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AN EDUCATIONAL SURVEY OF MADISON COUNTY, TEXAS
WITH PLANS FOR THE REORGANIZATION OF
ITS SCHOOLS

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Hermann Wren

MA Thesis, University of Texas, 1936
An Educational Survey of Madison
County, Texas, with Plans for the
Reorganization of Its Schools

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AN EDUCATIONAL SURVEY OF MADISON COUNTY, TEXAS
WITH PLANS FOR THE REORGANIZATION OF
ITS SCHOOLS

THESIS

Presented to the Faculty of the Graduate School of
The University of Texas in Partial Fulfill-
ment of the Requirements

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MASTER OF ARTS

By

Hermann Wren, B.A.

(Marquez, Texas)

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PREFACE

The writer wishes to express his appreciation of the guidance, constructive criticism, and helpful suggestions given by Dr. B.F. Pittenger, Dr. J.O. Marberry, and Dr. L.L. Click. For assistance in the collection of data he wishes to thank Mr. C.L. Farris, Superintendent of Public Instruction in Madison County, Mrs. Laura DeFee, assistant to the Madison County Superintendent, Mr. L.D. Stokes, Representative of the State Board of Education and Mr. L.M. Fertach and his Staff who are working on the State Educational Survey.* The writer also wishes to acknowledge the assistance rendered by Mrs. Manetta Stroble and Mrs. Acrata Wren in their constructive criticism of this attempted study.

University of Texas
August, 1936

Hermann Wren

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CHAPTER I

INTRODUCTION

The problem. The problem of this thesis is to determine the status of educational opportunity and costs in the public schools of Madison County, Texas, and to base thereon recommendations for a county educational reorganization.

The problem presents two aspects: (1) to survey in detail the present educational organization and school conditions in the County, and (2) to determine by what revised program these schools might be reorganized to secure more nearly equalized educational opportunities for the children.

Method of solution. The survey is the fundamental tool used in this study. It plays as successful a part in the improvement of school conditions as in that of any business institution. An educational survey of the administrative units of Madison County shows the weaknesses and inequalities of the present system and offers a source from which conclusions and recommendations for reorganization can be formulated.

In the survey a study is made of the present system with its administrative units, to show variations in the

trends in the growth of general population and scholastic population by ten year periods and five year periods, respectively, over the past thirty years; in the percentage of enrollment of pupils in the several types of schools; in the length of school terms in these types; in the grade distribution of pupils; in tax levies and per capita wealth, current costs, bonded and other indebtedness, transportation, and statistics concerning existing school plants. These results are reported in Chapter II.

Chapter III lists the principles underlying the recommendations for reorganization, describes the proposed administrative reorganization with its attendance areas and a transportation program which will make the new system practical; and presents a tabulation of probable receipts and expenditures of the new units.

The last chapter involves the weaknesses of the present system, makes a summary of the recommendations for the new organization, and lists general conclusions for the problem.

Collection of data. Data for this survey were obtained from the following sources: the Superintendent's Annual Reports for the year 1934-35, and the Budgets for Independent School Districts, in the offices of the State Department of Education, Austin, Texas; the Head Teacher's Annual Reports,

Common School District Budgets, and County Superintendent's Ledger in the Madison County Superintendent's office at Madisonville, Texas; and the Commissioner's Court Records and Superintendent's School District Records in the Madison County Clerk's office in Madisonville, Texas. The last two records were the sources from which the county map of school districts was derived, each district having been drawn from field notes. The survey of present school plants was made by actual visits to the schools of the county and with the assistance of the County Superintendent and superintendents of the Midway, Madisonville Independent, North Zulch Independent and Willow Hole Independent School Districts.

Previous studies. With the willing cooperation of the Texas State Department of Education working through its Division of Research and Accounting, a number of county reorganization problems have been undertaken within the past two years. According to the above mentioned Division, sixty-six studies were begun during the summer and long school terms of 1935-36. Of this number some forty or fifty were completed. Previously, a number of studies had been partly financed by the Texas State Teachers Association, and some ten or fifteen studies had been financed and carried through

entirely on individual initiative.¹ During the present summer school term of 1936, fourteen additional problems have been assigned under the direction of the State Board of Education. It is expected that a large percentage of these surveys will be completed during the summer term.

Definition of terms. The discussion of a problem of this kind is simplified to some extent by the use of certain representative terms, and it is necessary that these terms be defined. A district offering any combination of grades from one to seven, inclusive, is termed an elementary school district; ~~one offering work in grades one to nine, inclusive,~~ is termed a junior high-school district; ~~one offering work in grades one to eleven, inclusive,~~ is called a senior high school district; a rural high school district is a common school district which is supervised by a board of seven members instead of the usual three members, and which offers work in high school grades; an attendance area refers to the territory served by a designated school or schools; an administrative unit refers to the territory included under the administration of one superintendent and a common board of trustees.

¹ Lawson H. Richardson, Administrative Survey of the Public Schools of Caldwell County, Texas, University of Texas Thesis, 1935, p. 4.

CHAPTER II

A SURVEY OF PRESENT CONDITIONS IN MADISON COUNTY SCHOOL ORGANIZATION

This chapter, as its title implies, reports a survey of the present educational system in Madison County, Texas. The data are recorded in tables, and each table is accompanied by one or more discussion paragraphs in which averages and extremes are indicated and comparisons drawn.

Administrative units. At present Madison County contains twenty-three common school districts and three independent school districts. Since the school year 1931-32, the County has had no single independent district with more than 500 scholastics; hence each of the twenty-six districts is under the supervision of the County Superintendent. Duplicate supervision exists in the three independent districts and in two rural high school districts, each of which has the supervision of its own superintendent in addition to that of the County Superintendent. Each of the three independent districts and two rural high school districts has seven men on its school board. The remaining twenty-one common school districts have three trustees in each district. Therefore, in addition to the County Board of Education, there are,

ninety-eight board members responsible for the employment of only 124 teachers and the education of only 3,598 school children. This is an average of one and one quarter teachers and less than thirty-seven pupils per trustee. Since every school in the County is under the limited supervision of the County Superintendent, there is an excellent opportunity for formulating a uniform system of education in the County, but in practice this condition does not exist. There are certain factors especially relative to the independent districts which a politically chosen county superintendent cannot control. For example, the Willow Hole and North Zulch Independent Districts, whose schools are only three miles apart, are each fighting for supremacy in school organization. Only the most rigid supervision by the State Deputy Superintendent can hold these schools within reasonable budgetary limits. Within the twenty-six school districts of Madison County there are twenty-five white schools and thirteen colored schools. These thirty-eight schools employ a total of forty-three principals and superintendents, an average of one for each eighty-one pupils on the scholastic rolls, or an average of one principal for each thirty-nine pupils in average daily attendance.

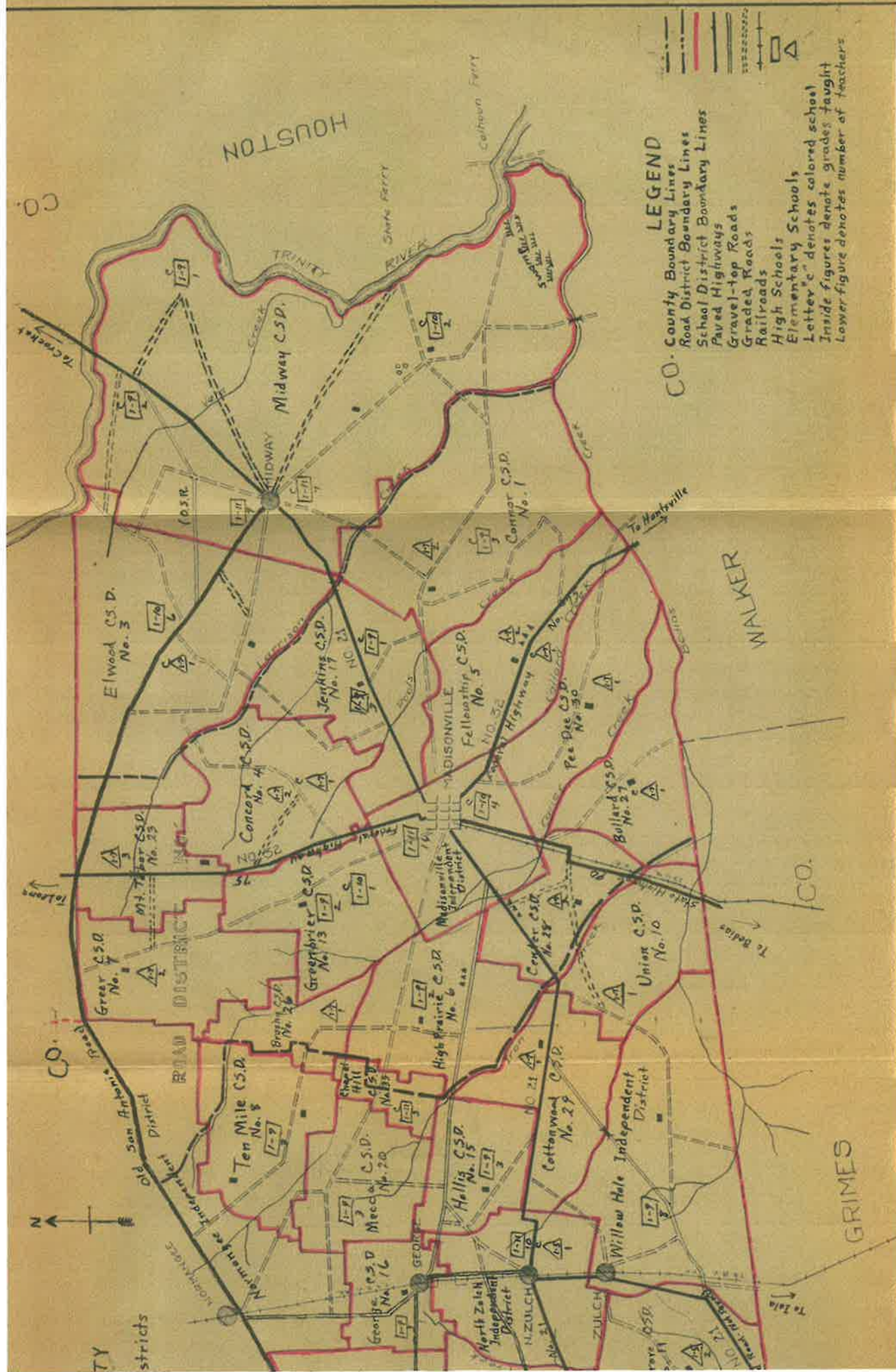
The County Superintendent is elected by popular vote to fill a four year term of office. He has no administrative control over any of the twenty-six school districts in the

county. His duties are purely supervisory and clerical.

There were no consolidations of school districts in Madison County during the twenty-year period ending in 1933. During the school year of 1934-35, three consolidations or groupings of districts were effected within the County. Cobbs Creek Common School District Number 19 was combined with Elwood Common School District Number 3. Antloch Common School District Number 2, Liberty Common School District Number 14 and Herring Common School District Number 25 were grouped with Midway Common School District. Kickapoo Common School District Number 24 joined Willow Hole Independent District. However, the principle of consolidation has been inaugurated in the County, and the way is now open for future consolidations or a program of reorganization.

Map Number I which follows this section shows the existence of three hard surfaced roads supported by a network of well kept lateral roads, a system of roads entirely sufficient for any transportation program which might be established in the County. These good roads will simplify any future changes in district lines.

It is safe to assume that the present educational system of Madison County cannot function as efficiently, due to its lack of unified control, as could a larger adminis-



Showing Present School Districts

Scale of Miles



CO. County Box
Road District
School District
Paved Highway
Gravel-top
Graded Road
Highways
High School
Elementary
Letterbox
Inside figure
Lower figure

trative unit in which all educational agencies could be coordinated for the best interest of each school child in the County.

