

A PLAN FOR THE REORGANIZATION OF THE SCHOOLS
OF HAMILTON COUNTY NEBRASKA

by

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PURPOSE

To assemble significant information about school districts in Hamilton County, Nebraska.

To formulate a plan for the reorganization of school districts for greater economy and efficiency.

To submit the plan and data to the Hamilton County Reorganization Committee for their consideration, and to help the reorganization of the school districts in the county.

PROCEDURE

Assembled data from the county and the state superintendents offices concerning population trends from years 1920-1940; enrollment trends from years 1929-1949; number of handicapped children; contracting school districts; distance of pupils to school by nearest traveled road; training, experience and tenure of teachers; types of certificates held by teachers; teacher salary averages for 1934-1935, 1939-1940, 1944-1945, 1948-1949; assessed valuation for 1929, 1939 and 1949; school tax rate and school levy for 1929, 1939, and 1949; school taxes paid and percentage of delinquents for 1930, 1938, and 1947; bonded indebtedness and registered warrants for 1949; average daily attendance and total current expenses for 1934-1935, 1939-1940, 1944-1945, 1948-1949; total census children 7-16.

Obtained and arranged data from personal visits to all schools in the county concerning bus routes, buildings, and sites.

Drew a map, after driving all roads in the county, showing the paved, gravel and dirt roads. A map was drawn showing the present school districts and another showing the recommended changes.

SCHOOL TRENDS IN OTHER STATES

In the United States the rural school districts are being consolidated into larger districts. According to R. E. Wochner¹ the total number of one teacher schools in the United States had decreased, between 1940-1942 approximately 3,500 were eliminated, between 1942-1944 approximately 4,500 were eliminated, between 1944-1946 approximately 5,200 were eliminated, between 1946-1948 approximately 1,000 were eliminated. The total number of local units in 1939 was 117,000 in 1947-1948 they numbered 94,000 units. According to his report 27 states are reorganizing local school administrative units in some degree, 15 of these are reorganizing as a result of formal reorganization act which describes the machinery under which the organization shall take place. States engaged in programs to reduce the number of districts were: Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, New Jersey,

1. R. E. Wochner, "School District Reorganization Activities in the United States", American School Board Journal, 117:25-26, September, 1948.

New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Vermont, Washington, Wisconsin, and Wyoming. States reporting formal reorganization acts were: California, Idaho, Illinois, Indiana, Iowa, Minnesota, Missouri, Montana, New York, North Dakota, Oklahoma, Pennsylvania, Washington, Wisconsin, and Wyoming.¹

In the 30 years preceding 1948, Utah enlarged their school districts until it had 40 districts in 29 counties.² In the area around Harrisburg, Pennsylvania they reduced the number of districts from 112 to 18 in four counties.³ In 1948 Illinois reduced their districts from 12,000 to 9,700. At the present writing the averages indicate a reduction to a total of about 1200 or a ratio of about 1 to 12 of the districts reported. The county survey plan similar to that adopted by Nebraska was used.⁴

CHARACTERISTICS OF A SATISFACTORY ADMINISTRATIVE UNIT

Attendance Area

The attendance area should be the natural town country

1. R. E. Wochner, "School District Reorganization Activities in the United States", American School Board Journal, 117:25-26, September, 1948.

2. A. C. Lambert, "Some Experience Gained Under School Consolidation in Utah", American School Board Journal, 117:25-28, August, 1948.

3. "Extensive School Consolidation in Harrisburg Area", American School Board Journal, 117:53, September, 1948.

4. H. B. Mulford, "School Districts Consolidating Progressing in Illinois", American School Board Journal, 116:82, February, 1948.

community, such as a village and its "social drainage basin". Attendance area should include both the elementary and secondary school so that a twelve-year-program may be offered under its control.¹ This would make it possible to more effectively articulate the elementary and high school curricula. It is important that all phases of the elementary and high school be articulated in order to eliminate some of the frustration on the part of the pupil when passing from the elementary to the high school level.

Transportation

Elementary pupils living beyond walking distance of the school should not be on the school bus more than 35 minutes.

High school pupils living beyond walking distance of the school should not be required to be on the bus more than 60 minutes.²

Control

Proper representation in the school board of each area should be maintained.³ Each parent should be represented on the school board of the school district his child attends. It is not possible for the parents in districts contracting with other schools to have legal control over the schools attended by their children--yet loss of control continues to be a common argument

1. Q. V. Doudna, "Local School Units in Rural Areas", Educational Administrative and Supervisory Journal, 28:241-257, April, 1942.

2. Ibid.

3. C. C. Carpenter, "Characteristics of a Satisfactory Administrative Unit", American School Board Journal, 117:27-28, December, 1948.

against reorganization.¹

Financing

Redistricting should provide equalization of assessed valuation per pupil.

Local taxes plus other sources of income should provide adequate educational services.

The bonding capacity of each district should be large enough to finance adequate school buildings.² The bonding capacity of each school district in Nebraska is not to exceed 40 per cent of the last assessed value of all taxable property within the school district.³

Ogallala, Nebraska built a modern school in 1949 for a cost of \$137,000 to serve 551 elementary pupils. The cost of a building is not directly proportional to the number of pupils it serves.⁴ It is therefore assumed that a district serving less than 550 pupils should have at least \$342,500 assessed valuation permitting the issuance of \$137,000 in bonds.

NEBRASKA TEACHERS AND SCHOOLS

Nebraska has 3,865 elementary teachers in town and city schools. Of these 1.2 per cent have less than 30 semester hours of college training, 68.5 per cent have 60 or more

1. K. E. McIntyre, "School Redistricting Problem in Nebraska", American School Board Journal, 119:15-16, December, 1949.

2. Q. V. Boudna, "Local School Units in Rural Areas", Educational Administrative and Supervisory Journal, 28:241-257, April, 1942.

3. "Nebraska School Laws of 1949-1950" (Lincoln, Nebraska: Stephenson School Supply Co.)

4. "Ogallala 'Progress School' Denotes Growth", Nebraska Education News, 3:3, February 10, 1950.

semester hours of college credit and 35.3 per cent have bachelor degrees or more. The average preparation of the city and town school teacher is 99.8 semester college hours.¹

Nebraska has 4,845 rural school teachers. Of these 14.6 per cent have 60 or more semester hours of college, 66 per cent have less than 30 semester hours of college training, 14.4 per cent have no college semester hours. The average preparation of the rural school teachers is 29.5 semester hours. W. A. Rosene, Director of Certification in Nebraska, states that the Temporary Certificate may be eliminated in the rural schools in 1950.²

The average annual salary of rural teachers in Nebraska was \$1,683 for 4,301 teachers in 1949-1950. Hamilton County average rural teachers salary ranked in the upper second fourth with an average of \$1,717 for 46 rural teachers.²

Nebraska was in the lowest quarter of NEA Membership in 1949.³

Nebraska has a critical need for more adequate school plants. The approximate age of school plants is 40 years.⁴

School structures built in the early 1900's have run their life expectancy; they need to be replaced or at least thoroughly renovated, not simply because of their physical decay, but because they are in most

1. Neal S. Gomon, "Nebraska Teachers Improve Preparation Status", Nebraska Education News, 3:4, April 21, 1950.

2. Neal S. Gomon, "Distribution by Counties of Average Annual Salaries of 4301 Teachers of Rural Schools", Nebraska Education News, 3:4, March 17, 1950.

3. "Nebraska's NEA Membership Gain Far Short of '49-'50 Goal", Nebraska Education News, 3:3, April 21, 1950.

4. "Ogallala 'Progress School' Denotes Growth", Nebraska Education News, 3:3, February 10, 1950.

cases ill-fit for the purpose, scope and demands made on modern public education.¹

Nebraska obtains 96.1 per cent of its school revenue from local taxation.

The per pupil cost of all schools of the state, based upon enrollment and total expenses was \$158.59 for the school year ending July 1948.

STATUS OF HAMILTON COUNTY AS
INDICATED BY THE DATA COLLECTED

The population of Hamilton County has decreased 19.5 per cent between the years 1920 to 1940. In 1940 they had only 75.4 per cent as many people as in 1920. According to Tables 1 and 2, each township and city of Hamilton County has decreased in population. This decrease in population means less people per square mile, which creates a need for enlarging the school districts.

1. Wayne O. Reed, Superintendent of Public Instruction, State of Nebraska, Dedication Speech at the Ogallala 'progress School'.

Table 1. Population trends in Hamilton County Townships.

Township	Number of inhabitants			Per cent of change		
	1920	1930	1940	1920	1930	1920
	to	to	to	1930	1940	1940
Aurora	592	602	453	1.7	-24.8	-23.5
Beaver	638	543	428	-14.9	-21.2	-32.9
Bluff	759	663	600	-12.6	-9.5	-20.9
City	2962	2715	2419	-8.3	-10.9	-18.3
Deep Well	537	534	320	-0.6	-38.4	-38.7
Farmers						
Valley	617	567	460	-8.1	-18.9	-25.4
Grant	543	527	478	-2.9	-9.3	-12.0
Hamilton	491	475	367	-3.3	-22.3	-25.3
Monroe	663	556	419	-16.1	-24.6	-36.8
Orville	760	701	588	-7.8	-16.1	-22.6
Otis	682	568	458	-16.7	-19.4	-32.8
Phillips	586	531	457	-9.4	-13.9	-21.0
Scoville	458	434	302	-5.2	-30.4	-34.1
South						
Platte	976	961	766	-1.5	-20.3	-21.5
Union	898	816	673	-9.1	-17.5	-25.1
Valley	1076	966	785	-10.1	-18.7	-27.0
Total	13,238	12,159	9,972	Ave. -7.8	-26.0	-19.5

1. The per cent of change from 1920 to 1930 was obtained by dividing the number of inhabitants of each township in 1930 by the number of its inhabitants in 1920.

Source: Information was obtained from Stanley L. Hawley, Director of School District Reorganization, Nebraska State Department of Public Instruction.

Table 2. Population trends in Hamilton County.

Unit	Number of inhabitants			Per cent of change		
	1920	1930	1940	1920 to 1930 ¹	1930 to 1940	1920 to 1940
County:						
Total	13237	12159	12401	-8.1	-7.1	-24.6
Rural	No. 10275	9444	9982	-8.1	5.7	-2.8
	% 77.5	77.6	80.5			
	No. 2962	2715	2419	-8.3	-10.1	-8.3
Urban (Aurora) ²						
	% 22.5	22.4	19.5			
City or Village						
Hordville	191	175	160	-8.4	-8.6	-6.2
Aurora	2962	2715	2419	-8.3	-10.1	-8.3
Stockham	239	211	197	-11.7	-1.7	-17.6
Phillips	274	221	205	-9.3	-7.2	-25.2
Marquette	305	318	245	4.3	-23.0	-19.7
Giltner	387	355	325	-8.3	-8.5	-16.0
Hampton	457	369	310	-19.3	-16.0	-32.2
Total	4815	4364	3861	61.0	75.1	125.2
Average				10.0	11.5	20.8

1. Per cent of change from 1920 to 1930 was obtained by dividing the number of inhabitants of 1930 by the number of inhabitants of 1920 for each unit.

2. Aurora is the only city considered urban on this table.

Source: This information was obtained from Stanley L. Hawley, Director of School District Reorganization, Nebraska State Department of Instruction.

The Average Size in Acres of Farms

As shown in Table 3, the average size in acres of the farms in the United States has increased 17.4 per cent; for the state of Nebraska it has increased 15.2 per cent; and for Hamilton County it has increased 15.5 per cent from 1920 to 1940. This increase in the size of the farms indicates less families for the schools.

The Number of Farms Operated by the Owner and Tenant

Between 1929 and 1940, according to Table 3, the number of farms operated by the owner has decreased in the United States 5.8 per cent; in the state of Nebraska 49.7 per cent; and in Hamilton County 61.8 per cent. The number of farms operated by tenants has decreased in the United States 3.8 per cent; it has increased in the state of Nebraska 19.7 per cent; and it has decreased in Hamilton County 2.8 per cent. The per cent of farms operated by the owner in Hamilton County has decreased from 46 per cent in 1920 to 24.4 per cent in 1940, while those operated by a tenant has increased from 54 per cent in 1920 to 74.6 per cent in 1940. The per cent of farms operated by the owner in Nebraska in 1940 was 35.2 per cent, while the per cent operated by the tenant was 64.8 per cent.

Table 3. Farm trends.

	: Average size in acres	: Total	: Operated by Owner	: Tenant
1920				
U. S.	148.2	6,448,343	3,925,090	2,454,804
State of				
Nebraska	339.4	124,417	69,672	43,430
County	179.7	1,882	358	1,010
1930				
U. S.	156.9	6,288,648	3,468,394	2,664,365
State of				
Nebraska	345.4	129,458	43,301	61,020
County	191.4	1,766	443	926
1940				
U. S.	174	6,906,799	3,699,177	2,361,271
State of				
Nebraska	391.1	121,062	35,064	63,947
County	207.7	1,623	336	982

Per cent of changes from 1920 to 1940¹

U. S.	17.4	-5.5	-5.8	-3.8
State of				
Nebraska	15.2	-2.7	-49.7	19.7
County	15.6	-14.8	-60.8	-2.8

1. The per cent of changes from 1920 to 1940 was obtained by dividing the 1940 number by the 1920 number for each item. A minus (-) denotes a decrease.

