

University of Texas
Publications

University of Texas Bulletin

No. 2243: November 15, 1922

A STUDY OF RURAL SCHOOLS IN WICHITA COUNTY

BY

E. E. DAVIS

Specialist in Rural Education
Bureau of Extension

and

C. T. GRAY

Associate Professor of the Philosophy of Education

Directed by T. H. Shelby

BUREAU OF EXTENSION



PUBLISHED BY
THE UNIVERSITY OF TEXAS
AUSTIN

Publications of the University of Texas

Publications Committee:

FREDERIC DUNCALF	J. L. HENDERSON
KILLIS CAMPBELL	E. J. MATHEWS
F. W. GRAFF	H. J. MULLER
C. G. HAINES	F. A. C. PERRIN
HAL C. WEAVER	

The University publishes bulletins four times a month, so numbered that the first two digits of the number show the year of issue, the last two the position in the yearly series. (For example, No. 2201 is the first bulletin of the year 1922.) These comprise the official publications of the University, publications on humanistic and scientific subjects, bulletins prepared by the Bureau of Extension, by the Bureau of Economic Geology and Technology, and other bulletins of general educational interest. With the exception of special numbers, any bulletin will be sent to a citizen of Texas free on request. All communications about University publications should be addressed to University Publications, University of Texas, Austin.

University of Texas Bulletin

No. 2243: November 15, 1922

A STUDY OF RURAL SCHOOLS IN WICHITA COUNTY

BY

E. B. DAVIS

Specialist in Rural Education
Bureau of Extension

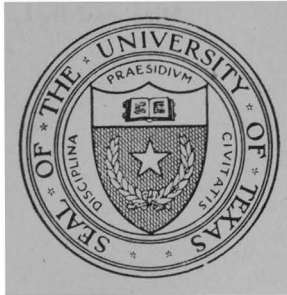
and

C. T. GRAY

Associate Professor of the Philosophy of Education

Directed by T. H. Shelby

BUREAU OF EXTENSION



PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH, AND ENTERED AS
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

CONTENTS

	Page
Introduction	7
The People	7
School Buildings and Equipment.....	8
The Teachers.....	12
The District School Trustees.....	19
Financial Conditions of the Rural Schools.....	21
The Fairview District.....	30
School Attendance	32
The Course of Study.....	32
Community Activities.....	35
Conclusions and Recommendations.....	38

FOREWORD

During the school year of 1921-22 the Bureau of Extension of the University conducted rural school surveys in Wichita, Karnes, and Williamson counties. During the school year of 1922-23 it is the purpose of the Bureau of Extension to conduct similar research investigations in other Texas counties. In this series of surveys will be found a county with millions of oil wealth in it; a county from the timber lands of East Texas; one from the Blackland Belt with its educational and sociological complications arising from high-priced land, the one-crop system, farm tenants and absentee landlords; one from the Western Cross Timbers where loss of rural population has brought about a large amount of social stagnation; one from middle west Texas with its thrifty, homogeneous, home-owning English-speaking populations; one from the high plains where there is much room for expansion and where there is a wholesome breadth of vision on the part of most of the people; and one from Southwest Texas, with its cosmopolitan population of Mexicans and other non-English-speaking whites. Thus the rural educational conditions obtaining throughout the state will be covered in a fairly representative way.

The object of these studies is twofold: (1) to enable the counties in which they are conducted to see where they stand educationally, and to assist them in the work of educational self-improvement; (2) To obtain a fund of definite, reliable, comprehensive information on the rural-life situation in Texas to be placed at the disposal of the students and teachers of education in this big State. It is hoped that these studies may be of material value in enriching the content of the courses in rural education now being offered in the normal colleges and the other colleges of Texas.

The information gathered in the course of these surveys has been obtained through personal interviews with teachers, school patrons, and school trustees; observation of the

character of the instruction being done by the teachers in the classrooms; standardized tests given in silent reading and arithmetic; inspection of school furniture and school property; the sending of questionnaires to teachers and trustees; the use of such statistical data as could be obtained from the county departments of education, the offices of the county tax assessors and the tax collectors, the State Department of Education at Austin, and the reports of the U. S. Bureau of the Census. In each county where these studies have been made a representative of the Bureau of Extension has spent approximately thirty days, in co-operation with the County Superintendent of Schools, collecting the necessary information. The blanks and forms used in the course of these surveys may be found in the appendix of this publication.

T. H. SHELBY,
Director of the Bureau of Extension,
University of Texas.

PART I

THE RURAL SCHOOLS OF WICHITA COUNTY

INTRODUCTION

Wichita County is a small county in the northern part of Texas in one of the richest portions of the Mid-Continent Oil Field. It contains 604 square miles, embracing twenty-six common school districts and four independent school districts. There are thirty-five rural schools in the county. Three of the schools employ 6 teachers each; one employs 5 teachers; one employs 4 teachers; nine employ 3 teachers each; eight employ 2 teachers each; and thirteen employ 1 teacher each.

THE PEOPLE

In 1910 there was a total population of 16,094 persons in Wichita County. By 1920 the population had increased to 72,911, an increase of 453 per cent for the decade. This increase of population is due to the development of the oil fields, most of which has occurred since 1918. In the analysis of the composition and characteristics of the population for 1920, the U. S. Bureau of the Census finds 93.6 per cent of the population to be native white; 3.2 per cent foreign-born white; and 3.1 per cent negro.

Wichita County is very fortunate in having a homogeneous, English-speaking population. The percentage of foreigners is so small that it is almost negligible. The same thing is true of the negroes. What few negroes and foreigners there are in the county reside in the towns. The rural population has practically one hundred per cent of English-speaking white people.

This homogeneity of race, language, and traditions means much to the future of Wichita County. The human element is in a state of admirable harmony. This will make the

work of civic, industrial, and educational co-operation much less difficult than it is in some of the counties of Texas having a mixed population of Negroes, Mexicans, and non-English-speaking whites. Already some very substantial progress has been made. Wichita County has the longest paved road in the state—38 miles. The county has voted \$2,225,000 of bonds for the construction of good roads. An irrigation district has been formed and \$4,500,000 of bonds voted for irrigation purposes. The spirit of co-operation, enterprise, and community of interests in economic and business matters is bound to reflect itself in the future improvement of the schools.

SCHOOL BUILDINGS AND EQUIPMENT

(a) *Buildings.* As a rule, the school buildings are better in the farming districts than in the oil fields. The farming area, comprising the school districts of Barwise, Enterprise, and County Line, has much better school buildings than the wealthy oil-field area, embracing the schools at Bridgetown, Stringtown, and Bradley's Corner. There are two reasons for this difference: (1) in the farming districts, most of the people own their homes and have been permanently located there long enough to have definite community interests; (2) the oilfield districts have not yet come to a state of normal adjustment following the boom days of 1918 and 1919.

Many of the school buildings in the oil fields are in bad condition. They are mere makeshifts. But for this, no person, group of persons, or business interest is to blame. They are the result of a condition which was brought about by the sudden and spectacular development of the oil fields. The bringing in of hundreds of oil wells called for a great influx of labor. With the laborer came the children and the need for schools. Children of educable age moved in faster than school needs could be met. Under the conditions, the only practical thing for the schools was the construction of temporary wooden shacks. There were four

conditions that made the wooden shacks a necessity: (1) The nation-wide shortage of labor because of the war; (2) The scarcity of building material; (3) The difficulty of getting building material hauled out from the railroad stations to the oil fields; (4) The almost prohibitive cost of lumber in the oil fields where the schoolhouses were needed.

Some of these hastily-constructed shacks are shaped more like box cars than houses. They have flat tops, are about forty feet long, and wide enough for four rows of seats, with a narrow aisle down the center. Some of the buildings, with five or six rooms, have grown up by accretion, entirely without plan or symmetry, and are fully as unsightly as the one-room buildings of the box-car type. Even had it been possible to do so, it would have been a mistake to construct permanent school buildings during the oil boom, when there was no way of telling where the center of population of a rapidly developing oil field would be twelve months hence. But now the boom days are over and business has settled down to a normal basis. The temporary school buildings have served their purpose. The use of some of them will be discontinued this year. Others of them will be remodeled so as to give them more comfort, beauty, and convenience.

(b) *Interior Equipment.* With the exception of the school at Bridgetown, practically all of the schools in the oil fields were furnished throughout with standard school-room equipment: jacketed stoves, single desks, high-class composition blackboards, maps, globes, etc. The school at Bridgetown was seated with old home-made desks that should, by all mean, be discarded at once.

Throughout the county, 10 of the 67 schoolrooms in the common school districts were heated with old-fashioned heating stoves. In some of these rooms, the ventilation and the general atmospheric conditions were very bad. This was especially true in some of the temporary wooden buildings, with low ceiling and rooms overcrowded with pupils.

Only 12 of the 35 rural schools of the county are seated throughout with single desks and all the desks in each row

of the same size. Most of the rest of the schools have one or more rooms seated with standard single desks. However, there are a few schools seated entirely with old double desks of the sort that were in common use a quarter of a century ago. From the information at hand, it seems that about 20 per cent of the pupils in the rural districts are improperly seated.

Of thirty schools from which scores were obtained, twenty had globes and ten had none, twelve had primary reading charts, and four had physiology charts; eighteen had 25, or more linear feet of standard composition blackboard for each room, and twelve had less than that amount, which in some cases was of a very inferior quality.

Teachers, like farmers and mechanics, cannot achieve the best of results without proper tools. There is no doubt that the quality of instruction given in some of the rural schools of Wichita County could be greatly improved by providing the teachers with better school equipment: libraries, charts, maps, globes, blackboards, etc. Adequate equipment, and capable teachers to use it, are two of the fundamental requirements in the making of a good school.

Fifteen of the 35 schools reported having a total of 1240 library books. The other schools left this question blank and the inference is that they have no libraries at all. If the library reports be complete and accurate, the rural scholastic population of 2471 children in Wichita County has a total school library equipment of only 1240 volumes. This is pitifully and distressingly insufficient. It is doubtful if any other investment could be made that would pay greater dividends in culture and education than judicious, intelligent investments in the right sort of library equipment for the country schools.

(c) *Exterior Equipment:* There was 48.3 per cent of the rural schools of Wichita County with 1 acre of land each; 31 per cent with 2 acres each; 10.3 per cent with 3 acres each; and 11.4 per cent with 5 acres each. A modern rural high school should have at least five acres of land. Ten acres would be better. The logical rural high school

centers of this county should be adequately supplied with land now while land is plentiful and cheap.

There are few counties in Texas where rural schools are so well supplied with playground apparatus as in Wichita County. Some of the playgrounds look as if they were city school playgrounds. They are equipped with slides, see-saws, horizontal bars, wings, and giant strides. The schools of the Fairview, Clara and Valley View districts deserve special mention because of their playground equipment.

The sources of water supply for many of the rural schools are quite unsatisfactory. Sixty per cent of the schools rely upon cisterns. Not all of these cisterns are as sanitary as they should be. Because of the long drouth, some of them were dry at the time this survey was made. Some that were not dry had only small amounts of water in them, which was stagnant and unfit for human consumption. A notable case was at the Cobb school. The cistern with a small amount of water in it was found to contain typhoid bacilli. Without giving this condemned cistern the necessary cleaning and sterilizing, water was being hauled from Lake Wichita and poured into it for school use.

If the author has the correct information, every underground cistern in the county is open at the top, the water being procured by means of rope and bucket. These cisterns would be much safer sources of school water supply were the ropes and buckets discarded, the tops closed and pumps installed. The schools with water wells should also be equipped with pumps. A school well or a school cistern with an open top is not a safe source for drinking water.