Population trends. Table I shows that the general population of Madison County is almost static, having increased only 2.2 percent during the ten year period 1920 to 1930. Actually, according to the Federal Census Reports of 1920 and 1930, there was a decrease of 122 native born whites in the county during that same period. The foreign born whites also showed a decrease of 114 during the same period of time. The increase in the population of the County during this period was due to the addition of eighty-four Mexicans and 392 Negroes. The Negro population of the County has shown a steady increase of over 300 for each ten year period during the past forty years. It is interesting to note that the rural population of Madison County increased only one half of one percent during the last ten years, while the population of the County seat, Madisonville, increased almost twenty percent. It should be noted that Zulch, the community center of the Willow Hole Independent School District, has decreased from a village to a mere cluster of farm homes; yet it insists on having as extensive a school organization as its neighbor, North Zulch, whose population is listed at 400. However, the 1930 census shows that

TABLE I
FORM 2
GENERAL POPULATION TRENDS BY 10-YEAR INTERVALS IN MADISON COUNTY

	Total Population as of			Percentage of gain or loss			
	1900	1910	1920	1930	1900 to 1910	1910 to 1920	1920 to 1930
C.S.D.	9,499	9,118	10,427	10,483	-4.0%	9.7%	14.9%
Madisonville	833	950	1,079	1,294	14.0%	29.5%	36.2%
North Zulch	--	200	400	400	--	--	100.0%
Willow Hole	100	50	50	50	-50.0%	-50.0%	0%
Total	10,432	10,318	11,956	12,227	-1.1%	14.6%	18.5%
Inc.							2.2%

Madisonville is the only town in Madison County which continues to grow.

Table II shows that the scholastic population of Madison County, like its general population, has its principal increase among the Negroes. - During the ten years from 1924 to 1934 the number of white scholastics increased less than one percent, while that of the Negroes increased almost fourteen percent. The combined white scholastic populations of the three independent districts actually showed a decline of thirty-five children, while the Negro scholastic population of the rural communities rose twenty-one percent. Between the years 1910 and 1925 the scholastic population of the County increased over thirty-six percent, but during the past ten years its increase has been less than five percent. These statistics tend to prove that the County's scholastic population, like its general population, is approaching that point where it will become almost static. The number of white scholastics has apparently reached that point, the principal increase during the past ten years having been in the number of Negro children in the farming communities. This static condition of the white scholastics would minimize the building program necessary in a reorganization of the white schools and give some index as to the building program which might be necessary to care for the increase in Negro scholastics.

TABLE II

FORM 3
TRENDS IN SCHOLASTIC POPULATION
IN MADISON COUNTY, 1934-35

	White						
	10-11	15-16	20-21	25-26	30-31	32-33	34-35
C.S.D.	1,420	1,587	1,752	1,570	1,554	1,572	1,729
Madisonville	234	326	359	382	370	347	350
North Zulch	--	159	179	207	185	179	195
Midway	87	110	117	102	121	122	--
Willow Hole	--	--	--	169	160	158	178
Totals	1,741	2,182	2,407	2,430	2,390	2,378	2,452

TABLE II-A

FORM 3
TRENDS IN SCHOLASTIC POPULATION
IN MADISON COUNTY, 1934-35

	Colored						
	10-11	15-16	20-21	25-26	30-31	32-33	34-35
C.S.D.	575	739	815	701	741	783	997
Madisonville	91	102	81	183	142	148	136
North Zulch	--	1	5	--	4	8	13
Midway	114	115	116	122	138	133	--
Willow Hole	--	--	--	--	--	1	--
Totals	780	957	1012	1006	1025	1073	1146

TABLE II-B.

FORM 3
TRENDS IN SCHOLASTIC POPULATION
IN MADISON COUNTY, 1934-35

	Total - White and Colored.						
	10-11	15-16	20-21	25-26	30-31	32-33	34-35
C.S.D.	1,995	2,326	2,567	2,271	2,295	2,355	2,726
Madisonville	325	428	440	565	512	495	486
North Zulch	--	160	184	207	189	187	208
Midway	201	225	228	224	259	255	--
Willow Hole	--	--	--	169	160	159	178
Totals	2,521	3,139	3,419	3,436	3,415	3,451	3,598

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Enrollment. By studying Table III we find that almost forty percent of the pupils enrolled in the white schools of Madison County attend schools having three teachers or less. More than one half of these students attend one-teacher and two-teacher-schools. This forty percent of enrolled pupils attend twenty schools in the County, while the other five schools enroll the remaining sixty percent. According to the best educational authorities, the maximum efficiency with the greatest economy is had where classes have between twenty-five and thirty pupils each. These schools meet this standard of efficiency, but more than forty percent of the white scholastics of the County are in schools which average less than twenty pupils per teacher. This situation is clearly an extravagance which could be remedied by grouping these small schools into larger administrative units. However, all schools in the County are not fortunate enough to enjoy the averages of these respective types of schools. In Elwood Common School District Number 3, the average elementary pupil-teacher load is thirty-nine, while the average in Mecca Common School District Number 20 is only five and one half. Nine elementary schools in the County have pupil-teacher loads averaging less than fifteen, while

² Ward G. Reeder, The Fundamentals of Public School Administration, New York: The Macmillan Company, 1931, p.341.

TABLE III

NUMBER AND PERCENTAGE OF WHITE PUPILS ENROLLED ACCORDING
TO NUMBER OF TEACHERS

Size of School	No. of Pupils	Percentage of Pupils	No. of Schools	Average number of Pupils Per Teacher
One-teacher	98	4.5%	4	24.5
Two-teacher	345	15.9%	9	19.1
Three-teacher	415	19.2%	7	19.7
Six-teacher	159	7.3%	1	26.5
Eight-teacher	146	6.7%	1	18.2
Nine-teacher	234	10.8%	1	26
Ten-teacher	295	13.6%	1	29.5
Over ten teachers	467	22.0%	1	29.1
Total	2,159	100.0%	25	23.4

TABLE III-A

NUMBER AND PERCENTAGE OF COLORED PUPILS ENROLLED ACCORDING
TO NUMBER OF TEACHERS

Size of School	No. of Pupils	Percentage of Pupils	No. of Schools	Average number of Pupils Per Teacher
One-teacher	279	24.9%	8	34.8
Two-teacher	37	3.5%	1	18.5
Three-teacher	211	16.7%	2	35.1
Four-teacher	129	9.7%	1	32.2
Over ten teachers	468	45.2%	1	39
Total	1,124	100.0%	13	35.1

those of Madisonville and North Zulch Independent Districts have pupil-teacher loads of thirty-five and forty respectively. Considering these irregularities and the poor equipment of each small school, it seems clear that neither teaching efficiency nor economy of operation in the small school can even approximate those of the larger school system.

Table III-A shows that Madison County has no single Negro school which compares favorably with the standards listed above. Forty-five percent of the Negro scholastics attend schools having three teachers or less. The prevalent Negro school has only one teacher. The one Negro school of any consequence in Madison County is located in the Midway Common School District and has an excessive pupil-teacher load of thirty-nine. More than one half of the Madison County Negro schools average thirty pupils per teacher. It is not startling that seven of the districts providing Negro schools spend less than the per capita apportionment on each Negro child every year.

Length of school term. The lengths of terms for the white schools in Madison County vary from four to nine months. The percentages listed in Table IV prove that over thirty-six percent of the white pupils are privileged to attend school only seven months or less, annually, while the children

TABLE IV
NUMBER AND PERCENTAGE OF WHITE PUPILS ENROLLED IN SCHOOLS
ACCORDING TO LENGTH OF TERM

Length of Term	Schools		Teachers		Pupils	
	No.	Percent	No.	Percent	No.	Percent
Four Months	1	4	2	2.1	26	1.2
Five Months						
Six Months	2	8	3	3.2	69	3.2
Seven Months	12	48	33	35.8	687	31.8
Eight Months	6	24	11	11.9	235	10.8
Nine Months	4	16	43	47.0	1,142	53.0
Total	25	100	92	100.0	2,159	100.0

TABLE IV-A
NUMBER AND PERCENTAGE OF COLORED PUPILS ENROLLED IN SCHOOLS
ACCORDING TO LENGTH OF TERM

Length of Term	Schools		Teachers		Pupils	
	No.	Percent	No.	Percent	No.	Percent
Four Months						
Five Months	1	7.6	1	3.1	29	2.5
Six Months	9	69.5	12	37.5	415	36.9
Seven Months						
Eight Months	2	15.3	15	46.9	551	49.2
Nine Months	1	7.6	4	12.5	129	11.4
Total	13	100.0	32	100.0	1,124	100.0

residing in Bundic Common School District Number 21, possess the equivalent of three years of schooling upon completing the seven grades offered in that school. When the educational opportunities of that little district are compared with those available to the fifty-three percent of the children who attend school in the four larger schools of the County, one wonders why some type of reorganization was not attempted years ago.

It is unusual to find in this instance that no colored school in the County has so short a term as the Bundic white school. Table IV-A shows that the terms of the Madison County colored schools vary from five to nine months, but that almost forty percent of the Negro pupils are allowed to attend school only five or six months during the year. It is highly regrettable that so large a percent of Negroes should lose two to three years out of the seven that they could attend elementary school when so small a percentage of these children ever have a chance to secure a high school education. The writer thinks reorganization would remedy this situation in both white and colored schools, for a nine-month term is more nearly assured in the larger administrative unit.

Grade distribution of pupils. Table V gives the grade distribution of white pupils based upon actual enrollment

TABLE V

FORM 13
GRADE DISTRIBUTION OF MADISON COUNTY WHITE PUPILS
BY NUMBER AND PERCENTAGES ARRANGED
BY SCHOOLS HAVING INDICATED NUMBER OF TEACHERS

Grade	One Teacher Schools	% Pupils in One Teacher Schools	Two Teacher Schools	% Pupils in Two Teacher Schools	Three Teacher Schools	% Pupils in Three Teacher Schools	Six to Nine Teacher Schools	% Pupils in Six to Nine Teacher Schools	Schools with Ten or More Teachers	% Pupils in Schools having Ten or More Teachers	All Schools	% of All Pupils in the County
1	16	20.5	70	20.9	57	14.7	97	18.5	81	10.6	321	15.3
2	14	18.0	53	15.9	51	13.2	68	12.9	72	9.6	258	12.3
3	16	20.5	53	15.9	51	13.2	49	9.3	84	11.0	253	12.1
4	7	8.9	43	12.8	34	8.8	52	9.9	60	7.9	196	9.4
5	8	10.3	34	10.1	41	10.6	57	10.9	62	8.1	202	9.7
6	9	11.5	41	12.2	45	11.6	55	10.5	49	6.4	199	9.6
7	8	10.3	25	7.5	28	7.2	52	9.9	55	7.2	168	8.1
Total Elem.	78		319	95.3	307	79.3	430	81.9	463	60.8	1597	76.5
8	-		13	3.9	35	9.1	32	6.1	83	10.9	163	7.8
9	-		13	3.8	31	8.0	34	6.5	65	8.5	133	6.4
10	-		-		14	3.6	11	2.1	64	8.4	89	4.3
11	-		-		-		18	3.4	87	11.4	105	5.0
Total H.S.	-		16	4.7	80	20.7	95	18.1	299	39.2	490	23.5
Grand Total	78	100.0	335	100.0	387	100.0	525	100.0	762	100.0	2087	100.0

between January 1 and 10, and shows also the number and percentage of pupils enrolled by grades in the types of schools designated.

Of the 2,087 pupil-total shown on this table, 800, or more than one third, are enrolled in one-teacher, two-teacher and three-teacher schools, there being seventy-eight in one-teacher schools, 335 in two-teacher schools, and 387 in three-teacher schools. In these three types of schools we find that one hundred percent, ninety-five percent, and seventy-nine percent respectively, are enrolled in the first seven grades, or seventy-eight, 319, and 307, respectively, in the three types of schools. Ninety-six pupils, or twelve-percent of the 800, are enrolled in the high school grades.

Of the total of 1,287 pupils enrolled in schools having six teachers or more, 893 pupils, or approximately seventy percent, are enrolled in grades one to seven. The remaining 394 pupils, or thirty percent, attend the high school grades.

It is interesting to note that the percentages of pupils enrolled in each of the first three grades in one-teacher, two-teacher and three-teacher schools, as a whole, are somewhat higher than the corresponding percentages in

the larger schools. In one-teacher schools, twenty percent, eighteen percent and twenty percent, are enrolled in the first, second and third grades, respectively, while in schools of ten or more teachers the percentages for the same three grades are ten, nine and eleven. These facts show that retardation is much greater in the smaller than in the larger school unit.

We find that ninety-six of the 490 high school pupils of the County (or one high school pupil out of every five), are attending schools having three teachers or less. In Madison County the schools of these types have only one teacher assigned to teach all of the high school grades. Five three-teacher schools are teaching nine grades, and one is teaching ten grades. In other words, one teacher in each of the five schools must prepare for, and teach at least eight different subjects each day, while the one teacher in the ten-grade school must perform the same service teaching twelve different subjects. The Texas State Department of Education recommends four or five preparations as the maximum for one teacher each day. The result is that in each of these small schools the teacher's efficiency is materially weakened, and the pupil gives only one third or one half of the time required by the State Department to the recitation of each high school subject. This twenty percent of the high

school pupils of the County cannot have equal educational advantages with the eighty percent in the larger schools which conform to the standards set up by the State Department of Education.

