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EDUCATIONAL AVAILABILITY FOR NEGRO
GIRLS AND BOYS IN LINCOLN COUNTY,
OKLAHOMA



BARNETT

1943

EDUCATIONAL AVAILABILITY FOR NEGRO GIRLS
AND BOYS IN LINCOLN COUNTY, OKLAHOMA

By
Jewel Lovetta Barnett

A Thesis in Rural Education Submitted
in Partial Fulfillment of the Requirements
for the Degree of

Master of Science

In the

Graduate Division

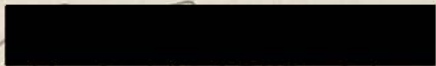
of

Prairie View State Normal and Industrial College

May, 1943



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The writer wishes to thank Miss A. C. Preston, Major Professor, for her assistance in directing this thesis.

She also wishes to acknowledge her indebtedness to Dr. E. M. Norris, Head of the Graduate School, for the service he rendered in arranging for the final stages of completion of her graduate study, and to express her gratitude to: Mr. O. J. Baker, Librarian, for his patient assistance in securing reference material for this thesis; Mr. H. E. Wright, Minor Professor, for his kind guidance in various phases of her graduate study; and Messrs. R. L. Jeffreys, G. W. Reeves and E. C. Russell for the knowledge and inspiration gained through their instruction.

J. L. B.

DEDICATION

To my Mother and Father, Mr. and Mrs.
W. F. Barnett, to whom I owe the credit
for making me all that I am or ever hope
to be.

BIOGRAPHY

Jewel Lovetta Barnett was born March 20, 1916 at Carney, Lincoln County, Oklahoma. She is the youngest of a family of four girls and four boys. She did her elementary school work in the Dudley School, Carney, Oklahoma, during the years of 1921 to 1927 inclusive. After finishing elementary school she attended Dunbar High School, Wellston, Oklahoma and graduated in 1931. She entered the Agricultural and Normal University, Langston, Oklahoma in December of the same year, graduating in 1935 with a Bachelor of Science degree, with majors in elementary and physical education.

During the fall and winter of 1935 and 1936 she remained at home with her parents. In February, 1936, she received her first appointment as substitute teacher at the River Bend School at Stroud, Oklahoma. The next year she was appointed to teach in the Pleasant Valley School, at Payson, Lincoln County, Oklahoma. She has remained in the Lincoln County School system since that time, a duration of six years.

During the summer of 1940 she was given a scholarship to Prairie View State College for a course in Rural Orientation. From this course Miss Barnett got the inspiration to work for a Master's degree. She spent the first half of the summer of 1940 at Prairie View, but returned for the entire summer of 1941. In September, 1941 she returned and spent nine weeks which served as equivalent to the term she missed during the summer of 1940. Having pursued the course of study for the whole summer of 1942, she is now a candidate for the Master of Science degree.

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CHAPTER I

INTRODUCTION

As recently as fifty-five years ago, the present Lincoln County, Oklahoma was a part of the Louisiana Purchase that our government had given to the red man for his home. No white man was permitted to own land there. It was inhabited strictly by Indians, except for a few Negroes that had been brought there as slaves from the Southern states east of the Mississippi.

The Indians made their own laws, followed their own customs and lived in their own way.

After the War between the States in 1860, Congress said that the Indians must give up some of their land. This land, together with other tracts which Congress bought from the Indians, became known as the "Oklahoma territory".

White men looked with longing eyes upon this valuable and practically empty land. They wanted to go in and develop the country. So in 1889 a bill was introduced into Congress opening Oklahoma to settlement.¹ The opening was marked by an event known in history as the "run". People came from all parts of the United States to claim land for farms and home sites. This is the beginning of the history of the Negro as a freeman and White man in Oklahoma.

In 1890, the year after the "run", the Oklahoma territory was divided into counties; and in 1893 the first schools were established. They were supported by the county and were mixed. The children of

¹Smith, Russel J., Human Use Geography, Book I, John C. Winston Company, Philadelphia. 1934. pp. S. 4-6

of the white and colored races attended the same schools. The teachers were all white.¹

This system of education was followed four years, and in 1897 John Embry, a white Lincoln County Lawyer, introduced a bill in the legislature asking for the establishment of separate schools for the white and colored children of Lincoln County. The bill was passed and the Constitution was amended, and provided that whenever there shall be as many as eight colored children in any school district in the territory of Oklahoma, there shall be a district formed for the education of colored children in the same manner and upon the same application as other school districts are formed.²

Location and Size of County. Lincoln County is near the center of the state of Oklahoma. It has a rectangular shape, and a land area of nine hundred fifty-nine square miles. It is the twenty-first largest in size, and has the twenty-fifth largest population in the state.³

Geographical Setting. There are small prairies in the extreme eastern part of the county. In other sections there are large tracts of black jack and post oak timber used for fuel and posts. The farm land varies from red clay to sandy loam and black bottom land.

The chief crops are: winter wheat, corn, cotton, grain, sorghum, peanuts and pecans. In the animal industry there are many beef cattle, dairy cattle, hogs, chickens and sheep.⁴

Negro Occupations and Population. The chief occupation of the Negro in Lincoln County is agriculture. There are approximately forty

¹ Montgomery, T. T., Mosier, Lottie and Bethel, Imogene, The Growth of Oklahoma, Economy Co. Publishers, Okla. City, 1935, Ch. XVIII, p. 136

² Session, S. L., Laws of Oklahoma, Economy Co., Publishers, Okla. City, 1897, Ch. XXXIV

³ Census Bureau, County Recording Office, County Court House, Chandler, Lincoln County, Oklahoma

⁴ Black, T. H. County Agent, Unpublished Records, Chandler, Lincoln County, Oklahoma

school teachers, a smaller number of maids, chaffeurs, janitors, and mechanics in small towns. There are four small cafes and one barber shop owned and operated by Negroes. As for lawyers, doctors, and other business and professional men, there are none.¹

The entire population of Lincoln County is thirty-one thousand. Of this number, one tenth or thirty-one hundred are Negroes. There are four hundred farm families, and seven hundred school boys and girls between the ages of six and sixteen years.

The Development of Education in Lincoln County.² In 1889, when the separate school law was passed, and the Negro schools were being established, the Negroes were sparsely settled; there were no cities, there was need for only one-room rural schools. They were supported by the county. Funds were limited, and the school buildings and furnishings were very crude.

The schools were directed by local boards composed of three white men in most instances. The exceptions were those cases where the colored school was the majority school; then the board was colored.

There were no college trained teachers. Most of the persons used as teachers were eighth grade graduates. There were others below eighth grade training. Thirty dollars a month for seven months was the maximum salary.

The conditions remained practically the same for the next decade, except that there were a few schools added during the years as the Negro population increased and moved into new locations.³

¹ Black, T. H., County Agent, Unpublished Records, Chandler, Lincoln County, Oklahoma.

² Johnson, W. L., Lincoln County Lawyer and Pioneer Teacher, Unpublished Records, Chandler, Lincoln County, Oklahoma

³ Ibid.

After Oklahoma was admitted as a state in 1907, the population of the county increased rapidly. Farm lands were cleared up, agriculture boomed, towns and villages grew up rapidly, and the people were prosperous. All of this brought an increase in the school fund and a greater demand for education. The teachers' salaries were raised; teachers came from Kansas and other states. Hence, better qualified teachers were secured. They demanded better buildings and equipment. By 1920, all log buildings had been replaced by frame ones, and all teachers had at least a high school education. Many of them had some college training.

By 1930, there were thirty-four one and two-room rural elementary schools and two high schools for Negro children in Lincoln County. All teachers had completed as much as two years of college work, and the minimum salary was sixty-five dollars a month for eight months.¹

At present, there are nineteen one and two-room rural elementary schools and two high schools for Negroes in Lincoln County. These schools are organized under two units of administration: the county schools are under the direction of the county Superintendent of Public Instruction, and the independent districts are directed by the local boards. They are also under the direction of the State Superintendent of Public Instruction and the State Supervisor of Rural Schools.