In some cases, the method of distributing the water to the pupils could not have passed the inspection of a sanitary expert. Six schools had bubbling fountains that were in good working order; twelve had hydrants and individual cups; nine had common buckets with individual cups; two had common buckets and common cups; six others were not heard from. All common water buckets with either individual or common drinking cups should be barred from use.



The bubbling fountain or the hydrant with individual cups is the more sanitary.

TEACHERS

(a) *Number and Sex.* The 35 rural schools of Wichita County employ 69 teachers. Twenty of the teachers are men and 49 of them are women. Personal information was gathered from 55 of these teachers. Eighty-seven per cent of this number were born and reared in the open country. The rural schools of Wichita County are being taught, for the most part, by the sons and daughters of farmers and ranchmen.

(b) *Age and Teaching Experience.* Of the 55 teachers from whom personal information was obtained, the median age for the 17 men teachers was 31.6 years; for the 38 women teachers 22.9 years, or 8.7 years younger than for the men. The median age at which they began teaching was 20.2 years for the men and 18.9 years for the women. Thirty per cent of the women were teaching their first year.


SEX

Men:  27%
 Women:  73%



MEDIAN AGES

Men:  31.6 Years
 Women:  22.9 Years

MEDIAN AGES WHEN THEY BEGAN TEACHING

Men:  20.2 Years
 Women:  18.9 Years

MEDIAN TEACHING EXPERIENCE

Men:  6.8 Years
 Women:  1.9 Years

MEDIAN SALARIES



Men:  \$1,330.50 per year
 Women:  \$1,124.33 per year

DIAGRAM NO. 1: Sex, Age, Teaching Experience and Salaries of the Rural Teachers of Wichita County.

Of the 17 men answering the questionnaires, one was teaching his first year. The median teaching experience was 6.8 years for the men and 1.9 years for the women. Sixty per cent of the men and 76 per cent of the women were teaching their first year in their present position. The facts and figures of this paragraph are clearly set forth in Diagram No. 1.

(c) *Certification.* The grades of the certificates of the teachers in the common-school districts are shown in Diagram No. 2. At the time this survey was made in December, 1921, second-grade certificates were held by 12 per cent of the men teachers and 42 per cent of the women teachers; first-grade certificates by 70 per cent of the men and 50 per cent of the women; permanent certificates by 18 per cent of the men and 8 per cent of the women.

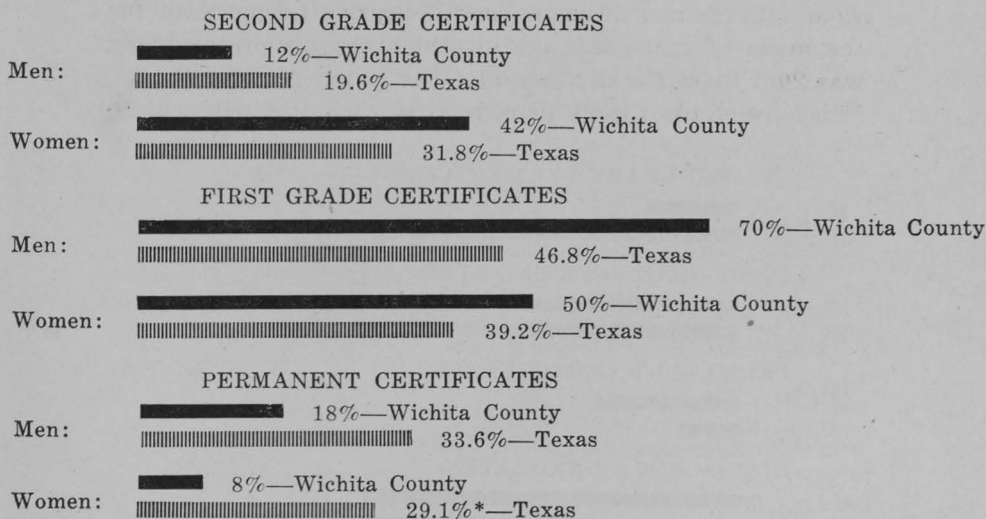


DIAGRAM NO. 2: Comparison of the Grades of Certificates Held by the White Teachers in the Rural Schools of Wichita County With the Grades of Certificates Held by All the White Teachers of Texas.

*Twenty-seven per cent of the permanent certificates held by the women teachers of Texas are permanent primary certificates. One per cent of the permanent certificates held by the men teachers are of this grade.

Diagram No. 2 gives a comparison of the grades of certificates held by the white teachers of the common-school districts of Wichita County with the grades of certificates held by all of the white teachers in Texas. Second-grade certificates are held by 12 per cent of the men teachers of Wichita County as compared with 19.6 per cent for all the white men teachers in the State. Second-grade certificates are held by 42 per cent of the women teachers of Wichita County as compared with 31.8 per cent for all of the white women teachers in the State. That is considerably higher than for the percentage of second-grade certificates held by the women teachers in Texas. Would it not be better for the rural schools of Wichita County if they were taught by fewer teachers holding second-grade certificates?

The percentage of first-grade certificates held by the teachers in the common-school districts is quite gratifying. For both the men teachers and the women teachers the percentages of first-grade certificates are considerably higher than for the State as a whole. It is 70 per cent for the men teachers of the county as compared with 46.8 per cent for

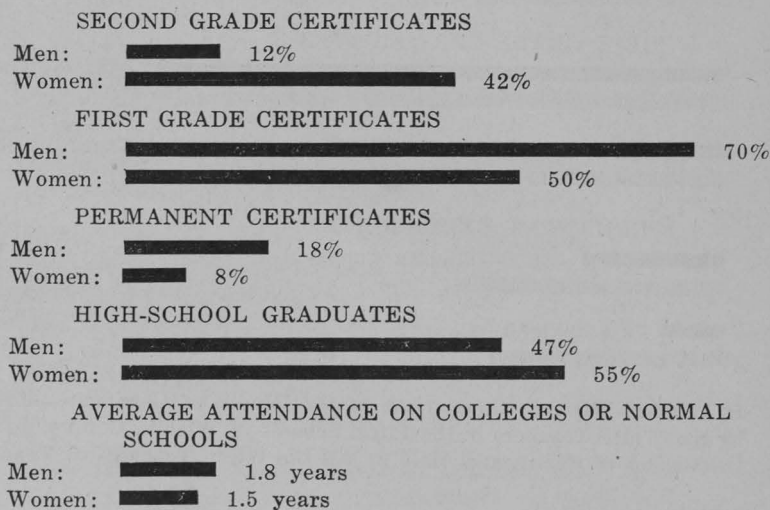


DIAGRAM NO. 3: Professional Qualifications of the Men and Women Teaching in the Rural Schools of Wichita County.

the men teachers of the State; and 50 per cent for the women teachers of the county as compared with 39.2 per cent for the women teachers of the State.

The percentages of permanent certificates for the men and the women teachers are considerably below the percentages of permanent certificates held by the men and women teachers of the State. Eighteen per cent of the men teachers hold permanent certificates as compared with 33.6 per cent for the men teachers of Texas; and 8 per cent of the women teachers hold permanent certificates as compared with 29.1 per cent for the women teachers of Texas.

(d) *Educational Attainments.* Diagram No. 3 pictures the educational attainments of the teachers. Forty-seven per cent of the men teachers and 55 per cent of the women teachers had graduated from high school. The 17 men showed an average attendance of 1.8 years at college and normal schools, and the 38 women showed an average attendance of 1.5 years. Three men and one woman were graduates of normal schools. Two women were college graduates and one was a graduate of the University of Texas.

(e) *Self-Improvement While in the Service.* Five, or 29.4 per cent, of the 17 men and 14, or 36.8 per cent, of the 38 women, from whom information was obtained, spent their previous summer vacation studying in colleges, normal schools, or universities. A few of the teachers had very good professional libraries. Most of them had very little in the way of professional books.

The data gathered on the reading of professional literature for the previous year run as follows: Sixty per cent of the men teachers reporting and 73 per cent of the women teachers reporting had read no professional books at all during the previous year. Forty per cent of the men had read an average of less than three books each, and 27 per cent of the women had read less than two books each. Twenty-nine per cent of the men teachers and 17 per cent of the women teachers were taking no teachers magazines. Eighty-eight per cent of the women teachers, who were tak-

ing one or more teachers' magazines, were taking the Normal Instructor and Primary Plans. Would it not be better for the school if the teachers did more professional reading?

(f) *Salaries.* The monthly salaries for the men teachers ranged from \$125 to \$200 per month, the mode being \$150 and the median being \$149. The monthly salaries for the women teachers ranged from \$100 to \$160 per month, the mode being \$130 and the median being \$126.33. These are possibly the best salaries paid to the rural teachers of any county in the State.

A study of the salaries, ages, professional preparation and teaching experience of the men and women teachers set forth in Diagrams Nos. 1, 2, and 3 is quite interesting. Considering their ages, certificates and teaching experience, the women teachers, it seems, are somewhat better paid than the men teachers. That is quite contrary to the current notion regarding salaries for men and women teachers. The complaint of discrimination against women teachers in Texas has often been raised. Whether the conditions in this county are typical of the state as a whole remains for scientific investigation to prove.

(g) *Boarding Facilities and the Cost of Living.* Eight, or 30.7 per cent, of the 26 common-school districts of Wichita County are provided with teacherages. Eight of the men teachers and ten of the women teachers live in teacherages. Only six women teachers and one man teacher in the county live with their parents while teaching. Three men teachers and six women teachers, other than those living in the teacherages, maintain independent households. All of the rest, or 37.6 per cent, board.

Of the 54 teachers (men and women) reporting on this item, 16 live on the school premises; 17 not on the school premises, but less than one-half mile from school; 9 from one-half mile to one mile away; 5 from one to two miles; 7 more than two miles. Twelve of the women teachers reported that they did not have rooms to themselves at their boarding places. Twelve reported no heat in their rooms during the winter months.

Living conditions can hardly be said to be satisfactory when 25 per cent of the women teachers have no separate room to which they may go to pursue their tasks in comfort. It is safe to say that in the climate of Wichita County, fire is required approximately two-thirds of the school year. This matter and the matter of comfort for both teacher and pupils while in school are matters which may seem insignificant in themselves, but they loom large in significance, when viewed in the light of real efficiency of school accomplishment.

The approximate living expenses for the men teachers, which included only board, lodging, laundry and transportation, ranged from \$40 to \$150 per month, the median being \$55 per month. For the women teachers the range was from \$20 to \$75 per month, the median being \$37.50. The living expenses for the men were much higher than for the women. That is mainly due to the fact that ten of the seventeen men teachers included in this study were married and had families to support, while only four of the 38 women teachers were married.

(h) *Annual Savings.* The money earned last year outside of teaching by the 16 men and the 37 women reporting their earnings amounted to \$4,260. Of this amount, \$3,000 were made by one man. Seven men and 32 women reported that they earned no other money than what came to them from their salaries as teachers last year.

Of the 16 men reporting their total savings for the previous year, six saved nothing and ten saved amounts ranging from \$170 to \$1,800, the median amount saved by the ten being \$466.33. Of the 36 women reporting their total savings for the previous year, fifteen saved nothing and twenty-one saved amounts ranging from \$200 to \$1,000, the median amount saved by the twenty-one being \$387.50.

Some of the teachers reporting "nothing saved" during the previous year, it must be remembered, were attending school during that time and earning nothing. Thirty per cent of the women teachers were teaching their first year. Most of this number were young girls who were in school

last year. Still some others spent what they earned last year defraying their expenses at the normal schools during the vacation months of the following summer.