Table V-A shows the grade distribution of pupils in the colored schools of Madison County. In these schools more than one third of the entire enrollment is in the first grade, while less than one percent ever reach the eleventh grade. This thirty-three percent of Negro pupils enrolled in the first grade shows some contrast to the fifteen percent of white pupils enrolled in the same grade. Other factors enter into the life of the Negro which may be at least partly responsible for this situation, such as late entrance in school and irregular attendance; but the above facts show that retardation in the Negro schools is much greater than it is in the white schools of the County. Almost thirty percent of the pupils enrolled in the County's one twelve-teacher Negro school are in the first grade.

Educational data. Table VI gives the principal educational data for the entire County and offers material for a number of interesting comparisons. First, we note the inequalities in the property valuations in the common school and independent districts. Common school district property

TABLE V-A

FORM 13
 GRADE DISTRIBUTION OF MADISON COUNTY COLORED PUPILS
 BY NUMBER, AND PERCENTAGES ARRANGED
 BY SCHOOLS HAVING INDICATED NUMBER OF TEACHERS

Grade	One Teacher Schools	Two Teacher Schools	Three Teacher Schools	Four and Five Teacher Schools	Six to Nine Teacher Schools	Schools with Ten or More Teachers	% of Total	All Schools	% of Total
1	104	10	10	10	10	10	129.1	383	33.5
2	31	10	10	10	10	10	129.1	117	10.3
3	46	10	10	10	10	10	10.9	147	12.8
4	37	12	12	12	12	12	10.2	138	12.1
5	20	1	1	1	1	1	10.4	94	8.2
6	21	1	1	1	1	1	6.1	66	5.8
7	13	2	2	2	2	2	7.2	68	6.0
Total Elem.	272	39	39	39	39	39	83.8	1013	88.7
8	4	1	1	1	1	1	5.2	48	4.2
9	3	1	1	1	1	1	5.4	46	4.0
10	1	1	1	1	1	1	3.2	25	2.2
11	1	1	1	1	1	1	2.4	11	.9
Total H.S.	8	1	1	1	1	1	16.2	130	11.3
Grand Total	280	40	40	40	40	40	100.0	1143	100.0

TABLE VI

EDUCATIONAL DATA IN MADISON COUNTY BY DISTRICTS PERTAINING TO VALUATION,
COSTS, PUPILS, TEACHERS, GRADES TAUGHT AND LENGTH OF TERM

Dist. No.	Name of District	Number Number of Grades Taught				Scholastic Population				Enrollment				Average Daily Attendance				Assessed Valuations				Per capita Wealth Based on True Valuation
		W		C		W		C		W		C		W		C		Total	Rate	Per Scho- lastic	True Property Valuation	
		W	C	W	C	W	C	W	C	W	C	W	C	W	C							
1	Connor	7	9	156	120	42	124	30	128	27	126	30	126	27	126	30	126	\$ 119,101	60%	\$ 717	\$ 198,501	\$1,195
3	Elwood	10	7	150	120	189	74	159	38	146	36	159	38	146	36	159	38	180,198	60	685	300,330	1,141
4	Concord	7	7	150	120	76	24	39	34	34	30	39	34	34	30	39	34	67,710	60	627	112,850	1,128
5	Fellowship	7	7	156	120	73	29	43	35	37	25	43	35	37	25	43	35	81,765	60	802	136,275	1,336
6	High Prairie	9	-	147	--	74	31	44	-	34	-	44	-	34	-	44	-	87,170	60	830	145,283	1,431
7	Greer	7	7	130	120	51	15	45	37	29	30	45	37	29	30	45	37	60,013	60	909	100,022	1,515
8	Ten Mile	9	-	140	--	58	11	68	-	47	-	68	-	47	-	68	-	66,860	60	969	111,433	1,614
9	Plainview	10	7	160	120	127	15	63	54	70	30	63	54	70	30	63	54	99,970	60	704	166,616	1,173
10	Union	7	-	150	--	33	-	22	-	16	-	22	-	16	-	22	-	43,767	60	1326	72,945	2,210
11	Oak Grove	5	-	140	--	72	-	37	-	27	-	37	-	27	-	37	-	74,100	60	1029	123,500	1,715
13	Greenbrier	9	10	140	120	43	43	34	41	24	28	34	41	24	28	34	41	64,123	60	781	111,871	1,300
15	Hollis	9	-	140	--	87	7	48	-	37	-	48	-	37	-	48	-	73,935	60	787	123,225	1,310
16	George	9	-	150	--	52	15	71	-	57	-	71	-	57	-	71	-	133,785	60	1997	222,975	3,328
17	Jenkins	9	9	140	100	71	34	70	29	42	17	70	29	42	17	70	29	86,756	60	826	144,592	1,377
20	Mecca	9	-	150	--	65	37	37	-	13	-	37	-	13	-	37	-	88,860	60	871	148,100	1,451
21	Bundig	7	-	80	--	67	10	26	-	21	-	26	-	21	-	26	-	90,120	60	1170	150,200	1,950
23	Mt. Tabor	7	-	140	--	68	17	58	-	37	-	58	-	37	-	58	-	80,436	60	946	134,060	1,577
26	Brushy	7	-	113	--	24	8	24	-	13	-	24	-	13	-	24	-	---	---	---	* 36,666	1,145
27	Bullard	-	7	-	116	5	16	-	22	-	20	-	22	-	20	-	---	---	---	* 70,000	3,333	
28	Center	7	-	155	--	62	5	47	-	38	-	47	-	38	-	47	-	53,978	60	806	89,963	1,342
29	Cottonwood	7	-	155	--	36	-	20	-	20	-	20	-	20	-	20	-	68,220	60	1895	113,700	3,158
30	Pee Dee	7	-	160	--	43	6	32	-	15	-	32	-	15	-	32	-	49,210	60	1004	82,016	1,673
33	Chapel Hill	-	11	-	160	-	89	-	83	-	62	-	83	-	62	-	21,365	60	240	35,608	400	
	Midway	11	11	176	157	245	397	234	468	162	352	234	468	162	352	234	468	515,875	60	804	859,791	1,339
	Total or Average C.S.D.	-	-	145	125	1663	1007	1251	969	946	756	1251	969	946	756	1251	969	2,210,317	60	827	3,890,522	1,457
	Madisonville Ind.	11	10	180	180	348	136	467	129	419	110	467	129	419	110	467	129	989,103	75	2044	1,318,804	2,724
	North Zulch Ind.	11	5	175	118	195	13	295	26	221	19	295	26	221	19	295	26	288,810	25	1388	1,155,240	5,554
	Willow Hole Ind.	9	-	170	--	233	-	146	-	127	-	146	-	127	-	146	-	164,000	75	704	218,666	938
	Total or Average Ind.	-	-	175	149	776	149	908	155	767	129	908	155	767	129	908	155	1,441,913	75	1558	2,692,710	2,911
	Grand Total or Average	-	-	-	-	2439	1156	2159	1124	1713	885	2159	1124	1713	885	2159	1124	3,652,230	60	1015	6,583,232	1,831

*These valuations are based upon valuations of comparable adjacent districts.

TABLE VI (continued)

EDUCATIONAL DATA IN MADISON COUNTY BY DISTRICTS PERTAINING TO VALUATION,
COSTS, PUPILS, TEACHERS, GRADES TAUGHT AND LENGTH OF TERM

Dist. No.	Name of District	Main- tenance	Tax Rate	Bond	Total	Out- standing Bonded Indebted- ness		Current Costs		Per Pupil in A. D. A.		Number of Teachers		Average Teaching Load Based on		
						White	Colored	W	C	Per Year	Per Month	W	C	A. D. A.	W	C
1	Connor	.50	.25	.75	\$ 935.00	\$2,233.65	\$1,483.95	\$82.72	\$11.77	\$10.34	\$1.48	2	3	13.5	42	
3	Elwood	.68	.32	1.00	2,700.00	5,767.56	313.23	39.50	8.70	5.64	1.45	6	1	24.3	36	
4	Concord	.65	.35	1.00	1,200.00	1,590.75	370.50	46.78	12.35	6.68	2.05	2	1	17	30	
5	Fellowship	.75	-	.75	-	1,732.90	375.00	46.83	15.00	5.85	2.50	2	1	18.5	25	
6	High Prairie	.50	-	.50	-	1,481.68	-	43.57	-	5.80	-	2	2	17	-	
7	Greer	.50	.25	.75	200.00	1,643.97	406.70	56.68	13.55	8.72	2.26	2	2	14.5	15	
8	Ten Mile	1.00	-	1.00	-	2,210.32	-	47.02	-	6.72	-	3	-	15.6	-	
9	Plainview	.65	.35	1.00	600.00	2,343.64	374.50	33.48	12.48	4.18	2.08	3	1	23.3	30	
10	Union	.50	.25	.75	600.00	879.08	-	54.94	-	7.32	-	1	-	16	-	
11	Oak Grove	.35	.15	.50	400.00	1,483.78	-	54.95	-	7.85	-	2	-	13.5	-	
13	Greenbrier	.50	.25	.75	600.00	1,506.80	887.50	62.78	31.69	8.97	5.28	2	1	12	28	
15	Hollis	.68	.32	1.00	480.00	2,237.42	-	60.47	-	8.64	-	3	-	12.3	-	
16	George	.70	.30	1.00	600.00	2,503.28	-	43.91	-	5.85	-	3	1	19	17	
17	Jenkins	1.00	-	1.00	-	2,638.91	257.20	62.83	15.12	8.98	3.02	3	-	14	4.3	
20	Mecca	1.00	.25	.50	500.00	1,624.04	-	70.90	-	16.65	-	3	-	10.5	-	
21	Bundic	.25	.25	.50	-	1,489.05	-	59.53	-	17.72	-	3	-	12.3	-	
23	Mt. Tabor	.75	.25	1.00	1,442.50	2,202.83	-	31.73	-	8.50	-	3	-	13	-	
26	Brushy	-	-	-	-	412.50	420.00	-	21.00	5.52	3.50	1	1	19	20	
27	Bullard	-	-	-	-	-	-	39.59	-	4.94	-	2	-	19	-	
28	Center	1.00	-	1.00	-	1,504.53	-	40.48	-	5.06	-	1	-	20	-	
29	Cottonwood	1.00	.75	1.00	-	867.36	-	57.82	-	7.23	-	1	-	15	-	
30	Pee Dee	.75	.25	1.00	-	-	-	-	-	-	-	3	3	15	20.6	
33	Chapel Hill	.50	.25	.75	-	-	2,344.51	-	37.81	-	4.73	-	-	-	-	-
	Midway	.40	.50	.90	35,000.00	12,186.62	9,583.72	75.22	27.22	8.36	3.40	9	12	18	29.3	
	or Average C.S.D.				\$45,257.50	\$1,350.41	\$6,816.81	\$54.28	\$22.24	\$7.49	\$3.54	58	27	16.2	28	
Total	Madisonville Ind.	.50	.50	1.00	100,600.00	25,842.85	2,223.58	61.67	20.21	6.85	2.24	16	4	32.2	27.5	
	North Zulch Ind.	.53	.47	1.00	13,500.00	11,277.77	386.92	51.03	20.36	5.67	3.39	10	1	22.1	19	
	Willow Hole Ind.	.50	.50	1.00	17,225.00	10,105.79	-	79.57	-	8.84	-	3	-	15.8	-	
	or Average Ind.				\$131,325.00	\$47,226.41	\$2,610.50	\$61.57	\$20.23	\$6.84	\$2.69	34	5	24.7	25.8	
Grand Total	or Average				\$176,582.50	\$98,576.82	\$19,427.31	\$57.54	\$21.95	\$7.72	\$3.39	92	32	19.2	27.6	

is rated at sixty percent of its accepted true value, throughout the County. The property of two independent districts is valued at seventy-five percent of its true value, while that of the one remaining independent district has the exceptionally low valuation of twenty-five percent of its true value. The property of two common school districts is neither valued nor taxed for educational purposes. With true property valuations and a reasonable tax collection, Madison County educational units might show a favorable bank balance at all times.

Again, the varying lengths of school terms hold a prominent place on this table. The lengths of terms in the white schools vary from eighty to 180 days with an average of 149 days, less than seven and one half months. In the colored schools term lengths vary from 100 to 180 days with an average length of only 129 days, or less than six and one half months. It is also a striking fact that in two common school districts a total of eight teachers are forced to teach ten days each year, one half of a school month, without pay.

