reorganization proposal is to reduce greatly the extreme variations in educational opportunities now existing in the schools. The primary consideration of the proposed plan is that all children, regardless of where they live, shall receive equal educational opportunities. The plan offered here to help equalize the educational opportunities in the schools of Wheeler County is a form of the county unit plan based on the Texas County Unit laws.⁶

Recommended Act for Wheeler County

The general management, supervision and control of the public free schools of counties with a population of not less than fifteen thousand (15,000) and not more than sixteen thousand (16,000) according to the latest Federal census, shall be vested in a county board of education. The county board of education shall be composed of seven (7) members to be elected at the district school trustees election on the first Saturday in April, one of whom shall be elected by the qualified voters from each commissioner's precinct, and three (3) from the county at large, by the qualified voters of the county. All members shall serve for a term of three (3) years; provided that in those counties

⁶Revised Civil Statutes of Texas, 1925, Art. 2702.

not now having seven (7) trustees, the present county board shall appoint two (2) trustees at large to serve for a period of three (3) years. The two (2) members who were elected on the first Saturday in April, 1939, shall serve until April 30, 1942, or until their successors are elected and qualified. On the first Saturday in April, 1940, at the district school trustee election, five (5) county school trustees shall be elected, two (2) from the commissioners' precinct whose terms expire in 1940, to serve until April 30, 1941, or until their successors are elected and qualified, and three (3) from the county at large, to serve for a period of three (3) years. Annually hereafter on the first Saturday in April either two (2) trustees or three (3) trustees, shall be elected for a term of three (3) years.⁷

Duties of the School Board

The duties of the county school board under the county unit plan are set out in the revised civil statutes of the State of Texas from article 2705 to article 2732 inclusive. "The board may receive \$5.00 per day for service, but not for more than 20 days a year."⁸ "The board during the month of May shall appoint as its executive secretary a county superintendent of education who shall be also secretary of

⁷McLennan County Laws used as model, Ch. 324, 42nd Leg., Reg. Sess.

⁸Revised Civil Statutes of Texas, Art. 2705.

the board. Such an appointment may be for a term of two or five years from the first of July succeeding his appointment."⁹

The minimum restriction set up by the State Law is that he be a graduate of a normal college, that he have three years of teaching experience, and that he be pledged to a life of school work. The board may at its discretion set up other requirements as to training and college work. All school property and benefits for public free school shall be vested in the county board of education and their successors in office.¹⁰ The county board may employ additional clerical and professional assistants, including health supervisors, when deemed necessary. The board shall exercise through the county superintendent and his assistants control and supervision of the public schools of the county.¹¹ Sanitary, suitable, and convenient water closets or out houses must be provided by the county board of education.¹² The county board has authority to consolidate or change any school district that they deem necessary.¹³ The school boards of two counties

⁹Ibid., Art. 2707.

¹⁰Ibid., Art. 2708.

¹¹Ibid., Art. 2709.

¹²Ibid., Art. 2710.

¹³Ibid., Art. 2711.

may provide jointly for county line school districts.¹⁴ The board shall appoint all teachers upon the written recommendation of the county superintendent.¹⁵ The board shall grade and standardize all schools, of the county, on the written recommendation of the county superintendent, and subject to the rules and regulations of the State Board of Education.¹⁶ The date for the opening of all schools shall be fixed by the county board of education.¹⁷ The board shall provide for the taking of the school census, subject to the rules and regulations of the State Board of Education.¹⁸ The board shall publish annually, in the month of October, to the citizens of the county a report covering all conditions of the schools and the amount of progress that has been made and new standards attained in the respective schools of the county.¹⁹ The form of reports required of all teachers, principals, janitors, attendance officers, and supervisors shall be provided by the said board.²⁰ Separate schools must be provided for the white and colored

¹⁴Ibid., Art. 2712.

¹⁵Ibid., Art. 2713.

¹⁶Ibid., Art. 2714.

¹⁷Ibid., Art. 2715.

¹⁸Ibid., Art. 2716.

¹⁹Ibid., Art. 2717.