Financial Support. The funds on which the public schools of Lincoln County operate are apportioned partially by the State Board of Education annually from appropriations made by the Legislature for this purpose.²

¹ Denyer, T. H., Early County Superintendent of Public Instruction, Unpublished Records, Chandler, Lincoln County, Oklahoma

² Grable, A. L., State Superintendent of Public Instruction, School Laws of Oklahoma, Oklahoma City, 1941, Article XXXII, Sec. 543

After the apportionment of State Aid has been made by the State Board of Education and certified by the County Treasurer and County Excise Board, the County Excise Board makes an additional or supplementary appropriation to the amount so apportioned to finance the minimum program and for other legal purposes that the governing body may request.¹

Statement of Problem. The state has assumed the responsibility for seeing that free public schools are established for white and colored children with like accommodations and impartial maintenance. In making its appropriation, the state aims to provide equal educational advantages to all races of the county. Knowing that the state has made an effort to provide education for the county, the writer is attempting to determine: (1) What is the extent of availability for education to the Negro girls and boys in Lincoln County? (2) What are the factors involved in this availability that may make for improvement of education for Negroes in Lincoln County? (3) What can be done to make these improvements?

Purpose of the Study. The county contributions to the school funds of the white and colored schools are supposed to be equal, and the state contributions are equal. But, the plants and equipment of the white schools are superior in many instances. The white schools do not have better trained nor better paid teachers. When the law passed, providing for the establishment of separate schools for colored children in Lincoln County, in 1900, the white schools were already established. The Negro schools became established during this year in log cabins, which were equipped with log benches for seats and practically no

¹ Grable, A. L., State Superintendent of Public Instruction, School Laws of Oklahoma, Oklahoma City, 1941, Article XXXII, Sec. 2

other furniture nor equipment and with an eighth grade graduate as a teacher. At present all Negro school buildings are frame or stone; more than 75 percent of the teachers have Bachelor's degrees; 15 percent have done advanced work toward Master's degrees, and all others have at least eighty hours of college work.¹

The purpose of this study is to find out "To what extent improvement has been made in the field of education over a period of forty-two years among this small group of Negroes". Suggestions for further improvement, when possible will be offered.

Previous Studies. There have been no previous studies of the availability of education for Negroes in Lincoln County, but the Education Commission of Oklahoma made a study of the education of the state in which they found a great need for curriculum revision for the state of Oklahoma. From this study they presented the educational set up as it is, then offered suggestions and recommendations for the changes they thought necessary. From this study some light was given on the possibility of education in Lincoln County and will be referred to in this study.

Ambrose Caliver, Specialist in the Education of Negroes, wrote an article in Volume 25 of School Life entitled "Elementary Education of Negroes". In this article he discusses the following problems as they are found in the Elementary Schools for Negroes: Teaching and learning; Administration and Supervision and Curriculum Development. He points out that the most important educational problems of Negroes today are found in elementary schools, and that a large percentage

¹Thomas, J. W., County Superintendent of Public Instruction, Unpublished Records, Chandler, Lincoln County, Oklahoma, 1941-42

of Negro pupils attending school are in the elementary grades, and that problems which are common to all groups and levels of education are usually accentuated in the elementary schools for Negroes. He also states that thorough training in the essentials of elementary school subjects and the development of an appreciation of their relationship to each other and to life outside the school are fundamental to the personal growth of individuals and to the general welfare of society. This is particularly important for Negroes since education received during the elementary school years is all that the majority of them ever receive.¹

Dr. H. A. Bullock of the Educational Conference Committee for Negroes in Texas made a study of vocational opportunities for Negroes in Texas and the character of the Public School Curriculum in 1936.²

Dr. Bullock states that this study was made for the following purposes:

1. To discover the nature of the shifting occupational pattern for the nation, and for the state of Texas as it fits into the National picture.

2. To discover the attitudes of Texas employers toward Negro labor.

3. To discover the attitudes of Negro students toward specific occupations and the people who engage in them.

4. To discover the extent to which our public schools and colleges are placing emphasis upon these occupations that are in accord with the National and State occupational trend.

¹ Caliver, Ambrose, "Elementary Education for Negroes", School Life, Vol. 25, 1940, p. 243

² Bullock, Henry Allen, Conference on Education for Negroes in Texas, Prairie View State Normal and Industrial College, Prairie View, Texas, Chapter III, p. 13, 1940

Robert Andrews made a study of the availability of education for Negroes in Waller County, Texas, in which he attempted to show the extent to which education is available to Negroes in Waller County, Texas. He included in his study all educational facilities for both youth and adults in which Negroes participated.¹

These previous studies all differ from the present one but will be used as references in some instances.

Scope of Investigation. The writer aims to give a brief historical account of the education of Negro girls and boys in Lincoln County, Oklahoma from the Pioneer days down to the present, and to give a detailed account of education in Lincoln County at present. This study will not include adult education, nor any agency other than the public schools.

Method of Procedure. The writer proceeded by making a survey of all schools, by sending questionnaires to all teachers asking for such information as was needed from their schools and communities. An investigation of old Superintendent's records was made. Pioneer superintendents, teachers and students were interviewed, and reference was made to the Oklahoma School Law, State Law, and Course of Study.

¹ Andrews, Robert, The Availability of Education for Negroes in Waller County, Texas. Master Thesis, 1940, Prairie View College, Texas

CHAPTER II
THE MODERNIZATION OF THE PHYSICAL ASPECTS
OF THE
RURAL SCHOOL

Along with the development of progressive education and the modernization of living conditions, there should also be an effort to modernize the little red school that sits on the hill in the rural district. The little red building with the four windows in north and south sides and two doors in the east and west end is no longer the center of attraction for the youths of its community. With the modern, well equipped school just over the way in the village, the farm boys and girls are no longer inspired by the old red building with its antique furnishing and equipment, yet parents and school authorities seem to be content with it.

Foght said:

"Time has dragged in the rural districts since Whittier sang his immortal In School Days: ---
'Still sits the school house by the road,
A ragged beggar sunning;
Around it still the sumacks grow
and blackberry vines are running!

Is it not sad that communities which use excellent business sense in other matters refuse to see that the school building where the young are initiated into all that is good and beautiful and most worth living for in life must be in harmony with these teachings and not devoid of the very attributes which the teacher strives to make part of the child's life."¹

Lewis sets up the following criteria for modernizing the rural school. He says:

"There are five major phases of the school equipment

¹ Foght, H. W., The American Rural School. The MacMillan Company, New York, pp. 178-180

problem. (1) the grounds, (2) the school building, (3) the school furniture and equipment, (4) out-buildings and (5) playground and equipment."¹

According to Lewis, the ground for one room schools should be at least one acre large, should be properly located (the location should be determined by the population distribution), well drained, relatively level and free from obstructions, wisely laid out into lawn and play areas, judiciously planted in trees, shrubs and flowers.

The building should be attractive, convenient, substantially constructed, properly lighted, adequately heated and ventilated, supplied with a sanitary water supply and the one-teacher schools should have two or three small adjunct rooms opening off into classroom.

Furniture and equipment should include seats and desks, cases and cabinets, lockers, pictures, and window shades. All of these should be of the best type and kept in good condition.

For teaching equipment Lewis recommends four types:

1. Books

- a. Reference books and dictionaries.
- b. Books to supplement the material found in textbooks and definitely suited to broadening and deepening the learning processes that go on in school
- c. Books of general interest suited to the advancement of children but not provided as definite teaching material.

¹ Lewis, Charles D., The Rural Community and It's Schools. American Book Company, New York, 1937. p. 118

2. Maps, globes, and charts
3. Musical instruments
4. Constructive materials
 - a. Scissors
 - b. Good colored crayons
 - c. An abundance of cheap paper for writing
 - d. Clay for modeling and soap for carving are valuable but not essential.

The teacher should assume the responsibility for making the school room as attractive as possible. The use of pictures is a very common means of decorating the school room and when they are selected with discrimination and artistic skill it may be reflected later in the life of the pupils as a correct standard of living.¹

The teacher should be concerned also about the appearance of the yard. It may be made as attractive as the school room, and with even less expense. Native shrubbery properly planted and cared for will usually make a very attractive school ground. Care should be taken to plant the shrubbery at such points as to not obstruct the use of the play ground.