These short terms in the various small schools of the County mean that a pupil enrolled in an eighty-day school attends classes only twenty-eight months during the seven elementary years and loses the remaining thirty-five months.

Similarly, a pupil of a 113 day school attends thirty-nine months and loses twenty-four; a pupil of a 130 day school attends forty-five months and loses eighteen; and a pupil of a 150 day school attends fifty-two months and loses eleven. In the colored schools a pupil enrolled in a 100 day school attends thirty-five months and loses twenty-eight, while a pupil in the standard 120 day school attends forty-two months and loses twenty-one -- the equivalent of a loss of two and one third years of his opportunity in the elementary grades. One can readily see the results of such losses in the retardation of the pupil.

Another important problem which becomes apparent in a study of Table VI concerns the percentages of enrollment and attendance in the white and colored schools of Madison County. Nine common school districts have less than sixty percent of their white scholastics enrolled in their schools, while two of the independent districts show more than 100 percent enrollment. This is due, of course, to the fact that many pupils are forced to attend school outside of their home districts in order to be properly classified in school. Many of the smaller schools do not offer work in two or more of the high school grades. The average white enrollment in the entire County is about eighty-eight percent. Many pupils who do not reside near a bus route are

unable to procure a high school education.

The percent of average daily attendance ranges from five to twenty percent less than that of enrollment. Several of the smaller schools show average daily attendances of less than fifty percent of their scholastic population. Some fall below forty percent. The County average is barely above seventy percent, while the same two independent districts mentioned above have average daily attendances of over 100 percent of their scholastic populations.

The Negroes of the County show their desire for an education in a manner quite in contrast to that of the white pupils. The average colored enrollment in Madison County is more than ninety-seven percent of the colored scholastic population, while the average daily attendance is more than seventy-six percent. The percent enrolled stands equally high in the common school and independent districts, and the average daily attendance in the farming communities is above seventy percent. These averages are from seven to eleven percent higher than the corresponding percentages of white enrollment and average daily attendance. Considering these statistics it seems mock justice to grant the white pupils a twenty day longer school term than is given the Negroes.

Finally, Madison County is naturally divided into

three population centers. - Madisenville, with the districts adjacent to it or in easy communication by paved highways, contains 1,424 of the county's scholastic population. The Midway district and those adjacent to it account for 1,071 scholastics. North Zulch and its adjacent districts contain 787 scholastics. The remaining 313 Madison County school children reside in districts adjoining that of Normangee, a county line district whose school is located on the Leon County side of the line.

Tax levies and per capita wealth. Tax levies for school support in Madison County vary from no tax in two districts to a tax of one dollar per one hundred dollars of property valuation in fifteen districts. Fifty-eight percent of the scholastics and sixty-eight percent of the property valuation of the County are located in districts having a dollar tax rate, and an additional thirty-two percent of the scholastics and twenty-five percent of the valued property are located in districts having tax rates of seventy-five and ninety cents. However, more than eight percent of the scholastics and seven percent of the valued property are located in districts having a fifty cent tax rate or none at all. (See Table VII).

Table VIII shows that assessed valuations in Madison

TABLE VII

FORM 15
MADISON COUNTY TAX RATES FOR SCHOOL SUPPORT
(as reported by school districts)

Total Rate in Cents Per \$100 Valuation	Number Districts Voting Each Levy	Number		Assessed Valuation of Property Covered by Each Levy	Percentage of Property Covered by Each Levy
		*Scholastics in District Voting			
		Each Levy			
		W	C		
0	2	29	24	---	--
.50	3	213	41	\$251,390	6.8%
.75	6	242	300	393,134	10.7%
.90	1	245	397	515,875	14.1%
1.00	15	1710	394	2,486,731	68.4%
Totals	27	2439	1156	3,647,130	100.0%

*Includes all pupils within the school census age.

TABLE VIII

FORM 16
AMOUNT OF ASSESSED VALUATION PER SCHOLASTIC* IN EACH
MADISON COUNTY DISTRICT
(as reported by school districts)

Assessed Valuation per Scholastic	Number of Scholastics	Percentage of Scholastics	Number of Districts
0	53	1.8%	2
1.00- 200.00	0	0	0
201.00- 400.00	89	2.4%	1
401.00- 600.00	0	0	0
601.00- 800.00	1,084	30.1%	7
801.00-1,000.00	1,343	37.3%	9
1,001.00-1,200.00	198	5.5%	3
1,201.00-1,400.00	241	6.7%	2
1,401.00-1,600.00	0	0	0
1,601.00-1,800.00	0	0	0
1,801.00-2,000.00	103	2.8%	2
2,001.00-2,200.00	484	13.4%	1
Totals	3,595	100.0%	27

*Includes all pupils within the school census age.

County vary from no valuation to more than two thousand dollars per scholastic. It also shows that seventy-two percent of the children attend school in districts having less than one thousand dollars assessed valuation per child, and that over four percent live in districts having less than two hundred fifty dollars assessed valuation per child. This situation is not the root of all scholastic evils in those districts affected, but it is an indirect cause of much of the existing poor conditions. If the administrative units of the County were enlarged and property were to be valued at its true worth on the tax rolls, there would be a property valuation of \$1,773.00 per scholastic. The two common school districts having no property valuation try to support one-teacher schools. The district, outside of these two, which has the least property valuation has a three-teacher school, while the greatest property valuation per scholastic is found in one of the three independent districts.

It is interesting to contrast true property valuations with present property valuations in Madison County. When true property valuations are considered, only four small districts in the County have a property valuation less than \$100,000.00, and two districts have valuations in excess of \$1,000,000.00. True property valuations range from \$35,608.00 to \$1,318,804.00. Only two districts have a per capita wealth

less than \$1,000, while four districts have a per capita wealth greater than \$3,000.00. Per capita wealth based on true property valuations, ranges from \$400.00 to \$5,554.00. Approximately one fourth of the scholastics in Madison County would reside in districts having a per capita wealth of more than \$2,000.00, and only nine percent of the County's scholastics would reside in districts having a per capita wealth of less than \$1,000.00.

Current costs. Table IX shows that the average annual cost per white pupil in average daily attendance in Madison County varies from \$31.73 in one district to \$124.92 in another district; and it is an interesting fact that both of these extremes occur in districts which have or should have one-teacher schools. Almost fifty percent of the children in average daily attendance have less than \$60.00 spent on each of them annually. Less than twenty-two percent of these pupils have more than \$70.00 spent on their education. Approximately fifty percent have between \$50.00 and \$70.00 annually spent on their education.

Table X gives a better medium for calculating costs of education, because it takes into consideration the varying lengths of term. We find that the monthly cost of educating white scholastics varies from \$4.18 to \$17.72. Each child attending school in the latter district has more

TABLE IX

FORM 17

NUMBER AND PERCENTAGE OF SCHOOLS, TEACHERS, AND PUPILS
IN THE WHITE SCHOOLS OF MADISON COUNTY, ACCORDING TO
ANNUAL COST PER PUPIL IN AVERAGE DAILY ATTENDANCE

Annual Cost Per Pupil in A.D.A.	Schools		Teachers		Pupils in A.D.A.	
	Number	%	Number	%	Number	%
\$30 - \$40	4	16%	12	13%	293	13.5%
40 - 50	6	24%	13	14.1%	285	13.2%
50 - 60	6	24%	19	20.7%	489	22.6%
60 - 70	4	16%	24	26.1%	619	27.8%
70 - 80	3	12%	19	20.7%	406	18.8%
Over 80	2	8%	5	5.4%	67	3.1%
Total	25	100%	92	100.0%	2159	100.0%

TABLE IX-A

FORM 17

NUMBER AND PERCENTAGE OF SCHOOLS, TEACHERS, AND PUPILS
IN THE COLORED SCHOOLS OF MADISON COUNTY, ACCORDING TO
ANNUAL COST PER PUPIL IN AVERAGE DAILY ATTENDANCE

Annual Cost Per Pupil in A.D.A.	Schools		Teachers		Pupils in A.D.A.	
	Number	%	Number	%	Number	%
0 - \$10	1	7.7%	1	3.1%	38	3.3%
\$10 - 20	6	46.1%	9	28.1%	317	28.2%
20 - 30	4	30.8%	18	56.3%	645	57.5%
30 - 40	2	15.4%	4	12.5%	124	11.0%
Total	13	100.0%	32	100.0%	1124	100.0%

TABLE X

FORM 18

NUMBER AND PERCENTAGE OF SCHOOLS, TEACHERS, AND PUPILS
IN THE WHITE SCHOOLS OF MADISON COUNTY, ACCORDING TO
COST PER MONTH PER PUPIL IN AVERAGE DAILY ATTENDANCE

Cost Per Month Per Pupil in A.D.A.	Schools		Teachers		Pupils in A.D.A.	
	Number	%	Number	%	Number	%
\$4 - \$5	2	8.0%	5	5.4%	110	5.1%
5 - 6	7	28.0%	25	27.0%	656	30.5%
6 - 7	3	12.0%	21	23.2%	574	26.5%
7 - 8	3	12.0%	4	4.3%	91	4.2%
8 - 9	7	28.0%	30	32.4%	635	29.4%
Over 9	3	12.0%	7	7.7%	93	4.3%
Totals	25	100.0%	92	100.0%	2159	100.0%

TABLE X-A

FORM 18

NUMBER AND PERCENTAGE OF SCHOOLS, TEACHERS, AND PUPILS
IN THE COLORED SCHOOLS OF MADISON COUNTY, ACCORDING TO
COST PER MONTH PER PUPIL IN AVERAGE DAILY ATTENDANCE

Cost Per Month Per Pupil in A.D.A.	Schools		Teachers		Pupils in A.D.A.	
	Number	%	Number	%	Number	%
\$1 - \$2	2	15.4%	4	12.5%	166	14.7%
2 - 3	5	38.4%	9	28.1%	289	25.7%
3 - 4	4	30.8%	15	46.9%	545	48.8%
4 - 5	1	7.7%	3	9.4%	83	7.2%
5 - 6	1	7.7%	1	3.1%	41	3.6%
Totals	13	100.0%	32	100.0%	1124	100.0%

than four times as much money spent on his education as has each child attending school in the former district. More than thirty-five percent of the pupils of the County have less than \$6.00 per month spent on their education, while almost an equal number have more than \$8.00 per month spent on them.

Costs for Negro pupils in average daily attendance are found in Tables IX-A and X-A. Annual costs range from \$8.70 to \$37.81 per child with a County average of \$21.95, while monthly costs vary from \$1.45 to \$5.28, the average being \$3.39. These averages show quite a contrast to the average annual cost of \$57.54 and monthly cost of \$7.72 in the white schools of the County. Seven Negro schools, which account for one third of the Negro scholastics in average daily attendance, spend less money on Negro education than they receive from the State in Negro per capita apportionment. More than eighty-seven percent of the Negro scholastics are in districts spending less than \$3.50 per month per pupil in average daily attendance, while no white child in the County has less than \$4.18 per month spent on his education. The amount spent on Negro education here is entirely too small in proportion to the amount spent annually in the education of the white.

Indebtedness. The total outstanding bonded indebtedness in thirteen common school districts of Madison County amounts to \$45,257.50. The largest single item in this indebtedness is a \$35,000.00 serial bond issue voted by Midway Common School District in 1934. Eleven common school districts have no outstanding bonded indebtedness. Other debts, principally for the purchase of furniture, bring the total common school indebtedness to \$49,304.50.

The total outstanding bonded indebtedness of the independent school districts amounts to \$131,325.00. Of this amount, Madisonville Independent School District owes \$100,600.00. Other unpaid accounts of these three districts bring their total amount of debt to \$131,933.63. The total bonded indebtedness of the County is \$176,582.50, which is less than five percent of the present assessed valuation, and less than three percent of its true property worth. Since authorities on school finance assert that school districts are pursuing a sound financial policy if their bonded indebtedness is less than five percent of their total assessed valuation,³ we can readily see that the schools of Madison County, as a whole, are in sound financial condition, and,

³ Biennial Report of the State Board of Education, 1932-1934, Bulletin Number 339, Texas State Department of Education, p. 60.

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under a plan of reorganization and true property valuations, the County could safely vote \$142,246.00 in additional bonds if such amount were needed to complete the program.