(i) *Character of Instruction Given.* Forty-nine classrooms were visited and the character of the instruction observed. Some of the teachers showed very superior skill in formulating their questions and in stimulating their pupils to think in class. Approximately 50 per cent of the teachers showed fair skill in this respect. A great many of the others tracked the book almost to the letter. They did not connect the formulæ and the principles of the text as closely with the facts and the problems of life as they should. They were text-book interpreters rather than teachers. This weakness was not entirely confined to the young and inexperienced teachers. It was very true of some of the older teachers. A few of the young teachers showed good ability in establishing life contacts.

The number of classes taught each day was obtained from 33 teachers. It ranged from 8 to 26 classes per day. Some of the teachers have to teach entirely too many classes. This is unfortunate for the teachers and for the pupils. Some of the class periods are less than ten minutes long. Such conditions as that would not be tolerated in a first-class system of city schools. The classes would have to be fewer per teacher and the class periods longer. The country children of Wichita County and those of the State of Texas can never hope for the educational opportunities to which they are entitled so long as this condition obtains. Its only practical remedy is better country roads, rural-school consolidation, and the transportation of pupils. Larger numbers of pupils must be brought together so as to make better school organization and better instruction possible. The parent was right who said: "I had rather send my child five miles to a school having a specially trained teacher for each grade than to patronize a school located in my own front yard with one teacher trying to teach thirty pupils in six or seven grades."

(j) *Supervision of Instruction.* The rural schools of

the county could be greatly improved by closer supervision of the instruction given. That is most especially true of the primary grades. If it be profitable for the schools of the city of Wichita Falls to have expert primary supervisors, would it not be equally as profitable for the rural schools of Wichita County to have such supervisors? The present system does not provide for that sort of thing. No county superintendent, no matter how well qualified, can attend to the work of primary supervision in the way that it should be done and attend to all the other duties of the office. Such service is not expected of the superintendent of the city schools of Wichita Falls. Specially trained experts in primary instruction are employed for that purpose.

It must be remembered that many of the teachers in the country schools are young and inexperienced. Some of them have never taught before. Most of these young teachers are teaching in the primary grades. They, no doubt, acquired a great many facts while they were studying at school. But many of their methods and devices for teaching these facts are very poor. An expert primary supervisor working full time among these young teachers would be of incalculable value in teaching them better how to teach the things they already know. They would do better teaching if the weak places in their instruction were definitely and sympathetically pointed out to them by a skilled expert spending full time on the field in their classrooms constantly observing and improving their teaching.

THE DISTRICT SCHOOL TRUSTEES

There are 26 common-school districts in Wichita County . legally entitled to three trustees each, or a total of 78 trustees. However, there were only 72 functioning trustees at the time this survey was made. Because of resignations and because of failure to hold trustee elections in many of the districts, 48 of the 72 functioning trustees had been appointed by the county superintendent.

From the numerous failures to hold elections for district school trustees in Wichita County, it seems as if democracy

in rural school administration is failing to function under the present system of district control. At any rate, the voters take very little interest in school trustee elections. So far as the voice of the people is concerned, the transfer of the management and control of the common schools to the county superintendent and the County Board of Education elected by the people would be more democratic than the present district system of management and control, with most of the school trustees appointed by the county superintendent. Would such a system of management give the rural districts a more efficient system of schools?

Questionnaires filled out and returned by 40 of the 72 functioning trustees reveal the following facts: (1) The time of residence of the trustees in their respective communities varied from 1 to 40 years, the median length of residence being 8.5 years. (2) Twelve, or 30 per cent, of those who reported were serving their first year and eight, or 20 per cent, their second year, the median length of service for the 40 being 2.5 years. (3) There were 74.4 per cent of those reporting that required the teachers to give inventories of the school property, such as library books, globes, charts, etc., at the end of each school year, and 25.6 per cent of them that made no such requirements. (4) There were 65 per cent who said that they always asked the advice of the county Superintendent before making school improvements and purchasing school supplies, and 35 per cent who said that they did not. (5) Twenty per cent had purchased school supplies from agents, without first consulting the county superintendent as to the prices, the quality and the kind of apparatus and supplies needed. In the employment of new teachers, there were 72.5 per cent who first consulted the county superintendent and 27.5 per cent who did not.

In most instances the school trustees, as custodians of the school property, had kept the schoolhouse doors locked during vacation and at other times, when the buildings were not in use for community purposes. But in a few cases the school library books and school furniture had suffered dam-

age at the hands of campers and meddlers because the trustees had failed to keep the schoolhouse doors locked while school was not in session. At one place a trustee, without consulting the county superintendent, bought \$200 worth of school apparatus from an agent when the school's need for that particular kind of apparatus could have been met by an investment of \$40. As a rule, the teachers measured well up to the average for rural teachers in Texas, but in a few instances teachers with very little experience and education had been employed by trustees. To give Wichita County the system of rural schools that it deserves to have, the very closest and most sympathetic cooperation will be necessary on the parts of the school trustees, the county superintendent and the county board of education in such matters as the construction of new buildings, the purchase of school supplies, the selection and employment of teachers, the transportation of children to and from school and the establishment and maintenance of rural high schools.

Forty trustees, answering the question calling for the three greatest needs of their schools in order of their importance, placed the emphasis as follows: (1) Rural high schools; (2) Better buildings and equipment; (3) Better teachers.

The following comments by trustees on the rural teacher situation are both amusing and instructive: "Our district needs a change of teachers;" "It is hard to get a good teacher for a rural school;" "We need more teachers than we now have;" "We need more teachers with first-grade certificates;" "Good first-grade teachers with community interest;" "A man teacher with nerve enough to fight;" "Capable high-school teacher;" "We have too many sorry teachers."

FINANCIAL CONDITION OF THE RURAL SCHOOLS

(a) *The Wealth of the Common-School Districts.* The common-school districts of Wichita County contain much wealth. Their wealth consists, for the most part, of land, cattle, and oil property. The oil property consists of oil

wells, pipe lines, pumping machinery, tank farms and refineries. The total assessed valuation of all the wealth in the common-school districts of the county for the year 1920 was \$21,317,276.

For the school year of 1921-22 there were 2,471 children of free-school age enumerated in the common-school districts of Wichita County. There are \$8,627 of wealth for each child enumerated in the common-school districts. The wealth per school child in Wichita Falls is \$6,097. For the State of Texas it is \$2,663. The rural schools of Wichita County are wealthier than the city schools of Wichita Falls.

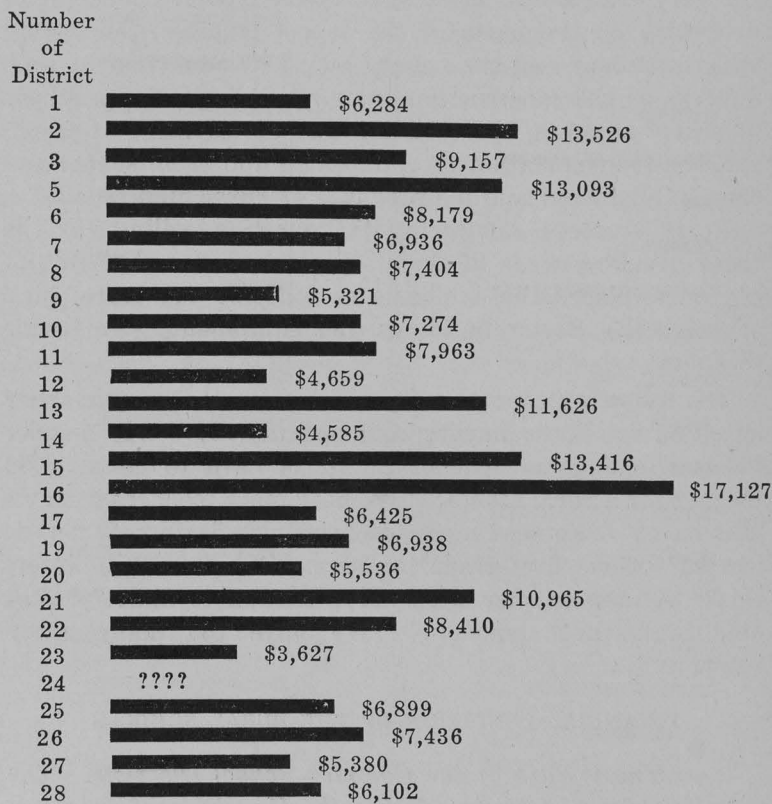


DIAGRAM NO. 4: Wealth Per Scholastic Enumerated in the Common-School Districts of Wichita County.


























Number of District		
1		\$.00
2		\$39.07
3		\$.27
5		\$.77
6		\$16.44
7		\$13.14
8		\$4.10
9		\$1.73
10		\$7.64
11		\$2.18 (Over draft)
12		\$16.22
13		\$44.52
14		\$7.60
15		\$19.18
16		\$119.45
17		\$22.82
19		\$12.96
20		\$17.76
21		\$9.95
22		\$46.46
23		\$8.93 (Over draft)
24		\$3.01 (Over draft)
25		\$9.21 (Over draft)
26		\$33.80
27		\$26.91
28		\$22.33

DIAGRAM NO.5: Balances Per
Scholastic Brought Forward to
1921-22.









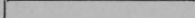
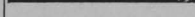
















Number of District		
1		50c
2		50c
3		50c
5		50c
6		30c
7		40c
8		40c
9		50c
10		50c
11		50c
12		50c
13		5c
14		50c
15		15c
16		20c
17		40c
19		40c
20		50c
21		40c
22		20c
23		100c
24		100c
25		90c
26		50c
27		50c
28		50c

DIAGRAM NO. 6: Tax Rates
for 1921-22.

Note. The broken lines indicate that the diagram was not large enough to give full length.

They are more than three times as wealthy as the average for the State of Texas. They are abundantly able to take care of themselves financially. See Diagram No. 4.

Some of the common-school districts are very much wealthier than others. The wealth ranges from \$3,627 per school child in District No. 23 to \$17,127 per school child in District No. 16. This is a difference of 472 per cent. Wide variations in the amounts of wealth from district to district are apparent.

(b) *School Tax Rates.* The differences in the local school tax rates from district to district are even more pronounced than the differences in the amounts of wealth. The range is from five cents on the \$100 for District No. 13* to one-hundred cents on the \$100 for Districts No. 23 and 24. The tax rates for all the common-school districts of the county for the school year of 1921-22 may be noted in Diagram No. 6.

(c) *Balances in the School Treasuries Brought Forward to the School Year of 1921-22.* The conditions of the school treasuries at the beginning of the school year of 1921-22 are indicated in Diagram No. 5. This diagram shows the balances brought forward from the previous year. It is interesting to note from Diagram No. 6 that Districts 23, 24, and 25 have the highest school-tax rates in the county for the school year of 1921-22 and yet show overdrafts from the previous school year. Districts 6, 13, 16, and 22 with the lowest tax rates in the county for 1921-22 have nice balances left over in their treasuries from the previous year. Some of these balances were almost large enough to run the schools for another year. On this account some of the wealthier districts reduced their tax rates for 1921-22.

(d) *Tax Rates Necessary for the Adequate Maintenance of the Schools in Each District.* The schools of the com-

*There was a large balance left in the treasury of District No. 13 from the school year of 1920-21. This caused the school tax rate to be reduced to five cents for the school year of 1921-22. For the same reason the tax rates in Districts 16 and 22 were reduced for 1921-22.