Source: This information was obtained from Stanley L. Hawley, Director of School District Reorganization, Nebraska State Department of Instruction.

Enrollment Trends from 1929 to 1949

Rural Enrollment Trends. In the rural schools of the county the enrollment was 44 per cent less in 1949 than in 1929 according to the data of Table 4. The average rural school enrollment of the county has decreased from 16.5 to 10.8 a reduction of 65 per cent even though the total number of rural schools has also decreased from 80 to 50, a decrease of 37.5 per cent in the total number of rural schools. The reduction of schools did not increase the average enrollment of the rural schools as much as it would seem because 21 of the 31 contracting schools contracted with city schools. The rural schools did show an increase of 182 pupils during the five year period 1944 to 1949. This increase was probably due to the recent increase in birth rate.

City Enrollment Trends. The enrollment of the city elementary schools of Hamilton County as shown in Table 4 has decreased from 910 to 674 which is a decrease of 26 per cent. The city elementary schools have not decreased as much as the rural schools because they have contracted with the rural school districts to educate a number of rural elementary children. The decrease of the enrollment of both the rural and city elementary school was due to the decrease of total population in the county. The city elementary enrollment increased 34 between the years 1944 and 1949. The last five year increase was probably due to the recent increase in birth rate beginning with World War II. This increase is very slight in comparison with the 20 year decrease. The

long range trend indicates less rural population and less need for the many rural elementary schools.

High School Enrollment Trends. As shown in Table 4, the high school enrollment has decreased 606 to 482 pupils from 1929 to 1949 which is a decrease of 12.6 per cent. This has been due to the reduction of the size of the family, the increased acreage of the farm causing fewer farms.

Table 4. Enrollment trends by districts, 5-year intervals
1929-1949.¹

School district number	1929-1930 enrollment	1934-1935 enrollment	Five year increase or decrease	1939-1940 enrollment	Five year increase or decrease	1944-1945 enrollment	Five year increase or decrease	1948-1949 enrollment	Four year increase or decrease	Nineteen year increase or decrease
1	22	14	-8	18	4	22	4	15	-7	-7
2	23	20	-3	15	-5	5	-10			
3	23	17	-6	9	-8	14	5	7	-7	-16
4	20	16	-4	12	-4	12	0	16	-4	-4
5	17	22	5	11	-11	5	-6	16	11	-1
6	9	7	-2	5	-2	13	8	10	-3	11
7										
8	18	11	-7			6				
10	18	20	2	13	-7	11	-2	15	4	-3
11	15	9	-6	7	-2	8	1			
12	26	27	1	8	-19	10	2	10	0	-16
13	21	16	-5	7	-11	15	8	14	1	-7
14	15	8	-7	10	2	14	4	17	3	2
15	8	15	7	15	0	10	-5	7	-3	-1
17	20	17	-3	13	-4	11	-2	3	-8	-17
18	7	7	0	12	5					
19	13	13	0	12	-1	8	-4			
20	17	13	-4	6	-7					
21	18	11	-6	10	-1	8	-2	11	3	-7
23										
24	14	12	-2					10		-4
25		11		9		8	-1			
26	15	7	-8	14	7	13	-1			

Table 4. (Cont'd.)

School District Number	1929-1930 Enrollment	1934-1935 Enrollment	Five Year Increase or Decrease	1939-1940 Enrollment	Five Year Increase or Decrease	1944-1945 Enrollment	Five Year Increase or Decrease	1948-1949 Enrollment	Four Year Increase or Decrease	Nineteen Year Increase or Decrease
27	26	16	-10	17	1	16	-1			
28	10	10	0	8	-2	8	0	9	1	-1
29	13	6	-7	7	1					
30	17	11	-6	8	-3			9		-8
31	18	16	-2	8	-8	11	3	7	-4	-11
32	22	21	-1	14	-7	13	-1	11	-2	-11
33	7	10	3	3	-7					
34	21	12	-9							
35	11	18	7	9	-9	11	2			
36	13	16	3	9	-7	8	-1	9	1	-4
37	34	21	-13	5	-6	5	0	13	8	-21
38	12	7	-5	8	1					
39	11	12	1							
40	12	9	-3							
41	14	8	-6			5		4	-1	-10
42	17	10	-7	6	-4					
43		4		6	2	8	2			
44	10	7	-3	7	0					
45	12	12	0	10	-2	6	-4	5	-1	-7
46	17	11	-6	8	-3	7	-1			
47	63	42	-21	46	4	20	-26	23	3	-40
48	14	16	2	9	-7	5	-4	11	6	-3
49	19	9	-10	8	-1	7	-1	13	6	-6
50	8	9	1	9	0					
51	11	12	1							
52	12	14	2	16	2	9	-7	7	-2	-5
53	18	17	-1	17	0	6	-11	11	5	-7
54	23	21	-2	7	-14	8	1	8	0	-15
55	12	11	-1	6	-5					
56	55	61	6	44	-17	35	-9	14	-21	-41
57	6	13	7	8	-5			10		4
58	16	15	-1	8	-7	16	8	11	-5	-5
59	22	12	-10	5	-7	10	5	21	11	-1
60	11	9	-2	7	-2					
61		10		7	-3	11	4	7	-4	
62	12	10	-2	11	1	8	-3	10	2	-2
63	7	6	-1	5	-1					
64	27	16	-11	8	-8	10	2			
65	13	13	0	12	-1					

Table 4. (Cont'd.)

School District Number	1929-1930 Enrollment	1934-1935 Enrollment	Five Year Increase or Decrease	1939-1940 Enrollment	Five Year Increase or Decrease	1944-1945 Enrollment	Five Year Increase or Decrease	1948-1949 Enrollment	Four Year Increase or Decrease	Nineteen Year Increase or Decrease
72	18	17	-1	12	-5	4	-8	14	10	-4
73	69	63	-6	36	-27	30	-6	29	-1	-40
74	8	12	4	11	-1	6	-5	6	0	-2
75	14	9	-5	5	-4	7	2			
76	21	12	-9	5	-7	5	0			
77	17	15	-2	7	-8		6			-11
78	10	6	-4	4	-2			7		-3
79	16	17	1	14	-3	18	4	6	-12	-10
80	6	6	0	5	-1					
81	10	10	0	11	1	6	-5	9	3	-1
82	21	9	-12	7	-2	9	2	14	5	-7
83	7	6	-1	8	-2					
85	35	17	-18	16	-1	14	-2	22	8	-13
86	18	15	-3	10	-5	6	-4	8	2	-10
87	15	13	-2	9	-4	14	5	8	-6	-7
88	18	17	-1	9	-8	9	0	11	2	-7
89	24	23	-1	16	-7	15	-1			
90	19	11	-8							
93	11	11	0	14	3	8	-6	7	-1	-4
94	24	18	-6	15	-3	8	-7	17	9	-7
97	25	13	-12	10	-3			6		-19
98	18	14	-4	13	1	7	-6	17	10	-1
99	15	7	-8	7	0	5	-2	10	5	-5
100	16	16	0	8	-8	7	-1	13	6	-3
Totals	1332	1100	-232	734	-366	559	-175	741	182	-591

City schools

9E	470	469	-1	401	-68	357	-44	368	11	-2
9MS	295	317	22	269	-48	230	-39	221	-9	-74
46E	105	95	-10	53	-42	43	-10	80	37	25
46HS	51	90	39	82	-8	59	-23	39	-10	-12
50E	64	46	-18	41	-5	34	-7	27	-7	-37
50HS	31	44	13	39	-5	16	-23	16	0	-15

Table 4. (Concl.).

School district number	1929-1930 enrollment	1934-1935 enrollment	Five year increase or decrease	1939-1940 enrollment	Five year increase or decrease	1944-1945 enrollment	Five year increase or decrease	1948-1949 enrollment	Four year increase or decrease	Nineteen year increase or decrease
51E	10	14	4	9	-5					
51HS	2	3	1							
61E	46	54	8	39	-15	32	-7	33	1	-13
61HS	33	54	21	55	1	42	-13	28	-14	-5
91E	41	53	12	40	-13	32	-8	41	9	0
91HS	62	82	20	79	-3	64	-15	70	6	8
95E	94	103	9	77	-26	85	8	63	-22	-31
95HS	49	68	19	59	-9	49	-19	48	-1	-1
96E	80	92	12	67	-25	57	-10	62	5	-18
96HS	83	85	2	92	7	62	-30	50	-12	-33
Total Elem.	910	926	16	727	-199	640	-87	674	34	-236
Total HS	606	743	137	675	-68	522	-153	482	-40	-124

1. In each column marked Five Year increase or decrease the minus (-) denotes a decrease.

2. Under the City schools the "E" stands for elementary and the "H.S." for high school.

Source: This information was obtained from the reports submitted to county superintendent by each district.

Handicapped Children

The number of handicapped children in Hamilton County in 1949 was small, 19 in an enrollment of 1208 or one per cent handicapped. This information was taken from the annual Handicapped Childrens report submitted by the secretary of each school board. According to the county superintendent, a handicapped child is any child handicapped to such an extent that education in a regular school is impaired. Some of the handicapped children may have been omitted from these reports because a definite definition was not furnished to the 88 different people making the report. This number is too small to warrant group organization for them even in reorganized schools.

Table 5. Number of handicapped children.¹

School District Number	Educable: Mentally Retarded	Blind or Partially Sighted	Speech Defective	Hard of Hearing	Orthopedic
9	2	1	1	0	3
10	2	0	0	1	0
24	1	1	0	0	0
46	0	0	0	0	1
63	0	0	0	0	1
73	0	0	0	0	1
95	1	0	0	0	1
96	1	0	0	0	1
Total	7	2	1	1	8

1. The districts not listed here, had no educable mentally retarded or physically handicapped children listed on the county report.

Source: From the annual Handicapped Children Report submitted by the secretary of each school district.

A handicapped child is handicapped to such an extent that education in a regular school is impaired.

Contracting School Districts

Thirty four per cent of the school districts of Hamilton County contracted for the instruction of their elementary children with 27 different districts for a total of 158 pupils. These districts had no voice in the school policies of the schools their pupils attended, and from this standpoint should be much interested in reorganization.

Table 6. Contracting school districts.

Contract district number	: Number of pupils sent	: under contract	Schools to which pupils are sent		
			Name &/or: dist. no.:	County ¹	Type of organization K-8, K-12, 9-12, 9-10 ²
2	1		1	Ham.	K-8
2	1		50	Ham.	K-12
7	2		91	Ham.	K-12
8	4		91	Ham.	K-12
8	1		51	Ham.	K-8
11	2		10	Ham.	K-8
11	3		50	Ham.	K-8
11	1		85	Ham.	K-8
18	1		61	Ham.	K-12
18	2		72	Folk	K-12
19	1		100	Ham.	K-8
19	2		62	Ham.	K-8
20	12		46	Ham.	K-12
20	1		93	Ham.	K-8
25	2		91	Ham.	K-12
26	11		9	Ham.	K-12
27	3		68	Ham.	K-8
27	1		85	Ham.	K-8
29	5		95	Ham.	K-12
29	1		4	Ham.	K-8
35	1		42	Ham.	K-8
35	1		101	Clay	K-12
39	2		96	Ham.	K-12
39	2		28	Ham.	K-8
40	3		91	Ham.	K-12
41	4		96	Ham.	K-12
43	3		98	Ham.	K-8
44	2		4	Ham.	K-8
45	1		17	Ham.	K-8
45	1		59	Ham.	K-8
45	1		47	Ham.	K-8
48	7		91	Ham.	K-12
53	8		95	Ham.	K-12
55	5		46	Ham.	K-12
65	3		72	Polk	K-12
65	1		61	Ham.	K-12
69	8		9	Ham.	K-12
70	1		62	Ham.	K-8
70	1		77	Ham.	K-8
71	3		95	Ham.	K-12
71	3		96	Ham.	K-12
71	1		87	Ham.	K-8
75	11		101	Clay	K-12
76	8		46	Ham.	K-12

Table 6. (Cont'd.)

Contract district number	Number of pupils sent under contract	Schools to which pupils are sent		
		Name &/or dist. no.:	County:	Type of organization K-8, K-12, 9-12, 9-10 ²
80	2	33	Ham.	K-8
80	1	10	Ham.	K-8
83	3	72	Polk	K-12
83	2	61	Ham.	K-12
89	8	46	Ham.	K-12
90	4	61	Ham.	K-12
Total				
31	156	27		

1. Ham. stands for Hamilton. K-8 means Kindergarten through the eighth grade.

2. K-12 means Kindergarten through the twelfth grade. The classification K-8 and K-12 is a state classification and does not necessarily mean that kindergarten was held in these districts.

Source: From the Teachers Annual Report submitted by each teacher of rural districts and each city superintendent to the county superintendent one week after the close of the school year.

Transportation

Four districts, Aurora, district 9; Marquette, district 46; Phillips, district 95; and Giltner, district 96, used school buses. No school required any child to be on the bus more than 35 minutes. Fifty per cent of the students walked or furnished their own private transportation for an average distance of 1.07 miles or less to school during the school year 1948-1949, according to the data of Table 7.

Table 7. Distance of pupils to school by nearest traveled road.