Mueller said:

"If children are daily surrounded by those influences that elevate them, that make them clean and well ordered, that make them love flowers and pictures and proper decorations, they at least reach that degree of culture at which nothing else will please them. When they grow up and have homes of their own, they must have them clean, neat, and bright with pictures, and fringed with shade trees

¹ Lewis, Charles D. The Rural Community and It's Schools. American Book Company, New York, 1937, pp. 307-314

and flowers; for they have been brought up to be happy in no other environment." ¹

The size of the room will depend upon the number of pupils for which it is intended. It should provide at least fifteen square feet of floor space for each pupil and should not measure to exceed 32 feet in depth by 26 feet in breadth. Some authorities hold that no room should exceed thirty feet the longest way, nor to exceed twenty-eight feet in breadth as they deem these measurements satisfactory from the standpoint of hearing and seeing.

Proper heating and ventilation are very essential factors for the school. Provisions should be made in every school for an adequate system for purifying the air and heating the room, with fresh air at an even temperature. This cannot be accomplished without calling artificial means to our assistance. The method of window ventilation is very good at recess or other intermissions, but is positively dangerous while the children are in their seats and should be reduced to a minimum of practice. ²

Correct lighting is also an important factor for the school and care should be taken to see that the lighting is correct. The glass surface should be massed on one side of the room only, and seats arranged in such a manner that the light will come from the left and over the shoulders; the window sills should be set high enough to be above the level of the eyes of the largest pupil when seated.

Blackboards should occupy all available wall space except on the lighted side. Pupils should never be obliged to stare at blackboards set between or at the side of windows, as the direct light rays from outside have a tendency to make them squint-eyed and otherwise injure the eyesight. ³

¹ Mueller, Alfred, Progressive Trends in Rural Education. The Century Company, New York, 1936

² Wofford, Katie V., Modern Education in the Small Rural School. MacMillan Co., New York, 1938, Ch. XV

³ Ibid. Ch. VII

CHAPTER III

A DESCRIPTION OF THE TWENTY-ONE NEGRO

SCHOOLS IN LINCOLN COUNTY, OKLAHOMA

Douglas High School. This is the largest of the two high schools in the county. It is located in the suburb of Chandler, the county seat, which is the largest town in the county. Chandler is located centrally in the county. Douglas High School has three buildings on its campus: the home economics building, the high school building and the gymnasium and grade school combined.

The high school building is a one-story red brick structure; it has six class rooms, two bath rooms, a principal's office and the school library. There are only two out-side entrances to the building. It is heated with gas and lighted with electricity.

The inside is painted gray, and the average size of the rooms is 20X30 feet, with six windows to each room. In four of the rooms the windows are on the left side of the building according to the arrangement of the seats. In two rooms the windows are in the back of the room according to the arrangement of the seats.

The primary rooms and gymnasium are made of frame, heated with gas and lighted with electricity. The class rooms are white inside; the windows are in the back of the rooms and take up the entire back end. The rooms are heated with gas and lighted with electricity.

The home economics cottage is a two room gray native stone building well equipped for teaching practical home economics. The rooms are well lighted with windows on two sides.

The campus is not nearly so attractive as it should be. The grounds are unlevel and rough, and though efforts have been made to beautify them, they are still far from attractive.

In the opinion of the Writer of this study, the equipment for teaching the academic subjects is inadequate, but the faculty is well trained. The principal has a Bachelor's degree, and twenty hours of graduate study toward a Master's degree in the field in which he teaches. He has had fifteen years experience as a teacher, and according to the statement of the school board and superintendent, he has made a very satisfactory principal. Each of his teachers has completed four years of college work, with majors in the fields in which they teach.¹

The curriculum of this school is limited in scope and perhaps does not offer the most needed training for its environment. The majority of the high school students come from the country, from the farms, but get very little agricultural training and vocational guidance. This is a violation of one of the aims of progressive education, "Teach the child the things that will develop within him the ability to meet the present needs of his society."

The enrollment of this school is one hundred sixty-two.

Dunbar High School. The Dunbar High School is two miles north of Wellston, in the west central part of the county. There are three buildings on the campus: the high school building, a seven-room red brick building; a Home Economics and Agriculture building of red stone; and a gymnasium, a frame building.

¹Thomas, J. W., County Superintendent of Public Instruction, Unpublished Records, Chandler, Lincoln County, Oklahoma, 1941-42

All buildings are heated with wood and lighted with delco lights. The inside of the main building is painted white; the average size of the rooms is 18X24 feet. There are five large windows to each room. The window space is large enough to furnish a sufficient amount of light, but the arrangement is such that the light does not come from an angle that gives the best effect for study. There are two modern sanitary outdoor toilets at the back of the campus. The gymnasium is a frame building with two large dressing rooms. The Home Economics and Agriculture building has three large rooms that are well equipped. The campus has a more pleasing appearance than that of the Douglass High School, and the curriculum is more practical in that it includes vocational agriculture and manual training as important subjects.

The enrollment of the Dunbar high school is one hundred five.

The faculty is well trained. The principal lacks only one summer of having his Master's degree with majors in the field in which he teaches. All other members of the faculty have Bachelor's degrees with majors in the field in which they teach.¹

Carver School. Carver School is a two-room elementary school on the Southern suburb of Davenport, Oklahoma. The building is of native stone and has been built within the last four years.

The rooms are approximately 18X24 feet and have five windows each. The windows are along the east side of the building, and according to the arrangement of the seats, they are on the left side.

1

The building is heated with gas and lighted with electricity.

According to the standard set up by Lewis, it is far from the requirements of a modern school.

The two teachers, a man and his wife, have Bachelor's degrees with majors in elementary education.

The enrollment of this school is fifty-three which is too many for the size of the rooms.

Dudley School. There are three buildings on the Dudley school campus, the primary building, the upper grade building and the teacherage. All buildings are of white frame. The primary building is white inside. It is 30X36 feet and has six windows, three on each side, and two doors, which are on each end, or in the front and back. It is equipped with a sand table, materials for word, letter, and number drill, primary chairs and seats, wall pictures, and a modern teacher's desk.

The upper grade room is tan and brown inside. These colors are beautiful but vary from those suggested in the standard. It is 34X40 feet and has eight windows and two doors. The windows are on all sides of the building, thus making it inconvenient to arrange the seats to get the best lighting effect. It has a fair library, wall maps, globe, and other material for teaching various subjects.

The campus of Dudley school is well selected in that it is large and level. It is well decorated with short season flowers but much could be added to its beautification by giving it a permanent beauty of trees and evergreen shrubbery. It lacks playground equipment.

The teacherage is a four-room, two-story house, with a beautiful flower yard during the summer months.

The teachers' training is very adequate. The principal has a Bachelor's degree and fifteen hours toward a Master's degree; the primary teacher has her Bachelor's degree. Each of them has had more than five years of experience as teachers in the elementary school system of Lincoln County. The school enrollment is sixty-two.

The Pleasant Valley School. The school is ten miles south of Chandler. It is a two room frame building, white inside and outside. The rooms are 18X20 feet and have five windows, all on the east side. There are two outside entrances, one for each room.

It is heated with a box wood heater. There is no source of light except from the windows. It is equipped with a sand table, primary table and chairs, materials for word, letter and number drill, story and reference books, wall maps, pictures and a globe.

The building presents a pleasing appearance outside, but the furnishing and inside decoration are poor. The campus is of average size, level and clean, but lacks playground equipment.

The teachers are well trained for their work. The primary teacher has a Bachelor's degree with a major in elementary education, and the principal teacher has done more than eighty hours of college work with majors in the field of elementary education. Each has had more than four years' experience as teacher in the elementary schools of Lincoln County. The school enrollment is forty-six.

Lincoln School. It is five miles south and one mile east of Chandler. It has been built recently of red native stone. The entire inside space is 68X22 feet; this includes the space that is

occupied by the cloak-rooms, lunch cabinet, and library. It is gray inside and has nine windows and three doors. The windows are in the east, doors are in the north, south and west. It is heated with a box wood heater.

The primary room has a sand table, primary tables, materials for teaching word, letter and number recognition, story books, primary seats, wall pictures, etc. The upper grade room has a library, wall maps, globe, and a set of reference books. There is a sufficient amount of interior art and decoration, but it is poorly planned.

The yard is one acre square and is clean but not equipped. The building and campus make a pleasing appearance, except for the lack of playground equipment and shrubbery.

