

RURAL SCHOOLS OF
SOUTHWESTERN OKLAHOMA

FINAL

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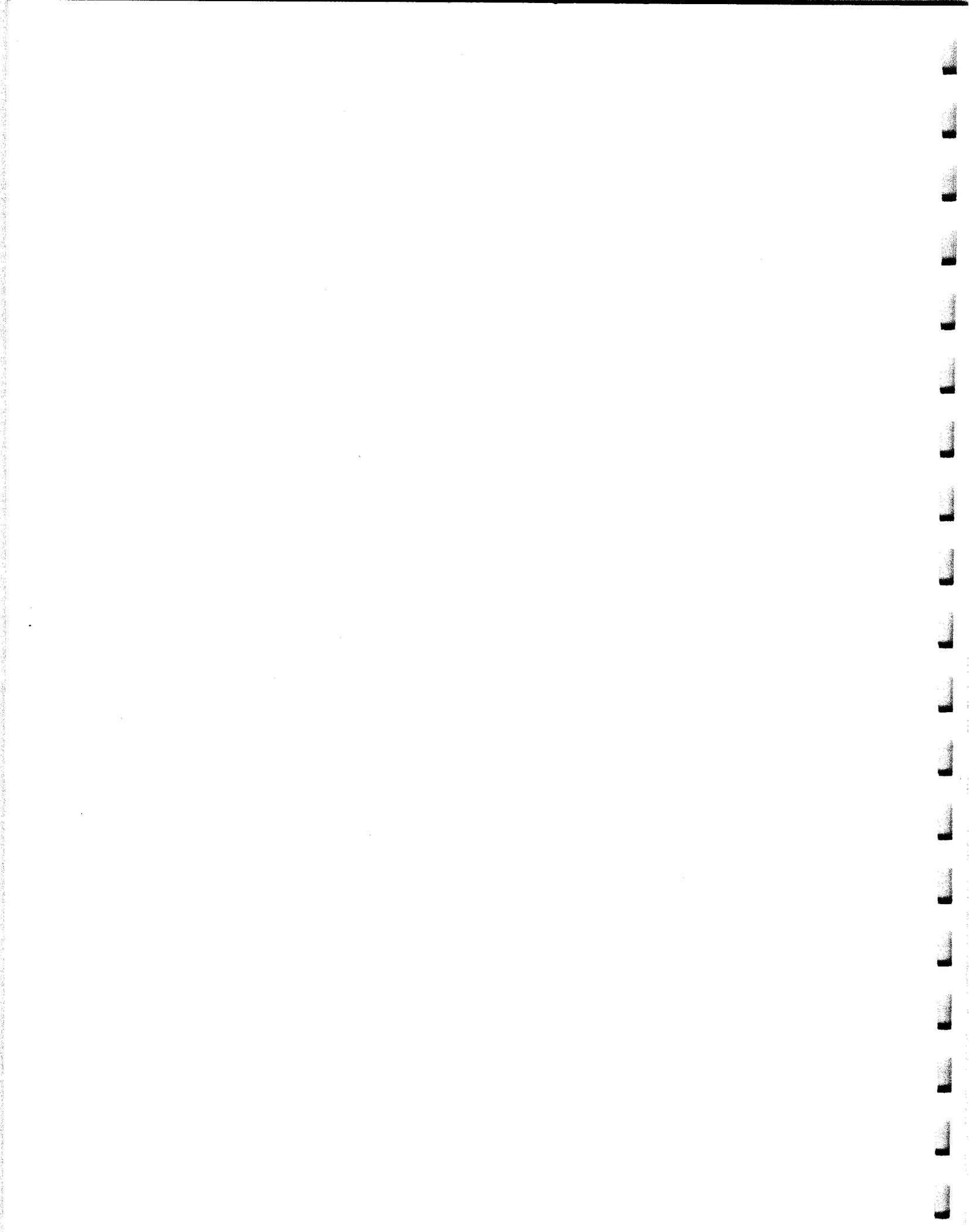
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ABSTRACT

The nine county area of southwestern Oklahoma included in this study of historic rural schools was divided into the eastern district (formerly part of the Chickasaw-Choctaw Reservation), the central district (formerly the Kiowa-Comanche-Apache Reservation), and the western district (formerly a portion of Old Greer County, Texas). The counties investigated were Grady, Stephens, Jefferson, Comanche, Cotton, Kiowa, Tillman, Jackson, and Harmon counties. As originally envisioned, this project was to investigate a ten-percent sample of school locations from the different portions of the various counties. This was possible for Stephens, Jefferson, Comanche, Cotton, Tillman, and Jackson counties. Due to the large extent of the study area, however, research was confined to only the southern portions of Grady, Kiowa, and Harmon counties.

Between October 1996 and March 1997, the Museum of the Great Plains conducted an archaeological survey of 91 known or suspected historic rural school locations in southwestern Oklahoma. As a result of this project, 820.5 ha were examined and 9 chipped stone artifact scatters, 6 historic farmsteads, 2 multicomponent sites, 1 paleontological locality, 27 isolated occurrences, and 6 current cultural manifestations were documented in addition to the school locations.

This project was financed, in part, with funds provided by the Oklahoma Historical Society and the National Park Service. One of the objectives of the project was not only to increase the area inventoried for cultural resources within southwestern Oklahoma but also to document historic rural school locations for the purpose of potentially integrating the information to the historic context for the region.

ACKNOWLEDGMENTS

This has been the most difficult endeavor attempted since we embarked on our "quest for knowledge of southwest Oklahoma's history and prehistory." We had far more surprises than imagined! For example, written records preserved in the various counties were often very complete (e.g., Comanche County) or almost nonexistent (e.g., Jackson County). Yet the subject matter of this project proved to be extremely interesting to the public both in southwestern Oklahoma and in adjacent areas! More individuals contacted us than we had time to pursue. These individuals remain an important source of information and the need is great to find time to compile this knowledge of the historic rural education system in southwest Oklahoma before all of the information is lost altogether.

As co-principal investigators, this was the first project that we differed in our visions of what we wished to accomplish. As a result, many people assisted us over the months, not only in the initial archival investigation, but also in the fieldwork and subsequent documentation phases. Although the staff at the Museum of the Great Plains ultimately provided the most expertise in the photodocumentation and production of the final product, a number of volunteers, as well as history and anthropology graduates, completed the brunt of the archival and field investigations. These include Southwest Chapter of the Oklahoma Anthropological Society volunteers Donna, Mallory, and Jim Bertolini; Linda Mager; and Devonna Minnich. Anthropology graduates Leslie Anderson and Scott Myers proved invaluable in their courthouse research for Kiowa, and Jefferson and Cotton counties, respectively. Scott and history graduate, Tim Poteete, were assets in the fieldwork with not only their knowledge of the subject matter, but also their restorative approach to difficulties encountered in fieldwork (e.g., impenetrable vegetation, insects, adverse weather, and animals unhappy at our intrusion into their "turf"). Dorotha Davis/Cathey of Ryan was an irreplaceable aid in Jefferson County both in providing contacts and documentation of memories as well as infield inspection and the recording of the resources encountered. Of course, without the cooperation of all the landowners and lessees, none of this work would have been possible. As contributors to this base line study, all of these individuals (and many too numerous to name) could not have made the task more fulfilling.

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INTRODUCTION

The Oklahoma Historical Society, State Historic Preservation Office (OK/SHPO) is working toward increasing the area inventoried and recording sites and districts in southwestern Oklahoma that are potentially eligible for the National Register of Historic Places. In particular, for this study it was interested in the documentation of historic rural school locations in southwestern Oklahoma for the purpose of potentially integrating the information into the historic context for the region.

DESCRIPTION OF THE PROJECT

Early historic development in southwestern Oklahoma can be viewed as multi-ethnic. By the 1800s, the populations in the region included Native Americans that are considered indigenous (e.g., Wichitas, Comanches, and Kiowas and others), as well as those displaced (e.g., Chickasaws and Choctaws). Moreover, the lands were being settled both legally and illegally by immigrants of European, African, and Asian descent. This multi-ethnic development was due, in a large part, to the political history of the region. However, this pattern was also manifested in both the pre- and protohistoric periods in this region in that this portion of the Southern Plains experienced waves of human opportunists exploiting the often fleeting indigenous (bison), as well as introduced (cattle), macrofaunal resources which feed on the grasslands.

Historic settlement patterns in southwestern Oklahoma differed across the region. This study endeavored to explore the historic rural school systems in southwestern Oklahoma to determine if they also differed across the region. If so, how did they differ, what ultimately happened to the rural education system, and (in particular) what became of the physical manifestations of the systems (i.e., old schools in the region).

For this project, southwestern Oklahoma has been divided into eastern, central, and western study areas on the basis of their historic settlement patterns (Figure 1). These patterns are described below along with the educational systems established in the different study areas.

The Eastern Area

The eastern study area is defined as being situated east of the 98th Meridian in a portion of the area originally set aside for the Chickasaw and Choctaw Indians relocated from the southeastern United States (U.S.) beginning around 1830. Initially, the Chickasaw and Choctaw were given all of the land between the western border of Arkansas and the 100th Meridian on the west with

the Red River as the southern boundary and Canadian and Arkansas rivers as the northern boundary. However, the Plains Tribes (e.g., the Kiowa, Comanche, and Apache) already occupying the western part of this region did not agree to this arrangement and made frequent raids on the new settlers. In 1855 then, the U.S. encouraged the Chickasaw and Choctaw to lease the lands west of the 98th Meridian to the U.S. to accommodate the Plains Tribes that were already living in the region. That same year, the Chickasaws were allowed to become a separate nation with its western boundary becoming the 98th Meridian and the eastern boundary following Island Bayou from its mouth to the source of its eastern branch, then north to the Canadian River (Morris, Goins, and McReynolds 1976:26). Because of the volatility of the Plains Indians, however, the Chickasaw expanded very slowly into the region adjacent to, and on the east side of, the 98th Meridian. Most stayed in the more densely populated eastern area.

In spite of the fact that both the Choctaw and Chickasaw initially shared the same lands in Indian Territory, their "world views" were often quite different. This is particularly evident regarding education. Whereas the Choctaw realized the importance of an educational system and set about creating a school system early on, the Chickasaw did not do so until somewhat later. By 1854, the Choctaw had established more than thirty schools (Litton 1957:246). The Chickasaws eventually developed a system of neighborhood schools to supplement the facilities established by the Methodist and Presbyterians. After the Civil War, their educational system was expanded to consist of not only the mission schools and additional district or neighborhood schools, but also tribal academies and seminaries (Thoburn 1916:875). If a neighborhood had at least 10 Native American children between the ages of 6 and 14, they could request a school (Hazlitt 1957).

In a sense, the Civil War brought about an abridgement of the educational system in that the Chickasaw refused to educate children of Chickasaw Freedmen. Moreover, at approximately the same time, numerous non-Native American workers were legally moving into the Chickasaw Nation as the Santa Fe Railroad was being constructed while others were working as ranchers and farmers on the resident permit system. Illegal residents, termed intruders by the Chickasaw government, were equally numerous. By 1890, many communities in the Chickasaw Nation had more non-Native Americans than Chickasaws (often in ratios as high as ten to one) and except for a few circumstances, children of these individuals had no benefit of an education. Statistics released by the Secretary of the Interior for 1898 revealed that there were 51,487 "white", 2629 Native American, and 3802 Negro children present within the Chickasaw Nation. As such, five-sixths of the school population in the Chickasaw Nation were "white" youth who were without organized school facilities. In some instances, the children of permitted residents (and even occasionally intruders) were allowed to attend the schools established for Native American children with the

payment of tuition. However, for the most part, these children were not welcomed by the Chickasaw Nation (Litton 1957:247). Some of the wealthy families maintained a residence outside of Indian Territory where their children lived with one parent or another relative while attending school (Louise Addington, personal communication 1996). In several instances, subscription schools were established and funded by non-Native American families in the larger towns for the educational benefit of their children.

The Curtis Act passed by Congress in 1898 provided that among other things, the Federal Government would assume control of the tribal education system thus allowing children of non-Native Americans to attend schools (Thoburn 1916:876). Yet even with the agreement ratified, it was not until 1901 that the Chickasaws relinquished some control over their educational system. In return it was agreed that the Chickasaw would get at least a share in the tribal coal and asphalt revenues that were being withheld by the Federal Government (in retaliation for Chickasaw noncompliance [Litton 1957]).

Even with the political turmoil and confusion, the condition of many of the schools in 1899 were not greatly better nor worse than those prevailing in most of the southern and midwestern states. The schools themselves were usually housed in crude wood frame buildings with one or two windows on each side. These buildings were furnished with rough benches and painted planks served as blackboards (Litton 1957:257). Nevertheless, structures used as schools were multifunctional and were often also used for religious services and community gatherings (Hazlitt 1957).

Tribal affairs came to an end in 1907 when Indian Territory was admitted to the U.S. as part of the state of Oklahoma. During the transition period, Federal funds were provided to increase the number of neighborhood schools. This made education available not only to more of the Chickasaw, but also to the non-Native American population. Widespread public education really began in this region with statehood and educational facilities doubled in number in some counties by the following year (Hazlitt 1957).

The Central Area

The central study area is defined as the southern portion of the Kiowa, Comanche, and Apache (KCA) lands that were opened for settlement in 1901 (KCA land lottery) and 1906 (sealed bid for Big Pasture lands). Prior to the openings, established settlements west of the 98th Meridian were infrequent because of the traditionally nomadic nature of the Plains Indian economy. Pockets of non-Native Americans settled in and around military installations established in the region (i.e., Camp Radzimirski - 1858, Fort Cobb - 1859, Fort Sill - 1868, and Fort Reno - 1874 [Morris, Goins, and McReynolds 1976:27]) but education was not a

paramount concern until after the KCA lands were opened to settlement beginning in 1901. At this time, a great deal of effort was made to include education in the planning process that guided the settlement. For example, Sections 16 and 36 in each township were set aside as school lands (Dale and Aldrich 1969:499) and the 53rd Congress authorized the Oklahoma territorial government to lease the lands to generate monies for the educational system (Thoburn 1916). Moreover, it has been said that a school was planned for development every 4.8 km in all directions to allow for walking access by the children (Tillman County Historical Society [TCHS] 1978).

Three counties were defined with 129.6-ha townsites established in each to become the county seats. In this way, Lawton, Anadarko, and Hobart were born. The remainder of the area however, consisted of sparse, but fairly evenly spaced, settlement with families situated approximately every 0.8 km. With this patterning, churches, schools, and stores established by individuals within their selected quarter section became the fabric of new communities, that is, locations where neighbors would congregate (Southwest Oklahoma Genealogical Society [SOGS] 1985).

Rural schools in this study area were equally limited by finances because territorial homesteads were not taxable and few industries were in operation. Some funding was made available through the territorial government, however (SOGS 1985), and as in the adjacent study areas, the number of rural schools increased in the central area once Oklahoma became a state in 1907. School districts developed during the territorial period were, for the most part, retained and varied in size and shape with topography and population (Callahan 1982).

The Western Area

The western study area is defined as a portion of an area originally known as Greer County, Texas. This was a parcel of land between the Red River and the North Fork of the Red River that was initially claimed by Texas (due to surveying problems and varying interpretations of the Treaty of 1819 between Spain and the U.S.). The area contested by both Texas and Oklahoma contains the present-day counties of Jackson, Harmon, Greer, and a portion of Beckham. Following the Civil War, Texas began to issue land grants in this region to Texas veterans. In time, many of the land grants were purchased and leased by cattle companies to the point that by 1884, the Day Land and Cattle Company of Texas had purchased approximately 59,000 ha of land certificates and leased another 82,000 ha. The Texas government attempted to expel the cattle companies but the region's residents joined with the cattle companies and formed a county government instead (Ethridge 1937). The towns of Mangum and Frazier (in current Greer and Jackson

counties, respectively) became established by this time and rural settlement was encouraged nearby.