School :		Number of pupils living ¹					
District :							
Number		1 M	1 M	1 1/2 M	2 M	2 1/2 M	3 M 3 1/2 M
1			12	1	5		1
2							
3	2		3	2			
4	4		3	2	2		
5	6		5	1	7		
6	6		3	2			
10	2		1	4	6		
12	1		4	3			
13			7	3	3		
14	1				8		
17	2			2			
21	5		5	1			
24	3		1	5	2		
28	3		2		1	1	
30	3		4		1	1	
32			3	3	1		
33	1		5	2	1		
37	4		2		3		
38	2		8		2		
42	2		2				
45	1		1	2	1		
47	1		3		1		
50	11		1	5	1		
51	3		6	1			3
52	7			1			
56				2	5		
57	2		1	2	1		
59	1		1	4			1
62			4	4	2		
63	6		2				
64	4		6	3	9		
68			4		6		1
72	2		5	2	6		
73 ^E	8		1	1	1		1
73 ^W	5		8	1	3		
77	2		2		2		1
78	2		3	2		3	
79	1		2				
81			3		8		
82	2		4	3	2		
85	3		7	3	7	2	
86	4		1		2		
87	5		3	1	2		
88			9	3	2		
93			4		3	1	
94			3	2	7		2

Table 7. (Cont'd.).

School district number	Number of pupils living ¹						
	$\frac{1}{2}$ M	1 M	$1\frac{1}{2}$ M	2 M	$2\frac{1}{2}$ M	3 M	$3\frac{1}{2}$ M
97	4	4					
98	5	4		3	3		
99	1	5		3			
100	7	3	2	1			
Total	136	170	75	118	13	8	2

1. Each unit of distance is $\frac{1}{2}$ mile. The real limits are $\frac{1}{4}$ to $\frac{3}{4}$; $\frac{3}{4}$ to $1-\frac{1}{4}$; $1-\frac{1}{4}$ to $1-\frac{3}{4}$; etc. No pupil lived more than $3-\frac{3}{4}$ miles from school.

Source: This information was taken from the teachers annual report which were submitted to the county superintendent in June 1950.

Training of Teachers

Training of Elementary Teachers. The elementary teachers of the six city schools had more college training on the average than the rural school teachers. According to the data of Table 8, 50 per cent of the city elementary teachers have two years of college training or more. Among the rural elementary teachers of the 49 districts operating in 1949-1950, 28 per cent were high school normal training students; 67 per cent had less than twelve hours of college training; 88 per cent had one year or less of college training, and 98 per cent had two years or less of college training. It is difficult to overemphasize the importance of the teaching staff to the success of the school program. The deficiency in college training of the average rural school teacher gave the average city elementary teacher in Hamilton County a distinct advantage in training. Undoubtedly in a reorganization

the trend would be toward the better standards of teacher training.

Training of High School Teachers. The required training of the high school teacher is a bachelor's degree or more. With one exception in Giltner, all meet this requirement. This teacher had only three years of college training and is teaching on a Temporary certificate. According to Table 8, 12.9 per cent of the city high school teachers hold master's degrees.

Experience of Teachers

Experience of Elementary Teachers. The elementary teachers of the six city schools had more teaching experience than the rural school teacher. According to Table 8, the teaching experiences of the city teachers was as follows: 29.8 per cent had one year of teaching experience; 3.4 per cent had two to five years inclusive of teaching experience; 11.3 per cent had six to ten years inclusive of teaching experience; and 55.5 per cent had over eleven years or more of teaching experience. The teaching experiences of the rural teacher was as follows: 24.5 per cent had one year of teaching experience; 45 per cent had two to five years inclusive of teaching experience; 16.5 per cent six to ten years inclusive of teaching experience; and 14 per cent had eleven years or more of teaching experience.

The significant thing is that 55 per cent of the city elementary teachers had eleven years or more of teaching experience, while none of the rural teachers had more than five years experience.

Experience of the High School Teachers. According to Table 8, the high school teacher had the following experience: 35.6 per cent had one year of teaching experience; 16.2 per cent had two to five years inclusive of teaching experience; 10 per cent had six to ten years inclusive of teaching experience; and 38.5 had 11 years of more of teaching experience.

Tenure of Teachers

Tenure of Elementary Teachers. In the same table it develops that the tenure of the elementary teachers in the city districts was as follows: 63 per cent had a one year tenure; 4 per cent had two to five years inclusive tenure; 11 per cent had six to ten years inclusive tenure; and 22 per cent had 11 years or more tenure.

The tenure of the rural elementary teacher was as follows: 77.5 per cent had a one year tenure; 22.5 per cent had two to five years inclusive tenure; and no teacher had more than five years of tenure.

Tenure of High School Teachers. As indicated in Table 8 the tenure of the city high school teachers proved to be as follows: 68 per cent had a one year tenure; 22 per cent had two to five years tenure; and 2 per cent had 11 years or more tenure.

Bearing on this point, Yaple¹ comments that a school that

1. G. W. Yaple, "Centralized Schools and Better Schools", American School Board Journal, 117:40, December, 1948.

attracts and retains a well-trained and competent staff of teachers is in an enviable position.

There is a marked difference between the tenure of the city elementary teachers and the rural teachers. In short the city schools have attracted better trained teachers, have paid them higher salaries, and have retained them longer.

Table 8. Training, experience and tenure of teachers, 1949-1950.

School Dist. Number	Number of Teachers	Number of teachers									
		Training		Total years experience		Years in pre- sent position					
		H.S. Only	College 12hrs. 1yr 2yr 3yr	Under: 2	Over: 2	Under: 10	Over: 10	Under: 2	Over: 2	Under: 10	Over: 10
1	1			1						1	
3	1			1						1	
4	1			1						1	
5	1			1						1	
6	1			1						1	
10	1			1						1	
12	1			1						1	
13	1			1						1	
14	1			1						1	
17	1			1						1	
21	1			1						1	
24	1			1						1	
28	1			1						1	
30	1			1						1	
32	1			1						1	
33	1			1						1	
37	1			1						1	
38	1			1						1	
42	1			1						1	
45	1			1						1	
47	1			1						1	
50	1			1						1	
51	1			1						1	
52	1			1						1	
56	1			1						1	
57	1			1						1	
59	1			1						1	

Table 6. (Concl.).

School: Number	Number of teachers												
of	Training 1	Total Years		Experience		Years in pre-		sent position					
dist.:													
number: Teach.	College	1yr	2yr	3yr	B. F.	Under:	Over:	Under:	Over:	Under:	Over:	Under:	Over:
:	Only	12hrs	12hrs	12hrs	12hrs	2	2-5	6-10	10	2	2-5	6-10	10
46 (Marquette)													
Elem.		2			2	3			1		4		
H.S.					3	1			1		3		
61 (Hordville)													
Elem.			2			1		1			2		1
H.S.					3	2					2		
95 (Phillips)													
Elem.		1	2			1		1	2		2		1
H.S.								1	2		4		
96 (Giltner)													
Elem.		1	1			1		1	1		3		
H.S.			1		3	1		1	2		3		1
91 (Hampton)													
Elem.		1	1			1		2			1		1
H.S.					4	2		1	1		3		1
Total		3	9	9	33	4	19	6	6	27	38	8	5

1. Under training, "hrs." means college semester hours. The real limits of these categories are as follows: 1 to 13; 13 to 31; 31 to 61; 61 to 91; 91 to Bachelor's Degree; Bachelor's Degree to Master's Degree; Master's Degree plus.

2. Under Total years experience, the real limits are as follows: 0 to 2; 2 to 6 years; 6 to 10; and 10 plus.

3. Years in present position the real limits were 0 to 2; 2 to 6; 6 to 10; and 10 plus. District 73 maintained two schools, one on the East and one on the West. The E and W stand for the directions East and West. Degree B means any Bachelors degrees. Degree M means any of the Masters degrees.

Source: Information was taken from the Annual report to the County Superintendent.

Certificates

Certificates of Elementary Teachers. Referring to Table 9 we find that among the rural elementary teachers 20.3 per cent had Temporary certificates; 63.3 per cent Third Grade Elementary certificates; 8.2 per cent General Elementary certificates; 4.1 per cent Junior Elementary certificates which is the highest among those issued after September 1, 1938; and 4.1 per cent in the other category of certificates issued prior to September 1, 1938.

Certificates of City Elementary Teachers.. In the same table it appears that among the city elementary teachers 14.8 per cent had Temporary certificates; no per cent had Third Grade Elementary certificates; 14.8 per cent Administrative and Secondary certificates; 26 per cent Permanent Elementary; and 14.8 per cent in the other category of certificates issued prior to September 1, 1938.

From the above figures it is apparent that 18.5 per cent of city teachers hold a better certificate than the highest held by the rural teacher in 1949. It further appears that 40.8 per cent of city teachers held certificates issued prior to September 1, 1938 while only 4.1 per cent of the rural teachers held such certificates. On the basis of certification this proves that the more experienced, mature teacher seeks and finds city school positions.

Certificates of High School Teachers. The city high school teachers had 3.2 per cent Temporary certificates; 43.8 per cent Secondary certificates; 21.8 per cent Administrative and Supervisory certificates; and 31.2 per cent in the other category of certificates issued prior to September 1, 1938.

Certificate Standards. According to the standards set by the state department of education¹ teachers in elementary schools should hold the Junior Elementary School certificate or one of equal or higher rank. High school teachers should hold Secondary School certificate or one of equal or higher rank. This standard was met by 81.5 per cent of the city elementary teachers of Hamilton County. It was met by only 8.2 per cent of the rural elementary teachers of the county. This is a significant difference in the certificates held by the teachers and again points to the advantage of larger units of organization.

1. "Approval and Accreditation of Nebraska Schools",
(Lincoln, Nebraska, May 1950, State Department of Instruction).

Table 9. (Cont'd.).

School District Number	On or after September 1, 1938												Prior to September 1, 1938									
	Temporary	3.C. El. One	3.C. El. Two	G. El. Init.	G. El. Prov.	G. El. Prof.	Jr. El. Init.	Jr. El. Prov.	Jr. El. Prof.	Sn. El. Init.	Sn. El. Prov.	Sn. El. Prof.	Sec. Init.	Sec. Prov.	Sec. Prof.	A. & S. Init.	A. & S. Prov.	A. & S. Prof.	3 year Perm. Elem.	Jr. 1st G.	Jr. Diploma	Others
87	1																					
88	1																					
93	1																					
94							1															
97	1																					
98	1																					
99	1																					
100	1																					
City Grade School																						
9	1						1	1					2				4		3			
46							1						2				1					
61		1															1					
91	1						1										1					
95							2	1														
96	2																				1	
Total	4	1					6	1					4				7		4			
% of Tot.	14.8	3.7					22.2	3.7					14.8				26.		14.8			
City High School																						
9													5	1	1		1				6	
46													1				1				1	
61													1			1	1					

Table 9. (Concl'd.).

School District Number	On or after September 1, 1938														Prior to September 1, 1938					
	Temporary	3. G. El. One	3. G. El. Two	G. El. Init.	G. El. Prov.	G. El. Prof.	Jr. El. Init.	Jr. El. Prov.	Jr. El. Prof.	Sn. El. Init.	Sn. El. Prov.	Sn. El. Prof.	Sec. Init.	Sec. Prov.	Sec. Prof.	A. & S. Init.	A. & S. Prov.	A. & S. Prof.	3 year Perm. Elem. Jr. 1st gr. Jr. Diploma	Others
91													2			1				1
95													1	1						2
96	1												1			2				
Tot. 1													14			7				10
% of Tot	3.2												43.8			21.8				31.2

1. Legend: Temporary- Temporary Certificate; 3 G. El. - Third Grade Elementary; G. El. - General Elementary Certificate; Jr. El. - Junior Elementary Certificate; Sn. El. - Senior Elementary Certificate; Sec. - Secondary Certificate; A. & S. - Administrative and Supervisory Certificate; Perm. Elem. - Permanent Elementary.

Source: Information obtained from the county superintendent's record book of teaching certificates for the school year 1949-1950.

Certificate Requirements

Temporary Certificate. Valid for a term not to exceed one year. It is issued only upon written application of the school board. Each certificate is valid only in the school district for which the temporary certificate is issued. The State Superintendent makes all needful rules governing the

issuance of such temporary certificates.¹

Third Grade Elementary School Certificate. Valid for one year in kindergarten to eighth grade in class I schools. Requirements: graduate of a four year high school and a minimum of 12 semester hours of college credit, including six in education or graduate from normal training course of an approved Nebraska normal training high school.¹

General Elementary School Certificate. Valid for three years in kindergarten to eighth grade in class I schools. Requirement: graduate of a four year high school and a minimum of 30 semester hours of college, including at least 10 hours in education of which at least two hours shall be in observation and participation or in supervised teaching.¹

Junior Elementary School Certificate. Valid for three years in kindergarten to eighth grade in any school in the state. Requirements: graduate of a four year high school and minimum of sixty semester hours of college credit, including 15 semester hours in education, at least three of which shall be in teaching under supervision.¹

Senior Elementary School Certificate. Valid for five years in kindergarten to ninth grade inclusive in any school in the state. The requirements for this certificate are graduation from a four year high school and a minimum of 120 semester hours

1. Nebraska School Laws for 1949-1950 (Lincoln, Nebraska, Stephenson School Supply Co.) pp. 207 to 216.

of college credit, including 18 semester hours in education, of which three must be in teaching under supervision, six semester hours in elementary education and special preparation by applicant for teaching in the elementary grades.¹

Secondary School Certificate. Valid for five years in grades seven to twelve in any school in the state. The requirements for this certificate are graduation from a four year college on not less than 120 semester hours of college credit including 18 hours in education, three hours in teaching under supervision, 15 semester hours in each of two or more subject matter fields.¹

Administrative and Supervisory Certificate. Valid for five years in all schools in the state. The requirements are graduation from a four year college on not less than 120 semester hours of college credit, including 18 hours in education, three in teaching under supervision, 15 semester hours in each of two or more subject matter fields.¹

Permanent Elementary Certificate. Valid for life in any school in the state and issued prior to September 1, 1938.¹

Others. Any certificate issued prior to September 1, 1938 which is not in another category.¹

Teacher Salary Averages

Rural Teacher Salary Average. Referring to Table 10 we find that the average salary of the rural teachers in 1934-1935 was \$437.00 for 82 teachers; in 1939-1940 it was \$456.00 for 74

1. Nebraska School Laws for 1949-1950 (Lincoln, Nebraska Stephenson School Supply Co.) pp 207 to 216.

teachers; in 1944-1945 it was \$1059.00 for 48 teachers; in 1948-1949 it was \$1450.00 for 49 teachers. This was an increase in average salary of 335 per cent over the period from 1934-1935 to 1948-1949.