²⁰Ibid., Art. 2718.

children of the county.²¹ The board shall see that the compulsory attendance law is enforced in all schools of the county.²² The board shall see that the school building and teacherages under its jurisdiction are insured.²³ The board shall form a budget showing the anticipated revenue and expected disbursements for all schools of the county.²⁴ The authority for declaring an election for revenue for school purposes shall be ordered by the county board of education, and the order shall be posted three weeks by the sheriff preceding said school election.²⁵ The said board shall also set the tax levy for the respective school districts.²⁶

Duties of the County Superintendent

The county superintendent shall see that the laws relating to the schools and the rules and regulations of the state and county boards of education are carried into effect. He shall have authority to administer oaths and to examine witnesses under oath in any part of the county, and

²¹Ibid., Art. 2719.

²²Ibid., Art. 2720.

²³Ibid., Art. 2721.

²⁴Ibid., Art. 2722.

²⁵Ibid., Art. 2724.

²⁶Ibid., Art. 2725.

to cause the examination to be reduced to writing. He shall in addition to the other duties required of him perform the following duties:

"1. Recommend to the county board of education, the kind and grade of schools, the location of schools and plans for their being established and maintained, the enforcement of the compulsory school attendance law, the educational policies to promote the educational interests of the county and rules and regulations for the conduct of the schools, and the admission of pupils to the junior and senior high schools.

"2. Recommend to the said board for condemnation, school buildings which are unsanitary and unfit for use. He shall recommend in writing all repairs, purchase of playgrounds, school sites, and buildings to be erected with state, county and local aid, and shall see that the plans and specifications, and the rules and regulations of the State Department of Education with reference to the erection, repair, and equipment of the school buildings are carefully followed. He shall approve in writing all contracts of whatever kind entered into by the county board of education.

"3. Work out plans for the consolidation of schools, and for the grounds, buildings, and equipment of such consolidated schools and submit the same to said board.

"4. Grade and standardize all public schools of the county, prepare rules and regulations therefor, and prescribe courses of study for the schools of the county and

submit the same to said board. Printed copies of such courses shall be supplied to every teacher and interested citizen of the county.

"5. Be the representative of the state superintendent in all state examinations for teachers' certificates conducted within the county, and shall perform such duties in connection therewith as may be required by the state board.

"6. Organize and attend county and local institutes for teachers and citizens, advise teachers as to their further study in professional reading, assist parents and citizens to acquire a knowledge of the aims and work of the schools, and call conferences with principals, teachers, attendance officers, school trustees, and other interested citizens to develop interest in education and improve the conditions of the schools.

"7. Visit the schools, observe the management and instructions, and give suggestions for the improvement of the same.

"8. Prepare an annual school budget for the schools of the county and shall submit the same to said board; and shall in every way work to secure funds for the support and development of the schools of the county. He shall annually publish in a newspaper printed at the county seat a full itemized statement of the receipts and disbursements of the county at the time he forwarded the same to the state superintendent.

"9. On or before the first day of July of each year, forward to the state superintendent, on blanks to be furnished by the latter, an annual report of the public schools of his county for the preceding year and submit a copy of same to said county board. If he fails, neglects, or refuses to make such statement, the county treasurer of the school funds is authorized and instructed to withhold the amount due him for the preceding month or months as salary, until said report has been duly received and approved by the state superintendent."²⁷

Elementary Schools

The plan proposed in this study to be put into operation by the county superintendent would divide the county into eight attendance areas for elementary schools as shown on the map. These will be referred to as the Mobeetie, Kelton, Briscoe, Magic City, Lela, Kellerville, Wheeler, and Shamrock attendance areas. Since Wheeler is the county site town and is near the geographic center of the county, it is recommended that the school administrative offices for the county be located there. It would be possible with the centralized administration proposed by this plan for minor changes to be made without much difficulty. The children living near the boundaries of districts would be permitted

²⁷Ibid., Art. 2727.

to attend the school of their choice, provided the shift would not cause unequal teacher-pupil loads for the respective schools.