Although education was of importance to the early Greer County, Texas settlers, the land was not truly "organized" until the mid-1880s when the county government was established. Prior to this, the schools were established by families of ranchers and settlers and were relegated to dugouts similar to the dugouts used for churches and homesteads during the early years (Harmon County Historical Association [HCHA] 1980). Later, area occupants began to construct schoolhouses that were merely unsealed shells. Most were one-room structures. Many had no furniture and necessitated that the children bring a chair, box, or can to sit on and a higher box to serve as a desk. As farming and ranching were the livelihoods of most of the inhabitants, school was held only in inclement weather and heat was provided by money from the teacher's salary. Very few facilities had as much as eight months of school; most had terms of only three months. Yet new school districts were organized from time to time as the necessities of the growing and thriving communities demanded, and the State of Texas began to contribute funding to the educational system through the county judge. Between 1888 and 1899, seventy-five schools had been organized in the county. Three had more than one room and fifty percent of the children attended for at least a short term (Ethridge 1937).

In 1896, the U.S. Supreme Court decreed that Greer County was a part of Oklahoma Territory and not Texas. The area was opened for further settlement at this time with Texas veterans being given preferential rights to the lands that they already occupied. In retaliation, the Texas government refused to pay for the teachers' salaries to that point and eventually Oklahoma Territory provided the funds (Ethridge 1937:108).

With statehood in 1907, the numbers of schools increased significantly and remained high until the 1930s. Beginning in the 1940s, however, most of the western study area (with the exception of present-day Jackson County) lost population (Morris, Goins, and McReynolds 1976:75) and subsequently lost most of their schools to consolidation.

RESEARCH ORIENTATION

Preliminary research conducted in southwestern Oklahoma indicated that rural school locations should not be hard to find nor should they be difficult to document on an individual basis. However, although documentation generated by the educational systems was extensive, it was not always preserved. Moreover, few details are known about the intrasite patterns and material culture and comparative analyses are not numerous and tend to be focused on structures built in the 1930s and 1940s (cf., Baird [1987]; Bryans

and Smelker [1996]). Additionally, how the school systems developed within southwest Oklahoma is not clear nor is it apparent how the systems were affected by nuances of history and economy.

Rural schools were considered a necessity by most of the indigenous, permitted resident, and intruder populations yet how the rural education system was envisioned in the eastern portion of southwest Oklahoma differed from plans for development in the west and both differed from projected development in the KCA lands. These differences were, in large part, a result of the historic demographics, economies, and developmental trends in the region. With this in mind, several questions were posed. Each is discussed below.

- 1) While proposed development of the rural education system in the three study areas within the region differed from one another, was development actually different?

From archival information, it is clear that the central portion of southwest Oklahoma was the only area in which development of the educational system was truly planned. If, in fact, development was as planned, then in the central area early rural schools should have been constructed every 4.8 km and Sections 16 and 36 should have remained, for the most part, under the control of the educational system. Similarly, if the earliest rural schools in the eastern and western areas were constructed near centers of population documented to have been present at that time, then the educational systems in these two areas did develop differently from that of the central region.

To address this question, archives were studied to determine the specific development plans in each study area. Then sample locations from the listing of planned rural schools were field checked to determine if the rural schools were constructed in the locations as planned and when the individual locations were used as schools.

- 2) How and when did consolidation affect the schools in the different study areas?

The Eighth Territorial Legislative Assembly enacted a law in 1905 that authorized the consolidation of rural school districts (Thoburn 1916:877). This allowed districts to create larger and better school systems with a larger tax base, without the duplication of expenditures. Yet this ultimately led to the demise of the rural one-room school and the advent of busing to more centralized locations.

While consolidation was authorized prior to statehood in the southwest region, it was not clear that it was put into effect until after statehood in 1907. In Kiowa County (the central area) for example, the first to consolidate was the Snyder area in 1908

(Callahan 1982) but in Harmon County (the western study area), consolidation began eight years later (HCHA 1980). Similarly, many of the Stephens County schools (the eastern study area) were consolidating beginning in 1920 (Stephens County Historical Society 1982). The economy and resultant population shifts strongly influenced when and how consolidation occurred in the three study areas. Since the school system was planned in the central area, it was anticipated that this research would illustrate that more district consolidation occurred earlier in the central area because the eastern and western districts were initiated more as a result of spontaneous population accumulation rather than in a planned but more artificial manner.

To address this question, archives were studied to determine the specific development of consolidation plans in each study area. Then sample school locations were field checked to examine whether consolidation enlarged the schools or whether they remained approximately the same size and consolidation merely stabilized the number of students in a school district as overall population in the area decreased.

3) Which schools had teacherages and why?

Several sources (e.g., Farr and Barger [1986]; Eula Brezina, personal communication [1993]) indicate that when community schools were established, the teachers often resided with families living nearby. Nevertheless, it is known that teacherages were constructed at some of the locations in the southwestern region.

This project attempted to examine both the archives and physical composition of a sample of the locations determined to have associated teacherages to determine which, if any, of the following criteria influenced the construction of associated teacherages: school size, location, and architectural composition; amount of land available for the school; and school age. It was anticipated that the amount of land available and/or age of the school would be found to be the most influential.

4) Is ethnicity reflected in the assemblage and site morphologies documented as a result of this project?

After the 1898 Curtis Act was ratified in the territories, separate schools for "whites", Native Americans, and Negroes were authorized by the territorial assembly but they were not mandatory. However, by 1901, legislation was enacted that made it a misdemeanor for Negroes and "white" children, for example, to be taught in the same school or for teachers to work with children of a different racial group (Litton 1957:274). Moreover, the legislation stated that separate schools were to be maintained for minority groups if more than ten pupils were enumerated in a district. If ten or less constituted the total number, they were to be transferred to schools of their own color in an adjoining district and could

attend if they were able to provide transportation. If they could not provide transportation, it is inferred that the students were not educated. While many districts established separate schools, minority students were not numerous in some regions. Kiowa County in 1902 for example, had only four colored pupils enumerated (Dale and Aldrich 1969:498). By 1926 in Kiowa County, however, minority students were more numerous. A statement to the State Superintendent declared that "some thirty Negro children residing in or near Mountain Park...are without school facilities" (Callahan 1982:26). Clearly, separate schools were not always constructed even when a need was demonstrated.

Archives were examined and individuals contacted in an attempt to identify segregated rural school locations so that not only could the material culture remaining at each location be documented, but also any archives that might reveal architectural, demographic, economic, and historical aspects regarding the individual locations would be identified. It was anticipated that differences should not be evident but preliminary examination of this issue indicated that Negro students in southwestern Oklahoma received fewer considerations in the early 20th century than other students (Native Americans as well as "whites") received.

- 5) At least several historic rural schools still remain standing in the southwestern portion of Oklahoma and are in use. What criteria determine whether the structures have been preserved?

Many factors may influence the preservation and continued use of rural school structures. For example, it was argued that proximity to a developing and prosperous community could result in the destruction of structures as areas are cleared for "progress." Yet, at least two examples in Stephens County (the eastern study area) have been incorporated into the city of Duncan (Liberty [District #49] and Gatlin [District #53]). Perhaps construction materials and site age were influential (i.e., both of these examples were constructed of either stone and/or brick and both were constructed after World War I). Other criteria investigated were the strengths of the local historic preservation committees and the importance to the surrounding population of the structures for noneducational activities (e.g., for religious services and/or community activities). It was anticipated that structures used for activities outside of education and structures in areas with strong local historic preservation committees more likely would be preserved in place or moved to larger communities where protection would be more feasible.

This question was addressed by comparing archives to physical locations and by reviewing documents and conducting interviews of individuals that either attended or taught at some of the schools in southwestern Oklahoma.

METHODS

According to the Request For Proposal (RFP), this project was to incorporate six work elements: compiling a list (including maps) of proposed survey locations; developing an explicit research design; contacting the public; conducting the fieldwork; documenting and assessing the sites; and preparing the reports. Some of the work elements were conducted concurrently (e.g., the definition of the survey locations required input from public contact). Moreover, the preparation of some of the deliverables required undertaking some of the work elements simultaneously.

Once the contract was awarded, a listing of proposed survey locations was submitted to the OK/SHPO and approved. This listing was primarily developed on the basis of information learned from an in-depth review of the historical records. In particular, accounts of local, county, and regional histories were sought. School records (often stored at the county school superintendents' offices or at the county courthouses), journals (e.g., *Chronicles of Comanche County, Prairie Lore*), published histories, manuscripts, theses, historic maps, and photodocumentation from museums and individuals were examined. From these sources, an effort was made to determine the locations, the types of schools (e.g., subscription, separate, district), morphologies and sizes, and dates of operation of locations in the different study areas. From this developed database then, we attempted to select areas that have not had intensive surveys in the past and were in potential jeopardy from development. The listing initially included 9.1 sq km of land parcels divided into sections and ranked to delineate the 7.8 sq km preferred for study. Table 1 lists the actual parcels inspected and the recorded findings.

The core of the MGP archaeological staff consists of Joseph K. Anderson and Susan E. Bearden (co-principal investigators). During the fieldwork phase, assistance was provided on a part-time basis by M. Scott Myers (an archaeological assistant) and Dorothea Davis/Cathey, Tim Poteete, and Devonna Minnich (archaeological aides). All fieldwork was undertaken using one survey crew of two to four people. As such, the field crew included at least two experienced archaeologists at all times.

The pedestrian surveys were conducted with individuals walking parallel transects spaced approximately 15.0 m apart. In areas of dense ground cover, limited shovel testing (average depth, 20 to 30 ycm) was employed to increase the likelihood of discovering cultural resources (i.e., the location of any past or continuing human activity). The locations of the areas surveyed, as well as the locations of all identified cultural resources, were plotted on appropriate 7.5-minute USGS quadrangle maps. In addition, notes were made to document vegetation, topography, and condition of each parcel.

Table 1. Surveyed School Locations, Project 96-5.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Comanche	Allendale	66	1S/11W/12/NW NW NW	0.4	1 school location
	Beaver Bend	37	2N/10W/22/SW SW SW	0.8	1 school location
	Blue Beaver	61	1N/13W/20/SW SW SW	0.4	1 school location
	Meers	184	4N/13W/28 NW NW SW	0.4	1 school location
	Mount Scott	120	4N/12W/29/NW NW SW	0.4	1 school location
	New Hope	126	3N/12W/16/NW NW NW	0.4	1 school location
	New Hope	197	1S/11W/12/SW SW SE	0.8	1 school location
	Oreana	125	3N/15W/8/SE SW SW	0.9	1 school location
	Pecan	60	1N/13W/26/NE NE NE	0.8	1 school location
	Post Oak	121	1N/14W/20/E SW	28.4	1 school location 1 multicomponent site (1 farmstead and 1 chipped stone component) 1 IO 1 CCM
	Prairie Lee	59	1N/12W/29/SE NE NE	0.8	1 school location
	Selway	50	1N/12W/8/NE NE NE	0.6	1 school location
	Victory	43	4N/14W/9/SE SE SE	0.8	1 school location
	West View	118	4N/9W/8/SW NW SW	0.6	1 school location

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Cotton	Bethel	201	1S/12W/25/S S NW	16.2	1 school location 1 IO
	Elm Grove	81	2S/11W/8/NW	33.6	1 school location 1 historic site
	Fairview	200	1S/12W/33/NW NW NE	0.4	1 school location
	Liberty Hill	115	4S/10W/20 E SE	11.7	1 school location 2 IOs
	Lincoln Valley	79	2S/10W/7/NE NE NE	0.9	1 school location
	Pioneer	93	3S/10W/2/W W SW	10.5	1 school location
	Pleasant Ridge	6	4S/9W/5/SE SW SW	0.4	1 school location
	Pleasant Valley	108	4S/10W/11/NW NW NE	0.8	1 school location
	Ruth	202	2S/12W/2 SW SW SE	0.8	1 school location
	South Mountain View	87	2S/10W/20/SE SE SE	1.2	1 school location
	Valley View-Mills	86	2S/10W/26/NE	22.4	1 school location 1 historic site 1 IO
Grady	Agawam	58	5N/7W/29/NE NE NE	0.6	1 school location
	Bailey	81	3N/6W/23/NE SE SW	0.6	1 school location
	College Mound	19	3N/8W/10/NW NW NE	8.5	1 school location

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Grady	Four Mile	82	3N/6W/30/SE NE NE	0.8	1 school location
	Little Rush	7	4N/8W/11/NW SW SW	0.6	1 school location
	Oak Grove #1	25	4N/8W/29/W NW	8.1	1 school location
	Oak Grove #2	25	4N/8W/20/W SW	32.4	1 school location 1 historic site 4 CCMs
	Pea Ridge	71	3N/6W/2/NW NW SW	0.8	1 school location
	Rocky Point	60	4N/7W/12/SE	6.9	1 school location 1 IO
	Sandy Grove	65	4N/5W/19/NE NE	6.5	1 school location with historic cemetery
	Stover	84	3N/7W/30/E	44.6	1 school location 1 aboriginal site 2 IOs 1 paleontological locality
	Vimy Ridge	98	4N/6W/30/W SE	0.8	1 school location
	Harmon	Goodwill	123	3N/24W/3/NE NE NE	0.4
La Casa		7	2N/25W/32/NW NW NW	4.1	1 school location
McQueen		126	2N/24W/2/SW SW SW	1.6	1 school location
Metcalf		83	4N/25W/23/SW & NW	28.4	1 school location

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Harmon	Shrewder	106	4N/24W/31/NE	56.7	1 school location 1 aboriginal site 3 IOs
	Star Valley (Martin)	50?	2N/25W/30/NE NE NE	0.4	1 school location*
Jackson	Aaron	6	1N/22W/1/NW NW NW	0.4	1 school location
	Midway	CD 3	1S/23W/24/NW	4.1	1 school location
	Odema	55	1S/23W/23/SE SE SE	0.8	1 school location
	Okla-Beach	UG 3 (?)	2S/23W/8/NE NE NE	0.8	1 school location
	Red Top	24	2S/23W/5/SE	17.2	1 school location
	Stony Point	52	2N/23W/29 SE N SW	82.6	1 school location 3 IOs
	Unnamed School		2N/23W/29/SE SE NW	0.8	1 school location (not identified in field)
	Victor	65	1S/23W/32/NW NE	3.2	1 school location
Jefferson	Browns Chapel	26	6S/7W/13/E NE	16.2	1 school location 1 aboriginal site
	Grady	7	6S/5W/24/NE NE SE	2.0	1 school location
	Irving Consolidated	50	6S/8W/8/SE SE SE 6S/8W/9/SW SW SW	2.4	1 school location
	Opie	43	6S/6W/10/N N SW	13.8	1 school location

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Jefferson	Riverview	10	5S/8W/20/SW SW SW	0.9	1 school location
	Sunnyside	32	6S/6W/28/W W SW & W SW NW 6S/6W/33 W NW	30.4	1 school location 3 aboriginal sites 1 IO
	Union Valley	53	7S/7W/13/SE SE SE	4.1	1 multicomponent site (1 school and 1 chipped stone component)
Kiowa	Grandview	54	5N/17W/8/SE	4.1	1 multicomponent site (1 school and 1 chipped stone component)
	Green Valley	11	5N/14W/16/NE NE NE	1.2	1 school location
	Kinney	62	2N/16W/29/SE	8.1	1 school location 1 aboriginal site 1 IO
	Odetta	49	2N/16W/12/SW SW NW	0.6	1 school location
	Rockdale	79	3N/17W/17/NW	3.1	1 school location
	Saddle Mountain	101	5N/14W/29/SW SW NW	0.4	1 school location
	Sedan Consolidated	9	6N/15W/23/NW SW SW	3.1	1 school location
	Singing Valley	61	5N/17W/26/SW SW SW	0.4	1 school location
	Spring Valley	29	6N/14W/15/SE SE NE	1.0	1 school location
	Star Valley	65/85	4N/17W/31/SE SE NE	0.6	1 multicomponent site (1 school and 1 chipped stone component)

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Kiowa	Tripp	83	2N/18W/12/SW	12.6	1 school location 1 multicomponent site (1 farmstead and 1 chipped stone component)
	Union Dale	55	5N/16W/12/SW SW SW	0.4	1 school location
Stephens	Alamo	22	2S/7W/27/S SE SE 2S/7W/34/NE NE NE	16.2	1 school location
	Fairland	76	2S/9W/10 N NW	16.2	1 school location 2 IOs
	Gatlin	53	1N/7W/6/SE SE SE	1.2	1 school location
	Hope	38	1N/6W/9/SW NE SW	0.8	1 school location
	Oak Lawn	273	2N/8W/22/SE SE SE	0.4	1 school location
	Rock Creek	52	1N/9W/22/E SE	20.7	1 school location 2 IOs
	Stoner	9	1S/6W/32/N NW	13.4	1 school location
	Summerdale	254	1N/8W/10/NE	22.3	1 school location 1 IO 1 CCM
	Prairie Hill (Meridian)	48	2S/7W/6 NE NE SE	0.6	1 school location
	Thompson	57	2N/4W/10/NE	38.5	1 school location

Table 1. Continued.