TABLE I
Financial Condition of the Rural Schools of Wichita County

Number of district	Teachers employed	Children enumerated	Children enrolled	Assessed value of wealth in district	Wealth per child enumerated	Wealth per child enrolled	Tax rate 1920-21	Revenue produced 1920-21	Balance from 1920-21
1	1	32	-----	\$ 201,097	\$ 6,284	\$ -----	\$.50	\$ 1,065	\$ -----
2	20	735	824	9,942,600	13,526	12,066	.50	49,731	28,726
3	1	18	17	164,850	9,157	9,697	.50	824	14
4	1	19	17	248,786	13,093	14,634	.50	1,244	5
6	2	111	94	907,926	8,179	9,659	.30	2,724	1,825
7	1	29	10	202,032	6,966	20,203	.40	808	381
8	2	47	42	347,592	7,404	8,276	.40	1,390	193
9	10	424	374	2,256,080	5,321	6,032	.50	11,280	735
10	2	81	62	589,180	7,274	9,503	.50	2,946	619
11	1	39	27	310,542	7,963	14,116	.50	1,553	85*
12	2	54	36	251,078	4,659	6,974	.50	1,255	876
13	2	58	48	671,360	11,575	13,986	.05	338	2,582
14	1	45	40	206,306	4,585	5,158	.50	1,032	343
15	0	23	00	308,566	13,416	-----	.15	463	441
16	1	20	21	342,545	17,127	16,311	.20	685	2,399
17	1	22	18	141,355	6,425	7,853	.40	565	502
19	2	83	76	575,905	6,937	7,578	.40	2,032	1,076
20	2	67	77	370,940	5,536	4,817	.50	1,855	1,189
21	3	144	149	1,579,052	10,965	12,240	.40	6,316	1,434
22	1	39	19	328,005	8,410	17,263	.20	656	1,812
23	3	106	90	384,455	3,627	4,271	1.00	3,845	947
24	3	131	-----	252,272	-----	-----	1.00	2,523	394
25	2	43	45	296,656	6,899	6,592	.90	2,670	396
26	1	25	-----	185,910	7,436	-----	.50	850	845
27	1	23	27	123,748	5,380	4,759	.50	619	403
28	1	54	38	329,540	6,102	8,672	.50	1,648	1,206
Totals	- 67	2,471		\$21,317,376				\$100,917	\$48,606

Note: There is no school maintained in District No. 15. There were no reports for Districts No. 1 and No. 2. The report for District No. 24 was incomplete and could not be used. District No. 24 is a county line district with only that portion of its wealth in Wichita County included in this table.

*Districts No. 11, No. 23, No. 24, and No. 25 had over drafts for the school year of 1920-21.

mon-school districts are wealthier than the schools of the towns and cities of Wichita County. But they are by no means as well equipped and as efficiently taught as the schools of the towns and cities.

Many of the teachers in the rural schools have more work to do than they can do well. In most of the schools, with from three to seven teachers, the lower grades are badly crowded. Some of the teachers have more than fifty pupils in their rooms. Some of the schools with one and two teachers are not so badly overcrowded on account of pupils in attendance as they are with the number of grades to teach. A teacher with twenty pupils scattered through seven grades has a greater task set before her than a teacher with forty pupils all in the same grade.

In a few instances the work of the teachers could be lightened and the number of teachers reduced by the consolidation of schools and the transportation of pupils. Consolidation will be discussed in another chapter. With the schools standing as they are at present, by computing one teacher for each school with 25 or fewer pupils enrolled; two teachers for each school with from 25 to 40 pupils enrolled; and one teacher for each 30 pupils or major fraction thereof for all schools with more than 40 pupils enrolled, 83 teachers would be required to do the work now being done by the 67 teachers employed in the common-school districts. On this basis the number of teachers required for each school is shown in column four of Table II.

The average length of school term for the rural schools of Wichita County is 8.9 months. It should be extended to nine months. The median monthly salaries at present are \$126.33 for the women teachers and \$149.50 for the men teachers. If the school term could be uniformly lengthened to nine months, and the salaries raised to an average of \$150 per month, with due diligence and discretion on the parts of the district boards of school trustees and the County Superintendent the most capable corps of rural school teachers in Texas could be attracted to Wichita County. Wichita County could set an example in rural

TABLE II
Adequate Financial Support for the Rural Schools of Wichita County

Number of district	Scholastics enrolled	Total children of all ages enrolled	Number of teachers needed	Adequate school budget	State apportionment on scholastics enrolled at \$13.50	to be raised in local taxes	Tax rate necessary to raise amount needed
1	.....	.....	1	\$ 1,687	\$ 432	\$ 1,255	\$.62
2	702	824	27	45,562	9,477	36,085	.36
3	15	17	1	1,687	202	1,485	.90
5	17	17	1	1,687	229	1,458	.59
6	88	94	3	5,062	1,188	3,874	.42
7	9	10	1	1,687	121	1,566	.77
8	35	42	2	3,375	472	2,903	.83
9	349	374	12	20,250	4,711	15,539	.69
10	54	62	2	3,375	729	2,646	.45
11	27	27	1	1,687	364	1,323	.43
12	36	36	2*	3,375	486	2,889	1.15
13	48	48	2	3,375	648	2,727	.41
14	40	40	2	3,375	540	2,835	1.37
15	.....	.....	1	1,687	310	1,377	.44
16	20	21	1	1,687	270	1,417	.41
17	17	18	1	1,687	229	1,458	1.02
19	76	76	3	5,062	1,026	4,036	.70
20	74	77	3	5,062	999	4,063	1.09
21	125	129	4	6,750	1,687	5,063	.32
22	19	19	1	1,687	256	1,431	.44
23	85	90	3	5,062	1,147	3,915	1.02
24	.....	.....	3	5,062	1,768	3,294	.....
25	40	45	2	3,375	540	2,835	.96
26	.....	.....	1	1,687	337	1,350	.72
27	19	26	1	1,687	256	1,431	1.15
28	36	38	2	3,375	486	2,889	.88
Totals			83	\$140,054	\$28,910	\$111,144	

Note: There were no reports for Districts No. 1, No. 15, and No. 27. There was only a partial report for District No. 24. District No. 15 maintains no school. Its children are sent to Iowa Park. For Districts No. 1, No. 15, No. 24, and No. 27 the school budgets were figured on the number of scholastics enumerated instead of the number enrolled. District No. 24 being a county line district it was not possible to figure the required tax rate as its total wealth was not ascertained—just that portion of it in Wichita County.

*School has fewer than forty pupils but employs two teachers.

education that would attract the attention of Texas and of the entire South. This is easily within the realm of possibility.

In an efficient public school system, salaries for the teachers usually constitute about three-fourths of the total school budget. Fuel, equipment, repairs, interest on bonds and other outstanding indebtedness, etc., constitute approximately one-fourth of the budget. With a uniform nine-month term of school and an adequate supply of well-trained teachers supplied with adequate school equipment, the rural schools of the county could be made quite as efficient as the city schools of Wichita Falls. The tax rates necessary to meet these requirements are shown in Diagram No. 7. They run as follows: Bacon, 62c; Fairview, 36c; Deep Creek, 90c; Beaver Creek, 59c; Valley View, 42c; Pleasant Valley, 77c; City View, 83c; Clara, 69c; Sunshine, 45c; Fawlkes, 43c; Lake View, 115c; Weeth, 41c; Allendale, 137c; Harmony, 44c; Rocky Point, 41c; Prairie Cottage, 102c; Howard, 70c; Friberg, 64c; Cashion, 32c; Evert, 44c; Enterprise, 102c; Barwise, 96c; Cobb, 72c; Pond Creek, 115c; Cooper, 88c.

A County School Tax. Education is for the good of all. Ignorance makes poor neighbors and poor citizens. Educated people need other educated people for neighbors. The community, the county and the state need them for citizens. It is right that all the wealth of the community should participate uniformly in educating all the people for the common good.

Education is democracy's strongest lines of defense. It is stronger than the army and the navy combined. The State recognizes this. For that reason, the State gives uniform aid for the education of each child. But the State's aid is insufficient. It has to be supplemented by local school. It gives rise to the need for an intermediate unit of educational support between the school district and the State; viz., the county.

It is not right for a school district because of poverty, or for any other reason, to be permitted to produce ignorant

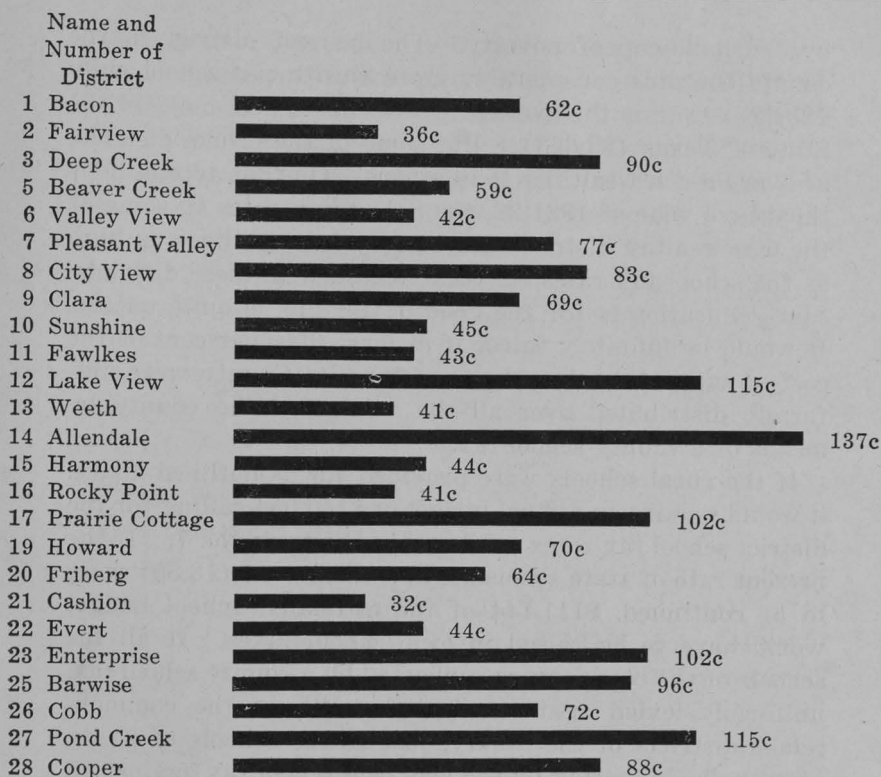


DIAGRAM NO. 7: Tax Rates Necessary for the Adequate Maintenance of the Rural Schools of Wichita County. taxes. This works undue hardships on the poorer districts.

people to turn loose on the rest of the country. It is not right for a school district that happens to have an oil tank farm, a mine, an oil field, a railroad or any other form of wealth not produced by its own efforts to have the exclusive right of taxing such wealth for local educational support. So long as this condition holds, and it does hold in a great many counties of Texas, good schools and poor schools will continue to exist side by side in many of the rural portions of the State.

Wichita County is very fortunate, inasmuch as there is not a single school district in it that is hopelessly held down

by the handicap of poverty. The poorest district in the county contains considerably more wealth per school child (\$3,627) than is the average wealth per school child in the State of Texas (\$2,663). But some of the school districts are very much wealthier than others. On that account, for the school year of 1921-22, the School tax rates in some of the less wealthy districts are exactly twenty times as high as the school tax rates for some of the wealthiest districts. Since education is for the good of all, this is quite unjust. It would be infinitely fairer if at least fifty per cent of the cost of supporting the schools of Wichita County were uniformly distributed over all the wealth of the county by means of a county school tax.