Modern school plants are already maintained at these designated centers. The buildings are adequate to take care of all the children in the elementary schools in each center, except Shamrock South Ward. The building at Shamrock South Ward is so constructed that additions could be easily made to care for the increased enrollment that would result from the reorganization of the schools. With the addition of three rooms at Shamrock South Ward the increased scholastics could be provided for easily.

Mobeetie Attendance Area.--The territory included in the Mobeetie attendance area would be the present school districts of Mobeetie, Mt. View, Union, and the contracted district of Spring Creek. Mobeetie was chosen as the center for this attendance area because over fifty per cent of the elementary school children in this area are now attending school at Mobeetie. There are three modern school buildings at Mobeetie that could be used for elementary school purposes. Included in this group is the present elementary building, the present high school building, and a large gymnasium. The elementary building has seven large rooms for instructional purposes. This would be more room than will be needed for the recommended elementary school.

Table 11 shows the grouping of the children in this

attendance area. This area would have approximately 265 children in the elementary school. Nine teachers would be needed to do the teaching.

TABLE 11

DISTRIBUTION OF SCHOLASTICS IN MOBEETIE ATTENDANCE AREA ACCORDING TO LOCATION AND GRADES

School	Grades						
	1	2	3	4	5	6	7
Mt. View.....	5	3	1	4	.	.	.
Union.....	4	4	6	3	3	9	2
Mobeetie.....	35	20	28	30	35	35	38
Total	44	27	35	37	38	44	40

Briscoe Attendance Area.--The territory in this area would include the present district of Briscoe. There are no small schools in this section of the county due to a large consolidation program that has already been effected. The school center is already located and there is no need to change it. The building has 10 classrooms and this would be more room than will be required for the elementary school.

This area would be small in scholastic population, and would have approximately 168 scholastics. Table 12 shows the grouping of the scholastics in this area, by grades. Seven teachers would be needed to do the teaching in this

TABLE 12

DISTRIBUTION OF SCHOLASTICS IN BRISCOE ATTENDANCE
AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Briscoe.....	31	26	21	16	24	24	26

attendance area.

Magic City Attendance Area.--This area would include the present school district of Magic City, Plainview, and Pakan.

This center was chosen for the area for the reason that over 60 per cent of the children now attend school at Magic City. The building is new and modern and has been used only three years. There are 8 classrooms that could be used for elementary work which would be enough room space to care for the increased scholastics that would result from the re-organization.

Table 13 shows the grouping of the children in this area, by grades. This area would have approximately 130 scholastics. This would be the smallest elementary school area in the county, but in view of the existing conditions, it would be better to maintain a school here than to transport the children to another center. Seven teachers would be needed for this area.

TABLE 13

DISTRIBUTION OF SCHOLASTICS IN MAGIC CITY
ATTENDANCE AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Magic City.....	15	16	12	9	14	5	11
Plainview.....	7	3	6	4	5	6	7
Pakan.....	3	1	3	4	.	.	.
Total	25	20	21	17	19	11	18

Lela Attendance Area.--This area would include the present school districts of Lela and Ramsdell. Lela was chosen as the center for this area because of the number of scholastics now attending there, and the size of the school building. There are 8 classrooms in the Lela school building, and this is more room than would be required to care

TABLE 14

DISTRIBUTION OF SCHOLASTICS IN LELA ATTENDANCE
AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Lela.....	18	16	20	21	13	21	14
Ramsdell.....	1	4	1	5	2	3	2
Total	19	20	21	26	15	24	16

for the elementary scholastics now living in this attendance area. Seven teachers would be needed to do the teaching in the elementary school for this area.

Kellerville Attendance Area.--This area would include the present school districts of Kellerville and Heald. Kellerville was chosen as the center for this attendance area due to the fact that practically all of the children in this area are now attending school there, and a new and modern elementary school building that has been used only one year is located at Kellerville. The eight classrooms are adequate to care for the elementary scholastics of this area.

This area would have approximately 139 scholastics. Table 15 shows the distribution of the scholastics in this area according to grades. Seven teachers would be needed for this area.