COUNTY	SCHOOL NAME	SCHOOL #	LEGALS T/R/SEC/¼s	HECTARES	RESOURCES
Stephens	Tucker	8	2S/7W/3/SE SE NE	2.0	1 school location
	Willow Point	74	2S/8W/4/SE SE SE	2.2	1 school location
Tillman	Alpian	153	2S/19W/1/SE SE SE	0.6	1 school location
	Daniels/ McElroy Subscription	n/a	2N/17W/19/NE	40.5	1 school location 1 historic site 1 aboriginal site 1 IO
	East Jack Creek	134	1S/14W/29/SW	7.9	1 school site 1 aboriginal site 1 IO
	Horse Creek	63	1N/16W/14/NE NE NE	0.4	1 school location
	IXL	154	2S/18W/9/NE	16.2	1 school location 1 historic site
	Laing Consolidated	1	1N/18W/22/SE SE SE	0.9	1 school location
	N. Deep Red	94	1N/16W/8/SE	64.8	1 school location 1 historic site 4 IOs
	Pleasant Valley	92	2N/18W/26 SW SW SE	0.4	1 school location
	Rose Hill	156	2S/17W/10/NE NE NE	0.8	1 multicomponent site (1 school location and 1 chipped stone component)

* reported location (several sources), structure and site morphology resembles a school but several other sources are in disagreement

Once a cultural resource was encountered, the area around it was intensively examined for additional material. At this point, the resource was evaluated with regard to its morphology, age, and integrity.

Isolated occurrences (IOs) and current cultural manifestations (CCMs) were defined as similar entities in that they are resources that resulted from a single event or the repeated occurrence of the same type of short-term event. They are usually represented by one object or a small number of related pieces (e.g., one or two pieces of chipped stone or a deposit of household trash). Basically the two differ in their age. CCMs result from the ephemeral use of the area within the last 50 years (excluding scattered road trash or industrial and agricultural activities). IOs are older than 50 years or could not be dated on the basis of the surface debris. CCMs and IOs were recorded when they were encountered. Since a noncollection policy was followed, drawings and photographs of the resources were made at that time, if appropriate.

In contrast, locations of a larger constellation of activities were defined as either sites or in-use standing historical structures. Depending on the size, setting, and weather, these resources were recorded when discovered or were documented after the completion of the survey of that parcel.

The recording of sites and in-use standing historical structures was accomplished using a minimum of two archaeologists. As an initial step, artifacts, artifact clusters, and features (e.g., structure foundations) were marked with pin flags. In this manner, boundaries were defined. A scaled map of each entity was prepared using a 60.0-m tape and a Brunton compass. The map documents the location of boundaries, artifact clusters, features, basic physiography, and the location of current physical manifestations such as fences, roads, and structures.

An infield analysis of at least a sample of the assemblage was undertaken at all of the sites and in-use standing historical structures. These analyses, albeit simple, were intended to provide information that can be used for future comparative analyses. Moreover, because of the parcels examined are in private ownership, the analysis results could be considered a mitigative action should the sites be adversely impacted by future construction projects. For lithic assemblages, the following attributes were recorded: artifact type, raw material identification, and metric dimensions of complete specimens. The compositions of the historic assemblages were recorded primarily for inferences regarding age and function. The glass colors (Time-Life Books 1978; Gilpin 1983), glass morphologies (Brantley 1975; Toulouse 1977; Fike 1987), and maker's marks on bottles (Toulouse 1971) proved to be the most useful for estimating age at these locations but ceramics and nail varieties (i.e., cut versus wire) were used where possible. We were also fortunate to be able to

interview several of the landowners regarding the morphology and age of some of the historic properties.

The documentation of the resources defined as sites was completed using standard Oklahoma Archeological Survey site recording forms. The in-use standing historical structures were recorded using Oklahoma Historical Society Historic Preservation Identification Forms. Artifact drawings were completed as appropriate and in most cases, the sites and in-use standing structures were photographed to document context, condition, features (if present), and diagnostic artifacts. All of the pin flags were removed from the location once recording was completed.

Laboratory assistance, organizational support, and some portions of report preparation were provided by Museum of the Great Plains staff, as well as by M. Scott Myers; Leslie Anderson; Tim Poteete; Donna, Mallory, and Jim Bertolini; Devonna Minnich; and Linda Mager. Documentation that was on-going during the fieldwork phase and continued during the laboratory phase included searching the county courthouse records, examining the holdings at the local libraries and museums, accessing the records at the Oklahoma Historical Society in Oklahoma City and at the Museum of the Great Plains, and conducting audio recordings of Louis McGee, Lucile Minnich, and Helen Thurman. McGee was a student at several Kiowa County schools in the late 1910s and 1920s. Minnich not only attended several of the Cotton County schools but also taught for awhile in the Cotton County rural school system in the early 1930s. Thurman attended Lincoln Valley #79, one of the schools investigated by this project. A transcript of the Minnich and Thurman interview is provided in Appendix A. Laboratory work also entailed preparing a typed copy of each of the site and historic resource forms, preparing inked and scaled maps, and cataloging all photographic prints, slides, and negatives. Other deliverables prepared and submitted as a result of this project include the monthly progress reports, a preliminary report, a draft of the final report, and this final report (as well as a final project report).

RESULTS AND INTERPRETATIONS

From the nine southwest Oklahoma counties investigated for this project, we attempted to select a ten-percent sample of all of the known historic rural school locations. Preparing the total school listing for each of the counties has been a task in itself and is far from complete. Appendix B provides a rudimentary example of the listings that we are attempting to complete. At the time of this writing, these lists are still "works in progress" and require not only completion but also confirmation checks. From these lists, however, 91 parcels, (totaling 820.5 ha) were selected for detailed examination. Table 1 lists the selected parcels, their locations, size, and documented findings.

Archival research revealed that six of the selected locations had already been assigned site designations (Table 2). However, since the initial documentation was completed in the early 1980s (Northcutt, Fisher, and Beckman 1983), no plan maps were available, and only a very short description of each was prepared, these locations were retained in the current study and updated site forms prepared (Appendix C).

Approximately one-quarter of the selected parcels have school locations that are in-use (Table 3). Most of these are in Comanche County but proportionately more of the in-use rural school locations were documented in Harmon County. In most cases, detailed descriptions of these locations were attempted and are presented in Appendix D.

The remaining school locations were defined as either ruins or artifact scatters. These were designated as sites (Table 4) and their detailed descriptions can be found in Appendix E. Four of the school locations had also been utilized by prehistoric/protohistoric populations as procurement loci (see Jefferson County's Union Valley School #53, Kiowa County's Grandview #54 and Star Valley #65/85 schools, and Tillman County's Rose Hill School #156 - Table 4).

Other resources identified as a result of this inspection include prehistoric/protohistoric lithic scatters (N=9), historic farmsteads (N=6), and localities selected by both prehistoric/protohistoric populations and for historic farmsteads (N=2). With the exception of one (Site 34-Gd-183), all of the lithic scatters represent short-term procurement localities of unknown age. The farmsteads (which were only identified in the central region) appear to represent two periods of rural growth: immediately after the KCA region was opened to settlement (early 1900s) and during the period when the country's economy was adversely affected by the Great Depression (1920s and into the 1940s).

Numerous IOs and several CCMS were also documented as a result of this inspection (Tables 5 and 6, respectively). Most of the IOs are single examples of chipped stone cores, flakes, and implements that had been made using local Ogallala gravels. The remainder of the IOs are primarily household trash dumps that date prior to the 1940s. Similarly, most of the CCMS identified are trash dumps.

An attempt was made to utilize the findings from this survey project to address the research questions outlined earlier in this report. Each question is briefly restated below followed by a discussion of the findings.

1) While proposed development of the rural education system in the three study areas within the region differed from one another, was development actually different?

Table 2. Updated Site Summary Information.

SITE NO. 34-	SITE NAME & NO.	LEGALS	CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
Cm-356	Beaver Bend #37	2N/10W/22 SW SW SW	Historic Euro-American	AD 1900s-1950s	rural school
Ct-32	Elm Grove #81	2S/11W/8 NE NW NW NW NE NW	Historic Euro-American	AD 1902-1940s?	rural school
Ct-35	Fairview #200	1S/12W/33 NW NW NE	Historic Euro-American	AD 1908-1940?	rural school
Ct-29	Lincoln Valley #79	2S/10W/7 NE NE NE	Historic Euro-American	AD 1907-1950s?	rural school & possible teacherage
Ct-30	Pioneer #93	3S/10W/2 SW SW SW	Historic Euro-American	AD 1910s-1930s?	rural school
Ti-41	Horse Creek #63/North Deep Red Church	1N/16W/14 NE NE NE	Historic Euro-American	AD 1902-1977	rural school, later a church, & later moved and turned into a museum

Table 3. In-Use Standing Structure Summary Information.

COUNTY	SCHOOL NAME & NO.	LEGALS	CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
Comanche	Blue Beaver #61	1N/13W/20 SW SW SW	Historic Euro-American	AD 1902-present	rural school & later community center
Comanche	Meers #184	4N/13W/28 NW NW SW	Historic Euro-American	AD 1930s-present	rural school & later community center
Comanche	Mount Scott #120	4N/12W/29 NW NW SW	Historic Euro-American	AD 1920s-present	rural school & later community center
Comanche	New Hope #126	3N/12W/16 NW NW NW	Historic Euro-American	AD 1920s?-present	rural school & later church
Comanche	Post Oak #121	1N/14W/20 SE SE SW	Historic Euro-American	AD 1930s?-present	rural school, later community center, & later storage
Comanche	West View #118	4N/9W/8 SW NW SW	Historic Euro-American	AD 1900s-present	rural school & later home
Cotton	Liberty Hill #115	4S/10W/20 SE SE SE	Historic Euro-American	AD 1930s-present	rural school & later storage
Cotton	South Mountain View #87	2S/10W/20 SE SE SE	Historic Euro-American	AD 1910s?-present	rural school & later storage
Grady	Agawam #58	5N/7W/29 NE NE NE	Historic Euro-American	AD 1930s-present	rural school & later business
Grady	Bailey #81	3N/6W/23 NE SE SW	Historic Euro-American	AD 1930s-present	rural school & later church
Grady	Four Mile #82	3N/6W/30 SE NE NE	Historic Euro-American	AD 1930s-present	rural school & later home/storage

Table 3. Continued.

COUNTY	SCHOOL NAME & NO.	LEGALS	CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
Grady	Vimy Ridge #98	4N/6W/30 NE SW SE	Historic Euro-American	AD 1917-present	rural school & later church
Harmon	Goodwill #123	3N/24W/3 NE NE NE	Historic Euro-American	AD 1910s-present	rural school & later home
Harmon	La Casa #7	2N/25W/32 NW NW NW	Historic Euro-American	AD 1920s-present	rural school & later storage
Harmon	Old Star Valley #50?	2N/25W/30 NE NE NE	Historic Euro-American	AD 1890-present	rural school & later church
Jackson	Midway CD3	1S/23W/24 NE NE NW	Historic Euro-American	AD 1910s-present	rural school & later home
Jackson	Okla-Beach UG 3 (?)	2S/23W/8 NE NE NE	Historic Euro-American	AD 1910s-present	rural school, later home, & later storage
Jefferson	Irving Consolidated #50	6S/8W/8 SE SE SE 9 SW SW SW	Historic Euro-American	AD 1922-present	rural school & later community center
Kiowa	Spring Valley #29	6N/14W/15 SE SE NE	Historic Euro-American	AD 1910s-present	rural school & later storage
Stephens	Gatlin #53	1N/7W/6 SE SE SE	Historic Euro-American	AD 1922-present	rural school still in use
Stephens	Oak Lawn #273	2N/8W/22 SE SE SE	Historic Euro-American	AD 1930s-present	rural school & later community center
Stephens	Prairie Hill #48	2S/7W/6 NE NE SE	Historic Euro-American	AD 1900s-present	rural school & later home
Tillman	Laing Consolidated #1	1N/18W/22 SE SE SE	Historic Euro-American	AD 1941-present	rural school & later storage

Development within the three areas was different during the early time period. In the eastern area, for example, the schools appear to have been distributed more widely than within the KCA boundaries (cf. maps presented in Appendix B). In the KCA lands, schools were, in fact, initially established with one approximately every 4.8 km, particularly in the eastern portions of Comanche and Cotton counties and the western portions of Kiowa and Tillman counties. Fewer schools in the western portion of Cotton County and eastern portion of Tillman County may be attributed to this area being the last to open to settlement (i.e., the Big Pasture opened in 1906). However, the wider school spacing in western Comanche and eastern Kiowa counties is less well understood; possibly this area contained parcels selected for settlement by Native Americans.

It is also known that while most of the KCA schools were established shortly after the area was opened to settlement in 1901 and Cotton and Tillman counties also have a large number of school openings in 1907 and 1908 (accounted for by the Big Pasture opening), both the eastern and western areas had schools that date prior to the turn of the century. Within Old Greer County for example, a number of schools were established before the turn of the century as Texans settled what was part of Texas at that time. Jackson County's Aaron School #6 was apparently established in 1895 at the location studied by this project (Martin 1922) and a dilapidated two-story structure erected in the 1910s still stands at the location (Plate 1a). These western schools reflect a variety of shapes and sizes and were placed across the landscape as population and initiative dictated. Nevertheless, few records were found archived within the current Oklahoma counties for this time period and it is possible that they have been either destroyed or are archived in Texas. While this project's reconstruction of settlement in the west is incomplete, perhaps the most striking aspect of the rural schools in Jackson and Harmon counties is that a high proportion of them apparently had closed by the 1910s and 1920s whereas most of the rural schools in the eastern and central region survived until the 1940s (cf. tables presented in Appendix B).

2) How and when did consolidation affect the schools within the different study areas?