City Teacher Salary Average. The average salary of both the city elementary and city high school was \$760.00 in 1934-1935 for 65 teachers; \$865.00 in 1939-1940 for 63 teachers; \$1620.00 in 1944-1945 for 56 teachers; and \$2310.00 in 1948-49 for 57 teachers. It was not possible to separate the city elementary and the city high school teachers salary because they were reported as average salaries for men and women on the county reports. This made it impossible to determine the true salary status of either the city elementary teacher or the city high school teacher. At any rate the larger units have more pulling power through larger salaries.

Table 10. Teacher salary, average.

School district number	Teachers salary, average			
	1934-35	1939-40	1944-45	1948-49
Rural				
1	495.00	450.00	1111.40	1424.30
2	540.00	472.50	944.10	No Sch.
3	495.00	405.00	1125.70	1485.00
4	450.00	495.00	1111.50	1625.48
5	450.00	450.00	823.95	1485.00
6	405.00	405.00	1378.40	1620.00
7	No Sch.	No Sch.	No Sch.	No Sch.
8	430.00	No Sch.	715.85	No Sch.
10	450.00	450.00	1125.00	1800.00
11	495.00	405.00	1165.62	No Sch.
12	540.00	495.00	975.20	2036.60
13	360.00	360.00	1092.30	1710.00
14	495.00	495.00	1331.20	1485.00

Table 10. (Cont'd.).

School district number	Teachers salary, average			
	1934-35	1939-40	1944-45	1948-49
15	405.00	495.00	1584.20	1350.00
17	495.00	495.00	679.60	1657.50
18	405.00	450.00	No Sch.	No Sch.
19	450.00	450.00	984.10	No sch.
20	450.00	450.00	No Sch.	No Sch.
21	438.00	405.00	953.00	1762.10
24	360.00	No Sch.	No Sch.	1530.00
25	450.00	385.00	1215.00	No Sch.
26	450.00	495.00	1350.00	No Sch.
27	444.90	540.00	1080.00	No Sch.
28	495.00	450.00	1080.00	1800.00
29	360.00	450.00	No Sch.	No Sch.
30	450.00	450.00	No Sch.	1800.00
32	450.00	405.85	900.00	1710.00
33	405.00	450.00	1125.00	1530.00
34	360.00	360.00	No Sch.	No Report
35	405.00	No Sch.	No Sch.	No Sch.
36	360.00	495.00	1314.20	No Sch.
37	360.00	540.00	900.00	1800.00
38	427.50	450.00	806.70	1530.00
39	360.00	450.00	No Sch.	No Sch.
40	540.00	No Sch.	No Sch.	No Sch.
41	320.00	No Sch.	No Sch.	No Sch.
42	405.00	80.00	1035.00	1710.00
43	450.00	450.00	No Sch.	No Sch.
44	320.00	400.00	1257.60	No Sch.
45	360.00	447.50	No Sch.	No Sch.
47	495.00	495.00	926.70	1759.50
48	360.00	450.00	1125.75	No Sch.
49	No Sch.	No Sch.	No Sch.	No Sch.
51	610.00	585.00	1177.00	1575.00
52	450.00	450.00	1120.54	1620.00
53	315.00	495.00	No Sch.	No Sch.
55	405.00	No Sch.	No Sch.	No Sch.
56	450.00	520.00	1118.40	1620.00
57	585.00	585.00	890.80	1589.87
59	495.00	540.00	1134.67	2026.60
60	400.00	360.00	No Sch.	No Sch.
62	495.00	405.00	No Sch.	1395.00
63	405.00	385.00	1004.70	1665.00
64	540.00	405.00	1246.20	1980.00
65	450.00	495.00	No Sch.	No Sch.
66	495.00	405.00	900.00	1440.00

Table 10. (Concl'd.).

School district number	Teachers salary, Average			
	1934-35	1939-40	1944-45	1948-49
68	450.00	540.00	873.60	1890.00
69	360.00	427.50	No Sch.	No Sch.
70	360.00	450.00	859.30	No Sch.
71	360.00	450.00	No Sch.	No Sch.
72	450.00	405.00	1247.30	1606.75
73	405.00	450.00	1125.00	1722.75
74	405.00	427.50	900.00	1800.00
75	405.00	405.00	1080.00	No Sch.
76	450.00	450.00	976.02	No Sch.
77	517.50	450.00	No Sch.	1800.00
78	360.00	405.00	No Sch.	1440.00
79	450.00	450.00	1170.00	1575.00
80	405.00	405.00	No Sch.	No Sch.
81	405.00	540.00	1035.00	1721.30
82	442.50	450.00	1035.00	1710.00
83	315.00	360.00	810.00	No Sch.
85	495.00	495.00	1200.00	1755.00
86	540.00	540.00	1125.00	1620.00
87	405.00	360.00	1125.25	2000.00
88	495.00	495.00	900.00	1610.00
89	450.00	450.00	1170.00	No Sch.
90	405.00	No Sch.	No Sch.	No Sch.
93	405.00	520.00	859.30	1440.00
94	495.00	540.00	869.25	1710.00
97	495.00	450.00	No Sch.	1710.00
98	450.00	457.00	1125.00	1800.00
99	360.00	405.00	1035.00	1800.00
100	537.00	495.00	1125.00	1279.50
City Schools				
9	828.97	1113.33	1664.40	2834.75
46	687.62	727.65	1627.40	2278.57
50	732.95	845.01	1622.00	1680.00
61	646.00	641.25	1572.00	2520.00
91	751.00	864.18	1628.57	2139.24
95	787.29	935.00	1580.00	2526.71
96	885.30	1025.00	1539.29	2182.14

1. 42 for 1939-40 had 2 months of school and then the school was closed.

Source: This information was taken from the annual report which is submitted to the county superintendent by the secretary of each school board.

Assessed Valuation

Rural Assessed Valuation. In Table 11 we find that in Hamilton County the average assessed valuation was \$369,000 for 85 rural school districts with a range of \$2,793 to \$675,005 for 1929; \$254,000 for 84 school districts with a range of \$51,000 to \$369,000 for 1939; and \$389,000 for 82 school districts with a range of \$96,000 to \$409,740 for 1949.

City Assessed Valuation. The average assessed valuation for 1929 was \$1,340,000 for seven districts with a range of \$564,180 to \$3,717,550; for 1939 it was \$765,000 for seven districts with a range of \$279,135 to \$2,338,965; for 1949 it was \$854,000 for seven districts with a range of \$247,150 to \$2,536,840. This decrease in city valuation is partially accounted for by the fact that the railroad which went through Stockham was removed, since then the city has never returned to its 1929 assessed valuation. In fact none of the city school districts has returned to the 1929 assessed valuation since the depression. The rural districts despite the loss of the railroad have returned to a value above the 1929 assessed valuation due to good farm practices, and good farm prices. The loss of this railroad from Stockham caused them to loose their high school because the loss of it created a large drop in assessed valuation causing a much higher tax rate.

Table 11. Assessed valuation

School district number	1929	1939	1949
1	460,145	290,215	266,675
2	324,910	186,925	209,260
3	392,485	216,380	220,760
4	422,010	227,810	266,990
5	462,610	272,955	275,695
6	376,990	221,175	215,000
7	420,020	229,170	278,000
8	453,360	229,695	263,275
9	3,717,550	2,338,965	2,536,840
10	551,825	314,840	286,960
11	343,230	209,865	211,445
12	318,115	290,655	202,495
13	383,370	222,855	253,860
14	659,055	383,095	403,570
15	317,560	189,600	194,480
17	316,970	190,875	199,965
18	272,715	151,380	175,625
19	380,280	223,135	227,455
20	417,330	249,060	299,445
21	292,320	174,925	203,240
23	248,460	No School	No School
24	276,815	170,215	164,865
25	416,055	231,215	304,560
26	297,400	167,740	179,785
27	382,660	222,300	194,560
28	354,310	222,060	217,335
29	317,560	145,100	141,100
30	321,295	178,560	161,055
32	484,465	300,740	336,935
33	348,290	213,965	219,170
34	359,480	193,055	No School
35	296,965	161,335	151,095
36	505,695	303,610	351,610
37	391,775	228,050	275,035
38	373,175	190,140	262,735
39	241,865	156,505	123,760
40	512,190	284,315	366,360
41	223,515	139,485	134,685
42	274,595	169,910	161,700
43	316,870	214,535	185,835
44	313,165	206,525	177,755
45	278,800	157,550	156,765
46	942,785	518,255	616,475
47	375,975	232,565	265,100
48	359,185	218,230	225,420
49	391,830	232,435	282,670
50	564,180	279,135	247,150
51	538,205	315,885	360,820
52	256,990	140,420	138,640

Table 11. (Cont.).

School district number	1929 \$	1939 \$	1949 \$
53	474,895	299,250	313,040
55	395,425	238,710	317,175
56	381,245	218,050	255,780
57	358,025	227,635	215,045
59	460,400	292,400	317,935
60	2,793	151,475	174,220
61	740,850	419,910	504,420
62	283,735	172,735	198,410
63	556,740	322,795	334,985
64	563,075	339,240	345,440
65	484,685	307,685	409,740
66	367,315	233,325	240,140
68	421,070	202,155	205,260
69	318,505	174,485	176,705
70	368,550	205,250	253,404
71	414,620	228,980	207,385
72	413,040	259,600	278,830
73	675,005	369,745	393,280
74	414,185	261,325	337,280
75	282,935	165,435	121,860
76	405,290	261,505	325,420
77	410,570	203,400	229,360
78	276,815	51,474	337,830
79	286,950	156,840	169,580
80	251,275	154,070	161,950
81	404,970	235,580	298,870
82	460,975	297,885	340,920
83	160,790	105,635	96,375
85	412,685	237,535	252,010
86	418,960	204,625	214,575
87	363,700	210,840	243,375
88	229,205	165,505	172,480
89	277,825	172,155	190,395
90	268,530	143,750	181,315
91	865,440	431,320	550,200
93	425,240	240,620	314,380
94	487,020	281,725	360,330
95	1,656,835	890,570	988,905
96	912,125	474,240	522,200
97	261,635	147,385	164,160
98	271,415	271,725	274,845
99	289,735	151,690	167,540
100	296,730	176,505	184,840

Table 11. (Concl.).

School district number	1929	1939	1949
Total rural	31,299,453	21,324,900	31,902,335
Average	369,000	254,000	389,000
Total city	9,399,765	5,352,395	5,965,990
Average	1,340,000	765,000	854,000

Source: This information was taken from the Annual Report submitted by each county superintendent to the state superintendent.

Table 12. Average daily attendance and census child.

School district number	Average daily attendance	Census child (7-16)
1	15.0	18
2	No school	1
3	6.0	10
4	11.0	10
5	15.0	19
6	10.0	9
7	No school	21
8	No school	5
10	13.0	14
11	No school	3
12	9.0	9
13	11.6	13
14	12.4	9
15	7.0	10
17	2.8	3
18	No school	10
19	No school	2
20	No school	13
21	10.0	9
24	9.3	11
25	No school	10
26	No school	5
27	No school	3
28	4.9	4
29	No school	2
30	7.0	8
32	6.8	7
33	10.7	9
35	No school	0
36	No school	10
37	8.5	10
38	9.0	9
39	No school	2
40	No school	9
41	No school	5
42	3.0	2
43	No school	3
44	No school	1
45	No school	2
47	4.5	5

Table 12 (Cont'd.).

School district number	Average daily attendance	Census child (7-16)
48	No school	9
49	No school	4
51	10.5	9
52	9.0	7
53	No school	7
55	No school	6
56	6.3	8
57	8.8	7
59	6.5	7
60	No school	2
62	8.2	5
63	9.0	11
64	19.7	21
65	No school	10
66	5.6	7
68	9.0	5
69	No school	6
60	No school	4
71	No school	3
72	11.0	13
73	27.7	29
74	4.0	12
75	No school	7
76	No school	9
77	6.0	8
78	7.0	13
79	4.0	7
80	No school	5
81	7.0	8
82	14.0	15
83	No school	4
85	21.2	20
86	7.7	9
87	7.0	13
88	9.0	12
89	No school	13
90	No school	5
93	6.7	9
94	14.0	15

Table 12. (Concl'd.).