There are two teachers in the school. The principal, a man, has his Bachelor's degree and fifteen hours toward a Master's degree. The primary teacher, a woman, has more than eighty hours of college work, with a major in elementary education. Lincoln school's enrollment is forty-five.

Golden Valley School. This school is three miles south and one mile east of Stroud. The school building is a white two room frame structure 24x 60 feet. It is cream and brown inside and has eight windows on the north and south sides; it has two doors, one in the front and in the back of the building. The enrollment is thirty-six.

The primary room has no tables for the scholastics, but the teacher has a good collection of material for teaching primary subjects such as flash cards, print set, word chart, etc. The upper class room has a wall map, a globe, reference books and other material for

teaching the subjects that are taught. The campus is an acre square and is clean but lacks equipment and shrubbery. The building gets its heat from a box wood heater.

Dumas School. The Dumas school is on the southern suburb of Stroud. The building is white frame with two rooms. It is cream colored inside and the rooms are 15x15 feet; this includes the space used by the cloak rooms and lunch cabinets. It has eleven windows in the south and east, and has two doors in the east and west. It is heated with a box wood heater and lighted with electricity.

The primary room has a sand table, primary tables, seats, material for letter, word and number drill, story books and other equipment for teaching primary subjects. The enrollment of Dumas school is thirty-three.

The upper grades room has a library, wall maps, a globe, reference set, and other material for teaching the upper elementary grades.

The campus is an acre square, it is clean but lacks equipment and beautification.

There are two teachers in the school and the principal-teacher, a man who has a Bachelor's degree and three summers of advanced study toward a Master's degree. The primary teacher, a woman, has a Bachelor's degree, and one semester's study of advanced work toward a Master's degree.

Douglass School is in the small village of Fallis; the building is a two room red brick, size 30x30 feet. It is cream and brown inside and has nine windows and three doors. The windows are in the north, east and south sides of the building, and the doors are in the north, east and south.

The building is heated with a box wood heater and lighted with electricity. The primary room is equipped with a sand table, primary tables and chairs, material for teaching word and number recognition, cloak rooms and a lunch cabinet.

The upper class room has a library, wall maps, a globe, reference books, and other material for teaching the upper elementary subjects.

The yard is an acre square, is clean, but lacks equipment and beautification.

The enrollment of the school is thirty-five.

The River Bend School is one mile east and six miles south of Stroud. The building is a two room white frame, but because of the decrease in the number of students during the last year, it has only one teacher and therefore only one room is being used. The room that is being used is white inside, is 18x24 feet and has seven windows in the west and two doors, one in the east and one in the west. It has a well built cloak room and lunch cabinet.

It is equipped with a sand table, primary seats, material for teaching primary subjects. It is heated with a box wood heater.

The campus had one and one half acres but is located in a very low area near a river. This causes an unusual dampness most of the time, and often high water.

The teacher, a woman, has a Bachelor's degree and three years' experience as teacher.

The enrollment of the school is twenty-nine.

Sweet Home, another school that has formerly had two teachers, now has only one. It is a white frame building, with fifteen small windows in the east and west sides of the building. The doors are on the north, south and west.

It is equipped with single and double seats, a primary table, sand table, primary chairs, blocks, flash cards and other material for teaching primary subjects. It also has wall maps, a globe, library, and other material for teaching upper elementary grades. The enrollment of the school is twenty-five.

The campus has about one and one half acres, and has several pieces of playground equipment.

The teacher, a lady, has a Bachelor's degree with a major in elementary education.

Galilee School is ten miles south and three miles west of Chandler; the building is a white frame building size 18x24 feet with eight windows in the north and south and two doors in the east and west.

It is heated with wood and equipped with double seats, reference and story books, wall maps, a globe and other materials for teaching primary and upper elementary grades.

The campus is about an acre square, and rough for a playground. It lacks playground equipment and beautification.

The teacher is a woman who holds a Bachelor's degree. She has had approximately fifteen years experience as teacher. The enrollment is twenty-one.

Prague School is in the town of Prague; it is a one room native stone building, approximately 24x30 feet with six windows and two doors. It is white inside, is heated with gas and lighted with electricity.

It has a sand table, primary chairs, materials for teaching primary and upper elementary subjects.

The yard is small, but landscaped, and lacks equipment. The building presents a pleasing appearance.

The teacher, a woman, has her Bachelor's degree. The enrollment of the Prague school is twenty-one.

Red Oak School is three miles west and two miles south of Chandler. The plant is white frame about 18x24 feet and has six windows on the north and south sides. It has two doors in the east and west ends. It is equipped with wall maps, a globe, material for teaching primary subjects and upper elementary subjects. It is heated with wood.

The campus is about an acre square, and is clean but is not equipped nor landscaped.

The woman teacher holds a Bachelor's degree and has had two years' experience as a teacher. The enrollment is thirteen.

Dunbar School is three miles west of Wellston on U. S. Highway 66. The building is white frame with six windows in the south side, and two doors in the south and west. It is tan and brown inside, is heated with wood and equipped with a sand table, flash cards, beads, scissors, toys and other materials for teaching primary subjects; wall maps, a globe, reference and story books, health charts and other materials for teaching the upper elementary grades.

The campus is approximately one and one third acres, is beautifully landscaped, and makes a very pleasing appearance although it lacks playground equipment.

The teacher, a woman, has a Bachelor's degree, and twenty-five hours advanced work toward a Master's degree. She has six years'

experience as teacher in the elementary school system of Lincoln County. The enrollment of this school is sixteen.

Midlothian School is two miles west and five miles south of Chandler. It is a frame building, white outside and inside. It is approximately 18X24 feet and has eight windows in the north and south sides, and two doors in the south and west. It is heated with wood, and equipped with a sand table, primary table, blocks, cards and other material for teaching the primary grades. It also has a wall map, a globe, library, and other material for teaching upper elementary subjects. The globe, and material for teaching primary and upper elementary subjects. There are ten pupils enrolled in the school.

The yard is approximately one acre square, is clean but lacks landscaping and playground equipment.

The teacher, a woman, has done ninety hours work toward a Bachelor's degree, and has had ten years' experience as teacher.

Great Hope School is in the extreme northwestern part of the county. It is a white frame building, size 20X24 feet. There are two doors in the south and east. It is heated with wood and equipped with primary table, sand table, blocks, wall maps, a globe, flash cards and other material for teaching the primary and upper elementary grades.

The yard is about an acre square and is clean, but lacks playground equipment and beautification.

The woman teacher has done over ninety hours of college work and has had fifteen years' experience as teacher. Great Hope has an enrollment of sixteen pupils.

Dunbar School is a large two-room frame building but because of the decrease in the number of students there is only one teacher and one room in use. The room is cream and brown inside, is approximately 18X25 feet and has five windows in the south and east sides, and two doors on in the west opening into the other room and one in the south. It is heated with wood and equipped with reading table, primary sand table, blocks, flash cards, a library, a globe, wall maps, and other material for teaching all elementary grades.

The yard is about two acres square, is clean and well kept, but lacks playground equipment.

The teacher, a woman, has ninety hours of college work and ten years of experience as a teacher. There are thirteen pupils enrolled in the Dunbar school.

SUMMARY OF PHYSICAL PLANTS

1. There are twenty-one schools in Lincoln, including the two high schools.
2. All buildings are kept in good condition.
3. There are five frame buildings for rural elementary schools that have been built within the last five years. There are four native stone elementary buildings. There is one brick elementary school. The two high schools are brick, native stone and frame.
4. There are two elementary and one high school with electric lights. One high school has delco lights.
5. In all schools the window space is large enough to admit

sufficient light but in most cases they are not arranged to give the best lighting effect. In those cases where the windows are so arranged, the seats are not. There is only one school in the county that has a seat and window arrangement that gives the students light from the right angle.

6. The heating system provides an adequate amount of heat, but it is not distributed properly. There is really much need for improvement.

7. There is need for additional instructional material in most of the schools.

8. There is great need for playground equipment and in many cases yard beautification.

9. All schools have nine-month terms.

10. All teachers are paid on the basis of their qualifications and their salaries are the same as those of the white teachers.