Our discovery of consolidation records for the school districts within the various counties was piecemeal at best. This may not have been entirely the result of records being lost or misplaced through time however. Early in Oklahoma's history, the state was encouraging consolidation and initially provided an incentive to the districts in the way of "seed money." By 1916 apparently, consolidation was well underway in Oklahoma. In 1915, however, the state stopped appropriating money for the consolidation of school districts and at this point, consolidation records appeared to become less explicit and could, in fact, be considered deliberately

Table 4. Site Summary Information.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14)		CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
			N	E			
Cm-531	Allendale #66	1S/11W/12 NW NW NW	3816740	562100	Historic Euro-American	AD 1902-1940s?	rural school
Cm-532	New Hope #197	1S/12W/8 SW SW SE	3815140	547920	Historic Euro-American	AD 1907-1960s?	rural school & later community center
Cm-533	Oreana #125	3N/15W/8 SE SW SW	3844020	517880	Historic Euro-American	AD 1910s-1930s?	rural school
Cm-534	Pecan #60	1N/13W/26 NE NE NE	3821500	543340	Historic Euro-American	AD 1900s-1950s	rural school & later community center
Cm-535		1N/14W/20 SW NE SW	3821950	527750	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1930s? 2) Prehistoric/ Protohistoric	1) farmstead 2) specialized activity site
Cm-536	Prairie Lee #59	1N/12W/29 SE NE NE	3821300	548200	Historic Euro-American	AD 1900s-1950s	rural school
Cm-537	Selway #50	1N/12W/8 NE NE NE	3826360	548140	Historic Euro-American	AD 1900s-1940s	rural school
Cm-538	Victory #43	4N/14W/9 SE SE SE	3853640	530400	Historic Euro-American	AD 1900s-1940s	rural school & possible teachorage
Ct-113	Bethel #201	1S/12W/25 SW SW NW	3811120	553540	Historic Euro-American	AD 1900s-1940s?	rural school
Ct-114		2S/11W/8 NW NW NW	3806980	556760	Historic Euro-American	AD 1900s-1940s?	farmstead
Ct-115	Pleasant Ridge #6	4S/9W/5 SE SW SW	3788000	576400	Historic Euro-American	AD 1900s-1970s?	rural school & later community center
Ct-116	Pleasant Valley #108	4S/10W/11 NW NW NE	3787880	572200	Historic Euro-American	AD 1900s-1940s?	rural school

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14) N E	CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
Ct-117	Ruth #202	2S/12W/2 SW SW SE	3807120 552810	Historic Euro-American	AD 1930s-1960s?	rural school & later home
Ct-118	Valley View- Mills #86	2S/10W/26 NE NE NE	3802360 572740	Historic Euro-American	AD 1900s-1980s	rural school & possibly later home
Ct-119	2S/10W/26/B	2S/10W/26 SE NE NE	3802080 572760	Historic Euro-American	AD 1900s-1930s?	farmstead
Gd-174	College Mound #19	3N/8W/10 NE NE NW 3N/8W/10 NW NW NE	3845980 589000	Historic Euro-American	AD 1902-1940s?	rural school & possible teacherage
Gd-175	Little Rush #7	4N/8W/11 NW SW SW	3854400 589750	Historic Euro-American	AD 1902-1953	rural school & possible teacherage
Gd-176	Oak Grove #25 (1st location)	4N/8W/29 SW SW NW & NW NW SW	3850000 585000	Historic Euro-American	AD 1902-1922	rural school
Gd-177	Oak Grove #25 (2nd location)	4N/8W/20 SW SW SW	3850800 584940	Historic Euro-American	AD 1920s-1950s	rural school & possible teacherage
Gd-178	4N/8W/20/A	4N/8W/20 NW NW SW	3851460 584950	Historic Euro-American	AD 1920s-1940s	farmstead
Gd-179	Pea Ridge #71	3N/6W/2 NW NW SW	3846940 609060	Historic Euro-American	AD 1907-1948	rural school & teacherage
Gd-180	Rocky Point #60	4N/7W/12 SE SE SE	3854240 602500	Historic Euro-American	AD 1908-1950s	rural school
Gd-181	Sandy Grove #65	4N/5W/19 NE NE NE	3852650 613740	Historic Chickasaw (?) and Euro- American	AD 1908?-1946	rural school & cemetery
Gd-182	Stover #84	3N/7W/30 NE NE SE & SE SE NE	3840460 594600	Historic Euro-American	AD 1908-1957	rural school & teacherage

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14)		CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
			N	E			
Gd-183		3N/7W/30 NE SE NE	3840720	594480	Unassigned aboriginal	Prehistoric/ Protohistoric	open habitation w/o mounds
Hr-103	McQueen #126	2N/24W/2 SW SW SW	3836160	435740	Historic Euro-American	AD 1910s-1940s	rural school
Hr-104	Metcalf #83	4N/25W/23 SW SW NW	3851520	426260	Historic Euro-American	AD 1903-1939	rural school & possible teacherage
Hr-105	Shrewder #106	4N/24W/31 NE NE NE	3849000	430900	Historic Euro-American	AD 1902-1931	rural school & teacherage
Hr-106	4N/24W/31/B	4N/24W/31 SW SW NE	3848380	430300	Unassigned aboriginal	Prehistoric/ Protohistoric	quarry/workshop
Jk-153	Aaron #6	1N/22W/1 NW NW NW	3827900	456560	Historic Euro-American	AD 1895-1930s?	rural school & possible teacherage
Jk-154	Odema #55	1S/23W/23 SE SE SE	3812040	447670	Historic Euro-American	AD 1893-1930s?	rural school & later church
Jk-155	Red Top #24	2S/23W/5 SW SW SE	3807300	442180	Historic Euro-American	AD 1900s-1910s?	rural school
Jk-156	Stony Point #52	2N/23W/29 SE SE SE	3829700	442040	Historic Euro-American	AD 1900s-1940s?	rural school
Jk-157	Victor #65	1S/23W/32 NW NW NE	3810410	442340	Historic Euro-American	AD 1900s-1921?	rural school
Jf-94	Browns Chapel #26	6S/7W/13 NE NE NE	3767160	603920	Historic Euro-American	1900s-1950s	rural school
Jf-95		6S/7W/13 NE SE NE	3766700	603780	Unassigned aboriginal	Prehistoric/ Protohistoric	quarry/workshop
Jf-96	Grady #7	6S/5W/24 NE NE SE	3764960	623250	Historic Euro-American	1900s-1960s	rural school & possible teacherage

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14)		CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
			N	E			
Jf-97	Opie #43	6S/6W/10 NW NW SW	3767980	608780	Historic Euro-American	1910s-1950	rural school
Jf-98	Riverview #10	5S/8W/20 SW SW SW	3773640	585900	Historic Euro-American	AD 1902-1960s	rural school & later community center
Jf-99	Sunnyside #32	6S/6W/28 SW SW SW	3762400	607210	Historic Euro-American	AD 1923-1930s?	rural school
Jf-100		6S/6W/33 NW SW NW	3761940	607260	Unassigned aboriginal	Prehistoric/ Protohistoric	quarry/workshop
Jf-101		6S/6W/33 NW NW NW	3762380	607310	Unassigned aboriginal	Prehistoric/ Protohistoric	specialized activity site
Jf-102		6S/6W/28 SW SW NW	3763250	607200	Unassigned aboriginal	Prehistoric/ Protohistoric	quarry/workshop
Jf-103	Union Valley #53	7S/7W/13 SE SE SE	3755950	604000	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1920s- 1950s? 2) Prehistoric/ Protohistoric	1) rural school & teacherages 2) quarry/ workshop
Ki-80	Grandview #54	5N/17W/8 SE SE SE	3863340	499280	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1900s- 1940s 2) Prehistoric/ Protohistoric	1) rural school & later home 2) specialized activity site
Ki-81	Green Valley #11	5N/14W/16 NE NE NE	3863260	529900	Historic Euro-American	AD 1900s-1940s	rural school
Ki-82	Kinney #62	2N/16W/29 SE SE SE	3829500	509440	Historic Euro-American	AD 1900s-1930s?	rural school
Ki-83		2N/16W/29 SE SW SE	3829500	508980	Unassigned aboriginal	Prehistoric/ Protohistoric	specialized activity site
Ki-84	Odetta #49	2N/16W/12 SW SW NW	3835160	514380	Historic Euro-American	AD 1900s-1920s	rural school

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14)		CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
			N	E			
Ki-85	Rockdale #79	3N/17W/17 NW NW NW	3843940	498380	Historic Euro-American	AD 1900s-1930s?	rural school
Ki-86	Saddle Mountain #101	5N/14W/29 SW SW NW	3859300	526760	Historic Kiowa (?) and Euro-American	AD 1910s-1940s	rural school
Ki-87	Sedan Consolidated #9	6N/15W/23 NW SW SW	3870000	522000	Historic Kiowa and Euro-American	AD 1910s-1960s	rural school & possible teacherages
Ki-88	Singing Valley #61	5N/17W/26 SW SW SW	3858520	502580	Historic Euro-American	AD 1900s-1940s?	rural school
Ki-89	Star Valley #65/85	4N/17W/31 SE SE NE	3848000	498240	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1900s- 1940s? 2) Prehistoric/ Protohistoric	1) rural school 2) specialized activity site
Ki-90	Tripp #83	2N/18W/12 SW SW SW	3834320	495160	Historic Euro-American	AD 1900s-1930s?	rural school
Ki-91		2N/18W/12 SW SE SW	3834340	495660	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1910s- 1920s? 2) Prehistoric/ Protohistoric	1) farmstead 2) specialized activity site
Ki-92	Union Dale #55	5N/16W/12 SW SW SW	3863300	513840	Historic Euro-American	1900s-1920s	rural school
St-97	Alamo #22	2S/7W/34 NE NE NE	3800960	600020	Historic Euro-American	AD 1900-1940s?	rural school
St-98	Fairland #76	2S/9W/10 NE NE NW	3807250	579920	Historic Euro-American	AD 1900s-1950s	rural school
St-99	Hope #38	1N/6W/9 SW NE SW	3825680	606600	Historic Euro-American	AD 1910s-1950s?	rural school & possible teacherage
St-100	Rock Creek #52	1N/9W/22 SE SE SE	3821760	580340	Historic Euro-American	AD 1900s-1940s	rural school

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14)		CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
			N	E			
St-101	Stoner #9	1S/6W/32 NE NW NW	3810680	605070	Historic Euro-American	AD 1910s-1980s?	rural school, later community center & later barn
St-102	Summerdale #254	1N/8W/10 NW NE NE	3826670	589750	Historic Euro-American	AD 1908-1945	rural school
St-103	Thompson #57	2N/4W/10 SE SE NE	3836000	628460	Historic Euro-American	AD 1910s-1950?	rural school
St-104	Tucker #8	2S/7W/3 SE SE NE	3808300	599960	Historic Euro-American	AD 1890s-1950?	rural school & possible teachorage
St-105	Willow Point #74	2S/8W/4 SE SE SE	3807400	589300	Historic Euro-American	AD 1910s-1940s	rural school
Ti-140	Alpian #153	2S/19W/1 SE SE SE	3807080	487800	Historic Euro-American	AD 1900s-1940s	rural school
Ti-141	Daniels/ McElroy Subscription	2N/17W/19 SE SE NE	3831900	498280	Historic Euro-American	AD 1900s-1920s	rural school & later home
Ti-142		2N/17W/19 SE SW NE	3832080	497860	Historic Euro-American	AD 1930s-1940s?	farmstead
Ti-143		2N/17W/19 N½ SW NE	3833740	497740	Unassigned aboriginal	Prehistoric/ Protohistoric	specialized activity site
Ti-144	East Jack Creek #134	1S/14/29 NW NW SW	3810960	527900	Historic Euro-American	AD 1900s-1940s?	rural school
Ti-145		1S/14W/29 NW SW SW	3810520	527880	Unassigned aboriginal	Prehistoric/ Protohistoric	quarry/workshop

Table 4. Continued.

SITE NO. 34-	SCHOOL NAME & NO.	LEGALS	UTMs (ZONE 14) N E	CULTURAL AFFILIATION	TEMPORAL AFFILIATION	SITE TYPE
Ti-146	IXL #154	2S/18W/9 NE NE NE	3807000 492620	1) Historic Euro-American 2) Historic Afro-American 3) Historic Euro-American	1) AD 1900s-1950 2) AD 1950s 3) AD 1960s- 1970s?	1) rural school 2) rural school 3) habitation
Ti-147		2S/18W/9 NW NE NE	3807000 492360	Historic Euro-American	AD 1900s-1930s	farmstead
Ti-148	North Deep Red #94	1N/16W/8 SE SE SE	3824700 509500	Historic Euro-American	AD 1900s-1940s	rural school
Ti-149		1N/16W/8 NE SW SE	3824980 509100	Historic Euro-American	AD 1910s-1930s	farmstead
Ti-150	Pleasant Valley #92	2N/18W/26 SW SW SE	3829500 494360	Historic Euro-American	AD 1900s-1960s?	rural school & later community center
Ti-151	Rose Hill #156	2S/17W/10 NE NE NE	3806980 503820	1) Historic Euro-American 2) Unassigned aboriginal	1) AD 1900s- 1940s 2) Prehistoric/ Protohistoric	1) rural school 2) quarry/ workshop

misleading. For example, three consolidated districts were reported for Harmon County in 1914, three union graded districts in the spring of 1916, but by the fall of 1916 none were documented. The State Superintendent's queries of the county superintendent regarding this discrepancy resulted in a county response that their records did not show nor have they ever shown a consolidated nor union graded district in that county (Wilson 1916:34-35). Harmon County school districts were changing frequently during this time period with districts joining consolidated districts, dissolving back into their own districts a year later, only to join a different district several months after that. Perhaps the county superintendent could not be held to account for these discrepancies as the school systems were, and continue to be, a focus of fast-paced political arenas.

The earliest known consolidated school district in Oklahoma was a territorial school organized in 1903 at Quay that combined portions of Payne and Pawnee counties (Wilson 1916). Consolidation increased at an unsteady rate thereafter. In examining the project area, it appears that the western area, as a whole, began the consolidation effort relatively early (i.e., early 1910s). The reason for this effort was probably not an overriding desire for better educational facilities as much as the inability to finance the smaller rural districts with a shrinking population base. Rainfall deficiencies and an inability to make a viable living through farming are suggested as factors that contributed to the reduction in population in the west. Many farmers moved away and while the land base for those remaining grew larger, the overall population density decreased. In addition, the prevalence of gyp water and the total reliance on cisterns for drinking water forced families into towns over time where water systems had been established. As such, the remaining rural families were forced to group students into larger and larger districts just to remain above the minimum number of students for a school system.

Sedan #9, in Kiowa County, is a good example of this trend in that it was organized as a consolidated school in 1911. With the addition of other districts, the school expanded to a large facility with teacherages by 1943. By 1960, however, the high school portion was closed due to decreasing enrollment and in 1966 the school closed altogether due to a shortage of students (Kiowa County Historical Society [KCHS] 1975). It was the last remaining rural school in Kiowa County.

This pattern of growth is also evident at several of the other schools studied for this project. At Laing Consolidated #1 in Tillman County for example, the first consolidated school building was a two-story brick (TCHS 1978) which was replaced by a larger two-story brick, and ultimately by a poured concrete structure erected in 1941 (see Plate 1b). Similarly, the first building constructed for La Casa School #7 in Harmon County was a one-story brick but the school population quickly outgrew the facilities so

Table 5. Isolated Occurrence Descriptions.