School district number	Average daily attendance	Census child (7-16)
97	6.0	5
98	16.0	12
99	9.1	11
100	12.1	11
Total	462.6	708
City Schools		
9	518.7	298
46	107.0	30
50	40.4	23
61	53.9	14
91	107.4	33
95	98.0	47
96	90.0	55
Total	1015.4	500

Source: The average daily attendance of this table was taken from the annual reports of each district which is submitted to the county superintendent. Census child was taken from the annual report which is submitted to the county superintendent by the secretary of the school board. The average daily attendance for the city schools were submitted by the superintendent of schools and the census child was submitted by the secretary of the school board.

Table 13. Assessed valuation per pupil, 1949¹

School district	Average daily attendance	Assessed valuation per census child (7-16)
1	17,778.33	14,815.28
2		209,260.00
3	71,670.99	22,076.00
4	24,271.82	26,699.00
5	18,379.67	14,510.26
6	21,500.00	23,777.78

Table 13. (Cont.).

School district	Average daily attendance	Assessed valuation per census child (7-16)
7		13,238.09
8		52,655.00
9	4,890.76	8,512.89
10	22,074.23	20,497.50
11		70,481.67
12	22,499.44	22,499.44
13	21,941.22	19,527.69
14	32,467.41	44,841.11
15	27,782.86	19,448.00
17	72,714.54	66,655.00
18		17,562.50
19		11,372.75
20		23,035.00
21	20,324.00	22,582.22
24	17,727.42	14,987.73
25		30,456.00
26		35,957.00
27		64,853.33
28	44,263.74	54,333.75
29		70,550.00
30	23,007.86	20,131.87
32	49,549.26	48,133.57
33	20,483.18	24,352.22
35		
36		35,161.00
37	32,357.06	27,503.50
38	29,192.78	29,192.77
39		61,880.00
40		40,706.67
41		26,937.00
42	53,900.00	80,850.00
43		61,945.00
44		17,775.50
45		78,382.50
46	5,761.45	20,549.17
47	58,780.48	53,020.00
48		25,046.67
49		70,667.50
50	6,117.57	40,091.11
52	15,404.44	19,805.71
53		44,720.00
55		52,862.50
56	40,420.30	31,972.50
57	24,436.93	30,720.71
59	48,688.36	45,419.28
60		87,110.00

Table 13. (Concl.).

School district	Average daily attendance	Assessed valuation per census child (7-16)
61	9,348.03	36,030.00
62	24,196.34	39,682.00
63	37,220.56	30,453.18
64	17,508.36	16,449.52
65		40,974.00
66	42,882.14	34,305.71
68	22,808.89	41,056.00
69		29,450.83
70		63,376.25
71		69,128.33
72	25,348.18	21,448.46
73	14,223.50	13,561.38
74	84,320.00	28,106.67
75		17,408.57
76		36,157.78
77	38,226.67	28,670.00
78	48,261.43	15,986.92
79	42,395.00	24,225.71
80		32,390.00
81	42,695.71	37,358.75
82	24,351.42	24,351.42
83		24,093.75
85	11,887.20	12,600.50
86	27,975.00	23,841.67
87	34,767.85	18,721.15
88	19,164.44	14,398.33
89		14,645.76
90		36,267.00
91	5,125.29	16,672.72
93	46,922.30	34,931.11
94	25,737.85	24,022.00
95	10,090.87	21,040.53
96	5,802.22	9,494.54
97	27,360.00	32,832.00
98	17,177.81	22,903.75
99	18,370.00	20,942.50
100	15,314.00	16,803.64
Total:	1,623,229.98	3,574,690.09
Average:	29,500.00	40,500.00

1. The 1949 assessed valuations from Table 11 were divided by the 1949 average daily attendance from Table 12 to compute the assessed valuation per daily attendance. The 1949 assessed valuations from Table 11 were divided by the 1949 census children of Table 12 to compute the assessed valuation per census child.

Assessed Valuation per Pupil

Assessed Valuation Divided by Average Daily Attendance, 1949.

According to Table 13 the average rural assessed valuation per pupil in average daily attendance for 1949 was \$33,000 for the 48 districts holding school with a range of \$11,887.20 to \$84,320.00. As was developed from this table the city school assessed valuation per pupil in average daily attendance for 1949 was \$5,890 for seven districts with a range of \$4,890.76 to \$10,090.87.

Assessed Valuation Divided by Number of Census Children, 1949. As was developed in Table 13 the average rural assessed valuation per census child was \$42,500 with a range of \$11,372.75 to \$209,260. The city schools had an average assessed valuation per census child of \$18,800 with a range of \$8,512.89 to \$40,091.11. The difference between the census child average and the average daily attendance average is accounted for by the fact that 34 rural school districts were closed. The noted difference between the city schools and the rural schools indicates that the rural school districts are not sharing their part of the education cost of the county.

School Tax Rate

Rural School Tax Rate. As shown in Table 14, the average rural school tax rate was 2.63 mills for 78 districts with a range of .5 mill to 6.16 mills for the year 1929. The average tax rate was 2.59 mills for 79 districts with a range of .42 mill to 4.50

mills for the year 1939. The average tax rate was 7.36 mills for 75 districts with a range of 2.22 mills to 17.00 mills for the year 1949.

City School Tax Rate. The average city school tax rate was 11.9 mills for nine districts with a range of 4.10 mills to 18.40 mills for the year 1929. It was 11.8 mills for nine school districts with a range of 2.08 mills to 19.70 mills for the year 1939. It was 23.6 mills for nine school districts with a range of 6.10 mills to 38.80 mills for 1949. The larger units have an advantage by not having such a large tax increase.

The Aggregate School Tax. The aggregate school tax rate of Class I and II schools is not restricted in Nebraska.¹ The aggregate school tax rate of Class III schools exclusive of school bonds and warrant taxes, will be restricted to 20 mills for maintenance and operation of the schools after June 30, 1951.²

Classification of School Districts

- | | |
|------------|--|
| Class I. | Schools of elementary grades only. |
| Class II. | Under 1,000 population maintaining elementary and high school grades. |
| Class III. | 1,000 to 50,000 population maintaining elementary and high school grades. ³ |

1. Nebraska School Laws for 1949-1950 (Lincoln Nebraska Stephenson School Supply Co.), p. 150.

2. Ibid. p. 151.

3. Ibid. p. 2.

School Tax Levy

Rural School Tax Levy. As indicated in Table 14 the rural tax levy was \$695.00 for 78 districts with a range of \$250 to \$2500 for the year 1929. It was \$573,000 for 79 districts with a range of \$125 to \$800 for the year 1939. It was \$1,740 for 75 districts with a range of \$500 to \$2400 for the year 1949. The average per cent of change from 1929 to 1949 for the rural school districts has been 190 per cent increase.

City School Tax Levy. The average city school tax levy was \$16,700 for nine districts with a range of \$800 to \$60,000 for the year 1929. It was \$8,000 with a range from \$500 to \$38,000 for nine districts for the year 1939. It was \$19,200 with a range from \$2,500 to \$71,000 for the nine districts for 1949. The average per cent of change has been 11.5 per cent increase. The larger units have an advantage by not having such a large tax increase.

Table 14. School tax rate and school levy.

School district number	School tax rate			School levy		
	1929	1939	1949	1929	1939	1949
		(mills)			(\$)	
1	2.00	2.12	6.67	1000	500	2000
2	2.86	3.84	2.88	900	700	1200
3	1.28	1.88	6.80	800	450	1700
4	2.40	3.12	10.68	1000	750	2000
5	2.29	2.42	6.54	2500	500	2200
6	2.37	2.04	7.68	500	450	2238
7		.90				2000
8	2.25	.88	5.70	600	100	1000
10	2.33	1.92	6.28	800	700	1700
11	3.46	3.40	4.74	800	700	1000

Table 14. (Cont.).

School district number	School tax rate			School levy		
	1929	1939	1949	1929	1939	1949
		(mills)			($\$$)	
12	3.53	3.62	10.88	1200	700	2000
13	2.64	2.72	9.46	600	500	2400
14	1.85	1.56	4.48	800	650	2000
15	2.25	2.10	8.24	750	500	1800
17	2.73	2.92	6.02	800	525	1200
18	2.82	4.30	5.14	850	600	700
19	2.66	2.68	6.66	1000	600	1000
20	3.07	2.32	5.02	1100	550	1500
21	3.92	3.50	16.24	1000	500	2300
23	1.66			200		
24	3.17	.62	12.74	750		1800
25		.42			620	1000
26	3.19	3.02	4.46	1000	500	1100
27	3.46	2.28	5.10	1000	500	1400
28	2.12	2.24	9.22	1000	500	800
29	4.63	4.50	7.10	1000	600	500
30	2.68	3.44	11.18	1000	700	1800
32	2.15	3.62	5.94	1000	450	2000
33	2.47	2.38	6.40	1000	500	1500
34	2.32	2.60		750	600	
35	4.05	1.36	7.12	250	500	2000
36	1.80	1.36	7.12	250	500	2000
37	2.52	3.30	8.00	1100	650	2300
38	3.24	3.18	6.10	1500	600	2000
39	4.65	3.70	8.90	900	600	700
40	1.65	.90	1.50	800		600
41	3.21	3.44	5.96	750	125	1000
42	3.48	4.98	12.38	900	300	2000
43	2.53	3.28	5.40	1100	500	800
44	2.51	2.68	1.70		600	500
45	3.12	3.50	8.84	700	590	1535
47	2.14	1.84	5.66	800	600	2000
48	1.97	2.78	2.22	800	500	500
52	4.57	4.22	10.84	800	500	2000
53	3.15	3.32	3.20	1000	800	1500
55	2.07	1.56	4.42	1150	200	2000
56	2.63	2.68	7.82	1100	600	2000
57	2.44	3.54	9.32	1100	800	2500
60	3.38	2.84		850	425	
62	3.42	3.00	7.58	700	600	
63	1.83	1.54	6.88	800	800	2200
64	.85	.58	7.24	500	500	2500
65	1.93	1.82	2.46	700	600	1000
66	2.62	2.14	8.34	800	400	1500
68	.56	3.36	9.94	850	750	2200

Table 14. (Concl.).

School district number	School tax rate			School levy		
	1929	1939	1949	1929	1939	1949
		(mills)			(¢)	
69	2.36	3.00	17.00	700	500	2000
70	3.27	2.04		800	550	600
71	2.38	2.70	6.28	700	700	1200
72	2.80	2.72	6.46	900	500	2200
73	2.66	2.72	8.90	1500	1000	3500
75	3.68	4.02	6.38	1050	600	1300
76	1.95	2.12	6.58	1000	400	1629
77	1.76	2.68	6.98	1000	550	1700
78	3.19	3.92	3.56	800	700	1800
79	3.51	3.86	11.80	800	500	2000
80	3.65	1.98	3.10	600	400	500
81	1.93	2.72	5.02	600	500	2000
82	1.28	1.88	5.58	650	500	1900
83	5.84	4.80	8.32	800	500	900
85	2.49	3.04	7.94	1400	700	2000
86	2.28	3.30	8.86	1100	750	2000
87	3.32	3.66	10.70	900	700	2000
88	4.37	3.72	13.34	800	600	2100
90	2.98	4.16	6.08	1000	200	1900
93	2.51	2.28	5.10	1000	700	1900
94	2.84	3.62	6.12	1000	800	1200
97	6.16	4.02	12.20	1200	600	2200
98	4.88	1.84	5.46	1300	500	2500
99	3.40	3.94	14.34	900	450	2400
100	3.22	4.00	10.84	1200	650	1800
City schools						
9	17.20	18.50	28.00	60,000	38,000	71,000
46	12.60	12.54	22.74	13,000	6,500	15,000
50	18.40	19.70	42.50	7,000	4,000	16,000
51	4.10	3.18	6.10	2,000	800	2,800
61	13.20	14.70	21.82	6,500	5,000	11,000
74	4.30	2.08	6.38	800	500	2,250
91	10.60	9.16	21.82	9,000	4,000	14,000
95	14.42	13.21	25.26	23,000	9,000	23,000
96	12.90	13.48	38.80	10,000	6,300	18,000
Total	332.30	331.97	767.98	204,150	117,435	303,389
Average						
Rural	2.63	2.59	7.36	695	537	1,740
City	11.00	11.80	23.60	16,700	8,000	19,200

Source: This information was taken from the annual report which is submitted to the county superintendent by the secretary of each school board.

Percentage of School Taxes Paid

The 1930 auditor's report does not give the percentage of taxes paid for 1929. The 1939 report states that the 1938 taxes were 75.57 per cent paid by December 31, 1939. The 1940 report did not state the percentage of the 1939 taxes paid therefore the 1939 report was used. The 1949 auditor's report for the 1947 tax returns states that 99.01 per cent were paid by December 31, 1948. The county clerk stated the remaining .99 per cent was due on one lot properties within the cities. Almost 100 per cent collection of tax returns is a significant finding.

Bonded Indebtedness and Outstanding Warrants of School Districts

As indicated in Table 15, the 1949 annual reports submitted to the county superintendent by the secretary of each board, show only three city districts, 46, 50 and 95, with a bonded indebtedness ranging from \$9,000 to \$22,000. Rural district 24 had registered warrants of \$304.70 and city district 50 had \$1,945.98. The indebtedness of District 46 will be paid by 1954. District 50 closed its high school for the year 1949-1950, used the money to apply on their bonded indebtedness, and paid more than half of the amount. The plan is to pay it all by 1951. District 95 built a new gymnasium in 1949, which accounts for its large bonded indebtedness.