Transportation. According to the County Superintendent's Annual Report on Transportation, there are sixteen school busses operating in Madison County, of which ten are under contract and six are maintained by the individual school districts. A total of 961 pupils are transported over routes totaling 341.5 miles per one-way trip, or a total of 683 miles per day. The total annual transportation cost is \$8,555.45 or a pupil-mile cost of \$.00007. The cost of operation of some of these busses is needlessly high, due to the fact that some of the busses are kept in town overnight and must drive a number of miles before picking up their first passenger for the morning trip. Some of the contract busses are rebuilt touring cars and trucks and are not entirely satisfactory, especially in inclement weather. One hundred ninety-five of the children transported are Negroes, and three busses transport Negroes only.

The Madison County School Plants. Tables XI and XI-A show the size of the various school sites in Madison County, the number of additional acres needed in each site, the type of building with number of rooms and pupils' desks, the maximum number of pupils' desks which each building can accommo-

date, and the approximate cost of grounds and building repairs needed in each school. We find that several of the white school plants need a complete rebuilding program. A large percentage of these school plants need roof repairs and paint. Very few have water systems, and very few are equipped for fire protection. Hazardous rooms exist in a few instances. Any program of reorganization must plan for building additions and repairs.

The Negro schools of the County, with very few exceptions, are one-room boxed buildings badly in need of paint and repairs. Many of them have no water supply on the school site. Nine of the thirteen schools are equipped with rudely constructed benches instead of pupils' desks. Every Negro school is in need of furniture and building additions.

Summary. This survey reveals that there are many marked variations and inequalities existing in the schools of Madison County. Too many small school units exist, and the numbers of trustees and supervisors are excessive for the needs of the County. There is one trustee for each one and one quarter teachers, and one principal for each thirty-nine pupils in average daily attendance.

Both the general and scholastic populations of the County are almost static. The general population increased

TABLE XI

CHECK LIST OF WHITE SCHOOL PLANTS

Name of District	No. of Acres in Site	No. of Additional Acres Needed	Kind of Building	No. of Class-Rooms	No. Seats in Building At Present	Maximum Capacity for Pupils Desks	Approximate Cost of Ground and Repairs Needed
Connor #1	3	1	Frame	3	60	105	\$ 937.50
Elwood #3	3	3	Frame	6	180	210	*10,710.00
Concord #4	1	1	Frame	2	50	70	700.00
Fellowship #5	2	1	Frame	2	50	70	512.50
High Prairie #6	1	1	Frame	2	40	70	420.00
Greer #7	1	2	Frame	2	50	70	765.00
Ten Mile #8	1	1	Frame	13	60	100	617.50
Plainview #9	2	2	Frame	4	75	140	1,040.00
Union #10	1	1	Frame	2	30	70	407.50
Oak Grove #11	1	1	Frame	2	50	70	630.00
Greenbrier #13	1	1	Frame	2	40	70	390.00
Hollis #15	1	2	Frame	3	60	105	825.00
George #16	1	2	Frame	3	60	105	575.00
Jenkins #17	2	2	Frame	3	60	120	1,050.00
Mecca #20	1	1	Frame	3	60	105	1,030.00
Bundic #21	1	1	Frame	2	50	70	315.00
Mt. Tabor #23	1	1	Frame	3	60	105	1,210.00
Brushy #26	2	1	Frame	1	15	25	552.00
Center #28	1	1	Frame	2	50	70	350.00
Cottonwood #29	1	1	Frame	2	40	70	680.00
Pee Dee #30	1	1	Frame	2	40	70	550.00
Midway	10	5	Brick	11	**850	**931	790.00

TABLE XI (continued)
CHECK LIST OF WHITE SCHOOL PLANTS

Name of District	No. of Acres in Site	No. of Additional Acres Needed	Kind of Building	No. of Class-Rooms	No. of Seats in Building At Present	Maximum Capacity for Pupil's Desks.	Approximate Cost of Ground and Repairs Needed
Madisonville High School	7	6	Brick	12	**942	**942	\$3,200.00***
Elem. School	4	12	Brick	8	**920	**920	*25,000.00
North Zurich	3 1/2	6	Brick	10	400	400	1,760.00
Willow Hole	6	6	Frame	7	**492	**582	8,537.50
Willow Hole			Frame	2	40	70	1,040.00
Kickapoo Bldg.	2						

* These schools need new buildings.

** Number of seats includes those in auditorium.

*** This estimate includes air conditioning for gymnasium and can be reduced to \$1800.00 for present necessities.

TABLE XI-A
CHECK LIST OF COLORED SCHOOL PLANTS

Name of District	No. of Acres in Site	No. of Additional Acres Needed	Kind of Building	No. of Class-Rooms	No. Seats in Building At Present	Maximum Capacity for Pupil's Desks	Approximate Cost of Ground and Repairs Needed
Connor #1.	2	2	Frame	3	60	90	\$1,237.50
Elwood #3	1	1	Frame	1	-	30	*1,570.00
Concord #4	1	-	Boxed	1	-	30	500.00
Fellowship #5	1	-	Boxed	1	-	30	500.00
Greer #7	1	-	Boxed	2	-	60	500.00
Plainview #9	1	-	Boxed	1	-	30	400.00
Greenbrier #13	1	1	Boxed	2	-	60	830.00
Jenkins #17	1	2	Boxed	1	-	35	627.50
Bullard #27	1	-	Boxed	1	-	30	500.00
Chapel Hill #33	1	1	Frame	3	60	105	787.50
Midway	14	-	Frame	11	450	450	2,605.00
Madisonville	4	-	Frame	5	180	180	1,200.00
North Zulch	1	-	Boxed	1	-	30	450.00

* These schools need new buildings.

slightly more than two percent during the ten-year period ending in 1930. The scholastic population has increased less than five percent during the past ten years as compared with an increase of thirty-six percent during the preceding fifteen year period.

Many pupils in the small white schools and Negro schools are unduly retarded as is shown by the first grade enrollment of more than twenty percent of all pupils attending one-teacher and three-teacher white schools, and the enrollment of approximately one third of all Negro pupils in the same grade. These statistics make a striking contrast with the fact that only fifteen-percent of all white pupils are enrolled in the first grade. Pupil-teacher loads vary from five to forty pupils, while the average in both white and Negro schools is twenty-five.

The lengths of school terms vary from four to nine months in the white schools, and the average length of term is less than seven and one half months. The lengths of term in the colored schools average less than six and one half months, and vary from five to nine months. Pupils in the small schools lose much of the educational opportunity which is rightfully theirs. This is due to some extent to the short school terms and short class periods prevalent in the smaller schools.

The percent of enrollment and attendance is higher in the colored schools than in the white. The percent of enrollment and attendance in the Negro schools is ninety-seven and seventy-seven, respectively, while these percentages in the white schools average only eighty-eight and seventy. The percentage of attendance in some of the smaller white schools drops below forty; while attendance in two independent districts stands well above 100 percent of their scholastic populations.

Tax levies vary from none to one dollar per one hundred dollars of property valuation. Two districts have no tax for school support, while fifteen districts have a tax rate of one dollar. Per capita wealth also varies from none to more than two thousand dollars per scholastic. The lowest per capita valuations are found in districts having one-teacher, two-teacher, and three-teacher schools, while the highest per capita valuation is found in the independent districts.

Annual per capita costs vary from \$31.73 to \$124.92 in the white schools and from \$8.70 to \$37.81 in the Negro schools. Monthly per capita costs, more accurate measures of school costs because of their consideration of the time element, vary from \$4.18 to \$17.72 in the white schools and from \$1.45 to \$5.28 in the colored schools of the County. The gap in costs between the white and colored schools is too wide.

Bonded indebtedness is excessive in some districts, but the County as a whole is following a safe financial policy. Many of the smaller schools have no outstanding bonded indebtedness. The largest single item of debt in the County is Madisonville's bonded debt of \$100,600.00.

Transportation service can be improved by purchasing better busses and by being more economical as to the lengths of bus routes. Sixteen busses transport 961 pupils a total distance of 683 miles each day at a cost of \$.60007 per pupil-mile.

The need for additional ground and building repair is so great that any program of reorganization would necessitate a county-wide program of building and improvement.

CHAPTER III

RECOMMENDATIONS FOR THE REORGANIZATION OF THE MADISON COUNTY SCHOOL SYSTEM

Chapter II has presented evidence that the present Madison County school system is failing to supply equal educational opportunities to all children on its scholastic census rolls. What the old district plan of organization fails to do, we must expect to accomplish by some other plan. West Virginia has sought the solution of this problem through the county unit system,⁴ and its apparent success leads us to believe that some type of reorganization of administrative units might work to the advantage of Texas schools.

Principles underlying recommendations. Any new order of things can make an appearance in our modern world, but to be permanent or successful it must be founded upon more than a mere desire to change. The recommendations found in this study are determined by the following principles:⁵

⁴ L.V. Cavins, "West Virginia's County Unit School System," Elementary School Journal, Volume XXXIV, January 1934, pp. 335-40.

⁵ Biennial Report of the State Board of Education, 1932-1934, Texas State Department of Education Bulletin No. 339, p. 68.

1. Educational opportunities should be more nearly equalized.
2. The proposed program should not be unduly costly.
3. A unit should be large enough to insure both efficient and economical operation.
4. Small children should attend school as near their own homes as possible and should not have to be transported long distances to school.
5. Educational opportunities should be improved for all children, regardless of race.
6. Present school plants should be used as far as possible in order to prevent waste and minimize expense.

The new County organization. During recent years there have been several incentives for forming larger administrative units. The desire for fully accredited four-year high schools has been the chief one of these. This accrediting could never be realized in the one-teacher, two-teacher, or three-teacher school. The increasing popularity of vocational education has brought about a desire for a school unit large enough to enjoy its advantages. Finally, the growing desire for athletics, especially football, has so reduced the enrollment of the small school that larger units have been necessary in order to preserve any trace of a community school organization.

It has already been pointed out in Chapter II that

Madison County's general and scholastic populations are natu-

rally grouped around three centers, Madisonville, Midway and North Zulch. Some few points, at which graded roads cross creeks, are impassible during inclement weather; otherwise, there are no geographic barriers in the County. This area is traversed by four paved highways, many other all-weather roads and a complete network of good graded roads. These conditions offer an excellent basis for reorganization of the schools.

One author has stated that, to be satisfactory, an elementary school should have a minimum attendance of 250 pupils, and a senior high school of 500 pupils.⁶ Population trends in the County do not justify belief that single rural school districts of Madison County will ever reach those objectives. The only procedure left is to group these communities into larger administrative units. Then, with the aid of systematized transportation, they may reach the elementary minimum and approach nearer to the minimum set for high schools. Due to its limited area (495 square miles) and its excellent system of roads, Madison County could be managed easily as one administrative unit.

⁶ H.A. Dawson, Satisfactory Local School Units, George Peabody College for Teachers, Nashville, Tenn., 1921, p. 180.

Assuming that such a plan might be made constitutional, the author suggests that the county be made the unit of school support in this reorganization project. A county educational tax of one dollar should be voted, fifty cents of the dollar to be used for maintenance purposes, and the remaining fifty cents for bond retirement and interest payment. The total school tax income for the three attendance areas recommended would be \$58,341.08, of which amount one half would be allotted to local maintenance and the other half to bond payments.