TABLE 15
DISTRIBUTION OF SCHOLASTICS IN KELLERVILLE
ATTENDANCE AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Kellerville.....	12	18	21	12	22	14	14
Heald.....	4	1	3	5	4	4	6
Total	16	19	24	17	26	18	20

Wheeler Attendance Area.--This area would include the present school district of Wheeler, Corn Valley, and the contracted district of Locust Grove. Practically all of the children of this area are now attending school at Wheeler, and the buildings are adequate to care for the increased enrollment. The increase in scholastics, as seen from Table 16 shows the grouping of the scholastics in this area by grades. This attendance area would have approximately 400 scholastics. Fourteen teachers would be needed for the elementary school of this area.

TABLE 16

DISTRIBUTION OF SCHOLASTICS IN WHEELER ATTENDANCE
AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Wheeler.....	82	54	48	60	58	44	26
Corn Valley.....	7	4	5	3	4	4	3
Total	89	58	53	63	62	48	29

Kelton Attendance Area.--This area would include the present districts of Kelton, Center, Davis, and the contracted districts of Rock. Kelton is about the geographical center of this area. More than 50 per cent of the children are now attending school at Kelton. The present building at

Kelton that is used by the high school and elementary school would easily care for the elementary school of this attendance area.

Table 17 shows the grouping of the scholastics of this area, according to grades. This area would have approximately 239 scholastics. Eight teachers would be needed in this attendance area.

TABLE 17

DISTRIBUTION OF THE SCHOLASTICS IN THE KELTON
ATTENDANCE AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
Kelton.....	16	31	22	15	21	19	18
Davis.....	8	3	8	8	6	5	6
Center.....	14	4	5	6	10	6	7
Total	38	38	35	29	37	30	31

Shamrock Attendance Area.--This area would include the present school districts of Shamrock, Bethel and Twitty. Over 60 per cent of the children attend the ward schools at the present time. The organization would necessitate a small building program at the South Ward School to care for the increase in scholastics that would result from the re-organization.

Table 18 shows the grouping of the scholastics in this

area according to grades. This area would have approximately 550 scholastics and be served by two ward schools. It would be comparatively easy to equalize the teaching loads in the two schools. Eighteen teachers would be needed in the two ward schools for this area.

TABLE 18
DISTRIBUTION OF SCHOLASTICS IN SHAMROCK ATTENDANCE
AREA ACCORDING TO GRADES

School	Grades						
	1	2	3	4	5	6	7
North Ward.....	80	45	54	76	64	..	..
South Ward.....	37	27	18	21	19	..	..
Bethel.....	16	11	14	12	19	..	..
Twitty.....	12	6	8	8	9	..	..
Total	145	89	94	117	111	..	..

The Shamrock Junior High School.--Considering the provisions already made at Shamrock for a junior high school, it seems justifiable to recommend that the junior high school here be continued. It seems more logical to continue this unit with the addition of the sixth and seventh grade scholastics from Bethel and Twitty. The ten classrooms, library, and study hall would care for 350 scholastics, adequately.

Table 19 shows the distribution of scholastics in the junior high school. There would be approximately 313 scho-

lastics in this school unit. Ten teachers would be needed to do the teaching in the junior high school.

TABLE 19

DISTRIBUTION OF PUPILS IN THE SHAMROCK JUNIOR HIGH SCHOOL ACCORDING TO GRADES*

School	Grades		
	6	7	8
Shamrock.....	65	89	120
Bethel.....	11	17	...
Twitty.....	7	4	...
Total	83	110	120

*The figures for the grades above were taken from reports of the respective schools.

The High Schools of the County

The number of high school classes in the county that have fewer than 20 scholastics per class makes it necessary to reorganize the high school attendance areas. It is recommended in this study that the high schools of Shamrock and Wheeler be continued, and the small high schools of Briscoe, Kelton, and Mobeetie be consolidated with the Wheeler High School. The high school students of the Center and Davis School Districts would be permitted to attend the high school at Shamrock, if they so desired.

The Wheeler High School Attendance Area.--Wheeler was chosen as the center for this area because it is near the

geographic center for this group of schools. The Home Economics, Manual Training, and high school buildings at Wheeler would provide enough room to care for the increase of scholastics from the other schools.