This is a remarkably small amount of indebtedness and should not interfere with reorganization, especially since according to

the Reorganization Law, Legislative Bill 27, passed by the sixty-first session of the Nebraska Legislature, states that each of the indebted districts must pay out its own indebtedness even though reorganization takes place, unless a majority of the voters in the newly formed district vote to pay the bonds.¹

Table 15. Bonded indebtedness and outstanding warrents of school districts, 1949.¹

School district number	Bonded indebtedness	Registered warrents unpaid	Total indebtedness
24		304.70	304.70
46	9,000.00		9,000.00
50	11,000.00	1,945.98	12,945.98
95	22,000.00		22,000.00
Total	\$42,000.00	\$2,250.68	\$44,250.68

1. All districts not listed are free from indebtedness.

Source: This information was obtained from the Annual Report submitted to the County Superintendent by the secretary of each board, one week after the annual meeting which is held in June each year.

Per Pupil Unit Cost

The annual per pupil cost shown on Table 16 was obtained by dividing the total current expenses by the average daily attendance. The average pupil cost per district was \$61.72 for 89 districts with a range of \$6.00 to \$436.38 for the year 1934-1935. It was \$80.77 for 82 districts with a range of \$35.55 to \$296.77 for the year 1939-1940. It was \$181.03 for 65 districts with a range of \$27.98 to \$876.67 for the year 1944-1945. It was \$279.43 for 56 districts with a range of \$101.08

1. "Nebraska School Laws 1949-50" (Lincoln, Nebraska, Stephenson School Supply Co.), p. 202.

to \$794.08 for the year 1948-1949.

Aurora, district nine, educated 28 per cent of the pupils in the county for an average cost of \$3.65 less than the rest of the county in 1934-1935. In 1939-1940 this district educated 31 per cent of the elementary pupils of the county for an average cost of \$1.78 less than the average for the county. In 1944-1945 Aurora educated 34 per cent for an average cost of \$69.79 less than the average for the county, while in 1948-1949 they educated 31 per cent for an average cost of \$97.56 less than the average for the county.

In a reorganization program it should be remembered that over a period of years this larger school has operated at a cost of less than the average of the county and has offered a wide variety of subjects.

Table 16. Per pupil unit cost.

School district number	Per pupil cost: based on average daily attendance and total current expense			
	1934-5	1939-40	1944-45	1948-49
1	49.95	36.65	66.77	129.61
2	40.91	40.67	28.14	
3	40.41	67.55	27.98	299.40
4	42.04	70.37	102.69	268.47
5	30.16	61.50	133.83	141.03
6	71.72	109.32	211.98	243.23
8	64.00	No school	178.14	No school
9	58.07	78.98	111.23	181.87
10	35.15	62.44	128.54	144.23
11	74.41	73.18	254.67	No school
12	36.86	127.98	149.17	252.66
13	34.63	74.98	97.68	185.96
14	96.00	73.77	141.17	150.34
15	49.63	43.58	203.26	216.35
17	36.66	51.73	79.31	794.08

Table 16. (Cont.).

School district number	Per pupil cost: based on average daily attendance and total current expense			
	1934-5	1939-40	1944-45	1948-49
18	89.44	61.46		
19	49.27	48.18	168.16	
20	51.95	107.21		
21	66.44	53.15	150.36	321.90
24	44.10			578.93
25	102.89	64.41	215.67	
26	90.17	49.30	118.25	
27	46.46	43.45	126.41	
28	56.36	89.90	193.50	533.02
29	85.60	87.66		
30	67.21	80.09		293.25
32	44.08	59.00	116.57	281.04
33	26.44	41.39	124.90	169.97
34	61.34	188.59		
35	53.02			
36	35.29	75.82	144.30	
37	30.82	72.55	142.82	256.86
38	34.45	106.60	193.82	222.58
39	75.72	87.37		
40	66.12			No school
41	51.99			
42	68.46	62.45	233.06	707.49
43	74.47	100.49		No school
44	130.59	120.74	198.19	No school
45	89.07	77.38		
46	6.00	64.10	142.70	219.63
47	52.29	66.71	233.91	474.36
48	51.16	73.11	191.73	
49	No school			
50	71.17	76.57	162.25	208.25
51	98.77	97.12	333.45	190.63
52	93.50	168.87	161.80	218.54
53	79.63	79.96		
55	65.20			
56	50.16	46.62	163.81	300.72
57	68.32	48.41	226.95	225.17
59	42.88	100.06	188.04	399.98
60	50.34	81.15		
61	65.06	78.72	165.06	309.40
62	58.86	70.71		225.55
63	39.58	115.02	867.67	252.20
64	62.77	119.86	157.50	122.36
65	79.82	98.81		
66	82.17	85.04	134.44	324.36
68	65.43	62.36	174.10	265.04

Table 16. (Concl.).

School : Per pupil cost: based on average daily attendance				
district : and total current expense				
number	: 1934-5	: 1939-40	: 1944-45	: 1948-49
69	16.05	103.70		
70	35.96	107.09	146.09	
71	52.57	55.11		
72	46.98	58.07	393.09	191.34
73	24.64	35.55	102.31	140.45
74	56.09	64.48	191.27	543.49
75	54.30	99.25	182.55	
76	52.05	133.32	250.63	
77	49.06	79.15		356.52
78	104.35	130.29		240.63
79	47.53	43.56	113.61	435.29
80	104.32	117.54		
81	53.43	68.02	296.30	280.87
82	66.78	83.08	148.82	148.20
83	73.14	100.43	505.53	
85	46.57	49.61	105.13	101.08
86	47.27	73.76	226.83	256.68
87	57.09	56.97	102.54	389.42
88	39.75	296.77	206.38	310.52
89	29.75	41.88	103.90	
90	49.90			
91	6.77	88.59	151.54	254.15
93	64.29	54.83	146.21	291.95
94	37.08	44.14	157.27	166.08
95	86.14	92.03	156.08	330.47
96	56.74	70.78	130.00	282.49
97	47.35	67.47		314.60
98	51.56	68.38	187.70	104.07
99	64.11	78.74	225.02	252.33
100	436.37	86.26	193.93	149.04
Total	5,492.99	6,623.06	11,766.88	15,648.12
Dist. No.	89	82	65	56
Average per dist.	61.72	80.77	181.03	279.43

Source: This information was obtained by dividing the total expenses of each district by the average daily attendance for the years listed in the columns.

Buildings and Sites of Rural Schools

Construction. Examining Table 17, it appears that the construction date of the school houses ranges from the year 1874 to 1929. They are all frame except District 85 which is stucco. This building has been patched many times, and needed patching at the time of inspection. The appearance was not pleasing to the eye.

Buildings and Equipment. The date last painted ranges from 1920 to 1950. All schools have only one classroom except two which have two classrooms each. The average seating capacity is about 25. The majority of the schools have windows on opposite sides instead of two adjacent sides. Twenty six have oil burners, nine have basement furnaces, two have gas stoves, five have jacketed stoves, three have circulating coal stoves, and 37 have bare coal stoves. Thirty two have electric lights. None has indoor toilets. Five have no coat rooms. Four have a library room separate from the classroom.

Sites. Twenty nine districts or 33 per cent do not own their own site. Much to the surprise of some of the school boards the site is leased only. Thirty six or 41 per cent have no water supply. The teacher must carry all water for these districts. Sixteen of the districts with no water supply had school 1949-50. There were 49 schools operating in 48 districts. District 73 operated two schools which are located in remote ends of the district. At the date of construction it seemed to be necessary to build two schools on account of the large school population.

Closing of either school would leave some of the pupils at an unreasonable distance from the other building. Reorganization would undoubtedly remove this situation by furnishing transportation to the central school.

Summary of Rural School Buildings. Some of the districts have already abandoned their school houses as is indicated by the lack of paint and upkeep; one building had the door lying in the school yard and its equipment open to the elements and thieves. Many of the buildings had broken windows, and the birds were building nests between the screen and windows. The school yards were overrun with weeds, hiding and deteriorating what playground equipment was left on the sites. In most cases the toilets were overturned or leaning and beyond use. Trees were growing out of the foundations, causing the foundation to crumble. At some of the schools sections of the foundation were completely gone. It would take a major overhauling and reconditioning to ever open the schools again. Some of the schools which operated in 1949-1950 need repairing before they can resume another school year.

Table 17. School buildings and sites of rural school districts.

District	Construction ¹		Buildings ²										Sites ³		
	Date	Material	Date last painted	Number of classrooms	Seating capacity	N. W. corner	Number and location of windows	Type of heating system	Electric lights	Indoor toilets	Coat room	Library room	Size in acres	District owned	Water supply
1	1900	F	1949	1	25	0	2 4 4	OB	N N	N	Y	N	1	Y	WM
2	1910	F	1940	1	25	4	4 0 0	S	N N	N	Y	N	1	Y	W
3	1900	F	1946	1	25	3	3 0 2	S	N N	N	Y	N	1	Y	WM
4	1873	F	1948	1	20	0	0 4 4	OB	N N	N	Y	N	4	Y	WM
5	1929	F	1948	1	20	7	2 2 0	BF	Y N	N	Y	N	1	Y	WM
6	1900	F	1946	1	20	0	2 4 4	GS	N N	N	Y	N	1	N	N
7	1905	F	1945	1	20	1	0 3 3	S	N N	N	Y	N	1	Y	N
8	1890	F	1942	1	20	0	0 3 3	JS	N N	N	Y	N	1	Y	W
10	1914	F	1945	1	20	2	3 5 4	BF	N N	N	Y	N	1	Y	WM
11	1890	F	1940	1	25	4	3 0 1	OB	N N	N	Y	N	1	Y	WM
12	1920	F	1948	1	20	0	2 1 5	OB	Y N	N	Y	Y	1 ^{1/2}	Y	W
13	1895	F	1942	1	25	3	3 0 1	OB	Y N	N	Y	N	1 ^{1/2}	Y	WM
14	1900	F	1948	1	30	3	3 2 1	OB	Y	N	Y	N	4	Y	WM
15	1905	F	1939	1	25	4	4 1 2	S	N N	N	Y	N	1	N	N
17	1900	F	1947	1	20	0	0 3 3	S	N N	N	Y	N	1	Y	W
18	1895	F	1930	1	20	3	3 0 0	S	N N	N	Y	N	1	Y	N
19	1900	F	1943	1	25	0	0 4 4	S	N N	N	Y	N	1	Y	N
20	1925	F	1943	1	25	0	0 4 5	CS	Y N	N	Y	N	1 ^{1/2}	N	N
21	1917	F	1948	1	25	4	4 0 0	OB	Y N	N	Y	N	1	N	N
24	1890	F	1944	1	20	3	3 0 0	OB	Y N	N	Y	N	1	Y	WM
25	1910	F	1948	1	30	6	2 0 0	OB	Y N	N	Y	N	1	Y	WE
26	1888	F	1940	1	20	3	3 0 0	CS	N N	N	Y	N	1 ^{1/2}	Y	C
27	1900	F	1940	1	25	3	3 0 1	S	N N	N	Y	N	1	Y	WM
28	1890	F	1948	1	25	4	4 0 0	GS	Y N	N	Y	N	1	Y	W
29	1910	F	1941	1	20	3	3 0 0	S	N N	N	N	N	1	N	N
30	1920	F	1944	1	25	0	3 3 5	BF	Y N	N	Y	N	1	Y	WM
32	1900	F	1942	1	25	3	3 0 0	CS	Y N	N	Y	N	1	Y	W
33	1887	F	1946	1	25	4	4 0 0	S	N N	N	Y	N	1	N	WM
35	1880	F	1925	1	20	0	2 4 4	S	N N	N	Y	N	1	N	WMB
36	1880	F	1942	1	25	4	4 0 0	OB	Y N	N	Y	N	1	N	W
37	1887	F	1940	1	25	3	3 0 0	OB	Y N	N	Y	N	1 ^{1/2}	N	WM
38	1925	F	1950	1	25	6	2 0 2	OB	N N	N	Y	N	3 ^{3/4}	Y	N
39	1890	F	1940	1	20	0	0 3 4	S	N N	N	Y	N	1	N	WM
40	1890	F	1925	1	20	0	0 4 4	S	N N	N	Y	N	1 ^{1/2}	Y	N
41	1885	F	1947	1	20	3	3 0 0	S	N N	N	N	N	1	Y	N
42	1907	F	1948	1	20	0	0 4 4	S	N N	N	Y	N	1	Y	WM

Table 17. (Cont.).