11. None of the schools measures up to the standard set for modern rural elementary schools.

12. The factors needing improvement most are: interior decoration, heat, light, ventilation.

13. In most cases the buildings are too small for the number of students.



CHAPTER IV

THE RELATION OF THE SCHOOLS TO THE COUNTY SCHOLASTICS

High Schools. There is a lack of high school availability in certain parts of the county. Only those scholastics living within walking distance of the six routes over which the six buses from the two high schools travel have access to high school. This does not include more than half the colored school area in Lincoln County.

The two high schools in Lincoln County are not located conveniently for all scholastics in the county. One is in the extreme western part of the county and the other one is in the center, leaving all those students in the extreme east, northeast, and southeast without any possibility of attending unless they stay away from home or furnish their own transportation.

Elementary Schools. There are twenty-one Negro public schools in Lincoln County. Two of these are senior high schools; six are two-room elementary schools and thirteen are one-room elementary schools. The high schools offer training for the first through the twelfth grades, and the elementary schools offer training for the first through the eighth grades.

There are 778 students enrolled in the public schools for Negroes in Lincoln County. This enrollment figure includes all normal, unmarried, school age Negroes of the county. About 66 percent or 520 of these students are enrolled in elementary school, and 34 percent or 258 are enrolled in high school.

The table on the following page shows the number of Negro schools in Lincoln County by name and district number and the number of students in each.

Changes in School Population. An investigation of the records shows a great decrease in the number of schools and students in the county during the last decade. In 1930 there were thirty-four one and two-room rural elementary schools for Negroes in the county. At present, there are only nineteen. What has become of the schools and where are the students that attended them?

Location of Physical Plants. The one and two-room rural schools are located in the communities that are most thickly settled. In communities where there are not enough children to support a school, they are transferred to the school that is nearest. The two high schools are consolidated and the students are transferred to the school that is nearest. The two high schools are consolidated and the students are transferred by buses. These bus routes cover a large area and transfer only high school students, leaving those who are in the elementary school to attend the elementary school in their district.

The Availability of the Schools to the Students. This availability alludes to the location of the schools to the students in the county.

Figure 1, a map of Lincoln County shows the location of the schools in the county, and indicates whether they are one or two-room elementary schools, or whether they are high schools.

Douglass High School is on the side of U. S. Highway 66 near the junction of State Highway 18. This is an advantage because of the buses. Four school buses go in each direction, covering an area of about thirty miles. They do not follow the highway all the way, but the county

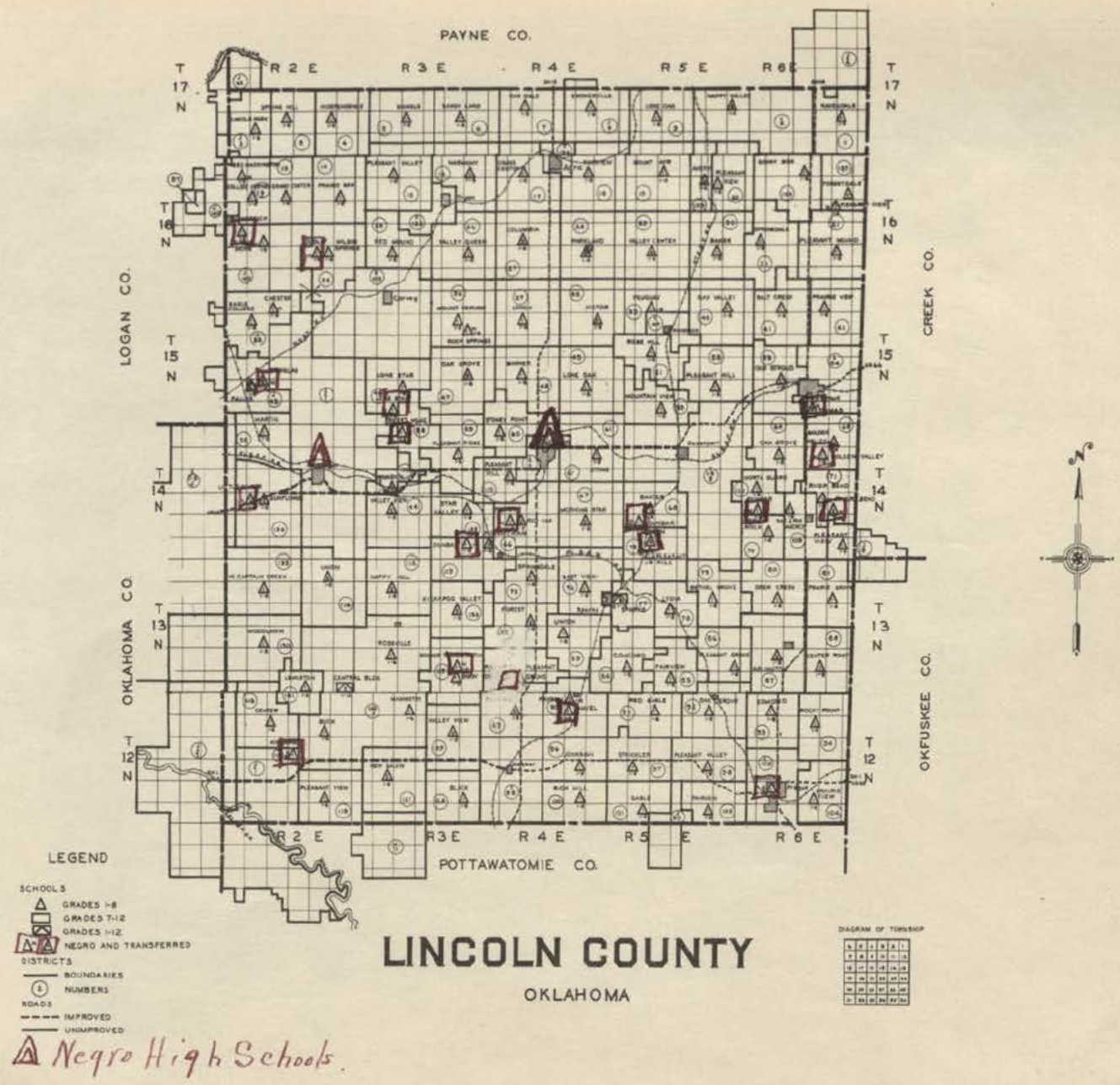
TABLE I

Negro Schools in Lincoln County and the Enrollment of Each

School	Dist. No.	No. of Boys	No. of girls	Total
Douglass	1	88	74	162
Dunbar	C-2	57	48	105
Dumas	54	15	20	35
Carver	UG-3	27	26	53
Douglass	43	14	21	35
Dudley	105	32	30	62
Sweet Home	58	13	12	25
Golden Vale	65	15	21	36
Lincoln	72	25	20	45
Galilee	119	15	6	21
Prague	103	15	6	21
River Bend	71	16	13	29
Payson	106	19	27	46
Rock Spring	36	6	8	14
Dunbar	126	11	5	16
Red Oak	66	5	8	13
Kickapoo	117	6	4	10
Avery	137	5	5	10
Great Hope	140	11	5	16
Dumas	111	9	4	13
Midlothian	113	6	4	10
Total		411	367	778

A MAP OF THE LOCATION AND TYPE OF SCHOOLS IN LINCOLN COUNTY

FIGURE I



STATE DEPARTMENT OF EDUCATION
A. L. CRABLE SUPERINTENDENT

roads are kept in good condition during the school season.

The buses pass through several of the elementary school districts, but transfer only the high school students. This makes it possible for the students who finish elementary school to continue to live at home and go to high school.

Dunbar High School is in the western part of the county, two miles north of Wellston, which is two miles off U. S. Highway 66. It is located near the center of the area from which it gets its student population. There are four buses used for transportation, but due to the condition of the roads, there is a great attendance problem. The roads are not well kept and when it rains they are impassable until they have dried, causing the buses to have to stop, and those children riding them to be absent from school.

Carver School is located on the southern suburb of the little town of Davenport where it gets most of its students. Its other students live several miles out in the country in a community has been closed because of an inadequate number of students to carry on. These students are transferred by bus.

The roads are kept in good condition and there is little difficulty in traveling in rainy weather.