IDENTIFICATION	QUARTERS	DESCRIPTION	SETTING
Comanche Co. 1N/14W/20/IO1	SW NE SW	Ogallala Quartzite multidirectionally reduced core (6.8 by 4.6 by 4.0 cm)	hill slope in pasture
Cotton Co. 1S/12W/25/IO1	SE SE NW	quartzite multidirectionally reduced core (7.0 by 5.1 by 3.5 cm)	wheat field
Cotton Co. 2S/10W/26/IO1	NE SE NE	salt-glazed and ironstone ceramics; blue-, amethyst-, and natural-colored and colorless glass vessel; milk glass canning lid insert fragments; cast and sheet iron; and sandstone in an area measuring 5.0 m N-S by 19.9 m E-W; appears to be a trash dump that dates between the early 1900s and into the 1930s	next to creek in wheat field
Cotton Co. 4S/10W/20/IO1	SE SE SE	2 chipped stone cores near what appears to be a drilled well (water? - concrete slab measures 35 cm by 40 cm with 15 cm-diameter hole lined with galvanized steel, embedded bolts in the concrete): 1) Ogallala Quartzite unidirectionally reduced core (11.2 by 9.0 by 5.5 cm) 2) Ogallala Quartzite unidirectionally reduced core (9.0 by 7.0 by 3.4 cm)	erosional area
Cotton Co. 4S/10W/20/IO2	SW NE SE	Ogallala Chert bidirectionally reduced core (4.2 by 4.2 by 1.4 cm)	erosional area adjacent to creek
Grady Co. 3N/7W/30/IO1	NE SE NE	chalcedony scraper (4.0 by 2.7 by 1.0 cm)	terrace in pasture
Grady Co. 3N/7W/30/IO2	SE NE NE	three Ogallala Chert flakes: secondary complete (2.4 by 1.6 by 0.3 cm), secondary distal end - heated, tertiary midsection	cut through terrace in pasture
Grady Co. 4N/7W/12/IO1	SE SW SE	cast-iron stove fragments, singletree fragments, amethyst- and natural-colored glass vessel fragments, colorless vessel fragments (some burned), porcelain, ironstone, salt glaze (some burned), concrete, some burned sandstone in an area measuring about 4.0 m N-S by 25.0 m E-W; appears to be household debris deposited between the 1910s and 1930s, subsequently exposed by a firebreak	slopes exposed by a firebreak
Harmon Co. 4N/24W/31/IO1	SE NE NE	chert uniface fragment	eroded pasture area
Harmon Co. 4N/24W/31/IO2	NE NE NE	Ogallala Chert marginally flaked implement (5.2 by 3.5 by 1.3 cm)	eroded pasture area

Table 5. Continued.

IDENTIFICATION	QUARTERS	DESCRIPTION	SETTING
Harmon Co. 4N/24W/31/IO3	NW NW NE	Ogallala Quartzite primary transverse flake	eroded pasture area
Jackson Co. 2N/23W/29/IO1	NW SW SE	thick natural-colored flat glass, colorless vessel glass, earthenware, salt glaze, ironstone, early car parts, pot-bellied stove parts, strap iron, brick, shoe soles with nails in a 4.0-m-diameter area; appears to be a trash dump from the 1920s or 1930s	next to former creek location
Jackson Co. 2N/23W/29/IO2	NE NW SW	Ogallala Chert marginally flaked implement (3.6 by 4.2 by 1.3 cm)	mesquite pasture
Jackson Co. 2N/23W/29/IO3	NE NW SW	silicified wood secondary flake (2.8 by 2.9 by 0.8 cm)	eroded mesquite pasture
Jefferson Co. 6S/6W/33/IO1	NW NW NW	Ogallala Quartzite secondary flake (1.6 by 2.2 by 0.4 cm) - may represent sheet wash from a site located to the northeast	deep pasture
Kiowa Co. 2N/16W/29/IO1	SW SW SE	Ogallala Quartzite multidirectionally reduced core (8.0 by 6.5 by 4.4 cm)	eroded mesquite pasture
Stephens Co. 1N/8W/10/IO1	NE SW NE	2 chipped stone flakes located about 6.0 m apart: 1) chert secondary flake distal end - burned 2) Ogallala Chert tertiary microflake (1.1 by 0.9 by 0.2 cm)	exposed by rodent burrows on hillside overlooking reservoir
Stephens Co. 1N/9W/22/IO1	SE NE SE	fragments of concrete pillars reinforced with cable and sheet metal (farm equipment fragments?) scattered in a 5.0-m-by-30.0-m area; appears to be debris used to retard erosion, age unknown	wash
Stephens Co. 1N/9W/22/IO2	NW SE SE	fragments of concrete pillars, some plastered with white and pink colors in an area 2.0 m E-W by 2.5 m N-S; appears to be debris used to retard erosion, age unknown	adjacent to wash
Stephens Co. 2S/9W/10/IO1	NW NE NW	2 chipped stone artifacts located about 10.0 m apart: 1) quartzite chopper (9.0 by 8.5 by 2.8 cm) 2) quartzite bidirectionally reduced core (7.5 by 6.5 by 2.2 cm)	eroded hillside

Table 5. Continued.

IDENTIFICATION	QUARTERS	DESCRIPTION	SETTING
Stephens Co. 2S/9W/10/IO2	NE NW NW	sheet metal fragments, barbed wire, nails, cast iron, a child's gun; milk glass canning lid inserts and vessel fragments; selenium-, apple green-, and natural-colored as well as colorless glass vessel fragments; carnival glass fragments; ironstone and salt-glaze ceramics; coal clinkers and roofing slate in an area measuring 1.0 m E-W by 7.0 m N-S; appears to be household debris deposited in the 1920s or 1930s, subsequently becoming exposed by erosion	eroded hillside
Tillman Co. 1N/16W/8/IO1	NW NW SE	Ogallala Quartzite bidirectionally reduced core (9.0 by 9.0 by 4.6 cm)	in fallow field
Tillman Co. 1N/16W/8/IO2	SW NW SE	Ogallala Quartzite unidirectionally reduced core (8.0 by 4.7 by 3.6 cm)	in gravel outcrop
Tillman Co. 1N/16W/8/IO3	SW NE SE	salt-glaze and ironstone ceramics, amethyst- and natural-colored vessel glass, natural-colored flat glass, milk glass canning lid inserts, coal, clinkers, nails, cast iron, steel containers, wash tub, colorless vessel glass, Ogallala Chert tertiary microflake (1.4 by 0.9 by 0.7 cm) in an area measuring 4.0 m N-S by 7.0 m E-W; appears to be early 1920s trash deposited in an erosional area, possibly by the occupants of the historic site located to the southwest	head of erosional area
Tillman Co. 1N/16W/8/IO4	NW SW SE	Ogallala Chert secondary core (5.0 by 4.7 by 1.3 cm)	edge of cultivated field
Tillman Co. 2N/17W/19/IO1	SE SW NE	Ogallala Chert tertiary microflake (1.0 by 1.4 by 0.3 cm)	wheat field
Tillman Co. 1S/14W/29/IO1	NW NW SW	numerous rolls of rusted baling wire and a number of wooden fence posts in an area measuring 4.0 m N-S by 20.0 m E-W; appears to be a trash dump, age unknown	in wash next to fence in pasture

that within four years (1929), an addition was made to the east (HCHA 1980). Seven years later, a poured concrete structure with a brick second story (no longer extant) was added to the school compound (see Plate 1c).

It is argued that the establishment of an adequate road and transportation system allowed consolidation to become even more prevalent in later years. Initially, students that lived too far to walk to the consolidated schools were forced to board with relatives or friends in order to attend school (see Appendix A). Eventually horse-drawn school buses were placed into operation to transport students to and from school (Plate 2a). These were later replaced by motorized school buses (Plate 2b).

3) Which schools had teacherages and why?

Teachers at rural schools often faced the difficult task of finding a place to live. Since many were young and supported themselves on a yearly contract, there was little opportunity to buy, much less rent, a house in the area. As a result, many boarded with nearby families. Nevertheless, a number of the schools had teacherages associated at one time. These may have been constructed as an inducement to obtain the services of a better teacher. Many were duplexes with the teacher(s) residing in one side while the principal or superintendent utilized the other side (Redmond 1982).

Twenty-four of the localities examined in the field were either found to have the remains of teacherages or are documented to have had them. In Comanche County, Victory #43 may have had one to the northeast. Cotton County's Lincoln Valley #79 may have had one to the south. Several schools in Grady County had teacherages. One was to the west at Agawam #58, north at Bailey #81, west at College Mound #19, south at Four Mile #82, north at Little Rush #7, north at Oak Grove #25 (2nd location), south at Pea Ridge #71, and north at Stover #84 (Plate 3a). In Harmon County, Shrewder #106 (Plate 3b) had a teacherage to the south, Metcalf #83's was to the north, and Goodwill #123 may have had one to the northeast across the section line road. In Jackson County, Midway CD 3 had evidence of a teacherage to the east, and Okla-Beach UG 3 and Aaron #6 may have had them to the south. In Jefferson County, Irving Consolidated #50 and Union Valley #53 had teacherages to the west and Grady #7 may have had one to the north. Sedan Consolidated #9 in Kiowa County had teacherages to the north. In Stephens County, Gatlin #53 and Tucker #8 had teacherages to the south and Hope #38 may have had one to the east. In Tillman County, none of the schools studied clearly had teacherages but one may have been to the west at Laing Consolidated #1.

Table 6. Current Cultural Manifestation Descriptions.

IDENTIFICATION	QUARTERS	DESCRIPTION	SETTING
Comanche Co. 1N/14W/20/CCM1	SW SE SW	an in-use storage shed set on a concrete slab, a walkway of firebrick, a hearth of firebrick, a well house, and a scatter of concrete and brick in a 15.0-m-diameter area; appears to be a seasonally utilized recreational camp	in mesquite pasture
Grady Co. 4N/8W/20/CCM1	NW SW SW	sheet steel scraps, electrical wiring, vinyl tiles, vinyl miniblinds, carpet scraps, clothing, milled wood, polystyrene, aerosol cans, coffee cans, plastic nursery flats in an area 2.0 m N-S by 7.0 m E-W; appears to be a trash dump deposited within the last 5 years	in erosion ditch adjacent to two-track road
Grady Co. 4N/8W/20/CCM2	NE SW SW	burned cinder block fragments, rusted and galvanized sheet metal, furniture springs, doorknob assemblies (1940s vintage), melted aluminum, ceramic lamp fixture, ceramic fence insulators, electrical light switch, gas pipe, barbed wire, natural-colored vessel glass (burned), colorless flat glass, charcoal in an area 3.0 m E-W by 7.0 N-S; appears to be the remnants of a domestic structure used in the 1950s and subsequently burned	in weedy pasture
Grady Co. 4N/8W/20/CCM3	NE SW SW	plastic oil containers, aluminum beverage containers, baling wire, electrical wiring, pvc pipe (some burned), sewer pipe, gas grill and other appliances, steel folding chairs, steel barrel, window weight, ceramic drinking mug, colorless bottle bottom with a 1983 date in an area of about 30.0 m E-W by 40.0 m N-S; appears to be trash deposited as early as the 1980s (a quartzite distal end of a flake was found between two concentrations of trash in an area exposed by erosion)	in erosion ditches
Grady Co. 4N/8W/20/CCM4	NE NW SW	milled wood, barbed wire, plastic antifreeze containers, masonite siding, wood paneling, sheet metal, refrigerator and other appliances, clothing in an area 10.0 m N-S by 30.0 m E-W; appears to be a trash dump deposited within the last 5 years	in two eroded washes north of manmade pond
Stephens Co. 1N/8W/10/CCM1	SW NE NE	herbicide barrels, vehicle tail pipe, galvanized steel wash basin stand and enamelware wash basin, sawhorses and sawhorse brackets, galvanized sheet metal, fencing, hardware cloth, plastic pallets in an area 3.0 m N-S by 5.0 E-W; appears to be a trash dump deposited within the last 5 years	partially filled wash

Plate 1a. Aaron School #6 in Jackson County, looking northeast. This early school, while still standing, is abandoned. Note the storm cellar in the foreground with the western end collapsed by bar ditch construction.

Plate 1b. Laing Consolidated School #1 in Tillman County, looking north. This poured concrete structure, erected in 1940-1941, is currently used for farm storage. Note the detail around the front door.

Plate 1c. La Casa School #7 in Harmon County, looking southeast. This is all that remains of a two-story schoolhouse at this location. This structure is currently used for farm storage.