If the rural schools were provided for as outlined above, it would require an annual budget of \$140,054 calling for the district school tax rates exhibited in Diagram No. 7. If the present rate of state scholastic apportionment (13.50) were to be continued, \$111,144 of the estimated school budget would have to be raised in local school taxes. If all the schools of the county were supported by a county school tax, uniformly levied against all the wealth of the common-school districts of the county, just as the schools of a city are usually supported by the levy of a school tax against all the wealth of the city, it would require a tax rate of only 52.1c on the \$100 to raise the necessary \$111,144. This is much less than the rates of levies for school purposes in most of the cities of Texas. Would not the county system of school management and support be much better for the rural schools of Wichita County than the present system of district management and support?

THE FAIRVIEW DISTRICT

The Fairview District is in the heart of one of the richest oil-producing areas of Wichita County. It is the wealthiest and the most populous rural school district in the county. It has \$9,942,600 of taxable wealth and 735 children of free school age.

This district was run over by an avalanche of people and oil excitement four years ago. Temporary buildings for residences, rooming houses, restaurants, and for school purposes speedily followed in the wake of the rush. Now the excitement has passed and the people are demanding that the schools of the community be re-organized for the purpose of giving high school advantages.

At present the district has five schools, employing a total of 20 teachers. Its principal educational needs are the establishment of a centrally located high school, and the remodeling and improving of some of the temporary buildings, that will continue to be used for elementary school purposes.

Since the field work of this survey was done, the community has taken action on its need for a high school. The new high school will be located near the district's center of population and all the students above the sixth grade will be transported to it in automobile trucks. The principal of the new high-school is to be superintendent of all the schools in the district. The district is to pay him a salary of \$2,600, furnish him a car for the necessary supervising work of the schools and provide him with a home to live in.

This is exactly the sort of school re-organization that this district most needs. Under the old system three of the schools have been trying to do a little high school work and none of them could do it satisfactorily. With the new central high school, all of the requirements for high school work can be creditably met. There will be more teachers for the high school subjects, more students of high school age, better equipment, and a finer school atmosphere than was possible under the old system. The school districts of Barwise, Enterprise and County Line might do well to watch the Fairview central high school with interest, for there is little doubt that the high school facilities for these three prosperous farming districts could be greatly improved by consolidation and transportation for high school purposes.

The Fairview district should have one of the best rural high schools west of the Mississippi River. It is peculiarly

blessed with funds for its support. The wealth per school child amounts to \$13,526. This is a little more than twice the amount of wealth per school child in the City of Wichita Falls and more than five times the average amount of wealth per school child throughout the state of Texas. Indeed, the wealth of the district is so great that on the present low rate of county assessment a tax of only 36c per \$100 would support a system of schools comparable in equipment and teaching staff with the excellent system of schools in Wichita Falls

SCHOOL ATTENDANCE

As the annual report of the County Superintendent is not yet available for the school year of 1921-22, we shall have to look to the report for the previous year for light on the subjects of school enrollment and school attendance. Out of a scholastic enumeration of 2319, there were 1767 pupils enrolled in school during the school year of 1920-21. The average length of school term was 151 days, with an average of 961 pupils in actual attendance each day that school was in session.

An average of 54.4 per cent of the 1767 pupils enrolled were in actual attendance each day that school was open. This is a very low average attendance. It is especially low for a homogeneous, English-speaking community. The unsettled condition in the oil fields was the chief cause for irregular school attendance from 1918 to 1921. For one who has never lived and worker in the midst of a booming oil field, it is quite impossible to conceive of all the factors that interfere with school work and school attendance. With the improvement of the oil field conditions, there is every reason to believe that school attendance for the school year 1921-22 will be much better than for any previous year, since the discovery of oil in Wichita County.

THE COURSE OF STUDY

The ages and grades of the pupils were obtained from thirty-one of the rural schools of Wichita County, enrolling

2012 pupils. The number of pupils studying each of the subjects taught in these schools is shown in Table No. 3. The high school subjects show a total enrollment of 660 and the elementary subjects a total of 9,814. It is interesting to note the heavy enrollments in the subjects of reading, writing, arithmetic and spelling. There were 85.1 per cent studying reading; 78.8 per cent, writing; 72.6 per cent, arithmetic; and 77.5 per cent, spelling.

TABLE III

This Table Shows the Number of Pupils Studying Each Subject Taught in the Rural Schools of Wichita County and the Percentage That the Number of Pupils Studying Each Subject is of the Total School Enrollment

Subject	No. of Pupils	Per Cent
Reading	1713	85.1
Writing	1586	78.8
Arithmetic	1471	72.6
Spelling	1561	77.5
English Grammar	483	24.
Oral and Written English.....	708	35.2
Texas History	39	1.9
U. S. History.....	701	34.8
Civics	138	6.8
Physiology and Hygiene.....	370	17.9
Physical Geography	71	3.5
Descriptive Geography	653	32.4
Nature Study	185	8.1
Agriculture	75	3.7
Drawing	60	2.9

High School Subjects

Algebra	150	7.4
Plane Geometry	27	1.3
American History	17	.8
English History	10	.5
Other History Courses.....	150	7.4
Civics and Government.....	30	1.5
English Composition and Rhetoric....	191	9.5
Latin	20	1.
Agriculture	40	2.
American Literature	3	.1
Advanced Physiology	16	.8
Typewriting	6	.3

At their present stage of development, the burden of the work of the rural schools of this county lies in the lower elementary grades. This is one of the significant facts that should be borne in mind by the supervisor and the curriculum maker of these schools. It emphasizes once more the need for a supervisor of instruction, working full time with the teachers of the lower elementary grades in the county. It should be one of the governing forces in the selection of books for the school libraries and in the employment of most of the teachers. The county needs a corps of teachers that have had special professional training for the work of instruction in the primary and elementary grades.

Rural high schools can never be satisfactorily developed until the elementary grades are properly cared for. It is in the elementary grades that children must master the fundamental tools of knowledge. The big immediate service to be performed by the course of study and the rural schools through which it is administered in Wichita County is the service of elementary education.

Table No. 3 shows the very small per cent of the students in the rural schools of Wichita County pursuing the high school branches. The two chief reasons for this are: (1) The inferiority of the elementary schools; (2) the scarcity of consolidated rural high schools. In the rural schools, the high school enrollment constitutes 9.6 per cent of the total enrollment while in the city of Wichita Falls it constitutes 18.8 per cent of the total enrollment.

The question was raised that possibly a great many of the boys and girls went to the town high schools. But upon investigation it was found that only 55 students in the town high schools at Wichita Falls, Electra, Burkburnett and Iowa Park were from the country. Part of these students boarded in town and part of them came from home. They constitute 2.2 per cent of the total rural scholastic population of the county. If our country children have high school education, the high schools must be carried to them. Wichita County needs more good rural consolidated high schools.

COMMUNITY ACTIVITIES

(a) *The Schools and Churches as Centers of Social Contact.* The churches and the schools with their allied activities furnish about the only opportunities for community gatherings in the rural districts of Wichita County. Fifty per cent of the school principals from whom information was obtained reported one or more church organizations and church centers in their communities. The other fifty per cent reported that there were no church centers in their respective school communities. However, this does not mean that fifty per cent of the rural people of the county are without church opportunities, for the boundaries of church communities and school communities do not always coincide. There is usually more or less overlapping. From the data available, the indications are that, in Wichita County, the areas of the church communities are larger than the areas of the school communities.

With the advent of the automobile and the improvement of the public highways, the radii of influence of the churches in the town and city centers of Electra, Iowa Park, Burkburnett, and Wichita Falls have been greatly extended. This is beset with advantages and with disadvantages. In most respects it is, no doubt, best for those who own cars and can drive to town to church on Sunday mornings. But for the less fortunate ones who are left behind, it often works a hardship in that it leaves them stranded, as it were, in an "un-churched" environment.

Questionnaires, returned by the school principals, indicate that less than 40 per cent of the total rural population attend church regularly in the country. What portion of the remaining 60 per cent attends church in town and what portion of it does not attend church at all can not be ascertained from the data now in hand. But the fact remains that as long as we have a rural population there will be a need for a rural church and its allied activities. More than that, it should be a rural-minded church. The thirty churches, the twenty-five Sunday schools, the five Epworth

Leagues, the thirty-five literary schools and the nine literary societies make up the list of regularly constituted opportunities, discovered in the course of this survey in Wichita County whereby the people in the rural districts might touch elbows in social contact.

The dearth of social opportunity in the country makes it all the more imperative that the rural churches and the rural schools of the future function as community social centers, as well as centers of religious and educational activity. The rural preacher of the future must be more than a spiritual adviser and the rural teacher must be more than an academic instructor. They must be the social and recreational leaders of the people they serve. They must have training in sociology and leadership as well as in theology and general scholarship. Modern community relationships have become such that neither the rural church nor the rural school can meet with the fullest success, until they are taken over by a new type of community leader.

The lack of social and recreational opportunities took the lead among the reasons given by students in school why they did not intend to remain in the country to live. The following are typical of some of the reasons given: "modern conveniences and more amusements in town;" "too much monotony in the country"; "better social and educational opportunities in town."

If we are going to have a rural civilization, in harmony with the best American ideals, there must be provided better opportunities for culture and contentment among our farming classes.

(b) *Interscholastic Activities.* The fact that the basketball team from Clara defeated all the town and city teams and won the championship for the Interscholastic League district, consisting of nine counties, demonstrates what country boys can do in athletics, when they receive proper encouragement and direction. Few things can fill a rural school fuller of pride than the victories of its champions in athletics, debate, and declamation. But a thing much greater and more valuable than the victory is the

contest itself. Not every athletic team can pile up a high score, nor can every debating team win the decision of the judges; but the stimulus and the value of the contest is there for all the participants. It is quite as valuable to know how to lose as it is to know how to win. Would it not be well for every rural school in Wichita County to enter as many of the interscholastic athletic and intellectual contests as possible this next ensuing year?

(c) *The Peace-Time Work of the Red Cross in the Rural Schools.* There are two Red Cross nurses employed in Wichita County. Besides their work in the bed-side care of the sick, nursing visits, infant welfare, and the like, they have rendered a great service to both the urban and the rural schools. During the last four months of the year 1921, they made health examinations for 7,015 school children. Each child was weighed and measured and had its eyes tested and its teeth, tonsils, ears, eyelids, and skin examined. A free dental clinic was established in the Red Cross rooms in the Court House at Wichita Falls. This was for children having bad teeth, whose parents were not financially able to have them treated. For this work the dentists of the city gave certain hours of their time free at the Red Cross clinic, upon appointed days during the week.

The health examinations of school children by the Red Cross nurses had not been extended to all of the rural schools of the county at the time this survey was made. However, twenty of the thirty-five rural schools of the county had been reached and corrections made as follows: vision, 15 cases; teeth, 188 cases; tonsils, 102 cases; adenoids, 25 cases.

Comparative health statistics can not be obtained for the country and city children of Wichita County at this time. However, contrary to popular belief, it is a well-established fact that country children are, on the average, much less healthy than city children. For that reason, the work of the public health nurse should be more generally extended to the rural schools and the rural homes of Texas. There are too many children falling behind in their studies at

school and being characterized as "dull," "not very smart," etc., all because of adenoids, bad tonsils, carious teeth and other minor physical defects that could be corrected very easily by a proper system of health supervision in our schools.

(d) *The Parent-Teacher Associations.* It yet remains for the Parent-Teacher Association to be organized and developed in the rural districts of Wichita County, as it is in the rural districts of some other counties of the state. There were only four parent-teacher organizations in the county at the time this survey was made.