Dudley School is located three miles west and a mile north of Carney on poorly kept country roads. It is located near the center of the district but gets a number of its students from a district that adjoins it. These scholars are transferred by means of bus; however, there are a number of students living within the district that have too far to walk to school. The district is large, and the bus transfers only those that come from the district that has been consolidated with it.

Pleasant Valley School is one mile off State Highway 18, on a poorly kept dirt road which is impassable in rainy weather. All of its scholastics live within two miles of the school and walk to and from school. However, it is rather difficult in excessive rainy weather.

Lincoln School is four miles off the nearest highway. It is near the center of the area from which it gets its students. Thirty-five of the scholars have less than two miles to walk, and ten less than three.

Golden Valley School is one mile off U. S. Highway 66, is located centrally in its district which is about nine miles square. There are five males and three females that have more than a distance of three miles to walk to school. The roads over which one must travel to reach the homes from the school are dirt roads and make for difficult traveling in rainy weather.

The Dumas School is located on the suburb of Stroud, the third largest town in the county, and is easily accessible to all its students. It is about a mile off the main highway on a city road which is gravel and is easily traveled at all times. Only six of its students live

more than one mile from school and they are transferred by bus.

The Douglass School is located in a small village of Fallis which is well off the highway. Most of its students live outside the village. Three of them have more than two miles to walk and three have more than three miles to walk to school.

River Bend School. This school is two miles off Highway 66, but most of its students are farther back off the highway. The only way to reach the school or the homes of the students is by traveling over two to four miles of dirt roads which are difficult to travel in rainy weather. The school is located near a river and during heavy rains it is waterbound for almost a mile. Several times during the last term the water came up in the building and no school could be carried on for several days. It is located near the center of the district and only two students have more than two miles to walk to school.

Sweet Home School is five miles off U. S. Highway 66 and can be reached by traveling over five miles of dirt roads, but because of the extreme amount of sand, traveling is easier in rainy weather than in dry weather. The district is small, but the population is dense compared with the other districts in the county. None of the students have to walk more than one mile to school.

Galilee School is in a favorable location for its students. It is located near the center of the district which is small. None of the students have more than two miles to walk to school. The roads are poorly kept and impassable in rainy weather.

Prague School is located in the colored section of Prague where it gets all of its students, none of the students are more than a mile

from school. It is easily accessible at all times as it may be reached by pavement from two directions.

Dunbar School, which is right on U. S. Highway 66, is five miles from Luther and three miles from Wellston. It may be reached at all times because of its nearness to the highway. It is located near the center of the district and none of its students have more than one mile to walk to school.

Great Hope School is about five miles from the small village of Fallis. One must travel from five to eight miles of dirt road to reach the school. It is located near the center of its district which is a large one compared with the other schools in the county.

Dunbar School is well off the highway and is difficult to reach in rainy weather. It is six miles from the nearest town which is the small village of Davenport. It is a small district, and only four of its students have more than one mile to walk to school.

Kickapoo School, which is two miles off the State Highway 18, is five miles north of McCloud. It is in the extreme southern part of the county and is in the center of the district. Seven of its students have more than two miles to walk to school. The roads are a mixture of sand and clay and are kept in good condition.

Avery School is in the extreme northeastern part of the county, three miles off State Highway 18 and can be easily reached in all weather. It is a small district; the school is centrally located, and only two of its students have more than two miles to walk to school.

Midlothian School is six miles off the highway on poorly kept country roads which are impassable in rainy weather. It is a small district, and only two of its students have more than one mile to walk

to school.

Method of transportation. There are nine buses in Lincoln County to transport students for five schools, two high schools, and three elementary schools. Often a bus will be unable to make its route because rain has rendered the road impassable. As a result, the pupils riding that bus are absent from school.

There are a few cases of the students having to walk a mile or two to meet the bus. These are exposed to rainy and cold weather.

Generally speaking, the roads in Lincoln County are poor. There are several state and United States Highways that pass through some of the districts. Other than these, the roads are poor and often difficult to travel. This makes it difficult for pupils who are transferred and those who have to walk, and is the greatest cause of absences.

Table II on the following page shows the distance the students have to walk and the number walking that distance.

TABLE II

THIS TABLE SHOWS THE DISTANCE THE SCHOLASTICS HAVE
TO WALK AND THE NUMBER WALKING THAT DISTANCE

School	Number Walking One Mile			Number Walking two miles			Number Walking three miles			Number Walking four miles		
	M	F	T	M	F	T	M	F	T	M	F	T
Douglass High School												
Dunbar High School												
Carver												
Dudley	6	6	12	20	19	39	4	7	11			
Pleasant Valley	6	8	14	4	16	20		5	5			
Lincoln				10	10	20		10	10	3	4	7
Golden Valley		4	4	9	12	21				11		11
Dumas		5	5	3		3				4		4
Douglass	3	2	5	7	7	14		3	3		2	2
River Bend				7	7	14		7	7		4	4
Sweet Home												
Galilee												
Prague												
Red Oak												
Midlothian												
Avery					12	12		4	4			
Kickapoo					7	7		4	4			
Great Hope					4	4						
Dunbar								4	4			
	15	25	40	60	94	154	4	44	48	18	10	28

CHAPTER V

AN ANALYSIS OF THE CURRICULUM OF THE TWENTY-ONE NEGRO PUBLIC SCHOOLS IN LINCOLN COUNTY, OKLAHOMA WITH SUGGESTIONS FOR IMPROVEMENT

In most of the rural elementary schools of Lincoln County, there are eight grades. These eight grades study sixty-four subjects, which the teacher is expected to teach daily. The school day is eight hours long. Two hours of this time is used for recess, and six hours are devoted to class work and other routine duties. Dividing the six hours into the number of periods that there are classes will allow about six minutes for each class. This includes also the time that is used for making fire, preparing the lunch, cleaning house, etc.

In the two-room schools, these duties are divided between the two teachers, but in either case the time is inadequate to cover the amount of work that is expected of them.

Lowth says of the one room schools with eight grades:

"There is likely to be a multiplication of classes in which time is frittered away over trivial matters. Class after class is called to the front, but the work done is superficial and in no sense educational. Attention is given to unimportant, unrelated textbook material. There is no true socialization and no attempt at individualization of instruction, but if the teacher will stress study and not the recitation she can easily reduce the number of classes to not more than fifteen a day, and even allow twenty to thirty minutes to some classes."¹

According to Lowth, there is much need for curriculum revision in the elementary schools of Lincoln County. There should be an

1

Lowth, Frank J., Country Teacher at Work. The MacMillan Company. New York. 1934 p. 135

assimilation of classes and subject matter. The failure to have done this is not due to the lack of training on the teachers parts, but is due to the county ruling or custom of hearing so many classes so many times a week.¹

The writer suggests that the traditional daily program which is outlined for all the teachers in the county be ignored and that the teachers be given the privilege of assimilating and coordinating the work around the needs, capacities, and interests of the pupils. She should be allowed to make any deviation from the textbook or any other definite outline of work that she finds necessary for child growth and community development.

The curriculum must be built upon the needs and nature of children and not upon a group of facts that has been outlined by an author that has no knowledge of the child's personal life or environment. Dunn said:

"Children are not classified in closely homogenous groups on a basis of achievements of skills or factual knowledge, but work together as people do in life outside the school on enterprises of common interests in which he participates according to his ability. Some are clever with their fingers, others show peculiar abilities of finding and bringing interesting objects for the group to use, there are others who contribute clippings and pictures, and others search the library and report what they read. Some paint and draw, some contrive mechanical devices, some write poems or plays and still others take the lead in the organization and conduct of school clubs or group games."²

1

Lowth, Frank J., Country Teacher at Work, The MacMillan Company. New York. 1934, pp. 136-38

2

Modern Education in Small Rural Schools, Teachers College Record Volume 32 (February 1931), p. 413

It is generally agreed by leaders in education that the curriculum is a product of five essential factors:

- "(1) The philosophy of guiding principles upon which it is based; (2) The student group for whom it is made; (3) the environment control which conditions it; (4) The group responsible for its construction; and (5) The technique of its administration in the classroom."¹

Generally speaking,

"the curriculum is really that large mass of material that has been handed down and materially increased from generation to generation, and which we call our 'social heritage'. Curriculum builders take this social heritage and systematize and crystallize it so that it can be brought into the reach and understanding of those for whom it is intended. Different methods of presenting the material or principles are devised from time to time."²

If our curriculum is originally a crystallization and systematization of subject matter, then it is surely necessary and possible that there be further crystallization and coordination to fit the local situation.