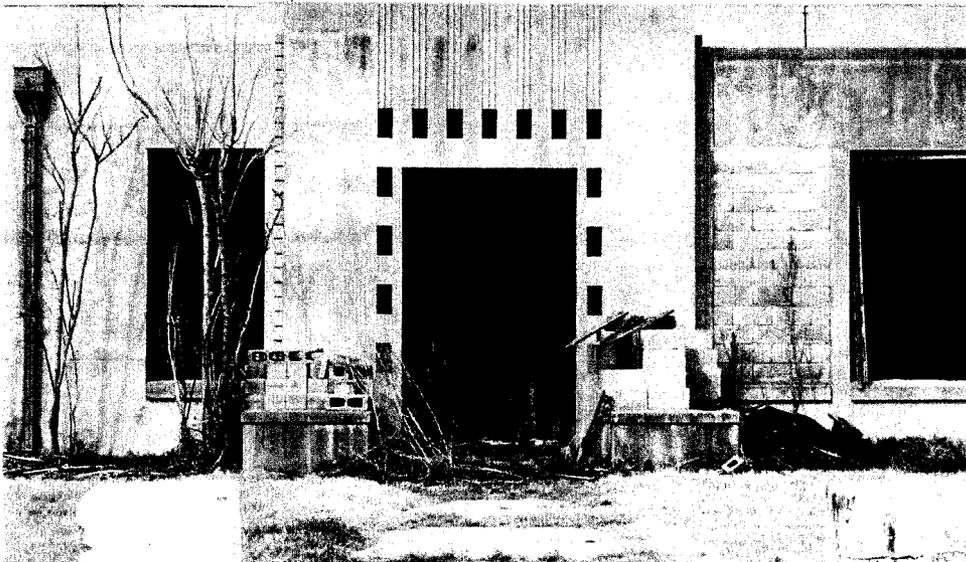
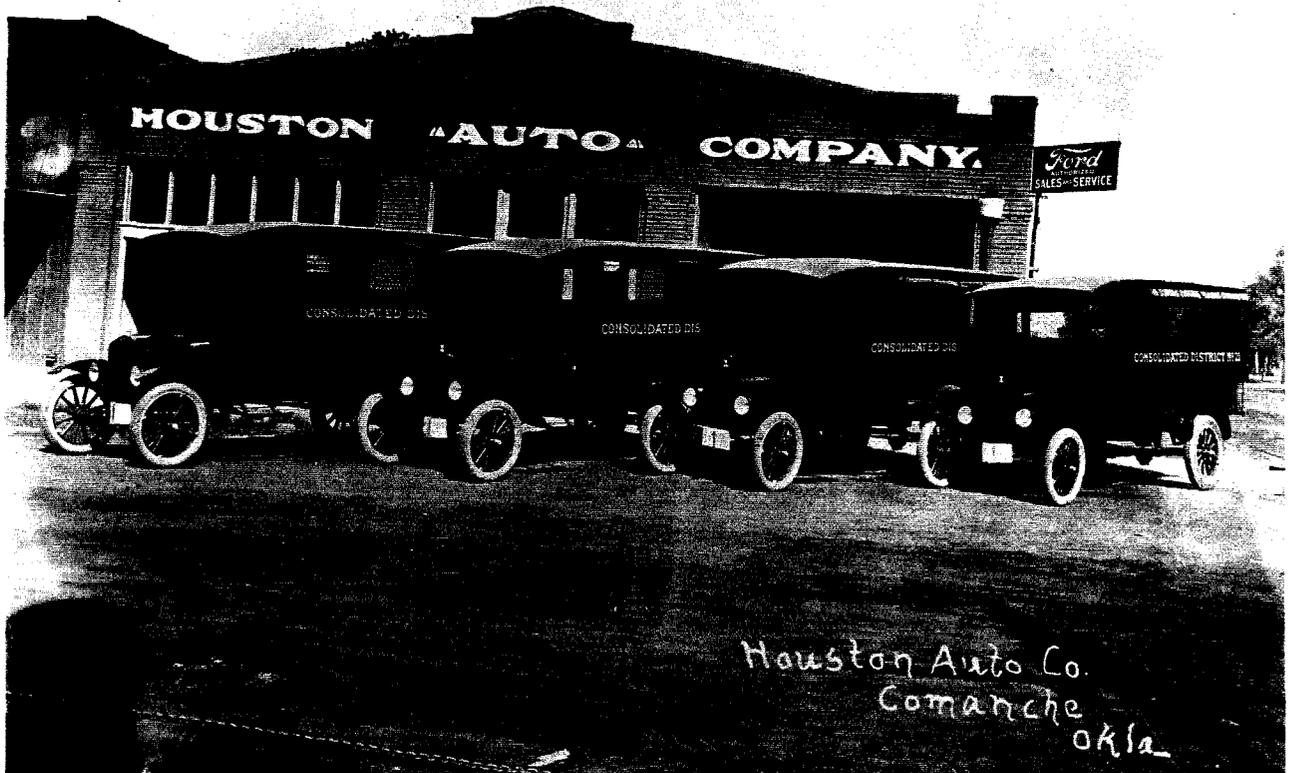
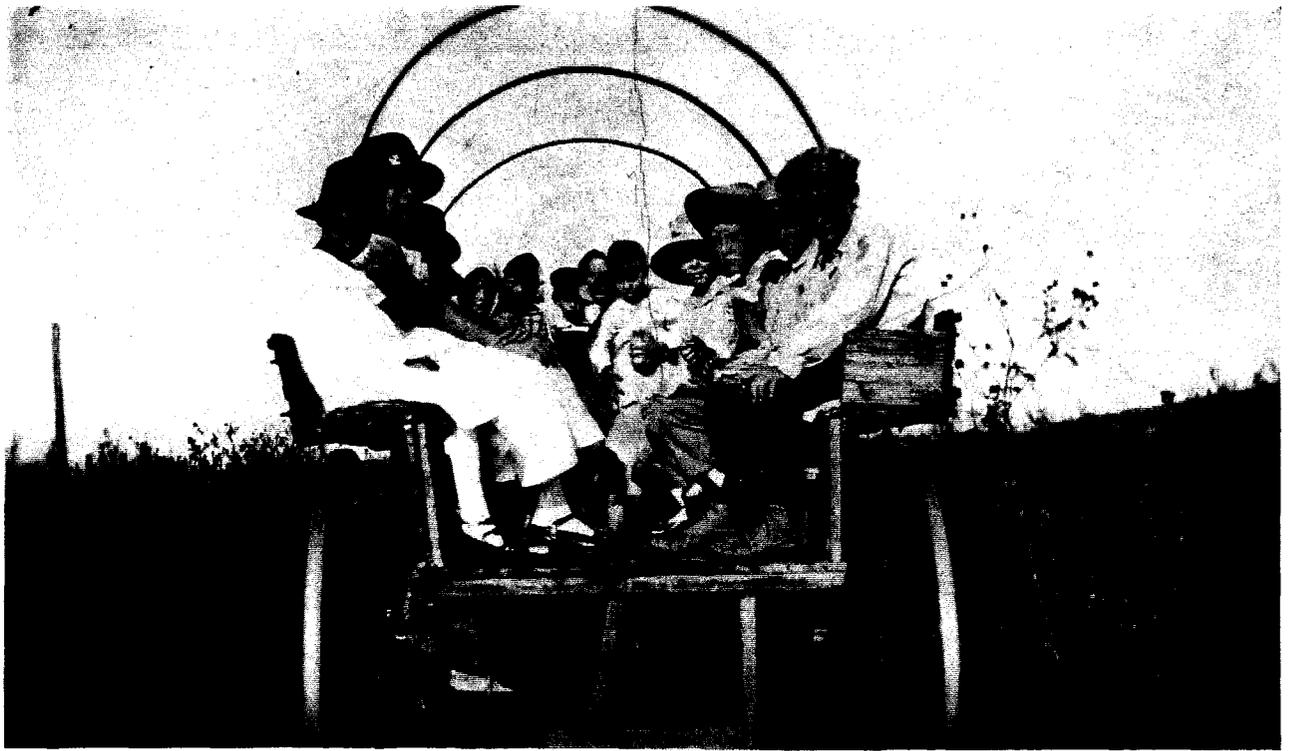


Plate 2a. Horse-drawn school bus, Cold Springs School #5 in Kiowa County, 1920s (Louis McGee Collection, Museum of the Great Plains).

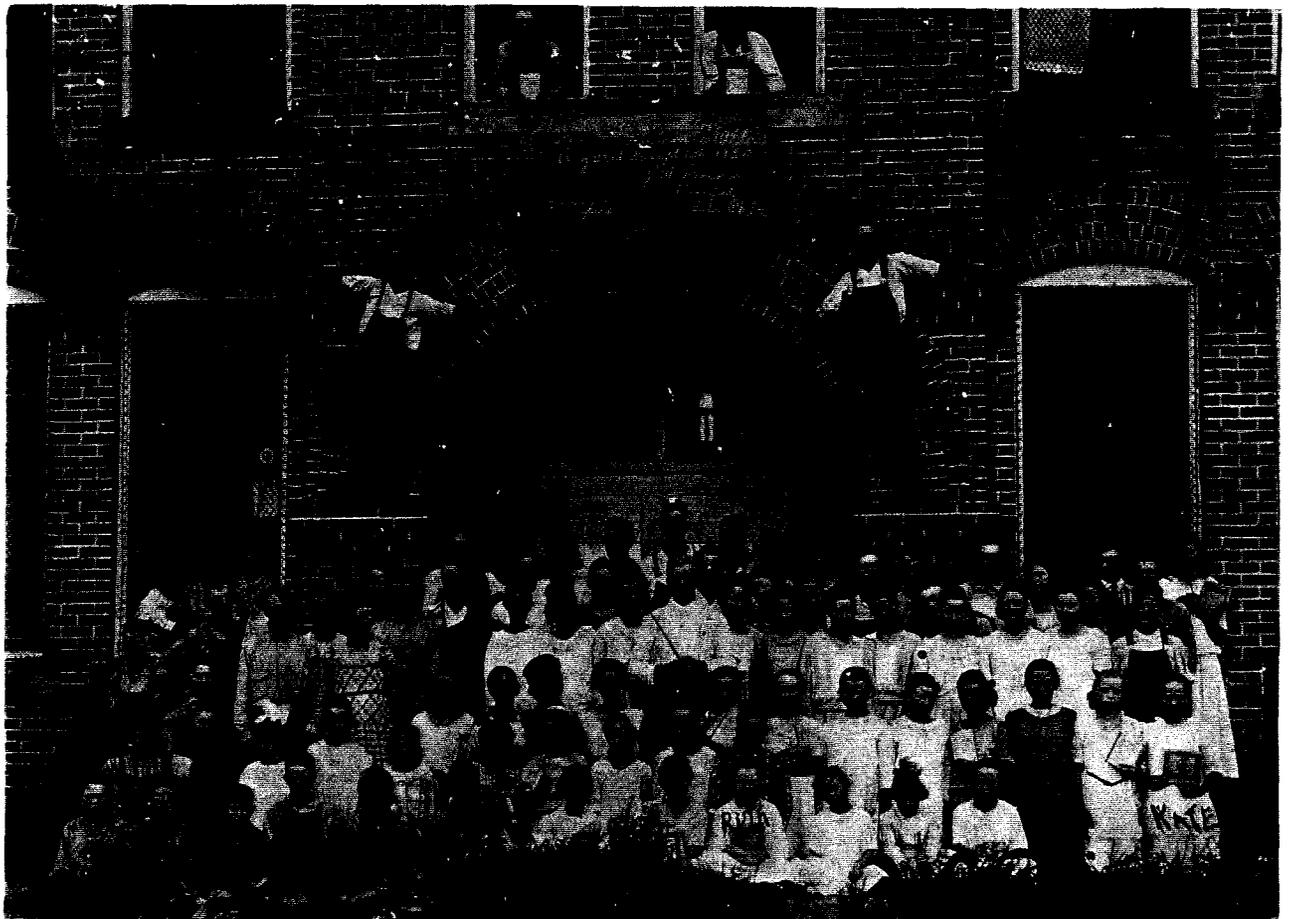
Plate 2b. Motorized school buses for the Empire Consolidated District #21 in Stephens County, sitting ready for delivery at the Houston Auto Company in Comanche, Oklahoma, early 1920s? (Rural Schools Collection, Museum of the Great Plains).



Houston Auto Co.
Comanche
Okla

Plate 3a. Stover School #84 in Grady County in the early 1920s, looking north. Note dirt basketball court, storm cellar, wooden bell tower, and teacherage to the east (Rural Schools Collection, Museum of the Great Plains).

Plate 3b. Shrewder School #106 in Harmon County in 1920, looking west(?). Note architecture (Rural Schools Collection, Museum of the Great Plains).



The greatest number of teacherages were identified in the eastern study area (ten of the schools studied in the Chickasaw/Choctaw region had teacherages at one time). In addition, of the schools examined, proportionately more of the eastern and western schools had teacherages (50% of the schools on Chickasaw-Choctaw lands [10 of 20] and 43% in Old Greer County [6 of 14] compared with only 14% of the KCA schools [8 of 58]). It does not appear that distance from a community influenced whether a teacherage was present as many were within communities defined at that time (e.g., Agawam, Bailey, Grady, Hope, Irving, Shrewder, and Tucker). What does seem to be evident is that for the most part, one-room schools did not have teacherages and most of the KCA schools were one-room examples. Generally, the two-room and larger schools seem to have teacherages if any were present at all. Somewhat surprisingly, however, more of the teacherages were found associated with schools that were of frame construction (13 of 24 schools with teacherages were frame, 6 were brick, 3 stone, and 2 stucco over frame).

The amount of land set aside for schools does not seem to have been a factor that determined if a teacherage was built. It is known that nine of the schools with teacherages were deeded 0.9 ha or less, four were deeded between 1.1 and 1.6 ha, and five had 2.0 ha or more. At six of the locations (Agawam #58, College Mound #19, Hope #38, Shrewder #106, Stover #84 and Tucker #8), no record was found in any of the county clerk's offices that indicated that land was set aside for a school.

Finally, the ages of the schools with teacherages were compared to see if, for example, proportionately more of the schools constructed prior to 1915 (when appropriations became less generous) had teacherages. It is known that 6 of the schools with teacherages were organized prior to statehood, 11 were organized between statehood and 1915, and 7 after 1915. On the basis of this information, it is possible to say that future investigations of this issue will show that proportionately more teacherages were being constructed at locations organized after statehood but before 1915.

Only two teacherages were found to be standing at the time of inspection. One is at Jefferson County's Irving Consolidated #50 location. The school's shop building was added to the teacherage after the school closed and the two buildings together became the community center for the area. Apparently this duplex teacherage was one of two dwellings constructed for the school staff. At one time, a teacher was housed in each room of the teacherage while the superintendent lived in the adjacent dwelling (Roe Johnson, personal communication 1997). The second teacherage is associated with Grady County's Four-Mile School #82. This structure was reportedly an L-shaped dwelling originally but has been subsequently extensively remodeled and is occupied at the present time (Kenneth Archer, personal communication 1997).

4) Is ethnicity reflected in the assemblage and site morphologies documented as a result of this project?

Considerable effort was made to identify the locations of rural separate schools in the various counties so that assemblage and morphological comparisons could be attempted. For example, specific locational information was sought for several separate schools in Grady County. In the case of separate schools reported in the College Mound (Robert Kuntz, personal communication 1997), Laverty (Jackson 1995), and Rocky Ford vicinities (Corwin 1963), no one could be found that had direct knowledge of the schools. On the basis of information provided in Teall (1971), Bailey #81 was investigated as an example of a black school but subsequent research indicated that the author must have been referring to a different community in the vicinity with the same name. We also tried to identify the physical locations of Comanche County's Union Valley and Selway separate schools with no progress. There were at least two rural separate schools in Tillman County. One of these, IXL #154, was originally a Euro-American school but became a separate school in the 1950s. Although this location was investigated as a part of this project, its subsequent use as a habitation obscured activity patterns and attempts at artifact differentiation. Sunshine #147 southeast of Tipton may have also been used as a separate school for a time. However, the location suspected to be that of the school is currently occupied and it was determined that differentiation, if present, would likely be obscured.

In general, there appears to have been only a few rural separate schools in southwestern Oklahoma. Most of the separate schools were established in the larger communities (Kiowa County, for example, only lists Hobart, Lone Wolf, Mountain View, Roosevelt, and Snyder as having separate districts [Balyeat 1982]). In addition, the preserved information from the Superintendent of Schools records ranges from sketchy to nonexistent for this time period when "Separate but Equal" was used to describe the educational system.

Native Americans were not required to attend separate schools but until the 1920s, most of those that attended were in either government or mission schools. These schools were outside the realm of this project. However, several of the rural schools that were investigated appear to have contained at least some Native American students. These include Sandy Grove #65 in Grady County, a school that was established by a Chickasaw by intermarriage (Jackson 1995); Saddle Mountain #101 in Kiowa County where one-half of the students were Native American (Frank Payne, personal communication 1997); and Sedan Consolidated #9, also in Kiowa County, where a proportionately large contingent of Kiowa students attended (KCHS 1975). Nevertheless, data from these schools are insufficient to address this research question.

5) At least several historic rural schools still remain standing in the southwestern portion of Oklahoma and are in use. What criteria determine whether the structures have been preserved?

Somewhat surprisingly, 23 of the 91 rural school locations examined for this project were found to have standing structures that are still used for a variety of activities (see Table 3). At least four of the others studied (Prairie Lee #59 [Comanche County], Pleasant Ridge #6 [Cotton County], Saddle Mountain #101 [Kiowa County], and Horse Creek #63 [Tillman County]) have had their structures moved for use elsewhere. Of these, Pleasant Ridge is being developed for a community center in Temple, Saddle Mountain continues to be used for storage on a ranch/farm near its original setting, and Horse Creek was restored as a museum in Frederick (its original setting was designated Site 34-Ti-41 as a result of work conducted by Northcutt, Fisher, and Beckman [1983]). In addition, New Hope #197 (Comanche County) and Aaron #6 (Jackson County) are standing structures that were used for a number of years but no longer appear to be in use (these were recorded as archaeological sites).

These 29 schools reflect a wide range of architectural styles, materials, ages, locations, and reuses. Eleven are one-room examples (see for example, Plates 4 and 5), ten are two-room schools (Plates 6, 7, and 8a), but the remainder are larger (Plates 8b and 8c). On this basis, size does not necessarily appear to be an influential factor for determining whether a schoolhouse is still in use today. Neither does material nor age in that almost one-half of the standing schools are only frame buildings and six of the frame structures date prior to statehood. Nevertheless, about one-half of the standing in-use schools are within "dispersed communities," that is, settlements where the locations are easily overseen. As such, location could be an influential factor. In the same sense, the type of reuse may have helped to preserve the locations. Structures taken over for community activities have, for the most part, remained in the best condition. At least 16 of the standing school buildings continued to be used after school closure for community or religious activities. In fact, until the Spring of 1997, Gatlin #53 in Stephens County (constructed in 1922) was still being used as an educational facility (for developmentally disabled students) and it is likely that Comanche County's Stony Point #124 (not field examined by this study) will also continue in a similar capacity.