There would be approximately 445 scholastics in this high school attendance area. Fourteen teachers and a principal would be needed in this high school system. Table 20 shows the distribution by grades of the scholastics in the Wheeler High School after the reorganization program had been completed.

TABLE 20
GRADE DISTRIBUTION OF SCHOLASTICS IN THE WHEELER
HIGH SCHOOL

School	Grades			
	8	9	10	11
Wheeler.....	82	46	33	32
Kelton.....	25	19	10	14
Mobeetie.....	46	23	24	22
Briscoe.....	25	19	17	13
Total	178	107	84	81

The Shamrock High School Attendance Area.--Shamrock is the only school in the south part of the county maintaining a high school at the present time. The school districts of Twitty, Lela, Plainview, and Bethel transfer their children

to Shamrock.

The proposed plan would not add any scholastics to the Shamrock High School. The building would not have to be changed, since there would not be an increased enrollment. There would be approximately 210 scholastics in the Shamrock High School. Nine teachers would be needed in this school unit. Table 21 shows the distribution by grades of the scholastics in the Shamrock High School.

TABLE 21
GRADE DISTRIBUTION OF SCHOLASTICS IN THE
SHAMROCK HIGH SCHOOL

School	Grades		
	9	10	11
Shamrock.....	97	66	47

The Budget

The uniform tax rate of \$1.00 per \$100 valuation would equalize the effort to maintain efficient schools throughout the county. The state apportionment was assumed to be the same as it was for the school year of 1937-1938. The high school tuition was determined by the amount paid in the county the past year, and an estimate based upon transfer of high school students resulting from redistricting and consolidation of the high schools. The amount of trans-

portation aid received under the proposed plan would be a slight increase from what was received in the county the past school year. The increase would result from the increase of pupils transported by reorganizing the schools. The vocational subsidy would be the same as allowed in the county the past school year.

The County Unit Plan allows for the appointment of such professional and clerical assistants as necessary to carry on the work. It has been considered necessary to appoint one assistant county superintendent, two elementary school supervisors, two secretaries, and one school nurse to help in supervision of the plan. The uniform salary schedule of \$1,200 for all teachers, with two years of experience and a degree, was adopted. Any teacher in the county that would be retained, without a degree, would teach for \$900 per year until the requirement for the degree had been completed. Beginning teachers would receive \$900 per year for two years before they would be eligible to receive \$1,200, the salary schedule. Increments were allowed for experience and additional college training. All principals were allowed \$2,000 per year each. Four head teachers for the seven-teacher schools were allowed \$1,800 per year each. A special fund of \$5,000 was provided for the county superintendent to use for special equalization purposes. This would permit him to hire 5 extra teachers to meet emergencies as might arise in any particular school.

Budget for County Administration

Income

Local taxes of \$1.00 per \$100 valuation for \$15,615,514.....	\$156,155.14
State apportionment of \$22 plus \$.50 county apportionment, times 3578 scholastics.....	80,505.00
High School Tuition based upon number of high school pupils transported the past year and amount of tuition paid.....	19,400.00
Estimated transportation aid based upon 1937- 1938 grant, and increased transportation resulting from redistricting of districts.	38,764.00
Vocational subsidy.....	5,000.00
Total revenue	\$299,824.14

Disbursements

Salary of county superintendent.....	\$ 4,000.00
Salary of assistant county superintendent....	2,400.00
Salary of two elementary school supervisors..	4,800.00
Salary of one secretary.....	1,200.00
Salary of one secretary.....	1,000.00
Office furniture.....	700.00
Office supplies.....	1,200.00
Assessing and collecting taxes as allowed by law.....	1,566.55
Census and election supplies.....	300.00
Salary of 72 elementary teachers at \$1,200 per year plus additions for efficient ser- vice and additional college work.....	93,150.00
Salary of nine junior high school teachers at \$1,200 per year each, plus additions for efficient service and additional college work.....	12,800.00
Salary of 23 high school teachers at \$1,200 per year each, plus additions based upon efficient service and additional college work.....	29,700.00