Melvin has proposed ten modes of human activity as the basis of a reorganized curriculum throughout the life of the individual. He advocates that the modes of human activity are to be used as substitutes for the reorganization of education in terms of well known school subjects. The writer agrees that these modes may be used as an efficient basis upon which to reorganize the curriculum of the elementary schools of Lincoln County, Oklahoma.

1

Wofford, Katie V., Modern Education in the Small Rural School, p. 229, The MacMillan Company, New York, 1938

2

Mueller, A. D., Progressive Trends in Rural Education, The Century Company., New York, 1926, p. 128

The modes are:

1. Growing. The mode of growing concerns itself with many affairs, such as eating, sleeping, and the process by which the individual turns food into energy and waste, the process of antabolizing and metabolizing.
2. Homemaking. All human beings need homes for normal existence. Children come from homes and go to make new homes. The art of homemaking is one which the normal human being is concerned with throughout life.
3. Producing. The natural world in which we find ourselves states the proposition that man must produce in order to live. This production alludes to all the products of all groups of society. The farmer, the poet, the teacher, the professional and business man.
4. Technifying. The mode of technifying has reference to the use of tools, guns, machines, etc.
5. Communicating. This is the mode of the various ways of man's communication with man.
6. Socializing. Socializing is the mode of living with others rather than living alone.
7. Thinking. This thinking is confined to "a function of the total personality," for we think all over, not merely in a local brain, but throughout every organ cell.
8. Teaching. In this teaching one makes others in terms of himself.
9. Energizing. This mode has to do with the receiving of energy or power; it is eating and breathing to continually replenish the energy with which he was born.

10. Originating. Originating is the highest mode of human action,¹ for by it new things come into the world.

Modern education requires the parents and teachers to revise their traditional concept of education as separate from life. Recent trends in course-of-study construction require for successful administration the utilization of local resources. In the past courses of study were worked out with specific pages in text books to be considered. This practice is changing to that of making state courses of study in the form of principles with suggested practices, leaving to the faculty the selection of local material to be used for educative purposes.

The American Association of School Administrators states:

"The modern curriculum is not a fusion of subjects or a correlation of subject matter, but rather an attempt to solve problems and promote school and community enterprises..... A community curriculum provides opportunity for adjustment for the handicapped child and for the gifted child as well."²

Training should be provided whereby slow children may find tasks where real contribution to human welfare can be made, and gifted children may find real life problems with enough challenge to bring out the use of the most complex mental function.

Embree lists five articles which stand out as being the kind of preparation children need for rural living. They are:

1. The ability to read and write clearly and understandingly.

1

Melvin, A. Gordon, The Activitated Curriculum, The John Day Company, New York, 1939, Chapter XI, pp. 96-126

2

American Association of School Administrators, Schools in Small Communities, Washington, D. C., 1939, pp. 120-122

2. Knowledge of farming, including some understanding of the biological purposes and appreciations of nature.
3. Some skill in the use of figures.
4. Manual dexterity, especially in the handling of wood, fabrics and other materials, and in simple mechanics.
5. Health.

He states these as "self evident" necessities for any successful life in the country. Reading is of course the first commandment even among the three basic "R's". If a child can and does read he can care for the rest of his education by his own effort. "The difference between educated and uneducated people is almost entirely the difference in the range and understanding of their reading."¹

Ability to deal with numbers and figures is another of the essentials of modern life. The goal is not of special traditional tricks of formal mathematics, but a general understanding of the concept of numbers as a tool, together with skill in handling the usually very simple problems of every day life.

The five subjects are submitted as the essentials of the elementary school in the rural district. "If children gain competence in these they may live happily and successfully. Surely the learning of five broad topics are not too much to expect from six to eight years of common school."²

1

American Association of School Administrators, Schools in Small Communities. Washington, D. C., 1939, pp. 120-22

2

Ibid., pp. 120-22

In recent years the Jeanes Supervisors, through the use of the Anna T. Jeanes fund have made an approach to the educational needs of the southern rural Negro youth. They work directly with the school in such a way as to reach the lives of the people. They aim to inspire them to improve their homes and their living conditions generally. They appreciate knowing that they have inspired a family to become ambitious for screens on their windows as much as they appreciate knowing that a new textbook has been adopted.

"Since the fall of 1939 two Negro institutions have been associated with the cooperative study of teacher education sponsored by the Commission on Teacher Education of the American Council on Education Several of the public school systems associated with the cooperative study which have large numbers of Negroes in the constituencies have been partially alert to the needs of their Negro teachers and sent them to Work Shops and other types of conferences and meetings Through the assistance of the General Board of Education, Prairie View State Normal and Industrial College in Texas started a novel project during the summer of 1941. Fifty persons came together for three weeks of study. Among these were farmers and their wives, teachers, school supervisors, and business and professional people. The group consisted of ten representatives from each of five communities. A cross section of each community was secured so that new ideas about living and schooling would have a better chance of being incorporated in the life of the community than if only the teachers had come.....

Several truck loads of home and school furniture that needed refinishing and machines that needed repairing came with these people. The members of the "class" were taught how to improve their way of living by practical demonstration of how their own beds and mattresses could be repaired, how the school rooms could be made more attractive, how the farmers dollar could be made to go farther, and how the soil could be made to produce more."¹

Considering the number of problems in Lincoln County and the consistency with which they remain it is quite evident that there is

1

Sutherland, Robert L., Color Class and Personality. American Council on Education, Washington, D. C., 1942, pp. 126-28

a weak fibre in the educational system of the county. The fact that Prairie View and other educational institutions have found methods of solving the problems of their rural communities is evidence that it can be done. The writer suggests that the educational authorities of Lincoln County become more concerned about the problems of their county and in the light of the examples given in this study, or by some other method, at least make an attempt to revise the school curriculum so as to train the students to meet the needs of the community.

The writer does not mean to say that the use of books should be excluded entirely, but that they should be used as guides or foundations. After all, "it is not the aim of education to give the child knowledge of the three "R's" and let him go. It is the duty of the school to train the child for citizenship which necessitates the training of the child for and about life around him."¹

1

Department of Education, State of Oklahoma, A Guide to the Study of the Curriculum, 1941, Chapter VII

CHAPTER VI

TEACHING PERSONNEL

Number of Teachers and Their Training. The state has employed for Lincoln County thirty-eight Negro teachers to provide instruction for 778 Negro students. This gives an average of twenty-one pupils for a teacher. This average is far below the state average of thirty pupils for a teacher.

So far as college hours are concerned, the teachers are adequately trained. The teachers training is as high as a Master's degree, and none below eighty hours of college work.

In order to teach in Lincoln County, one must have a collegiate certificate in the field in which he teaches.

Table IV on the following page shows the distribution of training among the Negro teachers of Lincoln County by sex.

Experience of Teachers: Table V shows the majority of the teachers have taught for a period exceeding eight years.

TABLE IV
 DISTRIBUTION OF TRAINING AMONG NEGRO TEACHERS
 OF LINCOLN COUNTY BY SEX

Training	Males	Females	Total
Master's degree		1	1
20 hours advanced study beyond Bachelor's degree	2	1	3
10 hours study beyond Bachelor's degree	3	2	5
Bachelor's degree	5	14	19
70-90 hours college work	1	9	10
Total	11	27	38

TABLE V
 TEACHING EXPERIENCE OF THIRTY-EIGHT NEGRO PUBLIC SCHOOL
 TEACHERS IN LINCOLN COUNTY

Years of Experience	Number of Teachers
17-20	3
13-16	10
9-12	8
5-8	10
1-4	7

There are seven who have taught less than four years, and according to the report of their supervisor, have given satisfaction as teachers. Twelve have taught for a period of fifteen years. Seven have taught more than fifteen years.