At this time it would be pertinent to note that several of the schools recorded as standing in-use structures (such as West View #118 in Comanche County and Midway CD3 in Jackson County) appear to have been modified to such an extent that little remains from the school time period. However, more detailed investigation would be needed to ascertain the actual extent of the modifications at these locations. Similarly, it should be noted that until a few years ago, several of the other schools documented by this study were

still standing. These include: Pecan #60 and Victory #43 in Comanche County; Bethel #201, Pleasant Valley #108, and Ruth #202 in Cotton County; and Pleasant Valley #92 in Tillman County (cf. Plates 9a and 9b). Ruth and Victory were constructed with stone while the remainder were wood-frame structures. Perhaps nothing exemplifies the plight of the historic rural schools as much as observing those that remain and realizing how recently neighboring examples have been lost. On the other hand, the overall condition of other examples seems to be improving (Plates 10 and 11). Table 7 lists 24 of the rural schools that merit consideration for nomination to the National Register of Historic Places. That is not to say that the other localities (as well as the aboriginal components) do not have additional research potential. Rather it is suggested that more detailed investigation would be needed to evaluate the other resources before they can be considered for nomination.

DISCUSSION AND CONCLUDING REMARKS

Schools were often one of the first structures raised above the rolling skyline of the plains since many people in southwestern Oklahoma initially lived in dugouts. These edifices played a pivotal role in the lives of the region's early residents and their families. To this day, they are also the institutions most remembered by even the oldest living area occupants.

For the most part, the historic rural schoolhouses are no longer standing. Those that are provide us with a glimpse of innovative details such as wooden platforms (Plate 12a) which enabled the teachers to have a better view of their students (which often numbered more than 50 and sometimes were as old as they were). Sometimes small blackboards had to be placed between windows after student populations grew to the point that it became necessary to divide a one-room school into two (Plate 12b). Some of the even larger districts had two-story schools (see Plate 1a) which were accommodated in part by constructing the ground floor a meter or more below present ground surface (Plate 12c). Potable drinking water was always a concern at historic rural schools. Most of the schools studied had either water wells or cisterns (Plates 13a and 13b). For the larger schools, multiple cisterns were necessary and were most efficiently replenished by arrangements similar to the gutter downspout illustrated in Plate 13c. Larger school locations frequently had associated bus barns (Plate 14a) and their compounds were delineated by rock walls (Plate 14b). However, features common to almost every rural school were storm cellars (Plate 14c) and outhouses (Plate 15). Sometimes these are the only edifices that remain visible on the skyline and mark the former locations of historic rural schools.

It should be noted however, that this project was envisioned to be more than simply the documentation of the actual clapboard or brick

Plate 4a. Blue Beaver School #61 in Comanche County, looking northeast. This structure became a community center after the school closed.

Plate 4b. New Hope School #197 in Comanche County, looking northwest. This structure was used as a community center before being abandoned.

Plate 4c. South Mountain View School #87 in Cotton County, looking southwest. This structure is currently used as a hay barn.



Plate 5a. Post Oak School #121 in Comanche County, looking northwest. This structure is currently used for storage.

Plate 5b. Prairie Lee School #59 in Comanche County, looking southwest. This structure has been moved several miles from its original location and sits abandoned.

Plate 5c. Liberty Hill School #115 in Cotton County, looking northwest. This structure is primarily used for hay storage.

Plate 7a. Mount Scott School #120 in Comanche County, looking east. This slightly modified two-room schoolhouse is now used as a community center.

Plate 7b. Goodwill School #123 in Harmon County, looking southwest. This structure has been renovated into a private residence but appears to be the best preserved of any school in southern Harmon County. The stonework was executed by the WPA.

Plate 7c. Bailey School #81 in Grady County, looking southwest. This structure has a WPA facade and is being used as a church. Note the modern addition on the rear of the structure.

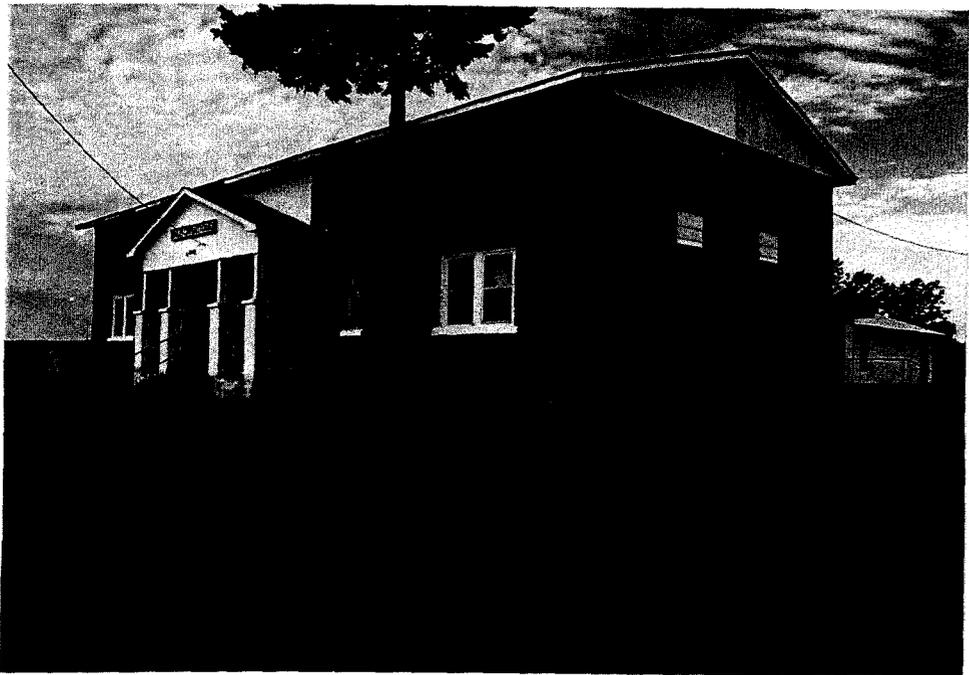


Plate 8a. Four Mile School #82 in Grady County, looking west. This building was constructed of poured concrete by the WPA. This school compound is currently occupied with the schoolhouse used as a shop and for storage and the teacherage as a dwelling.

Plate 8b. Agawam School #58's Gymnasium in Grady County, looking west. This was constructed by the WPA and while the schoolhouse has been torn down, the gym is currently used for a commercial venture.

Plate 8c. Gatlin School #53 in Stephens County, looking northwest. This school, with a detached gymnasium, was constructed in 1922 and was still being utilized by Stephens County as a vocational education center when this research was undertaken (as of this writing, it is in private ownership).

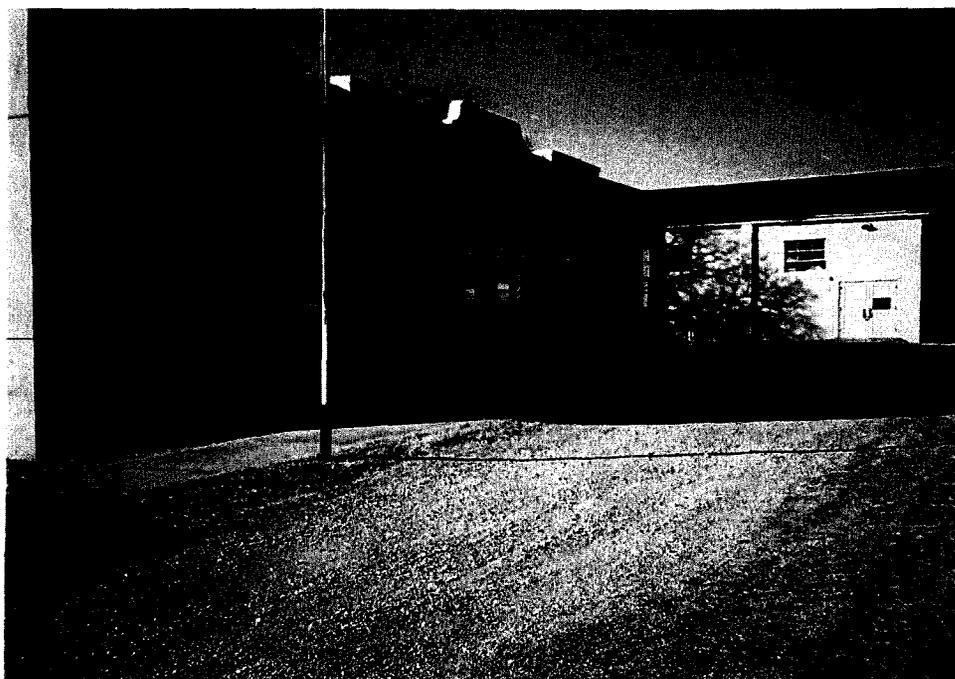


Plate 9a. Pleasant Valley School #92 in Tillman County, looking northwest. This photograph, taken in the early 1980s, shows the structure converted to a hay barn. Compare with Plate 9b which shows the collapsed structure.

Plate 9b. Pleasant Valley School #92 in Tillman County, looking northwest. This schoolhouse collapsed in late summer, 1996.

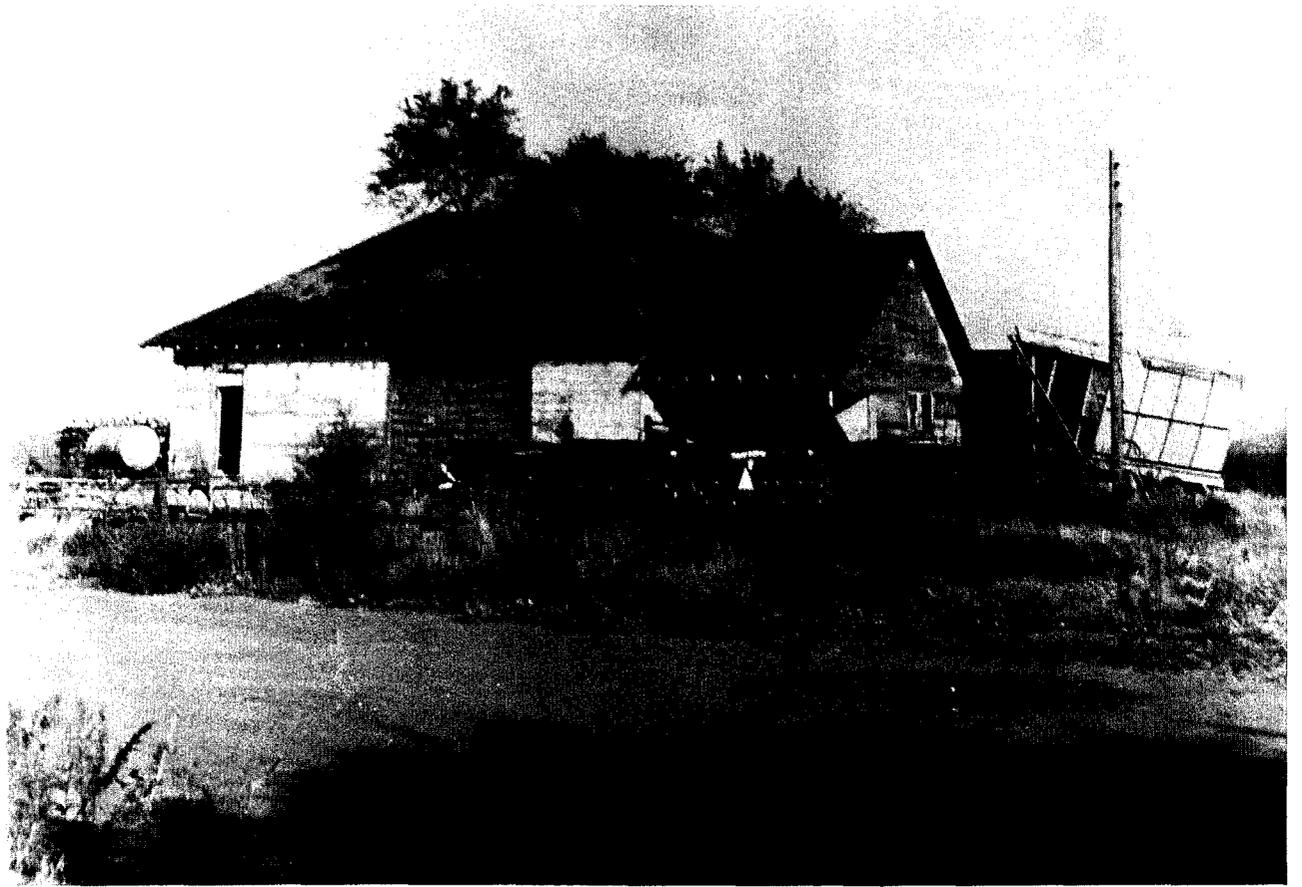


Plate 10a. Prairie Hill School #48 in Stephens County, looking northwest. Photograph taken in the 1910s (Rural Schools Collection, Museum of the Great Plains).

Plate 10b. Prairie Hill School #48 in Stephens County, looking northwest. Photograph taken in December 1996. Compare with Plate 10a and note that although the roof line changed, the porches and window morphologies on the bottom floor were retained.

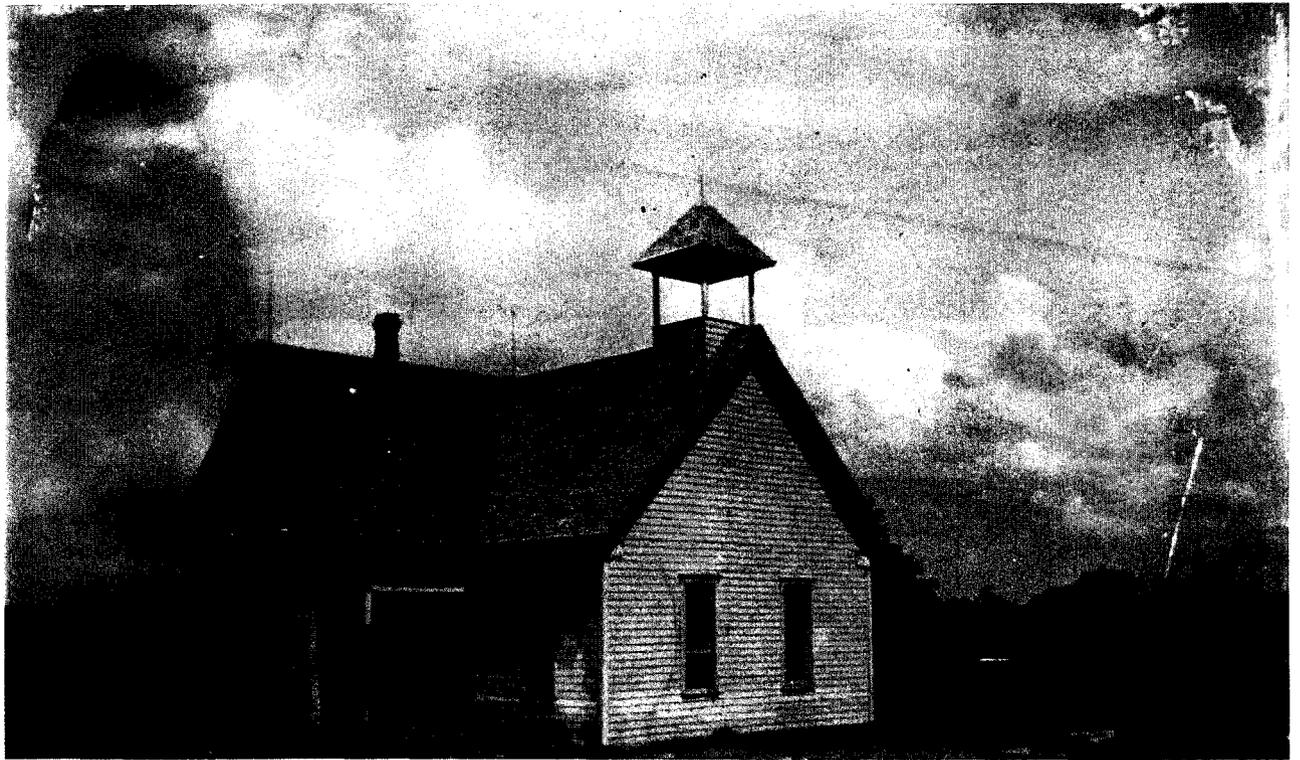


Plate 11a. Spring Valley School #29 in Kiowa County, looking northwest. Photograph taken in the early 1980s. Compare with Plate 11b.