District	Con- struc- tion ¹	Buildings ²										Sites ³			
		Date	Material	Date last painted	Number of classrooms	Seating capacity	Number and location of windows	Type of heating system	Electric lights	Indoor toilets	Coat room	Library room	Size in acres	District owned	Water supply
43	1889 F	1939	1	25	3 3 0 0	S	N N N	N	N	N	N	1	Y	WM	
44	1895 F	1940	1	15	3 3 0 0	JS	N N N	N	N	N	Y	1	N	W	
45	1910 F	1948	1	20	3 3 0 0	JS	N N N	N	N	N	Y	1	N	WM	
47	1878 F	1938	1	25	0 0 4 4	OB	N N N	N	N	N	Y	1	N	WM	
48	1903 F	1935	1	20	3 3 0 2	S	N N N	N	N	N	Y	1	N	N	
49	No Building on site														
51	1905 F	1950	2	50	4 4 7 0	BF	Y N N	N	N	Y	N	1 1/2	Y	WMB	
52	1905 F	1920	1	25	0 0 3 3	S	N N N	N	N	N	Y	1	Y	WM	
53	1910 F	1940	1	50	0 2 5 6	JS	N N N	N	N	Y	N	2	Y	WM	
55	1895 F	1920	1	20	3 3 0 0	S	N N N	N	N	Y	N	1	N	N	
56	1889 F	1949	1	20	0 1 3 3	OB	Y N N	N	N	Y	N	1	Y	WMB	
57	1928 F	1945	1	25	4 5 3 0	BF	N N N	N	N	Y	N	1	Y	WM	
59	1910 F	1946	1	25	0 0 3 3	OB	Y N N	N	N	Y	N	1	Y	N	
60	1895 F	1930	1	20	3 3 0 0	S	N N N	N	N	N	Y	1	N	N	
62	1905 F	1945	1	25	4 3 0 0	OB	Y N N	N	N	Y	N	1	N	N	
63	1909 F	1947	1	30	3 3 0 0	BF	Y N N	N	N	Y	N	1	N	N	
64	1900 F	1947	1	20	0 1 4 4	OB	N N N	N	N	Y	N	1	Y	N	
65	1920 F	1947	1	25	0 4 2 2	S	Y N N	N	N	Y	Y	1	N	N	
66	1900 F	1935	1	20	4 4 0 0	JS	Y N N	N	N	Y	N	1	N	WM	
68	1890 F	1945	1	25	3 3 0 0	OB	N N N	N	N	Y	N	1	Y	WM	
69	1891 F	1934	1	20	0 0 3 3	S	N N N	N	N	Y	N	1	Y	N	
70	1910 F	1947	1	25	0 0 4 4	S	N N N	N	N	N	N	1	N	WM	
71	1915 F	1940	1	25	1 3 2 5	BF	N N N	N	N	Y	N	1	N	WM	
72	1879 F	1948	1	20	4 4 0 0	OB	N N N	N	N	Y	N	1	Y	WM	
73	1880 F	1945	1	20	3 3 1 0	S	N N N	N	N	Y	N	1	Y	N	
73	1880 F	1940	1	25	3 3 1 0	S	N N N	N	N	Y	N	1	Y	N	
74	1925 F	1944	2	50	5 5 2 0	BF	S N N	N	N	Y	Y	2	Y	N	
75	1910 F	1938	1	20	0 0 6 4	S	N N N	N	N	Y	Y	1	Y	N	
76	1910 F	1945	1	25	3 4 0 0	S	N N N	N	N	Y	N	1 1/2	N	W	
77	1881 F	1933	1	20	3 3 0 0	OB	N N N	N	N	Y	N	5	Y	N	
78	1901 F	1945	1	20	3 3 0 0	S	N N N	N	N	Y	N	1	N	N	
79	1903 F	1941	1	20	3 3 0 0	JS	Y N N	N	N	Y	N	1	Y	W	
80	1903 F	1940	1	20	0 0 3 3	S	N N N	N	N	Y	N	1	Y	N	
81	1901 F	1948	1	20	0 0 3 3	S	Y N N	N	N	N	N	1	Y	N	

Table 17. (Concl.).

District	Construction		Buildings ²										Sites ³	
	Date	Material	Date last painted	Number of classrooms	Seating capacity	Number and location of windows	Type of heating system	Electric lights	Indoor toilets	Coat room	Library room	Size in acres	District owned	Water supply
82	1901	F	1942	1	25	3 3 0 2	S	Y	N	Y	N	1	N	WE
83	1920	F	1928	1	20	2 0 4 0	S	N	N	Y	N	1	N	N
85	1900	Stucco		1	30	4 4 2 0	BF	Y	N	Y	Y	1 1/2	Y	WM
86	1881	F	1942	1	20	3 3 0 0	OB	Y	N	Y	N	1	N	W
87	1925	F	1947	1	20	0 0 3 3	OB	Y	N	Y	N	1	N	WM
88	1930	F	1949	1	25	0 2 2 6	S	Y	N	Y	N	1 1/2	Y	W
89	1915	F	1940	1	20	3 3 0 0	S	N	N	Y	N	1	Y	N
90	1890	F	1921	1	20	3 3 0 0	S	H	H	Y	N	1	Y	N
93	1920	F	1945	1	25	0 0 4 4	OB	Y	N	Y	N	1	N	WM
94	1894	F	1947	1	25	4 4 0 0	OB	Y	N	Y	N	1	N	WM
97	1910	F	1945	1	20	0 0 6 6	OB	Y	N	Y	N	1	Y	WM
98	1920	F	1947	1	20	0 0 1 4	S	Y	N	Y	N	1	N	WM
99	1925	F	1931	1	25	0 2 4 5	S	N	N	Y	N	1	Y	WM
100	1880	F	1947	1	25	0 1 3 3	OB	Y	N	Y	N	3/4	N	WM

1. The letter F means frame construction.

2. Under Number and locations of windows the N, S, E, W are directions. Under Type of heating OB means oil burner, S means bare coal stove, BF means basement furnace, GS means gas stove, JS means a jacketed coal stove, CS means circulating gas stove, Under Electric lights the letter Y means yes the district has electric lights and the letter N means no they do not have electric lights. Under Indoor toilets, Coat room, Library room, and District owned the Y means yes and the letter N means no.

3. Under Water supply the letters WMB mean windmill is broken, WM means windmill, N means no water supply, W means they have a well, C means cistern and WE means they have a well that is pumped by electricity.

Source: The information in this table was obtained from telephone calls to board members of each district and personal visits to the school building site. The ownership of the site was obtained from reports in the State Department of Education.

LEGEND

Paved Highway = =

Graveled Highway - - - - -

Graveled Roads - - - - -

Dirt Roads _____

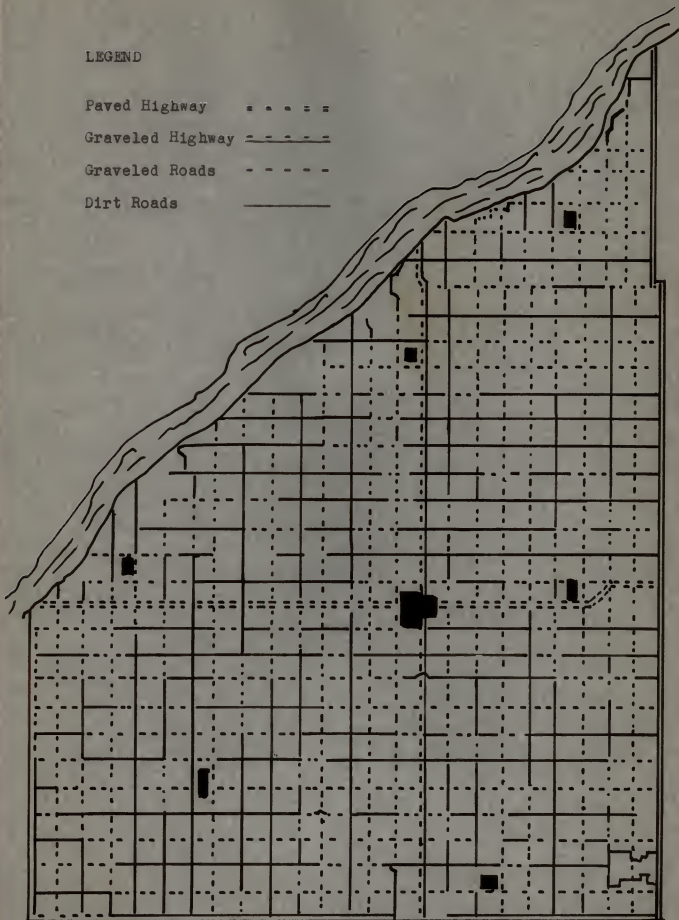


Figure 1. Road map of Hamilton County

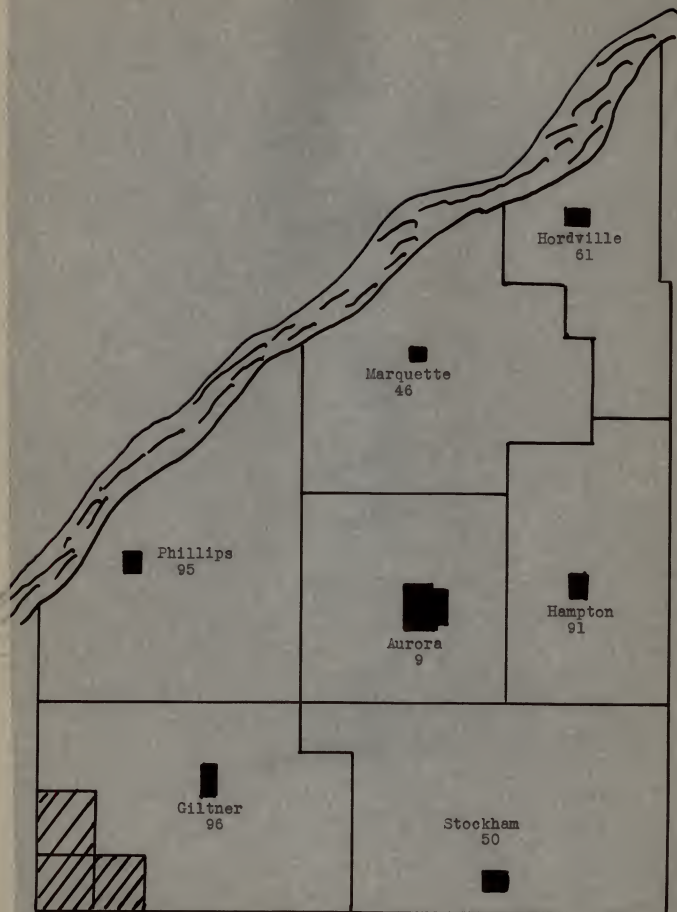


Figure 2. Proposed school district map of Hamilton County

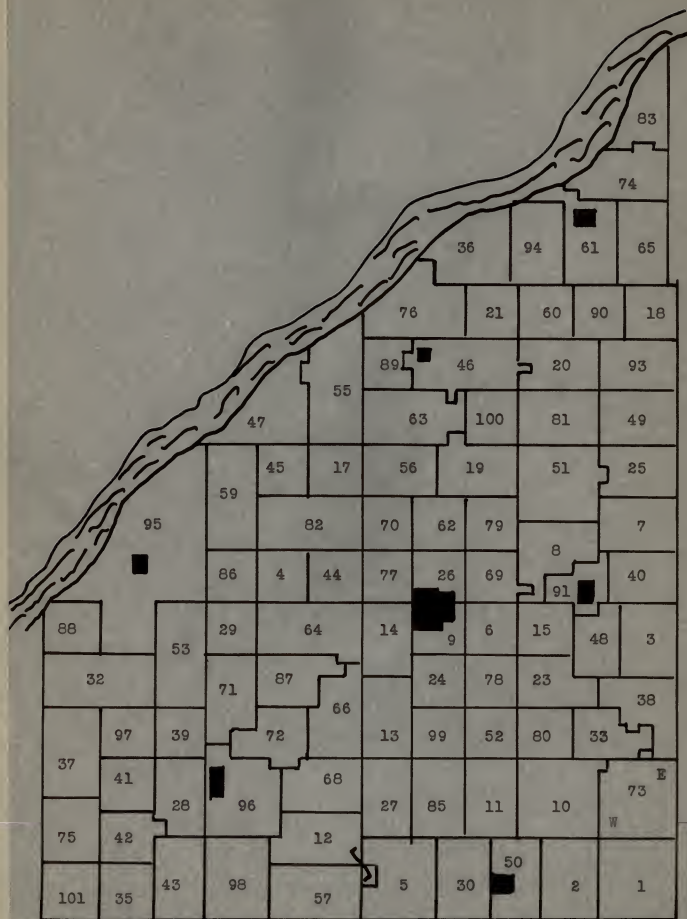


Figure 3. School district map of Hamilton County

PROPOSED PLAN FOR THE REORGANIZATION OF THE COUNTY

Throughout this study the data gathered indicate that radical changes and maladjustments have taken place since the organization of the school district system of Hamilton County. Very clearly, adequate school facilities can not be provided without a complete reorganization. As Yaple says¹:

As a major step in the solution of the problems of rural education, the reorganization of several small local school attendance areas into one larger unit has been advocated by educators and laymen.

Wochner points out that recent literature states it is desirable to form new administrative units over natural sociological communities. The unit should have a primary population center, the total area becomes unified in its effort to promote the educational program.²

Accordingly a reorganization has been planned around the seven city and villages as natural centers of organization. These proposed districts are indicated in the map shown in Fig. 2. The proposed districts make much better equalization of assessed valuations of property taxable for school support and make the location of school houses no more than eleven miles from any section.

It is recommended that Giltner, District 96 include districts 28, 37, 39, 41, 42, 43, 57, 68, 72, 97, 98, and part of

1. G. W. Yaple, "Centralized Schools and Better Schools", American School Board Journal, 117:39, December, 1948.

2. R. E. Wochner, "School District Reorganization Activity In the United States", American School Board Journal, 117:26, September, 1948.