Teacher-Salary Schedule. The following schedule is used as a basis for calculating teachers' salaries in the minimum program:

- (a) For each teacher holding a first grade elementary certificate issued on examination, fifty-five (\$55.00) dollars per month.
- (b) For each teacher holding an elementary certificate issued on forty (40) hours of college work, seventy (\$70.00) dollars per month.
- (c) For each teacher holding an elementary certificate issued on forty (40) hours of college work, seventy-five (\$75.00) dollars per month.
- (d) For each teacher holding a State Certificate issued on three (3) years of college work, eighty (\$80.00) dollars per month.
- (e) For each teacher holding a State Certificate issued on a Bachelor's degree, ninety (\$90.00) dollars per month.
- (f) For each teacher holding a State Certificate issued on a Master's degree, ninety-five (\$95.00) dollars per month.
- (g) Provided that five (\$5.00) dollars per month for each year of experience, but not to exceed two years for teachers without standard baccalaureate degree, not to exceed four years for teachers with standard baccalaureate degrees, and not to exceed five years for teachers with Master's degrees, shall be added to the monthly schedule to be used as a basis for apportionment of state aid.

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Crabbe, A. L., State Superintendent of Public Instruction. Oklahoma City. 1941, Teacher's Salary Schedule.

Table VI shows the salaries received by the thirty-eight Negro teachers in Lincoln County and the number receiving the various salaries.

TABLE VI

SALARIES RECEIVED BY THE THIRTY-EIGHT NEGRO
PUBLIC SCHOOL TEACHERS IN LINCOLN COUNTY

Amount per Year	Number of Teachers
\$ 1200	2
1100	1
1000	25
800	10

According to the state law regarding teachers' salary, the teachers are paid on the basis of their qualifications. The table above shows the salaries of the high school principals, teachers with Master's degrees, teachers with bachelor's degrees and teachers whose training is less than a bachelor's degree.

CHAPTER VII

SUMMARY AND CONCLUSION

Summary: 1. There are twenty-one Negro public schools in Lincoln County. Two are high schools, six are two-room elementary schools and thirteen are one room elementary schools.

2. There are seven brick and native stone buildings and fourteen frame buildings.

3. There are thirty-eight Negro teachers in Lincoln County, eleven of whom are men and twenty-seven women.

4. Generally speaking, the men have the better training; of the nine teachers who have done advanced study, six of them are men, although the only one having received a Master's degree is a woman.

5. Of the eleven men teaching in the county, only one does not have a Bachelor's degree. Of the twenty-seven women who are teaching in the county, only eight do not have Bachelor's degrees.

6. There is only one Negro woman principal in the Lincoln County Schools.

7. The school buildings are kept in good repair, but there is much need for reconstruction of all the buildings.

8. None of the schools have adequate playground equipment.

9. The teachers are paid according to the State salary schedule.

10. All Lincoln County teachers have as much as ninety hours of college training.

11. The condition of the roads in bad weather is the greatest cause of absence among those students that have to ride the bus to school.

12. The health condition of the schools was found very unsatisfactory because of improper lighting, heating and ventilation.

13. There has been a great decrease in the number of schools and students in the county during the last decade.

14. There are 778 Negro scholastics in Lincoln County; all are enrolled in school. Seventy per cent of them are enrolled in elementary school.

15. Vocational agriculture is taught in only one Negro school in Lincoln County.

16. Home Economics is taught in only two schools in Lincoln County.

17. There are nine buses for transportation of children to five of the schools in the county.

18. In many cases the children have too far to walk to school.

19. There is not a Negro lawyer, doctor, or prominent business man in Lincoln County.

20. There is great need for coordination and assimilation of subject matter on the part of the teacher in the one-room and two-room elementary schools in Lincoln County.

Recommendations. Considering the facts revealed in this thesis, the writer hereby offers the following recommendations and suggestions:

1. That the buildings be reconstructed and built on the pattern set up as the proper style for modern schools.
2. That more recreational and instructional equipment be provided for the schools.
3. That the heating systems be revised and modern circulation systems be installed.
4. That some means be provided for a cook and janitor in order that these duties not be performed by the teacher.
5. That a drive be put on to improve the roads.
6. That the high schools put more emphasis on vocational agriculture and other subjects that will meet the community needs.
7. That in cases where it is possible, two or more of the small one-room schools should be consolidated using the teacher of each school to make up the faculty.
8. That there be an effort made to attain a work shop course or some other method of training that may serve as a solution to the many problems of the county and communities.

Conclusion: Educational availability in Lincoln County is in proportion to the development of the following factors and will be improved in proportion as these factors are improved:

1. School buildings
2. Beautification and improvement of school grounds
3. Declining population
4. Curriculum
5. Equipment
6. Libraries
7. Heating, lighting, and ventilation
8. Transportation

APPENDIX

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PERSONS INTERVIEWED

Adams, B. B. Mr.	Early teacher
Austin, Leslie, Mr.	Principal Golden Valley School, Stroud
Barnett, L. M., Mrs.	Pioneer Student
Benford, R. L., Miss	Principal, Dunbar School, Stroud
Black, T. H., Mr.	County Agent
Brown, W. J., Mr.	Present County Supervisor
Busby, E. T., Mr.	Principal, Douglass High School, Chandler, Oklahoma
Cooper, J. H., Mr.	Principal, Lincoln School, Chandler
Cunningham, Chas., Mr.	Pioneer teacher
Denyer, T. H., Mr.	Pioneer teacher Early superintendent
Eakers, J. J., Mr.	Principal, Dumas School, Stroud
Flowers, Myrtle, Mrs.	Principal, Galilee School, Payson
Gaines, Mrs. Luisa	Pioneer Student
Greer, L. V. Miss	County Home Demonstration Agent
Hall, Daisy Ray, Mrs.	Principal, Prague School, Prague
Johnson, W. L. Lawyer	Pioneer teacher Early superintendent
Jones, Eva L., Mrs.	Principal, Douglass School, Fallis
Kennedy, E. C., Mr.	Principal, Carver School, Davenport

PERSONS INTERVIEWED
(Continued)

Leach, Mattie, Miss	Principal, Red Oak School, Chandler
Marshall, Violette, Mrs.	Principal, Pleasant Valley School, Payson
May, Pearl Lee, Mrs.	Principal, Kickapoo School, McCloud
Mukes, George W. Mr.	Pioneer Student
Sawner, Lena L., Mrs.	Early teacher
Sneed, Helen, Mrs.	Principal, Midlothian School, Midlothian
Thomas, J. W., Mr.	Present County Superintendent
Williams, Mary, Mrs.	Principal, Great Hope School, Merrick
Wilson, J. B., Mr.	Principal, Avery School, Avery
Woodard, Cephas, Mr.	Principal, Dudley School, Carney
Woodard, Dollie, Miss	Principal, River Bend School, Stroud

QUESTIONNAIRE

1. Name of School _____
2. District Number _____
3. Location of School _____
4. Size of District _____ Miles
5. Number of Students: Male _____ Female _____
6. Number of families in districts _____
7. Number of homes from which students come _____
8. Number of students walking 4 miles to school Male _____ Female _____
9. Number of students walking 3 miles to school Male _____ Female _____
10. Number of students walking 2 miles to school Male _____ Female _____
11. Number of students walking 1 mile to school Male _____ Female _____
12. Number transported Male _____ Female _____
13. List occupation of citizens and the number engaged in each

14. List businesses or professions of Negroes in your community

15. List all material and equipment used as teaching aid

16. List all articles of furniture _____

17. Describe seats and desks _____
18. What is the inside dimension of your school room _____
19. What color outside _____ What color inside _____
20. How many windows _____ Size _____ What direction are they? _____

21. What is the condition of your building? _____
22. Does it need repairing? _____
23. How large is your school ground? _____
24. List the kind of playground equipment _____

25. How is your room heated? _____ Lighted _____
Ventilated _____.
26. Do you have hot lunch? _____ Who prepares it? _____
Do you have a janitor? _____
27. How many old age pensioners in your district? _____
WPA workers _____ Other government dependents _____
28. Does the high school bus come through your community? _____
29. Please draw a map of your community showing location of homes and school.
Indicate the types of roads - Gravel _____ Pavement _____ Dirt _____
The distance between the homes and school _____
30. What is the condition of the roads for travel? _____ Are they ever
impassable? _____ Comment _____
31. What conditions do you think need improvement in your school and
community? _____
32. How much teacher training have you had? _____