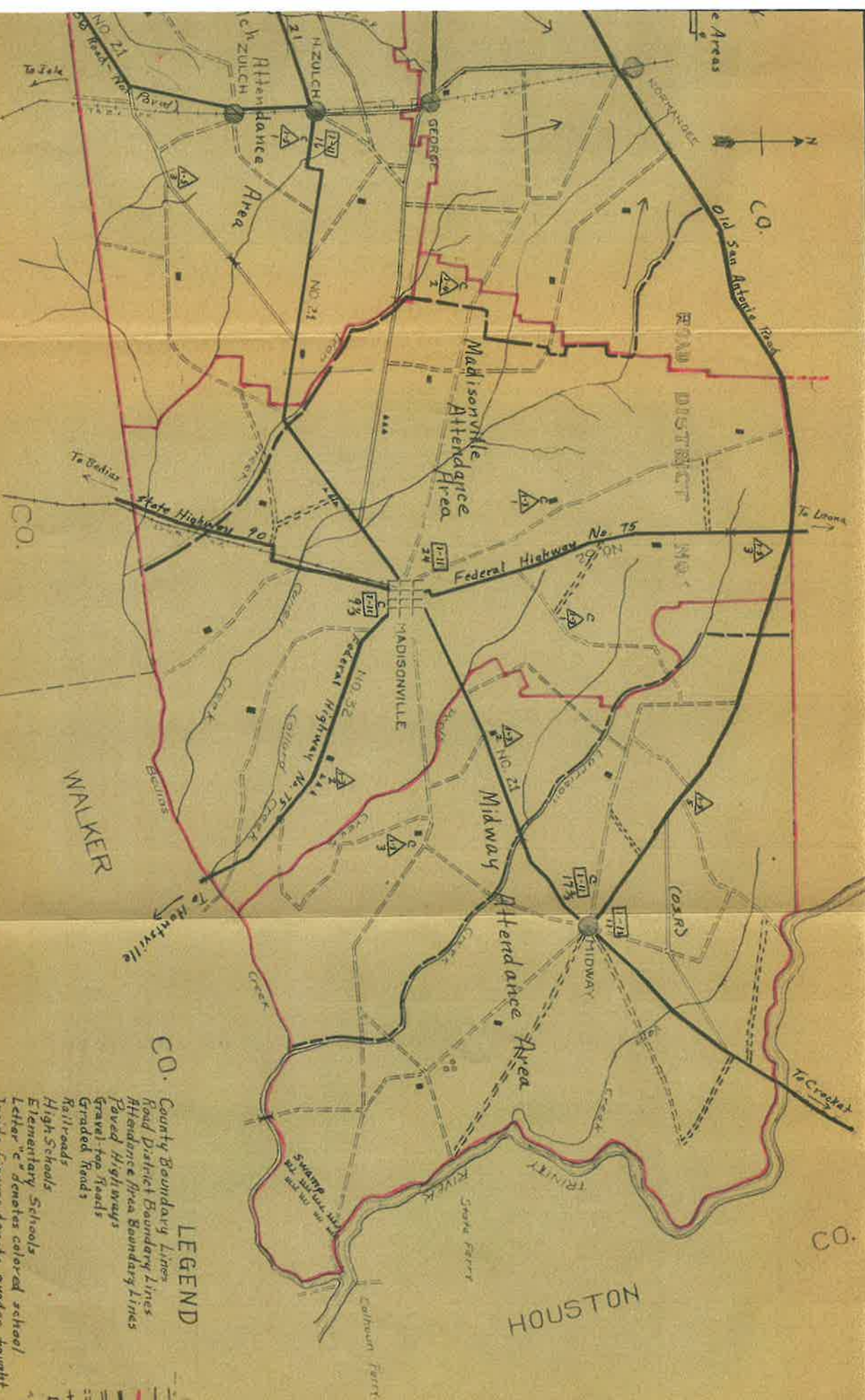
In 1928 a constitutional amendment in Texas prohibited the formation of special independent districts by special legislative enactment. This leaves four courses open by which larger school districts may be established: 1. Districts may consolidate by a vote of the people; 2. Districts may be grouped by action of the County Board; 3. A new constitutional amendment might make it possible for the legislature to create special districts again by legislative statute; and 4. The legislature might pass a general statute authorizing the formation of larger school groups by the legislature or some other state agency. As a means of realizing a progressive educational reorganization program in the state, the author recommends the latter procedure.

Attendance areas. To facilitate the organization of a transportation system wherein no pupil would have too long a ride to school, three attendance areas should be set up, each centering in one of the three towns mentioned above. The choice of these towns for the administrative hubs of these areas is due to the following:

1. Each town is the population center of its area.
2. These towns are points of concentrated wealth.
3. School systems in these towns are fairly well established at the present time.
4. Each is a center of highways and good roads.
5. They are natural trading centers.
6. School transportation has been started in each community.
7. The location of each will lead to uniformity of transportation and thereby reduce costs.
8. Elementary and high schools of desirable size can be maintained in each town.
9. Centralization of schools in these towns will promote efficiency in administration.
10. Each area contains a fairly satisfactory division of the County's scholastic population.

Map Number II shows the portion of the County which should form each of these attendance areas, and the various kinds of roads which radiate from their administrative centers. It also shows the area which can be administered

GRIMES

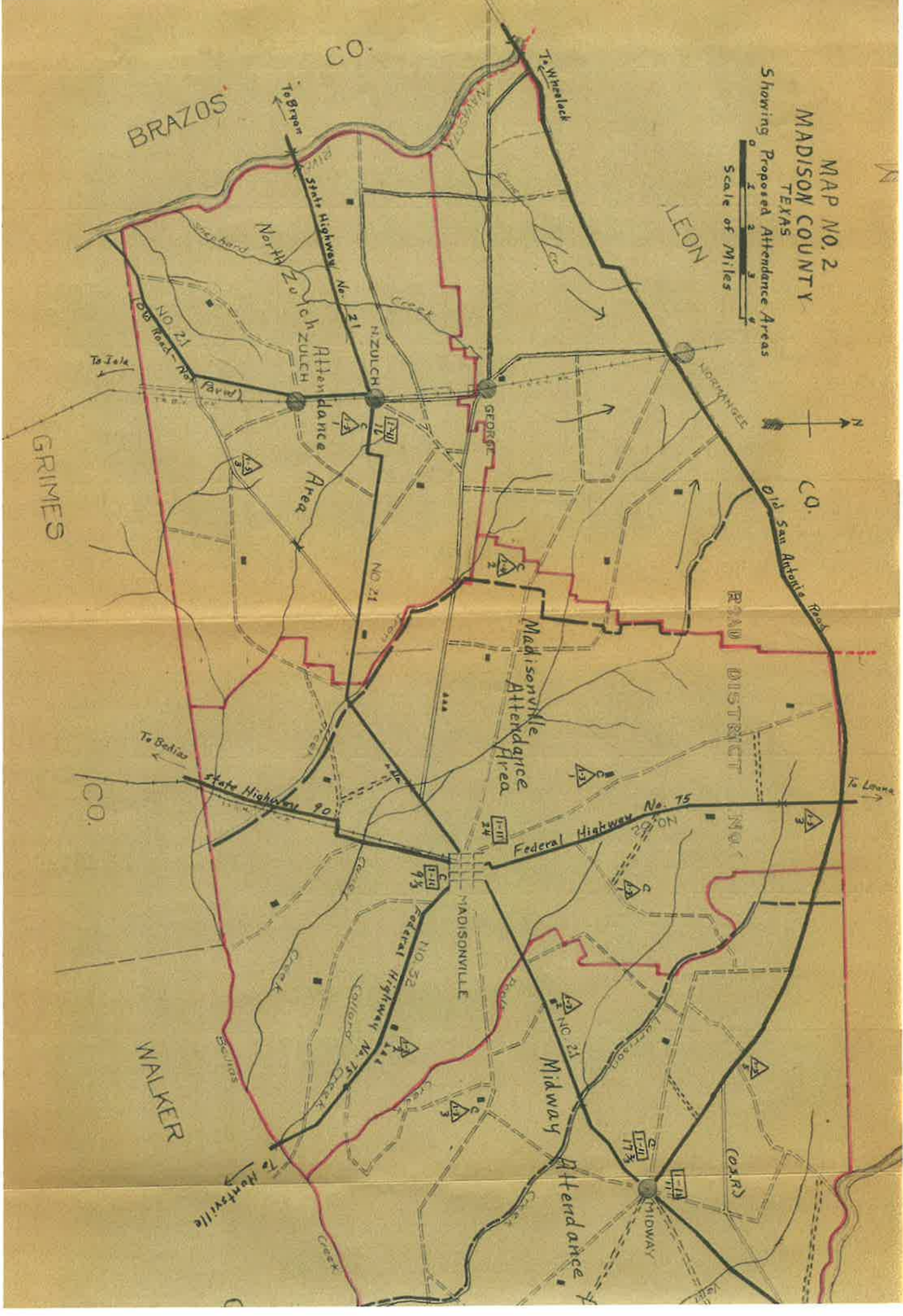


LEGEND

--- County Boundary Lines
 --- Road District Boundary Lines
 --- Attendance Area Boundary Lines
 --- Paved Highways
 --- Gravel Roads
 --- Graded Roads
 --- Railroads
 --- High Schools
 --- Elementary Schools
 Letter 'e' denotes colored school
 Inside figures denote grades taught
 Lower figure denotes number of teachers

MAP NO. 2
MADISON COUNTY
TEXAS

Showing Proposed Attendance Areas



most economically, and most satisfactorily to its inhabitants, by being grouped with the Normangee, Leon County, Independent School District. This area includes Common School Districts numbers 8, 9, 16 and 20, all of which are directly adjacent to the present boundary line of the Normangee district.

The Madisonville attendance area. This area is in the center of the County and is composed of the Madisonville Independent District and Common School Districts numbers 4, 5, 6, 7, 10, 13, 23, 26, 27, 28, 30 and 33. It also contains that portion of Common School District number 17 which is on the west side of Pools Creek and directly adjacent to the Madisonville district. Tables XII and XV show that this area contains 916 white scholastics and 427 colored scholastics. The white schools have a total enrollment of 825 pupils of which 624 are in elementary grades and 201 are in high school grades. Average daily attendance in the white schools of this area is 707. Counting the superintendent of the whole County this number of pupils would be supervised and instructed by a faculty of eleven high school teachers and nineteen elementary school teachers. The pupil-teacher load averages twenty-three and one half pupils per teacher in this area. The number of teachers in all schools of the County was computed on the basis of thirty-five enrolled pupils per teacher. According to the seventy-six percent

TABLE XII
POPULATION, ENROLLMENT, ATTENDANCE, WEALTH AND DEBT OF THE MADISONVILLE ATTENDANCE AREA

Dist. No.	Name of District	Scholastic Population		Elementary Enrollment		High School Enrollment		Total Enrollment		Average Daily Attendance		True Property Valuation	Per Capita Wealth	Present Bonded Indebted- ness
		W	C	W	C	W	C	W	C	W	C			
4	Madisonville	348	136	240	107	184	22	424	129	419	110	\$1,318,804	\$2,724	\$100,600.00
5	Concord	76	24	39	34	--	--	39	34	34	30	112,850	1,128	1,200.00
6	Fellowship	73	29	43	35	--	--	43	35	37	25	136,275	1,336	---
7	High Prairie	74	31	39	--	5	--	44	--	34	--	145,238	1,431	---
10	Greer	51	15	45	37	--	--	45	37	29	30	100,022	1,515	200.00
13	Union	33	--	22	--	--	--	22	--	16	--	72,945	2,210	600.00
17	Greenbrier	43	43	27	38	7	3	34	41	24	28	111,871	1,300	600.00
23	Jenkins*	16	8	8	6	5	1	13	7	11	5	27,926	1,163	---
26	Mt. Tabor	68	17	58	--	--	--	58	--	37	--	134,060	1,577	1,442.50
27	Brushy**	24	8	24	--	--	--	24	--	13	--	36,666	1,145	---
28	Bullard**	5	5	--	22	--	--	--	22	--	20	70,000	3,333	---
30	Center	62	6	47	--	--	--	47	--	38	--	89,963	1,342	---
33	Pee Dee	43	89	32	72	--	--	32	83	15	62	82,016	1,673	---
	Chapel Hill	--	--	--	--	--	11	--	--	707	310	35,608	400	---
	Totals	916	427	624	351	201	37	825	388	707	310	\$2,474,289	\$1,842	\$104,642.50

* Madisonville is allotted that part of Jenkins District which is west of Pools Creek.

** True Valuations in these districts approximated on the values of adjacent districts.

TABLE XII-A

POPULATION, ENROLLMENT, ATTENDANCE, WEALTH AND DEBT OF THE MIDWAY ATTENDANCE AREA

Dist. No.	Name of District	Scholastic Population		Elementary Enrollment		High School Enrollment		Total Enrollment		Average Daily Attendance		True Property Valuation	Per Capita Wealth	Present Bonded Indebtedness
		W	C	W	C	W	C	W	C	W	C			
	Midway	245	397	185	393	49	75	234	468	162	352	\$ 859,791	\$1,339	\$35,000.00
1	Connor	42	124	30	119	**15	9	45	128	27	126	198,501	1,195	935.00
3	Elwood	189	74	127	38	32	-	159	38	146	36	300,330	1,141	2,700.00
17	Jenkins*	55	26	47	20	**14	2	61	22	26	17	116,666	1,440	---
	Totals	531	621	389	570	110	86	499	656	361	531	\$1,475,288	\$1,280	\$38,635.00

* Midway is allotted that part of Jenkins District which is east of Pools Creek.