CONCLUSIONS AND RECOMMENDATIONS

(a) *As to Supervision.* A first-class city system of schools has expert supervisors to direct the instruction in special subjects. There is the supervisor of reading, the supervisor of drawing, the supervisor of music, the supervisor of writing, etc. Each of these supervisors has a special work to do. For instance, it is the duty of the supervisor of reading to see that the quality of instruction given by every teacher of reading in the city school system comes up to certain standard requirements. If there be one or more teachers failing to obtain standard results in their work, it is the duty of the supervisor to find out where in these teachers are failing and help them to make the necessary corrections. City school systems employ such supervisors, because they think they are good educational investments.

County superintendents and city superintendents can not look after the supervising and directing of classroom instruction and attend to all the other duties of their respective offices. In Wichita County 65 per cent of all the pupils enrolled in the rural schools are below the fifth grade and 90.4 per cent are below the high-school grades. In the opinion of the author of this survey, a full-time supervisor of elementary instruction would be one of the best educational investments the rural schools of Wichita County could make.

(b) *As to Health.* The health work being done in the rural schools by the Red Cross should be continued and should be given the fullest possible support by school officials, teachers, patrons and pupils.

(c) *As to Teachers.* There should be the very closest co-operation between the school trustees and the county superintendent in the selection and the placement of new are new in the profession, those who are new in the county, teachers. New teachers fall into three classes: those who and those who are new in the school district. It was found in this survey that 73 per cent of the rural teachers of Wichita County are women whose median age is 22.9 years with a median teaching experience of only 1.9 years. This is the youngest median age and the smallest amount of actual teaching experience for the women teachers found in any of the twelve Texas counties where similar investigations have been made. Could not the rural schools of the county be improved by the employment of fewer young, inexperienced teachers, who are the holders of second grade certificates? This year 42 per cent of the women teachers and 12 per cent of the men teachers in the rural schools of Wichita County are the holders of second grade teachers certificates.

(c) *As to Consolidation and Transportation.* The Cooper district is transporting all the pupils above the sixth grade in an automobile truck to Wichita Falls, The five schools in the Fairview district have recently consolidated for high school purposes providing for the transportation of all pupils above the sixth grade to the central high school. There are other districts in the county that might do well to profit by the examples the Fairview and Cooper districts have set.

The Pleasant Valley school on the paved road four miles from Iowa Park might do well to consider the idea of transportation to Iowa Park. In like manner, the Fawlkes school could easily go to Electra.

The Harmony district has no school. It is adjacent to Iowa Park and its twenty-three children of free school age go to Iowa Park to school. Harmony has a 15-cent school

tax and Iowa Park has a 75 cent school tax. Consolidation would equalize the burden of taxation throughout these two districts.

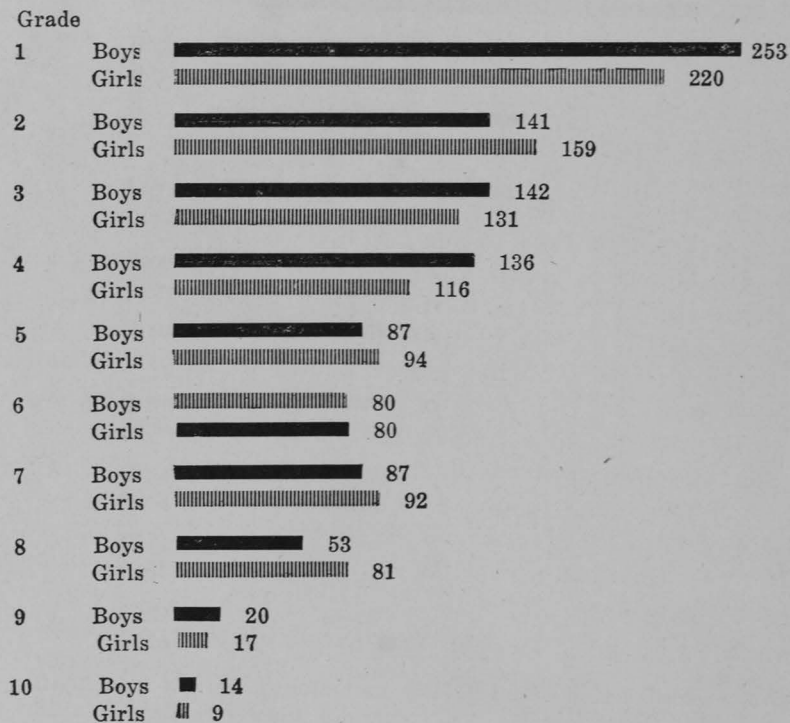


DIAGRAM NO. 8: Distribution of 2012 Pupils in the Grades of the Rural Schools of Wichita County.

PART II

RESULTS FROM STANDARD TESTS

By C. T. GRAY, *Associate Professor of the Philosophy of Education*

It is the purpose of this part of the survey to set forth the results obtained by giving two standard tests to the children of the county under consideration. The aim of this work is to determine the proficiency of the pupils in those subjects of the curriculum with which the tests are concerned, and to determine to what extent such results are due to the conditions shown in Part I of the report. The tests under consideration are the Courtis Arithmetic Test, Series B, and the Monroe Silent Reading Test, Form I, Revised Edition. Both of these tests have been used extensively in all parts of the country, and therefore only a brief description need be given of them. The Courtis Test has to do with the four fundamental processes in Arithmetic, and takes into consideration both the rate and accuracy with which the work is done. The Monroe Reading Test is concerned with silent reading ability and gives the child credit for both the rate at which he works and the ability which he exhibits in comprehension.

The reason for the selection of tests of these types is apparent. The fundamentals in Arithmetic and silent reading are among the minimum essentials of the course of study for country schools. It may be true that the country schools as found in this county can not give their pupils all the advantages which might be desired, but certainly if such schools are to do anything for their pupils, they should teach the four fundamental processes in Arithmetic and should see that the children have the ability to read. That the rural communities take much the same point of view in this matter is shown by the fact that nearly all the pupils enrolled

in the rural schools of this county were studying both reading and arithmetic.

Results are to be shown from nineteen rural schools. Of these schools twelve were visited by the writer and County Superintendent Bryant during the week of January 23 to 27. The tests were all given by the writer. Later Mr. Bryant visited the seven other rural schools of the county and gave the same tests. This plan made it necessary to give the tests on different days and at different hours of the day.

Results for the Arithmetic tests are seen in Tables IV and V. The data in this subject show the schools to be so far below standards that one is forced to the conclusion that some fundamental cause is operating to produce such results.

School Conditions. It has been pointed out that some of the teachers worked under very poor conditions, in that some of the buildings were very poor from every standpoint. However, this does not seem to be a contributing cause, since a comparison of individual schools as seen in Table V shows but little difference in the results of the tests between those schools with the best buildings and equipment, and those with the poorest. This point is also borne out by the personal observations made by the writer upon the teaching and discipline in the different schools.

Experience and Training of the Teaching Staff. Attention has already been called to the fact that there were many teachers with little training and experience, employed in this county. While this fact must be a contributing cause in the situation at hand, yet it is not the only cause,

TABLE IV
Median Scores of Courtis Standard Research Tests for Wichita County, Texas, Compared With Standard Scores

	ADDITION			
Grades	IV	V	VI	VII
Standards in Rate.....	6	8	10	11
Wichita County	5.1	6.6	7.7	7.1
Standard in Accuracy.....	64	70	73	75
Wichita County	34.5	39.3	46.6	45

SUBTRACTION

Grades	IV	V	VI	VII
Standards in Rate.....	7	9	11	12
Wichita County	4.5	6.6	8.3	8.6
Standards in Accuracy.....	80	83	85	86
Wichita County	30.6	43.4	51.7	63.9

MULTIPLICATION

Grades	IV	V	VI	VII
Standards in Rate.....	6	8	9	10
Wichita County	4	5.1	7.1	7.3
Standards in Accuracy.....	67	75	78	80
Wichita County	30.6	29.5	46.6	51.7

DIVISION

Grades	IV	V	VI	VII
Standards in Rate.....	4	6	8	10
Wichita County	1.8	4.3	4.9	6
Standards in Accuracy.....	57	77	87	90
Wichita County	26.8	39.3	53.9	56

TABLE V

**Median Scores in Courtis Standard Research Tests for Fourth Grade,
Wichita County, Texas, Compared With Standard Scores**

Name of School	Addition		Subtraction		Multiplication		Division	
	Rate	Accuracy	Rate	Accuracy	Rate	Accuracy	Rate	Accuracy
Standard	6	64	7	80	6	67	4	57
Barwise	6.2	42	5.8	25	0	0	0	0
Cashion	5.5	39	4.4	57	3.3	46	2.6	46
City View.....	5	55	5.5	33.3	3.5	33.3	1.7	33.3
Clara 1.....	6	33	7.1	43	3.5	30	0	0
County Line....	5.5	28	3.8	28	3.8	45	0	25
Enterprise	6.3	35	5.3	25	2.8	35	1.9	25
Evert	5.3	37.5	6.5	25	3.5	37.5	4.5	25
Fairview 1	4.9	31	5.6	31	1	27	3.3	33
Fairview 2	4.5	33	4.5	60	4.5	50	2.5	33
Fairview 3	3.5	25	4.5	25	0	0	1	0
Fairview 4	4.6	30.1	4.4	33.6	2.95	37.1	0	26.9
Fairview 5	5.9	35.4	4.1	32.7	1.4	26.6	1.2	28.3
Friberg	4.5	35	3	25	0	0	0	0
Howard 1	4	37.5	5	37.5	0	0	0	0
Howard 2	5	25	6	50	2.5	37.5	1	25
Lakeview	5.5	25	3.5	37.5	0	25	0	0
Pond Creek	4	60	4	25	1.5	0	1	0

since the results for nearly all the schools in which tests were given are on about the same level. In other words, the results were about the same in those schools where the trained and experienced teachers were as in those schools where the teachers lacked training and experience.

This cannot be construed as an argument against training and experience. It only shows that successful teaching depends upon aims and purposes. To be more specific, it means that few, if any, of these teachers had as a definite and specific aim the teaching of rapid and accurate calculations in the four fundamentals of arithmetic. It makes no difference how well trained a teacher may be, if the purposes just enumerated are not held in mind there is no chance that her pupils will succeed in such work. It should also be emphasized that a teacher gets such aims and purposes in professional courses and not in subject matter courses. Such aims and purposes are very often not given until late in the professional course, so that students who have had only high school work or have had only one year in a higher institution do not come in contact with such work.