Salary of one junior high school principal....	\$ 2,000.00
Salary of two high school principals.....	4,000.00
Salary of 4 head teacher for the seven teacher elementary schools.....	7,200.00
Salary of 4 elementary school principals.....	8,000.00
Teaching supplies.....	5,000.00
Wages of four janitors.....	3,600.00
Wages of four janitors.....	3,360.00
Wages of four janitors.....	2,700.00
Janitor supplies.....	1,100.00
Estimate of cost of fuel, lights, water, and telephone based upon budget of Shamrock for 1937-1938.....	9,346.00
Repairs to school plants and heating equipment	4,300.00
Transportation of pupils.....	40,000.00
Library books.....	6,000.00
School nurse.....	1,800.00
Medical supplies.....	700.00
Fire insurance.....	2,750.00
School building sites and additions.....	4,000.00
Alterations to buildings.....	4,000.00
New equipment.....	4,000.00
Industrial equipment.....	4,000.00
Redemption of outstanding serial bonds.....	24,125.00
Special fund to be used by the county superintendent of special equalization purposes...	5,000.00
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Total	\$299,797.55

Summary

In this chapter a plan was proposed for the reorganization of the schools of Wheeler County that will greatly

reduce the existing inequalities in educational opportunities for the children of the county. The plan is legal in Texas and would require special permission from the legislature. It was seen, by providing a unit consisting of the whole county, that the effort to pay for the schools would be the same over the county. The plan would provide an equal amount per scholastic over the county for the support of the school systems. The equal amount per scholastic over the county would not necessarily insure equal investment, unless the teaching loads were equalized. The plan offered here tends to equalize the teaching loads in all schools of the county. There would not be an elementary school with fewer than seven teachers. This would also permit uniform length of class periods in all schools of the county in the elementary grades. The centralization of hiring teachers under one board, and the recommendation of the teachers to the board by a competent county superintendent should result in efficient teachers for all grades in every school in the county. All these factors should tend to equalize the educational opportunities for all the children of the county.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A study of chapters two, three, and four appears to justify the following conclusions and recommendations:

1. Inequalities exist among the 25 school districts of Wheeler County in assessed valuation per scholastic, the amount raised by local taxes per scholastic, division of time for class periods, and qualification of the teachers.
2. The State Equalization fund does not succeed in equalizing the financial expenditures per scholastic in all school districts.
3. The present plan is unsatisfactory because there is no attempt to equalize the educational opportunities for the children of the county other than through the State Equalization fund.
4. The proposed plan is highly recommended by leading educators, and by school surveys, for use in equalizing the educational opportunities for the children of a county.
5. The proposed plan does tend to equalize the educational opportunities for the children of Wheeler County in that each child would have an equal amount, per capita, provided for the support of the school system, and the class periods would be made uniform throughout the county.

6. The proposed plan is a legal plan for Texas and can be used by any county with special permission of the State Legislature.

7. To the end that the educational opportunities, for the children of Wheeler County, may be equalized, it is recommended that the proposed plan, or a modification, be adopted for Wheeler County.

8. It is recommended that a study be made of the transportation problems, and a plan determined for rerouting and establishing new bus routes, where needed.

9. It is recommended that trained teachers be secured for the children of each school level.

APPENDIX

TABLE 22

ASSESSED VALUATION OF EACH SCHOOL DISTRICT IN
WHEELER COUNTY

Districts	Valuations
Kellerville	\$ 4,938,830
Plainview	499,430
Pakan	394,234
Spring Creek	58,816
Benonine	117,353
Mt. View.	86,837
Ramsdell	184,730
Magic City	844,683
Hay Hollow	56,276
Bethel	500,802
Lela	424,319
Rock	130,718
Heald	133,129
Shamrock	3,400,000
Briscoe	786,963
Davis.	104,467
Mobeetie	744,791
Wheeler	1,219,015
Twitty	170,976
Corn Valley	76,373
Liberty	78,159
Kelton	400,000
Center	112,859
Union	73,391
Locust Grove	77,763
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Total	\$15,615,514

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