** These pupils have been attending Madisonville school.

*** Four of these pupils have been attending Madisonville school.

TABLE XII-B

POPULATION, ENROLLMENT, ATTENDANCE, WEALTH AND DEBT OF THE NORTH ZULCH ATTENDANCE AREA

Dist. No.	Name of District	Scholastic Population		Elementary Enrollment		High School Enrollment		Total Enrollment		Average Daily Attendance		True Property Valuation	Per Capita Wealth	Present Bonded Indebtedness
		W	C	W	C	W	C	W	C	W	C			
	North Zulch	195	13	223	26	72	--	295	26	221	19	\$1,155,240	\$5,554	\$13,500.00
	Willow Hole	233	--	125	--	*34	--	159	--	127	--	218,666	938	17,225.00
11	Oak Grove	72	--	37	--	--	--	37	--	27	--	123,500	1,715	400.00
15	Hollis	87	7	33	--	15	--	48	--	37	--	123,225	1,310	480.00
21	Bundic	67	10	26	--	--	--	26	--	21	--	150,200	1,950	500.00
29	Cottonwood	36	--	20	--	*11	--	31	--	20	--	113,700	3,158	---
	Totals	690	30	463	26	132	--	596	26	453	19	\$1,884,531	\$2,617	\$32,105.00

*Thirteen of these pupils have been attending Madisonville school.

**These pupils have been attending Madisonville school.

average daily attendance in the white schools of the County, no teacher should average actually teaching more than thirty pupils at one time. This has been accepted as the standard size of class sections by the Southern Association of Schools and Colleges.⁷

In this area the present Madisonville High School plant has adequate facilities for the education of all the high school pupils of the Madisonville attendance area. The town of Madisonville will need a new elementary school plant and repairs for the senior high school plant at an estimated total cost of \$35,000.00. A white elementary school of five grades (seventy pupils under three teachers) should be maintained at the Mt. Tabor school plant, and a two-teacher elementary school at Fellowship would care for three grades with an enrollment of fifty-one pupils. Repairs on these two buildings would total approximately \$1,750.00, bringing the total new capital outlay for white schools to \$36,750.00. No other white schools could be economically and satisfactorily maintained in this area.

The Negro schools of the Madisonville attendance area

⁷ Harl R. Douglas, Organization and Administration of Secondary Schools, Boston: Ginn and Company, 1932, p. 79.

have a total enrollment of 388 pupils of which 351 are elementary pupils and 37 attend high school grades. It is hoped that the introduction of Negro transportation in this area will materially increase both enrollment and attendance in its Negro schools. Two and one third high school teachers and eleven elementary teachers should be assigned to instruct the 310 pupils in average daily attendance. There would result a pupil-teacher load averaging less than twenty-four pupils per Negro teacher. The fraction of a teacher is based on the author's recommendation that one colored Vocational Agriculture teacher could divide his teaching time between the Madisonville and Midway colored high schools.

The Madisonville Negro school plant would need four additional rooms, and repairs and furniture, at an estimated cost of \$3,460.00. Both elementary and high schools would be housed in one building. A Negro one-teacher school at Concord would care for three grades, a total of twenty-five pupils. A two-teacher school at Chapel Hill would care for four grades, a total of sixty-one pupils. A one-teacher school at Greenbrier would accommodate three grades, a total of twenty-seven pupils. Repairs on these three Negro schools would total approximately \$2,100.00, bringing the total new capital outlay for colored schools in the area to \$5,560.00.

In this attendance area four busses would transport 477 white pupils to Madisonville at an annual cost of \$5,200.00. Three busses would transport 175 Negro pupils to Madisonville at an annual cost of \$3,800.00. These numbers of pupils do not include the pupils which would be transported wholly within each outlying district. No accurate estimate of that number can be ascertained. This total transportation cost of \$9,000.00 for the area is based upon contracting busses at \$1,000.00 each, annually, this being the maximum amount paid to any contract bus driver in the County today. In addition to this amount the driver of a privately owned bus is paid an amount each year equal to one fifth the original cost of the bus. Sixty-passenger busses may be purchased at costs ranging from \$1,000.00 to \$1,300.00

The true property valuation of this area is \$2,474,289.00, or a per capita wealth of \$1,842.00. The present bonded indebtedness is \$104,642.50, and this added to the proposed issue of \$42,000.00 brings the total proposed bonded indebtedness to \$146,642.50. This is almost six percent of the true property valuation of the area, and is not considered sound financial policy by the best school finance experts, but the percent of bonded indebtedness of the other two areas will lower the County average to a

percent which is considered safe.

Table XIII lists the financial receipts and Table XIV the expenditures of the three attendance areas of the County. The receipts of the Madisonville attendance area would be: State available fund, \$23,502.50; County available fund, \$234.40; local maintenance tax \$12,371.45; local bond tax, \$12,371.44; transportation aid, \$9,000.00; (the area is eligible to receive more than \$13,000.00 under existing State Aid Law, but must show an actual need of the amount allotted); and vocational aid \$1,750.00. Total receipts are \$59,229.79.

Expenditures would be: General control, \$1,247.42; instruction \$33,455.00; auxiliary agencies, \$10,800.00; operation of school plant, \$3,500.00; insurance, \$800.00; and debt service, \$11,590.93. Total expenditures would amount to \$61,393.35. This deficit would be equalized by a surplus in the North Zulch attendance area.

The Midway attendance area. This area is composed of the Midway Common School District and Common School Districts numbers 1 and 3. It also contains that portion of District number 17 which lies east of Pools Creek. Tables XII and XV show that this area contains 531 white scholastics and 621 colored scholastics. The white schools have a total enrollment of 499 pupils of which 389 are in elementary grades,

TABLE XIII

PROPOSED FINANCIAL RECEIPTS FOR SCHOOL SUPPORT IN MADISON COUNTY
ATTENDANCE AREAS

Items	Madisonville	Midway	North Zulch	Total
State Available Fund	\$23,502.50	\$20,160.00	\$12,600.00	\$56,262.50
County Available Fund	234.40	238.60	122.45	595.45
Local Maintenance	12,371.45	7,376.44	9,422.65	29,170.54
Local Bond Tax	12,371.44	7,376.44	9,422.66	29,170.54
Rents and Donations	---	100.00	---	100.00
State Salary Aid				
Special Negro Aid		300.00	142.00	442.00
Transportation Aid	9,000.00	6,000.00	5,000.00	20,000.00
Vocational Aid	1,750.00	1,700.00	1,195.00	4,645.00
Totals	\$59,229.79	\$42,251.48	\$37,904.76	\$140,386.03

TABLE XIV

PROPOSED FINANCIAL COSTS OF THE ATTENDANCE AREAS
OF MADISON COUNTY

Items	Madisonville	Midway	North Zulch	Total
General Control	\$1,247.42	\$1,147.52	\$1,188.45	\$3,583.39
Instructional Costs:				
Salaries: White	24,550.00	17,460.00	18,405.00	60,415.00
Salaries: Colored	8,475.00	13,395.00	675.00	22,545.00
Teaching Supplies: White	300.00	180.00	200.00	680.00
Teaching Supplies: Colored	130.00	200.00	20.00	350.00
Operation of School Plants	3,500.00	2,000.00	1,000.00	6,500.00
Auxiliary Agencies:				
Libraries	300.00	180.00	200.00	680.00
Transportation	9,000.00	6,000.00	5,000.00	20,000.00
Others	1,500.00	200.00	300.00	2,000.00
Fixed Charges: Insurance	800.00	550.00	350.00	1,700.00
Debt Service:				
Bond and Sinking Fund	4,817.38	2,609.72	2,490.25	9,917.35
Interest on Bonds	6,773.55	1,961.31	2,131.33	10,866.19
Totals:	\$61,393.35	\$45,913.55	\$31,970.03	\$139,236.93

and 110 are in high school grades. Average daily attendance in the white schools of this area is 361. This number will be instructed by a faculty of five high school teachers and thirteen elementary school teachers. The pupil-teacher load would average twenty pupils per teacher in this area.

The Midway combination elementary and high school building will need three additional classrooms, land and equipment totalling \$13,500.00. A five-teacher elementary school at Elwood would care for five grades with an enrollment of 107 pupils. A two-teacher elementary school at Jenkins would care for three grades with an enrollment of 48 pupils. Repairs on these two buildings, including a new building program at Elwood, would total \$10,500.00, bringing the total new capital outlay for white schools to \$24,000.00. No other white schools could be economically and satisfactorily maintained in this area.

The Negro schools of the Midway attendance area have a total enrollment of 656 pupils of which 570 are elementary pupils and 86 attend high school grades. Three and two thirds high school teachers⁸ and seventeen elementary teachers

⁸ The fraction is due to the division of one Vocational Agriculture teacher's time between Madisonville and Midway Negro High Schools.

should be assigned to instruct the 531 pupils in average daily attendance, giving a pupil-teacher load of little more than twenty-five pupils per Negro teacher.

The Midway Negro school plant would need four additional classrooms, repairs and furniture at an estimated cost of \$4,300.00. Both elementary and high schools would be housed in one building. A Negro three-teacher school at Connor would accommodate three grades with an enrollment of 114 elementary pupils. Repairs and additions to this school plant would total approximately \$700.00, bringing the total new capital outlay for colored schools in the area to \$5,000.00.

In this attendance area two busses would transport 113 white pupils to Jenkins and Midway at an annual cost of \$2,400.00. Three busses would transport 479 Negro pupils to Connor and Midway at an annual cost of \$3,600.00. The total cost of transportation in this area would be \$6,000.00.

True property valuation of this area is \$1,475,288.00 or a per capita wealth of \$1,280.00. The present bonded indebtedness is \$38,635.00, and this added to the proposed issue of \$29,000.00 brings the total proposed bonded indebtedness to \$67,635.00. This amount is less than five percent of the true property valuation of the area and is within the

limits of a sound financial policy.

According to Table XIII the financial receipts of the Midway attendance area would be as follows: State available fund, \$20,160.00; County available fund, \$238.60; local maintenance tax, \$7,376.44; local bond tax \$7,376.44; rents, \$100.00; special Negro aid, \$300.00; transportation aid, \$6,000.00; and vocational aid, \$1,700.00. Total receipts would be \$42,251.48.

Table XIV lists probable expenditures as follows: General control, \$1,147.52; instructional costs, \$31,235.00; operation of school plant, \$2,000.00; auxiliary agencies, \$6,380.00; insurance, \$550.00; and debt service, \$4,571.03. Total expenditures would amount to \$45,913.55. This deficit also would be equalized by the surplus in the North Zulch attendance area.

The North Zulch attendance area. This area is composed of the North Zulch and Willow Hole Independent Districts and Common School Districts numbers 11, 15, 21 and 29. Tables XII and XV show that this area contains 690 white scholastics and 30 Negro scholastics. The white schools have an enrollment of 595 pupils of which 463 are in elementary grades, and 132 attend high school grades. Average daily attendance in the white schools of this area is 453. This number will be

instructed by a faculty of five high school teachers and fourteen elementary teachers. The pupil-teacher load averages less than twenty-four pupils per teacher in the white schools of this area.

The North Zulch combination elementary and high school building will need four additional classrooms, an auditorium-gymnasium, land and furniture with a combined total cost of \$28,000.00. A three-teacher elementary school at Willow Hole would accommodate five grades with an enrollment of 91 pupils. Repairs on that school plant would amount to approximately \$2,550.00, bringing the total new capital outlay for white schools to \$30,550.00. The distribution of scholastic population would not justify the operation of any other white schools in this attendance area.

The only Negro school of the North Zulch attendance area is a one teacher elementary school located in North Zulch Independent School District. Table XII shows that the enrollment in this school is 26 pupils, and that the average daily attendance is 19. Thus its pupil-teacher load is nineteen pupils per teacher.

The North Zulch Negro school will need an estimated \$450.00 for repairs. The total amount needed for additions

and repairs for both white and colored schools of the North Zulch attendance area would be \$31,000.00.

In this area four busses would transport 440 white pupils to North Zulch at an annual cost of \$5,000.00. This would represent the total cost of transportation in this area since no transportation for Negroes would be needed.

The true property valuation of this area is \$1,884,531.00, or a per capita wealth of \$2,617.00. The present outstanding bonded indebtedness is \$32,105.00, and this added to the proposed new issue of \$31,000.00 brings the proposed bonded indebtedness to \$63,105.00. This is slightly more than three percent of the true property valuation of the area, and is well within the limits of a sound financial policy.

According to Table XIII the financial receipts of the North Zulch attendance area are as follows; State available fund, \$12,600.00; County available fund, \$122.45; local maintenance tax \$9,422.65; local bond tax, \$9,422.66; special Negro aid, \$142.00; transportation aid, \$5,000.00; and vocational aid, \$1,195.00. Total receipts would be \$37,904.76.