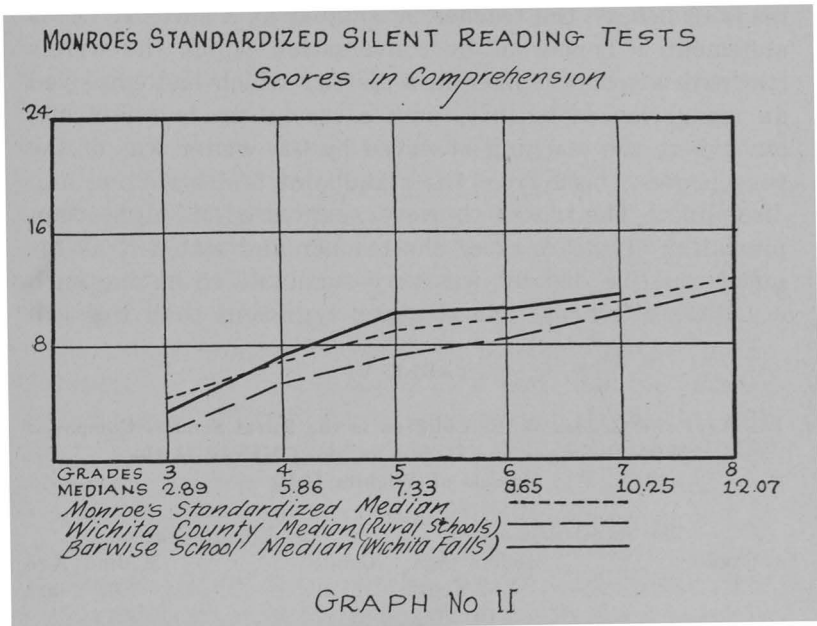
The solution of this problem for this county seems to lie in the employment of expert supervision. This county has plenty of money to employ expert supervisors, who could spend all their time improving the instruction in the schools of the county. In other words, if some of those things which are highly essential to good teaching are to become a part of the equipment of most of the teachers of the rural schools, they must come to these teachers by means of expert supervision. Even advanced training in higher institutions is no substitute for this work.

The results for the reading tests are to be seen in Graphs I and II. The situation in this subject is very different from that in arithmetic. These data show that the rural schools are near Monroe's standards in rate and that they compare very favorably in the same respect with the schools of Wichita Falls. The showing in comprehension is not so good. The children need training in careful methods of getting meaning from the material which they read. This

contrast between the results for the reading tests and the arithmetic tests is difficult to explain. It may be that the teachers of the county are teaching reading in such a way that the children become efficient in it. If this be true, they should receive credit for it. However, according to the information of the writer, the methods of teaching reading in this county are for the most part only those which emphasize oral reading. In view of this it may be well to offer another explanation. The first part of the report emphasized that many of the citizens of this county are well established on farms which they own. In many cases they are people of fair education who have come from other states where there is a high appreciation of education. They are a type of people who would be expected to read a considerable amount and to have reading material in their homes. With these conditions, it is perfectly possible that the children develop the silent reading habit at home, while they are being taught oral reading at school. One point which confirms this statement is that the children of this county are much more near the standard in rate than in comprehension. In dealing with individual children the author has found that those children who are left to their own devices in developing silent reading often develop speed at the expense of comprehension. The school too often emphasizes comprehension at the expense of rate. Whatever the explanation of the situation there is found here a strong argument for expert supervision. This county could easily afford to give its superintendent high grade supervisors, whose business it would be to work out and understand such problems as this one in reading, so that the teaching of this subject could be placed upon an efficient basis.

The Work of the Rural Schools Compared with the Work of the Schools of Wichita Falls. In Graphs I and II the results for the reading test given in the rural schools are compared with the results for the same subject in one of the schools in Wichita Falls. These graphs show clearly that work done in the rural schools does not compare favorably with the work done in the city of Wichita Falls.

community has to spend upon its schools. But the results of the Wichita County school survey demonstrate very clearly that money alone does not make a school system. In some of the rural districts of this county there is a much greater concentration of wealth than in the city of Wichita Falls. In fact the average per capita wealth of the county outside of the cities is greater than the average per capita of wealth of any town or city located in it. The inferiority of the country schools as compared with the schools of Wichita Falls can not be attributed to a lack of ability to finance the country schools properly.



The difference between the schools of the country and the schools of the city in this county is essentially a difference in the manner of school administration. Wichita Falls, as any other city of its size, has a professional superintendent who is charged with the administration of the schools. He is responsible for the selection and placement of the teachers and supervisors. Through training and experience he has learned to know good teaching when he see it, and

to know the elements of good training for the pupils. On the other hand, the schools of each rural district are administered by a local school board. The members of these school boards are often the most progressive in the community, but they have no professional basis upon which to make a judgment concerning school affairs. As a result, a high grade of professional training is usually a small factor in determining the fitness of a teacher by these school boards.

The principal element of success of the teacher, as viewed by some of these officials, is discipline. If the children are made to behave the teacher is counted as a success. This statement is borne out by conversation which the writer had with a school trustee in a district which had employed an inexperienced teacher, with a second grade certificate, and where the teaching observed by the writer was of the very poorest, both from the standpoint of instruction and discipline. The trustee, however, expressed his highest appreciation of the work of the teacher and stated it as his belief that the district was very fortunate in having such a successful school. No stronger argument than this can

TABLE VI

The Ages and Grades of the Children in the Rural Schools Compared
With the Ages and Grades of the Children in the
Schools of Wichita Falls

The Rural Schools		Wichita Falls	
Grade	Median Age	Grade	Median Age
1	7.52 Years	1	7.69 Years
2	8.10 "	2	8.77 "
3	8.97 "	3	9.37 "
4	10.52 "	4	10.73 "
5	11.52 "	5	11.70 "
6	12.31 "	6	12.87 "
7	13.45 "	7	13.61 "
8	14.51 "	8	14.72 "
9	15.31 "	9	15.72 "
10	16.60 "	10	16.38 "
.....		11	17.12 "

be found for the county unit of organization, which has at its head and charged with its administration a professional county superintendent equipped with both training and experience.

A Comparison of the Ages and Grades of the Children in the Country Schools With the Ages and Grades of the Children in the Schools of Wichita Falls. Table VI gives a comparison of the ages and grades of the children of the rural schools with the ages and grades of the children of the schools in Wichita Falls. In this table, 2012 rural school children are compared with 5575 children of Wichita Falls. It is interesting to note that the median ages for the children in the first nine grades of the country schools are younger than the median ages for the children in the corresponding grades of the schools of Wichita Falls. What does this mean? There are three possible answers to the question: (1) That the country children enter school at a younger age than the city children and get ahead of them, as it were, in the very beginning of their school career; (2) Loose, irregular promotions in the country school; (3) Greater efficiency in the country schools than in the city schools.

Let us now examine these three possible answers to the question. In the first place, it is a fact that the country children enter school at an earlier age than do the city children. During the school year of 1921-22, in the rural schools of Wichita County, there were 313 children who entered school for the first time at the median age of 7.22 years, while 629 children in Wichita Falls entered school for the first time at the median age of 7.54 years. This readily explains why the children of the first grade in the country schools are younger than the children of the first grade in the city schools. But the real problem is: *Why do the children in the upper grades of the rural schools, in spite of the handicap of short school terms, poor school equipment, young and inexperienced teachers, irregular school attendance, etc., continue to show a younger age than the children of the corresponding grades of the city schools?*

Possibly the best answer to this question is given in Graphs I and II of this bulletin. For example, the children of the fifth grade in the country schools (Graphs I and II) do not read as well as the children of the fourth grade in the Barwise school of Wichita Falls. Completing a grade in the country schools does not stand for the amount of achievement that completing the same grade does in the city schools. Consequently, the children in the country schools are passed over grades and promoted to the grades next above at earlier ages than is true for the corresponding grades in the city.

APPENDIX

The following forms were used in securing information regarding the schools of the County. In addition, data were secured from the office of the county superintendent, the office of the county tax Assessor and the federal census for 1920. Personal visitation by a representative of the Bureau of Extension was made to practically all of the schools in the County.

QUESTIONNAIRE TO TRUSTEES

Educational Survey of the Rural Schools of-----

County

Please fill in the information called for by these questions, and return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention.

County Superintendent of Schools.

Name of school-----

Name of trustee-----Postoffice-----

1. How many years have you resided in the district?-----
2. How many years have you served as school trustee?-----
3. How long have you served as trustee of this school?-----
4. Were you appointed by the county superintendent, or were you duly elected at the last regular election for school trustees?-----
5. Do you require the teachers to give you an inventory of the school property, library books, globes, charts, etc., at the end of each school year? -----
6. Do you always ask the advice of the county superintendent before making school improvements or purchasing school supplies?-----
7. Do you ever purchase school supplies from agents without first consulting the county superintendent as to prices, quality, etc?-----
8. Do you confer with the county superintendent before employing a new teacher?-----
9. If in need of a new teacher, how do you go about finding one?---
10. Does your school offer instruction in the high-school subjects?-----
-----If not, what provision is made for high-school advantages for the children of your district?-----
11. Has school consolidation been considered in your district?-----
-----If so, what was the outcome of it?-----
12. Name in the order of their importance, as you see them, three of the greatest needs of your school:
(1) -----
(2) -----
(3) -----

QUESTIONNAIRE TO SCHOOL PRINCIPALS

Educational Survey of the Rural Schools of-----County

Please fill in the information called for by these questionnaires and return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

County Superintendent of Schools.

Name of school-----Number of district-----

Name of principal-----Postoffice-----

COMMUNITY RELATIONSHIPS

1. How many teachers in your school?-----
2. How many children of free-school age were enumerated for your school district by the last scholastic census?-----
3. How many have actually been enrolled in school this year?

4. How many families do the children come from?-----

5. A social center is a place where people meet for recreation or merely to pass the time away. The place of meeting may be a club, a barbershop, drugstore, postoffice, or some other place. Name the congregating places of your community in the order of their popularity

6. What per cent of the young people of your community go to town for their recreation?-----Why?-----

7. What per cent of your students above fifteen years of age intend to remain in the country and on the farm to live?-----
Why? -----
What per cent intend to go to the cities and towns to live?-----
Why? -----

8. Do you have organized athletics in your school?-----
Basketball?----- Baseball?----- Tennis?-----
Other athletic sports?-----

9. Does your community have any of the following activities for social and cultural betterment: Choral club?-----Male or mixed quartette?-----Orchestra?-----Literary society?-----
Reading circle?-----Story-tellers' league?-----
Victrola concerts?-----Other activities? -----

10. Check the following conveniences for public meetings at your schoolhouse: Auditorium?-----Classrooms with folding or sliding doors?-----Movable seats?-----Victrola?-----Piano?-----Stereopticon?-----Motion picture machine?-----Other conveniences? -----

11. How many churches in your community?-----How many church services per month?-----What per cent of the people attend?-----How many church societies such as Epworth League, etc.?-----How often do they meet?-----How many Sunday-school services per month?-----

12. Does your community have any of the following business organizations: Farm bureau?-----Breeder's association?-----Farmers' union?-----Sweet potato curing plant?-----Other farm or business organizations?-----

13. Do you co-operate with Farm and Home Demonstration Agents?-----Does your school have the services of a county health nurse? -----

14. Have you an organized Parent-Teacher Association?-----Is it active?-----If not, why not?-----

15. Has your school held a community fair?-----Has it taken any interest in the county fair?-----

GROUND, BUILDINGS, AND EQUIPMENT

A. GROUND:

1. *Playground:* Area in acres?-----Neatly fenced?-----Fence in good repair?-----Shade trees?-----Places for eating lunches?-----Provisions for play: Tennis courts?-----Basketball court?-----Baseball diamond?-----Swings?-----Horizontal bars?-----Flag pole?-----Sand pile?-----Other play equipment?-----

Drainage: Good?-----Fair?-----Poor?-----Walks: Material?-----When built?-----

2. *Out Houses:* Boys' and girls' toilets at least 50 yards apart?-----Fly-proof and sanitary?-----How often cleaned?-----Marked and defaced?-----Shed for driving-stock used by pupils coming to school?-----

3. *Water Supply:* Well?-----Cistern?-----Spring?-----Pump in well?-----Method of distributing water: Bubbling fountains?-----Fountains in good working order?-----Hydrants and individual cups?-----Individual cups and common bucket?-----Common cups and common bucket?