12 and 71. Districts 35, 75, and 101 were not considered for the new district because they have been consolidated with Trumbul of Clay County. In 1949-1950 Districts 39, 41, and 71 contracted with Giltner for the education of their children. The southern part of District 71 was placed in this new district because those children attended Giltner in 1949-1950. The small part of district 12 which lies Southeast of the rest of the district was not placed in this new district because section lines were followed wherever possible. This city school now provides transportation to a district six miles East of their school, and five miles West and three miles South. By the addition of three more buses to their present one, they could give adequate quick transportation to all students. As is indicated by the road map Fig. 1, it would be easy to make four bus routes for Giltner due to the many graveled roads in the new proposed district. As was developed in Table 18, there were 125 census children in the new district as compared with 62 enrollment for 1948-1949. The Giltner school used three grade rooms and has two extra rooms in 1949-1950. Therefore they have the extra rooms needed for these additional pupils without a building program. This new district would contain 71 square miles. As indicated in Table 18 the assessed valuation of the new district would be approximately \$2,755,613. As found in Table 18 the estimated mill levy would be 8.7 mills. This estimated mill levy is not much higher than the average 1949 rural school mill levy which was 7.36 mills. This larger school district would make a modern school program possible.

It is recommended that Stockham, District 50 include Districts 1, 2, 5, 10, 11, 27, 30, 33, 52, 80, 85, 73, 99, and part of 12, 13, 38, and 66. In 1949-1950 Districts 2 and 11 contracted with Stockham for the education of their children as is indicated in Table 6. These districts were placed within this new district because their children attended Stockham in 1949-1950. The small Eastern part of District 12 was placed within the Stockham district because section lines were followed in forming this new district. This city school did not provide transportation to any district in 1949-1950. By the purchase of four buses they could provide bus service to all students. As is indicated by the road map Fig. 1, it would be easy to map four bus routes for the Stockham district due to the many graveled roads in it. As indicated in Table 18 there were 179 census children in the new Stockham District as compared with 27 enrolled for the year 1949-1950. The Stockham school used only one of their eight rooms in 1949-1950. They have the extra rooms needed for these additional pupils and teachers without a building program. The Stockham High School was closed in 1949-1950 because the enrollment was very small and the tax mill levy was excessive. With a little building repair they could again have a fine school. The Stockham district was made exceptionally large because these rooms were available. The city school districts surrounding Stockham could not house the added pupils as adequately as Stockham. This new district would contain 100 square miles. As was developed in Table 18 the assessed valuation of it would be approximately \$3,441,506. As found in Table 18 the estimated

mill levy would be 13.2 mills. This mill levy is higher than the 1949 average rural school mill levy which was 7.36 mills. The advantages of this town school will far outweigh the difference in mill levy because this larger school district would make a modern school program possible.

It is recommended that Hampton, District 91, include districts 3, 7, 8, 15, 18, 25, 38, 40, 48, 51, and part of 49 and 68. In 1949-50 Districts 25, 40, and 48 contracted with Hampton for the education of their children as is indicated in Table 6. These districts were placed within this new district because their children attended the Hampton school in 1949-50. The southern part of district 49 was placed in this district because it is closer to Hampton than Hordville. The small Eastern part of District 68 was included within the Hampton district because section lines were followed in forming this new district. This city did not provide transportation to any district in 1949-50. By the purchase of four school buses they could provide bus service to all students. As is indicated by the road map Fig. 1, it would be easy to map four bus routes for the Hampton district due to the many graveled roads in it. As was developed in Table 18 there were 127 census children found in the new Hampton District as compared with 41 enrolled in 1948-49. The Hampton school operated three grade class rooms in 1949-50. They have another room which could be converted into a classroom for additional pupils. By using this other room Hampton could house the added enrollment without a building program. As indicated in Table 18 this new district would contain 54 square miles, the

assessed valuation of it would be approximately \$3,367,670, and the estimated mill levy would be 10.5 mills. This mill levy is higher than the 1949 average rural school mill levy which was 7.36 mills. The advantages of this town school will far outweigh the differences in mill levy because this larger school district would make a modern school program possible.

It is recommended that Aurora, District 9 include districts 6, 14, 24, 26, 44, 62, 69, 70, 77, 78, 79, and part of 13, 64, 68, 82, and 87. In 1949-50 Districts 26, and 69 contracted with Aurora for the education of their children as is indicated in Table 6. These districts were placed within this new district because their children attended Aurora in 1949-50. The small Eastern part of District 69 was not included because section lines were followed in forming this new district. This city school provided transportation to children living in District 26, 69, and 50. Their bus picks up children two miles North, three miles East, and 11 miles South of Aurora. They make the trip to Stockham to pick up high school students. By the addition of three more buses to their present one bus, they could give adequate quick transportation to all students. As is indicated by the road map Fig. 1, it would be easy to map four bus routes for Aurora due to the many gravel roads in the new proposed district. As found in Table 18, Aurora would have 403 census children. The Aurora elementary schools used twelve teachers and nine rooms. The extra teachers taught Music and Art. The two principals taught half time and supervised the other half of the day. Aurora has two grade buildings, each containing four grade

rooms, a recreation room and a furnace room. One of the recreation rooms has been converted into a kindergarten, thus making available only nine rooms for the 403 census children as compared with the 48-49 enrollment of 368. The grade buildings in Aurora were built with two basement rooms, two rooms on the first floor, and two rooms above these on the second floor. The halls run full length of the building on one side making it possible to construct an identical section on the other side of the hall. The doors for this section are constructed in the outside wall, which will make it very easy to add to the building. These buildings were constructed in 1918 with the other addition kept in mind. These buildings would make it easy to add to the present school facilities. Without this added section Aurora has only nine rooms available for grade pupils. These nine rooms will not adequately accommodate the expected 403 census children and Aurora would be faced with the building problems they are already contemplating. As was developed in Table 17, this new district would have 64 square miles; the assessed valuation of the new district would be approximately \$5,632,076; the estimated mill levy would be 18.2 mills. This estimated mill levy is high because Aurora has consistently operated its schools for a levy below the average city school mill levy by reason of its larger numbers. Also the average per pupil cost will be lowered from this figure because of the added pupils. This large school district would make it possible for more pupils to have the advantage of a modern school program.

It is recommended that Hordville, District 61, include dis-

trict 18, 65, 74, 83, 90, 93, and part of 49. District 18, 65, 83, and 90 contracted with Hordville for the instruction of their children. These districts were placed within this new district because their children attended Hordville in 1949-50. The Northern part of district 49 was placed in this district because it was closer to Hordville than it was to Hampton. This school did not provide transportation to any district in 1949-50. By the addition of three school buses they could provide bus service to all students. Two school buses are recommended because the district is long and narrow, as is indicated in Fig. 2. As is indicated by the road map Fig. 1, it would be easy to map two bus routes for the Hordville district due to the many graveled roads in it. As was developed in Table 18, Hordville would have 66 census children as compared with the enrollment of 33. In 1949-50 Hordville had two grade rooms in operation and one that could be converted for grade use. Hordville has the extra school facilities for these additional pupils without a building program. As was developed in Table 18 this new district would have 53 square miles; the assessed valuation of the new district would be approximately \$2,160,690; the estimated mill levy would be 7.7 mills. This mill levy is not much higher than the 1949 average rural mill levy of 7.36 mills. The advantages of this town school will far outweigh this small difference in mill levy, because this larger school district would make a modern school program possible.

It is recommended that Marquette, District 46, include Districts 17, 19, 20, 21, 36, 55, 56, 60, 63, 76, 81, 89, and 100. Districts 20, 55, 76, and 89 contracted with Marquette and

also high school students from Districts 21, 36, 56, 60, 63, and 100 attended here. These districts were placed within this new district because the Aurora schools could not accommodate many more than the 403 census children which had been assigned to them. District 81 was included in this new district because the Marquette school bus goes along the North side of the district to pick up the children in district 20, this would eliminate a duplication of school bus routes. This city school is now providing transportation to children living six miles East, two miles West, two miles South, and five miles North. By the addition of two school buses to their present two, they could give adequate quick transportation to all students within this new district. As is indicated by the road map Fig. 1, it would be easy to map four bus routes for Marquette due to the many graveled roads in the new proposed district. As was developed in Table 18, Marquette would have 112 census children as compared with the 1948-49 enrollment of 80. In 1949-50 Marquette had four grade rooms in operation and one room that could be converted for grade use. Without this additional room Marquette could accommodate the additional students. As indicated in Table 18, Marquette would have 87 square miles; the assessed valuation of the new district would be approximately \$3,506,980; the estimated mill levy would be 8.0 mills. This mill levy is not much higher than the 1949 average rural mill levy of 7.36 mills. This estimated mill levy is higher than it should be because the cost per pupil will be lowered by the addition of more pupils. This boundary change would make a more modern

school possible for all the students.

It is recommended that Phillips, District 95, include districts 4, 29, 32, 45, 47, 53, 59, 86, 87, 88, and part of 64, 71, and 82. In 1949-50 districts 29, 53, and 71 contracted for the education of their children as is indicated in Table 6. These districts were placed within this new district because their children attended Phillips school in 1949-50. Only the North part of district 71 was included because only the children from that section attended Phillips, those in the South part of the district attended Giltner. This city school did provide transportation to children living 4 miles North and 3 West, 5 miles South, and four miles East. By the purchase of one bus in addition to their present three they could give adequate quick transportation to all students within this new district. As is indicated by the road map Fig. 1, it would be easy to map four bus routes for Phillips due to the many graveled roads in the new proposed district. As indicated in Table 18, Phillips would have 138 census children as compared with the 48-49 enrollment of 83. In 1949-50 Phillips had three grade rooms in operation and four rooms that could be converted for grade use. Without a building program this school could accommodate 200 grade pupils. As shown in Table 18 Phillips would have 91 square miles; the assessed valuation would be approximately \$3,876,640; the estimated mill levy would be 8.9 mills. This mill levy is not much higher than the 1949 average rural mill levy of 7.36 mills. This estimated mill levy is higher than it should be

because the cost per pupil will be lowered by the addition of more pupils. This school also has the advantage of having a new gymnasium which was built in 1949 separate from the school building. This school has sufficient rooms to have three recreation rooms, two music rooms, and a girls powder room all of which are in addition to their adequate rest rooms.

Table 18. Status of new districts.

New dist. number	Square miles ¹	Assessed Valuation ²	Census children ³	Estimated mill levy ⁴
Giltner 96	77	2,961,156	132	11.2
Stockham 50	100	3,441,506	179	13.2
Hampton 91	54	3,367,670	127	10.5
Aurora 9	64	5,632,076	403	18.2
Horaville 61	53	2,160,490	66	7.7
Marquette 46	87	3,506,980	112	8.0
Phillips 95	91	3,876,640	138	8.9

1. Square miles of this table were figured by adding the square miles within the new district.

2. Assessed valuation was figured by adding the assessed valuation of each of the old districts that were in the new districts, for those that contained only part of a district this approximate fraction was multiplied times the old valuation and this answer used to add to the total of the new district.

3. The census child was figured by adding the census children of each of the old districts or its fractional amount.

4. The estimated mill levy was figured by multiplying the number of census children in each district by \$253 the average 1949 per pupil cost for the seven cities and dividing this number by the assessed valuation. The average cost per pupil will be lowered from this figure because of the added pupils. It is difficult to estimate how much but this difference plus the savings in the salaries of teachers dispensed with will much more than pay for the added cost of transportation.

CONCLUSIONS

1. The population in Hamilton County decreased 26 per cent from 1920 to 1940.
2. The population of the cities decreased 21 per cent from 1920 to 1940.
3. The average size of farms increased 15.5 per cent in Hamilton County from 1920 to 1940.
4. The owner operated farms decreased 61 per cent and the tenant operated farms decreased 3 per cent from 1920 to 1940.
5. The average rural enrollment has decreased from 17 to nine and the average city enrollment has decreased from 113.8 to 97.7 pupils.
6. One per cent of the children in the county were handicapped.
7. Thirty-five per cent of the school districts contracted for instruction.
8. Fifty per cent of the children lived one mile or less from school.
9. The city teacher had more experience, more training, a higher grade certificate, better tenure and higher salary on the average than the rural teacher.
10. The assessed valuation, tax rate, and school levy of the districts had a wide range.
11. The bonded indebtedness was very small and involves very few schools.
12. The average per pupil unit cost for the rural area was

much higher than the average for the cities.

13. The present rural school buildings and sites were not adequate to meet the modern standards.

14. The seven cities and villages afford natural centers for reorganized districts including the whole of the county in which no territory would be inaccessible or at unreasonable distance for transportation.

15. With the exception of Aurora, all villages already have adequate building facilities for care of the additional attendance.

16. The prevalence of improved roads make easily possible the establishment of the necessary bus routes.

17. The reorganization would give each of the districts ample assessed valuation for easy support of the school and would go far in equalization of the extreme variations found in the county.

18. The tax levies would be materially reduced in the cities and with rare exceptions would not be increased to a burdensome degree in the rural areas. The total education burden of the county would be greatly reduced.

19. The number of teachers required in the county would be greatly reduced which should make available well qualified teachers for all positions.

20. With few exceptions much better educational facilities would be made available to the children of the entire county.

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