Table XIV lists probable expenditures as follows:

General control, \$1,188.45; instructional costs, \$19,300.00; operation of school plant, \$1,000.00; auxiliary agencies, \$5,500.00; insurance, \$350.00; and debt service, \$4,621.58. Total expenditures would amount to \$31,970.03. This total would leave an operating surplus which could be used to balance the deficits of the Madisonville and Midway attendance areas.

Summary. General principles underlying the educational reorganization of any county include: (1) equalization of educational opportunities, (2) cost of new programs, (3) size of units, (4) transportation of small pupils, (5) improvement of educational opportunity, and (6) economy in plant operation.

Accredited school advantages, vocational education and athletics are factors which have influenced the formation of larger school units. Factors to be considered in establishing larger units are concentration, distribution, and characteristics of population, geography, the adequacy of roads, tax rates and economic conditions, trading centers, wealth of school districts, location and adequacy of school buildings and equipment, per capita wealth, and transportation of pupils.

Madison County is not too large to be administered as one school unit, and the County is divided into three

TABLE XV
SUMMARY OF EDUCATIONAL DATA ON PROPOSED MADISON COUNTY REORGANIZATION

Attendance Area	Scholastic Elementary High School Enrollment						Total Enrollment			Average Daily Attendance			Number of Teachers				Pupil-Teacher Load Based on A.D.A.	True Property Valuation	Per Capita Wealth	
	Population		Enrollment		Enrollment		Enrollment			Daily		Attendance		White		Colored				
	W	C	W	C	W	C	W	C	W	C	W	C	Pre-posed	Pro-posed	Pre-posed	Pro-posed				
	W	C	W	C	W	C	W	C	W	C	W	C	Pre-posed	Pro-posed	Pre-posed	Pro-posed				
Madisonville	916	427	624	351	201	37	825	388	707	310	34	30	13	13	23.5	23.8	\$2,474,289	\$1,842		
Midway	531	621	389	570	110	86	499	656	361	531	20	18	17	21	20	25.2	1,475,288	1,280		
North Zulch	690	30	463	26	132	--	595	26	453	19	26	19	1	1	23.8	19	1,884,531	2,617		
Totals	2137	1078	1476	947	443	123	1919	1070	1521	860	80	67	31	35	22.7	24.5	\$5,834,108	\$1,814		

TABLE XV (continued)

SUMMARY OF EDUCATIONAL DATA ON PROPOSED MADISON COUNTY REORGANIZATION

Attendance Area	Outstanding Bonded Indebtedness		% Bond Debt	School Instructional Costs						Total Costs		Proposed Per Capita Costs Annual (on A.D.A.)		No. Pupils Trans-ported	
				White		Colored									
				Present	Proposed	Present	Proposed								
				Present	Proposed	Total									
Madisonville	\$104,642.50	\$42,000	\$146,642.50	5.9	\$39,665.25	\$36,497.42	\$7,027.79	\$13,305.00	\$46,693.04	\$49,802.42	\$51.62	\$52.91	7	652	
Midway	38,635.00	29,000	67,635.00	4.6	22,826.74	22,030.00	11,638.10	19,282.52	34,464.84	41,312.62	61.02	36.31	5	592	
North Zulch	32,109.00	31,000	63,105.00	3.3	27,403.55	26,195.00	386.92	1,043.45	27,790.47	27,238.85	57.82	54.92	4	440	
Totals	\$175,382.50	\$102,000	\$277,382.50	4.7	\$89,895.54	\$84,722.42	\$19,052.81	\$33,630.97	\$108,948.35	\$118,353.89	\$55.70	\$39.10	16	1684	

natural attendance areas. Each area contains a system of excellent roads including many miles of paved highways. Present population trends do not justify any hope that present rural school units in the County can ever support schools large enough for maximum economy and efficiency of operation.

The Madisonville attendance area is composed of thirteen and a fraction school districts in the central portion of the County. It has a scholastic population of 1,363 including 916 whites and 427 Negroes. Elementary enrollments are 624 whites and 351 colored. High School enrollments are 201 whites and 37 colored. Average daily attendances are 707 whites and 310 colored. The pupil-teacher load is less than twenty-four pupils per teacher in all schools in the area. Per capita wealth is \$1,842.00. Only four white schools and four Negro schools would be maintained in the area. Seven busses (four white and three Negro) would transport 652 pupils at an annual cost of \$9,000.00. The cost of additions and repairs to these schools would total \$42,000.00, raising their outstanding bonded indebtedness to \$146,642.50. The area would receive \$59,229.79 and spend \$61,393.35 annually for education. Per capita costs would be \$51.62 for each white scholastic and \$42.91 for each Negro pupil in average daily attendance.

The Midway attendance area is composed of three and a fraction school districts in the eastern portion of the County. It has a scholastic population of 1,152 including 531 whites and 621 Negroes. Elementary enrollments are 389 whites and 570 Negroes. High school enrollments are 110 whites and 86 Negroes. Average daily attendances are 361 white and 531 Negro pupils. The pupil-teacher load is twenty pupils per teacher in the white schools and twenty-five pupils per teacher in the colored schools. Per capita wealth is \$1,280.00. Three white schools and two Negro schools should be maintained in the area. These five schools would be supplied by five busses (two white and three Negro) which would transport a total of 592 pupils at an annual cost of \$6,000.00. The cost of repairs and additions to these schools would total \$29,000.00, raising their total outstanding bonded indebtedness to \$67,635.00. This area would receive \$42,251.48 and spend \$45,913.55 annually for education. Per capita costs would be \$61.02 for each white pupil and \$36.31 for each Negro pupil in average daily attendance.

The North Zulch attendance area is composed of six school districts in the southwestern portion of the County. It has a scholastic population of 720 including 690 whites and 30 Negroes. Elementary enrollments are 463 whites and

26 Negroes. White high school enrollment is 132 pupils. There is no Negro high school. Average daily attendances are 453 white and 19 colored pupils. The pupil-teacher load is less than twenty-four pupils per teacher in the white schools. Per capita wealth is \$2,617.00. One Negro and two white schools should be maintained in the area. The two white schools would be supplied by four busses which would transport a total of 440 pupils at an annual cost of \$5,000.00. The cost of repairs and additions to these schools would total \$31,000.00, raising their total outstanding bonded indebtedness to \$63,105.00. This area would receive \$37,904.76 and spend \$31,970.03 annually for education. Per capita costs would be \$57.82 for each white and \$54.92 for each Negro pupil in average daily attendance.

The County would have a total of 3,215 scholastics including 2,137 white and 1,078 colored pupils. The total true property valuation of the portion of the County covered by this study is \$5,834,108.00, a per capita wealth of \$1,814.00. Average daily attendances would total 1,521 pupils in the white schools and 860 in the colored schools. Pupil-teacher loads would average less than twenty-three pupils per teacher in the white schools, and less than twenty-five pupils per teacher in the colored schools. The total outstanding bonded indebtedness would be \$277,382.50,

less than five percent of the total true property valuation. Total instructional costs would be \$89,895.54 in the white schools and \$19,052.81 in the colored schools. Average annual per capita costs would be \$55.70 in the white schools and \$39.10 in the colored schools. A total of sixteen busses would transport 1,684 pupils at an annual cost of \$20,000.00.

CHAPTER IV

GENERAL SUMMARY

Weaknesses of the present system. Madison County at the present time is divided into twenty-six small school districts, none of which has as much as \$2,100.00 per capita wealth. Forty percent of all white pupils and forty-five percent of all colored pupils are forced to attend schools having only three teachers or less. Some of these small schools attempt to teach both elementary and high school grades, one three-teacher school teaching eleven grades. This reduces the efficiency of the school by overburdening teachers and shortening the actual classtime of the pupil.

Many pupils are deprived of four or five months of schooling each year because of inequalities in the distribution of wealth. Some few districts contain urban or corporation property upon which a sufficient tax is paid to assure the scholastics of the district an eight-month or nine-month school term, while their less fortunate neighbors have to be content with a four-month to seven-month term.

The pupils of these small schools are unduly retarded due to shortened terms and class periods. This is proved by

the existence of such large enrollment percentages in the first three grades of the one-teacher, two-teacher and three-teacher schools.

More than \$8.00 per month is spent in educating each of thirty percent of the Madison County white pupils in average daily attendance, while an additional thirty-five percent of the white pupils and all of the Negroes have what meager advantages can be afforded for less than \$6.00 per capita cost per month.

One district assesses its property at twenty-five percent of its true value, while two districts value it at seventy-five percent. All other districts have a sixty percent property valuation except two which have no assessed valuation for school support. Tax rates vary from one dollar in fifteen districts to nothing in two districts. These variations account for many inequalities in educational advantages in Madison County.

Pupil-teacher loads range from less than five to forty-two pupils in average daily attendance per teacher. This fact proves that education in some school districts is much too expensive, while other districts are not financially able to pay the number of teachers which their needs demand.

Several school districts are in urgent need of school repairs and additions, but are unable to finance them because

of excessive bonded indebtedness, or too small a property assessment rate.

Recommendations. After making a careful survey of the present educational system in Madison County, and studying its weaknesses, the author makes the following recommendations:

1. The County should be administered as one educational unit under one superintendent assisted by one principal over each elementary and high school in the County.
2. Attendance areas should center around Madisonville, Midway and North Zulch, each following the general lines of the three respective trade territories. The districts whose inhabitants trade primarily in Normangee should be assigned to that school. These include the Plainview, George, Mecca and Ten-Mile Common-School Districts.
3. A minimum number of schools should be maintained in each area to satisfy the general principles stated at the beginning of Chapter III.
4. Each attendance area should be covered by a network of bus routes over which pupils could be transported to school centers.

5. There should be a County educational bond issue of approximately \$102,000.00 to cover the cost of needed additions and repairs to those school plants which would continue to be of service. The material of abandoned school buildings and furniture should be utilized wherever possible to minimize this cost.

6. All property in the County should be assessed at its true value to make any plan of reorganization possible and to equalize the financial burden of education throughout the County.

7. Every scholastic should be offered a chance to attend a nine-month free school term. This should apply to Negro scholastics as well as to white scholastics.

8. Teacher salary schedules should be set as high as the County budget will allow since this will make possible the employment of better trained teachers. The salaries of white teachers should be maintained at a higher level than those of Negro teachers because of the differences in their standards of living, but a salary of thirty dollars per month for a Negro teacher is inexcusably low. Only degree teachers should be considered as additions to or replacements in the present teaching force.

9. Vocational training should be offered to every school child in the County because agriculture will probably continue to be the principal occupation of its inhabitants.

10. No one teacher should be allowed to teach more than three grades or enroll more than thirty-five pupils in one section.

Conclusions. The present educational organization of Madison County is inadequate to meet the changing needs of that political unit. Striking inequalities exist in wealth, school costs, length of term, school debt, pupil-teacher loads, supervision, assessment rates, tax rates, school equipment and the number of grades under each teacher, and these inequalities utterly destroy any chance at offering each child of the County an equal educational opportunity.

The cure for these evils does not exist in the present administrative set-up, because population and property valuation are too nearly static to allow any one district to accomplish desired objectives alone. The only hope lies in reorganizing the County into larger administrative units and pooling the wealth of the County to support its entire school system.

The conclusion that the County should be administered
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as one unit is based upon its area (less than five hundred square miles) and the size of its scholastic population (slightly more than three thousand scholastics).

Three attendance areas should be maintained to conform to the three natural trade areas of the County, and to make use of the excellent system of roads which radiates from each of the three towns.

Sixteen school busses should be employed on a contract basis. Some of these would operate over double routes where routes were not too long. All rural children would thus have an opportunity to attend a four-year accredited high school.

Fifteen of the County's present thirty-eight schools would be maintained. Most of the children above the third grade and all above the fifth grade would receive instruction in one of the five large, well equipped schools of the new system. Three of these large schools would be open to white pupils and the others to negroes.

The new plan of organization would actually lower the instructional costs of the Madison County white schools and would raise the expenditures for Negro education to a point where the Negro child would have equal educational advantages

with the white child. Educational costs for the County would increase more than \$10,000.00 annually in supplying the Negro with educational advantages more comparable to those offered to white children. The Federal and Texas State Aid Fund would pay to the County less than \$900.00 of this increased cost, the remaining amount being raised as a result of raising property valuations in the County.

It is safe to assume that present inequalities in educational advantages and opportunities in Madison County could be eliminated at a reasonable cost by reorganizing the County into one administrative and supporting unit with three major attendance areas.

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