B. BUILDINGS:

1. *Material:* Brick?-----Stone?-----Stucco?-----
 Wood?-----Number of rooms?-----

2. *Condition:* Good?-----Fair?-----Poor?-----
 When last painted?-----

Window panes missing?-----Clean?-----

Number of classrooms?-----Halls?-----

Storeroom?-----Condition?-----

Auditorium: Size?-----Folding doors opening
 classrooms together?-----How seated?-----

How lighted?-----Piano?-----

3. *Heating:* Unjacketed stove?-----Jacketed stove?-----

Jacketed stove properly installed and in perfect working condition?

-----Stove polished?-----No disfiguring marks?-----

4. *Lighting:* Windows properly grouped and seats arranged so
 light does not come directly into pupils' eyes?-----

Window space equal to one-sixth of floor space?-----No cross
 lighting?-----Adjustable window shades?-----From top-----

5. *Ventilation:* Jacketed stove with outside air intake?-----

Ventilation by windows and doors only?-----

6. *Cleanliness and General Order:* Clean floors?-----

Sweeping compound?-----Floors oiled?-----Scrubbed

how often?-----Swept how often?-----

When?-----By whom?-----

Rough and splintery?-----Clean walls and clean furniture?

-----Dustless chalk?-----Oiled dust cloth?-----

Erasers and chalk-rail clean?-----Lavatory?-----

Liquid soap in glass bulb?-----Wash basin?-----

Individual towels?-----Mirror?-----Clean sanitary

shelves for lunch baskets?-----Equipment for serving hot

lunches?-----Scales, charts, and other necessary equipment for

weighing and measuring children?-----Shoe scrapers or mats

at door?-----

7. *Interior Decorations:* Pleasing interior?-----Clean paper

on walls or walls properly tinted?-----Pictures?-----

Pot plants or window boxes?-----

C. EQUIPMENT:

1. *General:* Single desks of three sizes and all desks in each row
 of the same size?-----Adjustable?-----How often adjusted?

-----Number of pupils improperly seated?-----

Teacher's desk and chair?-----Desk?-----Neatly kept?

-----Maps?-----Globe?-----Charts?-----

Twenty-five linear feet of slate or hyloplate blackboard with chalk

rail in each room?-----Proper distance from floor

to suit pupils?-----

Number of boys who entered school for the first time this year:
 Five years old?-----Six?-----Seven?-----Eight?
 -----Nine?-----

Number of girls who entered school for the first time this year:
 Five years old?-----Six?-----Seven?-----Eight?
 -----Nine?-----

Instructions: Starting at the top of the table, after you have found out the ages of all the boys in the first grade, put the proper numbers in the blocks along the horizontal line marked "Boys." For instance, if there are two boys five years old, put the figure 2 in the block directly under 5. If there are four boys six years of age in the first grade, put the figure 4 directly under 6, and so on. Do the same thing for the girls.

Please put the correct totals, both at the bottom and to the right, and see that they balance.

OBSERVATIONS OF SURVEYOR

1. *General orderliness and neatness of room:* Floors?-----
 Pupils' desks?-----Teacher's desk?-----Blackboards?
 -----Cloakrooms?-----Adjustment of window shades?
 -----Condition of stove?-----

2. *Heating and ventilation:* Impression as to temperature of room?-----
 Air fresh and cool, or stuffy and hot?-----
 How is ventilation effected?-----

3. *General appearance of teacher:* Neat and orderly?-----
 Careless and slovenly?-----

4. *Pupils:* General bearing?-----Neat?-----
 Slovenly and unclean?-----Per cent giving attention effectively to business?-----
 Attitude towards teacher and school?-----
 Attitude towards visitors?-----

5. *Class Work:* Number of classes per day?-----Was teacher skillful in getting work out of pupils?-----
 Were the recitations bookish and formal or did they exhibit initiative and independence of thought?-----
 Evidence of teacher's preparation for the lesson?-----
 Evidence of use of library books or other outside reading material?-----
 Questions confined to textbook?-----
 Did teacher show evidence of wide reading and rich experience?-----
 Were examples and illustrations taken from the daily life and experiences of the pupils?-----
 Does teacher live in the community?-----
 Spend week-ends in community?-----
 Leader in community affairs?-----

QUESTIONNAIRE CALLING FOR INFORMATION FROM TRUSTEES

Educational Survey of the Rural Schools of-----County.

Please fill in the information called for by these questions, and

return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

County Superintendent of Schools.

Name of school-----

Name of trustee-----Postoffice-----

1. How many years have you resided in the district?-----
2. How many years have you served as school trustee?-----
3. How long have you served as trustee of this school?-----
4. Were you appointed by the county superintendent, or were you duly elected at the last regular election for school trustees?-----

5. Do you require the teachers to give you an inventory of the school property, library books, globes, charts, etc., at the end of each school year?-----

6. Do you always ask the advice of the county superintendent before making school improvements or purchasing school supplies?-----

7. Do you ever purchase school supplies from agents without first consulting the county superintendent as to prices, quality, etc.?-----

8. Do you confer with the county superintendent before employing a new teacher?-----

9. If in need of a new teacher, how do you go about finding one?-----

10. Does your school offer instruction in the high-school subjects?-----
-----If not, what provision is made for high-school advantages for the children of your district?-----

11. Has school consolidation been considered in your district?-----
If so, what was the outcome of it?-----

12. Name in the order of their importance, as you see them, three of the greatest needs of your school:

- (1) -----
- (2) -----
- (3) -----

QUESTIONNAIRE CALLING FOR PERSONAL INFORMATION FROM TEACHERS

Educational Survey of the Rural Schools of-----County

Please fill in the information called for by these questionnaires and return to the County Superintendent's office as promptly as possible.

In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

County Superintendent of Schools.

Name of school-----
Name of teacher-----Postoffice-----

TEACHERS

Biographical Facts:

1. Sex-----Date of birth-----Place of birth-----
2. Were you brought up in city, village, or open country?

3. Occupation of your father (or guardian) during your school days -----
4. Are you married or single?-----

Economic Status:

1. Give your present monthly salary for teaching?-----
2. For how many months in the year are you employed?-----
3. How did you spend the major portion of your last summer vacation? -----
4. State the approximate amount of money earned outside of your teaching salary the past year?-----
5. Total amount saved or invested during the year?-----
6. Number of persons entirely dependent upon you for support?

7. Number of persons partially dependent upon you for support?

Social and Living Conditions:

1. Do you live with your parents while teaching?-----
2. Do you board?-----Live in teacher's home?-----
Or maintain an independent household?-----
3. Approximate average living expenses per month (including board, room, laundry, transportation, etc.)?-----
4. How far is your boarding place from school?-----
5. Have you a room to yourself at your boarding place?-----
6. Is your room heated in winter?-----
7. Are you free to entertain callers or guests in the family living room or parlor?-----
8. What facilities have you for getting to town to shop, etc.?-----
9. To what extent do you stay at your boarding place over the week-ends? -----

Education and Professional Preparation:

1. How many years did you attend the elementary schools?-----
2. How many years did you attend high school?-----
3. How many years did you attend normal school?-----
4. How many years did you attend college?-----
5. Are you a graduate of a high school?-----
6. Are you a graduate of a normal school?-----
7. Do you hold a university degree?-----

From where? -----

8. What grade of teacher's certificate do you hold?-----
9. Have you ever taken any special courses in rural-school management, rural sociology, or other subjects designed to prepare you specially for country school teaching?-----
10. Name the teachers' magazines or educational journals you are reading this year-----
11. Name the professional books you have read the past year?-----

12. What, in your judgment, could the normal school in which you studied have done in its training to better prepare you for your present work? -----

Teaching Experience:

1. At what age did you begin teaching?-----
2. How many years have you taught in all?-----
3. How long have you taught in your present position?-----
4. Give number of years you have taught in each of the following positions: One-teacher rural school?-----Two-teacher rural school?-----Graded village or city school?-----High school? -----Village principal?-----Village or city superintendent?-----Other educational experience-----

School Management and Organization:

1. Do you do your own janitor work?-----If not, how is it provided for?-----Salary of janitor?-----
2. How often is your schoolroom swept?-----Scrubbed?-----Desks scrubbed?-----
3. Is it your practice to be with your pupils on the playground at recess and at noon intermission?-----To what extent do you join in the sports and games?-----
4. How often do you have meetings with teachers and trustees?-----

COURSE OF STUDY

(Teachers in the elementary grades fill in data for the elementary grades only. Teachers of the high-school grades fill in data for the high-school subjects only.)

Have you a daily program of study?-----

Is it based upon the State Course of Study?-----

1. *Elementary Grades:* How many pupils in the elementary grades studying each of the following subjects: Reading-----
Writing? -----Arithmetic? -----Spelling? -----
English grammar? -----Oral and written English composition?
-----Texas History?-----U. S. History?-----
Civics?-----Physiology and hygiene?-----Physical geog-
raphy? Descriptive geography?-----Nature study?-----
General Science?-----Agriculture?-----Other subjects:

2. *The High-School Grades:* How many students in the high-school grades are studying each of the following subjects: Algebra?
-----Plane geometry? -----American history? -----
Civics and Government?-----English history?-----Other
history courses?-----English composition and rhetoric?-----
Latin?-----Foreign languages?-----Physics? -----
Chemistry? -----Agriculture? -----Farm accounting?
Animal husbandry? -----Domestic science and art?-----
Other subjects? -----

Total number of hours per week devoted to the teaching of high-school subjects by all the teachers in your school?-----

Total number hours per week devoted to the teaching of the elementary subjects by all the teachers in your school?-----

THE UNIVERSITY OF TEXAS

Bureau of Extension

1. **Rural School Service.** Lecturers and rural school specialists are available for county school surveys, for lectures on school improvement, and for general assistance in directing and organizing community meetings.

2. **The Division of Extension Teaching.** Courses equivalent to those offered in residence at the University are taught by mail, by members of the University faculty. Extension classes are offered in those centers in the State where there is a demand for them. Group Study Courses are available for study clubs.

3. **The Division of Home Economics.** Conferences and clinics are held relative to the health and nutrition of children of pre-school age, as well as for children of school age. Budget making and budgetary spending are taught to groups where such service is desired.

4. **Division of Government Research.** Information relative to the problems of municipal, county, state, and national government may be had from this division.

5. **The Division of Package Loan Library.** This division collects material on all important present-day subjects and loans it, free of charge, to schools, women's clubs, libraries, community and civic organizations, and individuals. When demand for them arises, special libraries are often made up on subjects on which libraries are not already prepared.

6. **The Photographic Laboratory.** This laboratory is prepared to make lantern slides, produce negatives, and do technical photography. The laboratory is also prepared to make motion picture films.

7. **The Division of Trades and Industries.** Courses in trade, analysis, lesson planning, methods of teaching, practical teaching, related subject work, and history of industrial education are given in industrial centers, by members of the division working in co-operation with the State Board for Vocational Education.

8. **The Division of Visual Instruction.** Lantern slide sets are distributed for educational and recreational purposes. Motion picture films are distributed through the division, and information relative to Extension service has been prepared and will be mailed free upon application.

9. **The University Interscholastic League.** Educational contests are promoted among the public schools of Texas in public speaking, essay-writing, and spelling. It is the purpose of the League also to assist in organizing, standardizing and controlling athletics. A bulletin for use in the spelling contests is issued, also one briefing the subject for debate and giving selected arguments, one giving sixty prose declamations, and one containing the Constitution and Rules including a thorough description of all the contests undertaken.

**"THE UNIVERSITY EXTENSION CAMPUS IS THE
STATE OF TEXAS."**

Address general inquiries to

T. H. SHELBY, Director,
Bureau of Extension,
University of Texas.