Plate 11b. Spring Valley School #29 in Kiowa County, looking northwest. This standing schoolhouse is currently used as a hay barn. Note that although the eastern wall has been partially removed to facilitate the storage of large hay bales, the exterior of the structure appears to have been painted and stabilized in the years since the early 1980s.

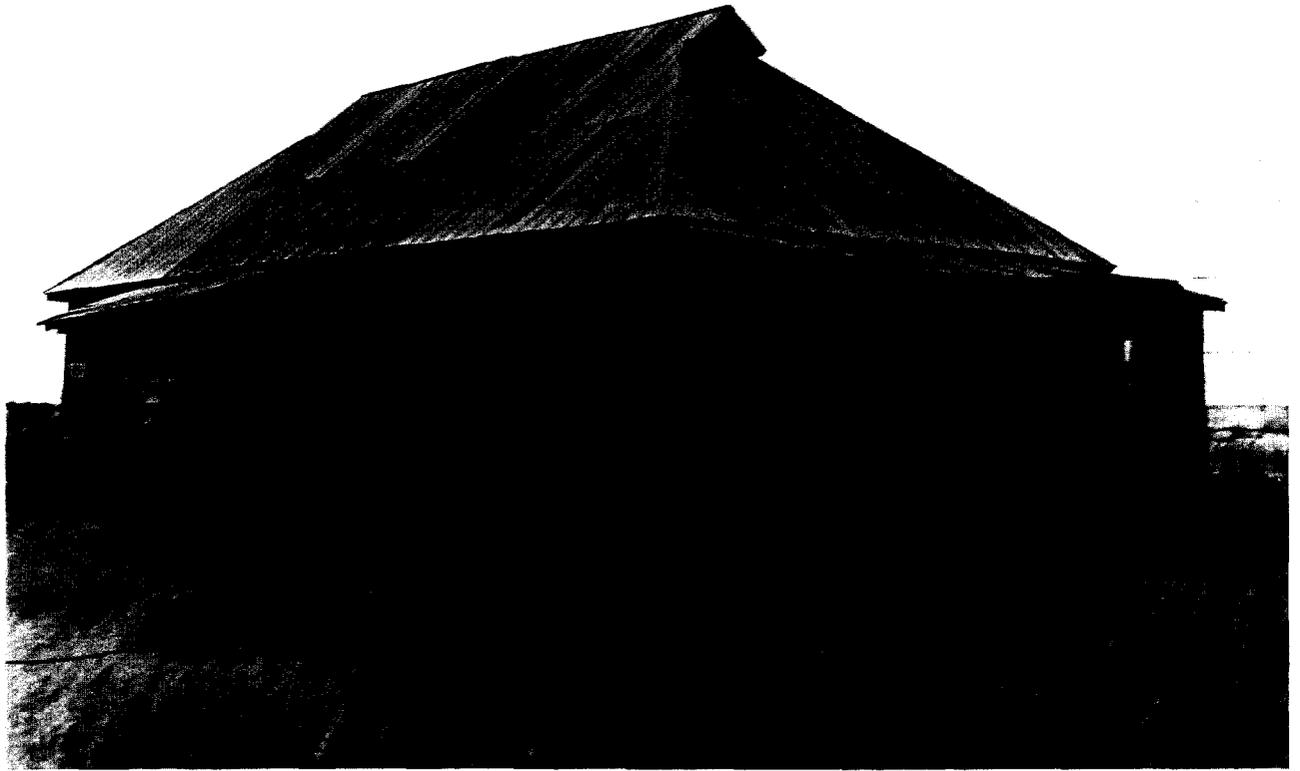


Table 7. Southwest Historic Rural Schools that may be Considered for Nomination to the National Register of Historic Places.

SITE #	SCHOOL NAME	COUNTY	DESCRIPTION
In-Use	Blue Beaver #61	Comanche	1-room frame, 1902, now community center
In-Use	Meers #184	Comanche	1-room? frame, 1930s, now community center
In-Use	Mount Scott #120	Comanche	2-room stucco, 1920s, community center
In-Use	New Hope #126	Comanche	1-room cobble, 1920s? with outbuildings, now church
In-Use	Post Oak #121	Comanche	1-room stucco, 1930s?, now used for storage
34-Cm-532	New Hope #197	Comanche	1-room frame, 1907, now abandoned
34-Cm-536	Prairie Lee #59	Comanche	1-room? frame, 1900s, moved but standing
34-Cm-538	Victory #43	Comanche	1-room cobble, 1900s, currently falling down
In-Use	Liberty Hill #115	Cotton	1-room stone, WPA era, now used for storage
In-Use	South Mountain View #87	Cotton	1-room frame, 1910s?, now used for storage
34-Ct-115	Pleasant Ridge #6	Cotton	2-room frame, 1900s, moved into Temple and used as a community center
In-Use	Agawam #58	Grady	Art Deco style 1930s, brick gym is all that remains and used as a business
In-Use	Bailey #81	Grady	2-room stone, WPA era, now used as a church
In-Use	Four Mile #82	Grady	2-room poured concrete, WPA era, now used as a church
In-Use	Goodwill #183	Harmon	2-room? stone, WPA era, now used as a home
In-Use	Okla-Beach UG#3	Jackson	2-room? stucco, 1910s, now used for storage
34-Jk-153	Aaron #6	Jackson	2-story stucco, ca. 1895, currently abandoned and starting to fall
In-Use	Spring Valley #29	Kiowa	2-room frame, 1910s, now used for hay storage
34-Ki-86	Saddle Mountain #101	Kiowa	2-room? frame, 1910s, moved and probably still standing

Table 7. Continued.

SITE #	SCHOOL NAME	COUNTY	DESCRIPTION
In-Use	Gatlin #53	Stephens	4+ rooms, stucco, 1922, now commercial structure
In-Use	Oak Lawn #273	Stephens	2-room? stone, WPA era, now community center
In-Use	Prairie Hill #48	Stephens	2 room? frame, 1900s, now a home
In-Use	Laing Consolidated #1	Tillman	Large poured concrete structure, 1941, now used for storage
34-Ti-41	Horse Creek #63	Tillman	1-room frame, 1902, moved and turned into a museum in Frederick

Plate 12a. New Hope School #197 in Comanche County, interior view looking west. This structure was used as a community center for a time but now appears abandoned. Note blackboards, wooden case by door that contained the library, and wooden platform where the teacher traditionally had a desk.

Plate 12b. Spring Valley School #29 in Kiowa County, schoolhouse interior, looking northwest. This structure is currently used as a hay barn. Note the small blackboard and remnants of an interior division to the left. The floor had been removed to allow tractor access.

Plate 12c. Aaron School #6 in Jackson County, southwestern ground floor classroom looking northwest. This early school, while still standing, appears abandoned.

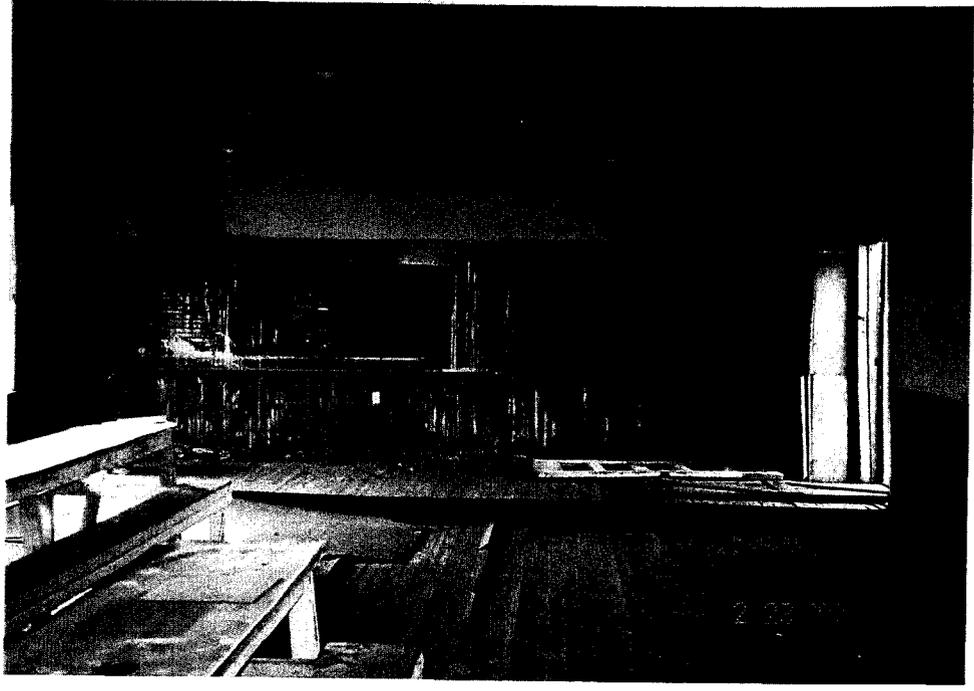


Plate 13a. Hope School #38 in Stephens County, looking southeast at hand pump on water well.

Plate 13b. Beaver Bend School #37 in Comanche County (previously recorded as Site 34-Cm-356), looking northeast at large cistern with entry for cleanout and central hole for hand pump placement.

Plate 13c. Aaron School #6 in Jackson County, looking west at water downspout diversion lever for filling different cisterns.



Plate 14a. La Casa School #7 in Harmon County, bus barn looking southeast. This particular style was noted only in southern Harmon County.

Plate 14b. Sedan Consolidated School #9 in Kiowa County, looking northeast. Rock walls were often used to delineate the school compound. Note the schoolhouse rubble in the background.

Plate 14c. Star Valley School #65/85 in Kiowa County, looking southwest. Substantial storm cellars were an important aspect of most historic rural schools.



Plate 15a. Remains of a four-hole outhouse at New Hope School #197 in Comanche County, looking north. Note the oval design.

Plate 15b. Remains of a one-hole outhouse at Green Valley School #11 in Kiowa County, looking west. Note that this unit has been placed on top of a rubble pile and that it still retains a portion of the wooden framing (i.e., the seat).

Plate 15c. Interior of an intact outhouse at Pecan School #60 in Comanche County, looking west. Note that this seat is on a square foundation.



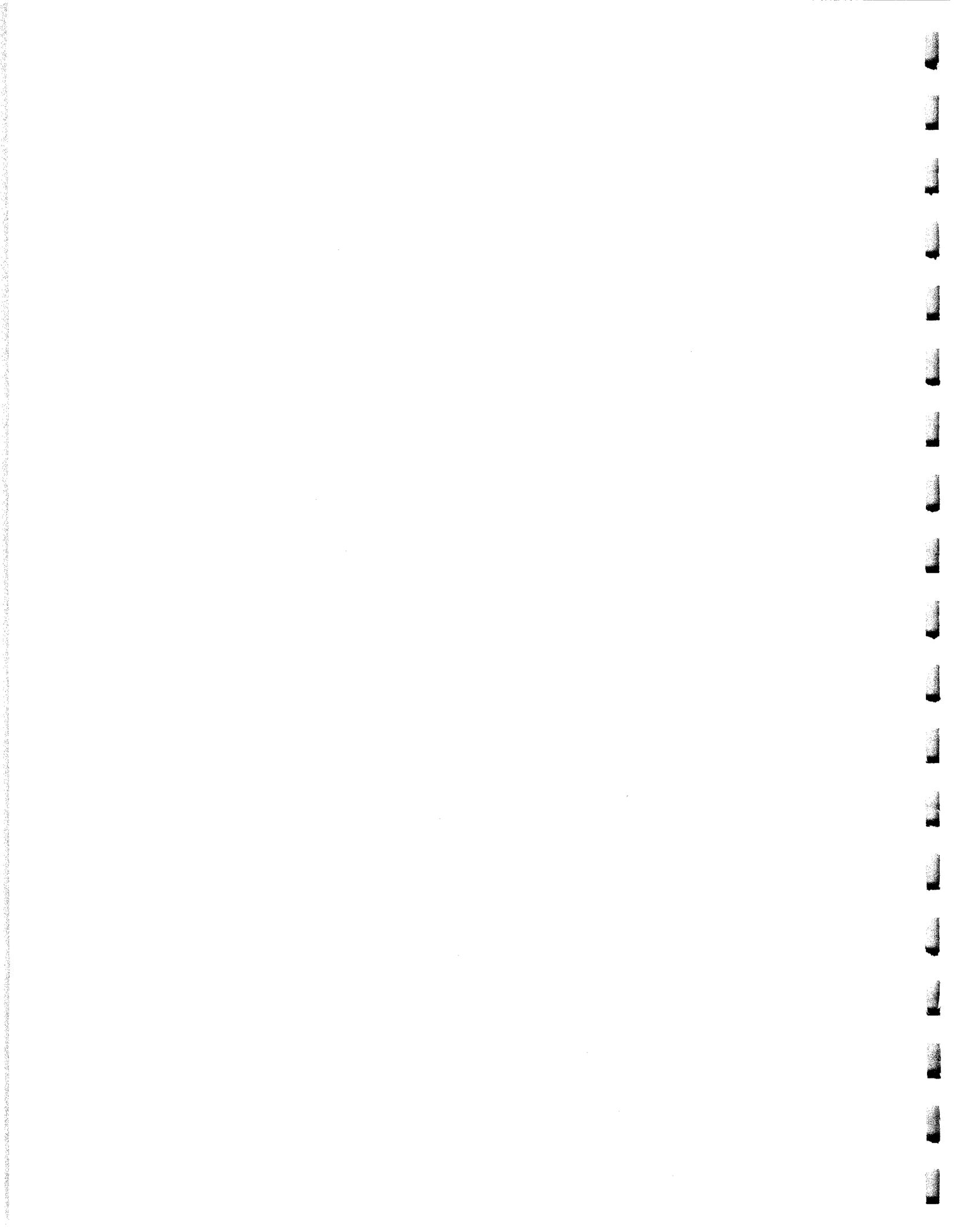
and mortar structures. The investigation of intra- and intersite patterns was a goal. We were also interested in examining southwest Oklahoma's political systems, historic demographics (responsible for the placement of homesteaders and schools at regular intervals across the landscape), and economics (as areas opened for settlement to non-Native Americans, particularly in the western and southern portions of southwestern Oklahoma, failed to sustain a viable population [Morris, Goins, and McReynolds 1976:75]). It was our contention that all of these issues played an important role in the development of rural education systems in southwest Oklahoma.

This historic rural schools study was designed around the premise that there might be differing development (at least in the early stages) in the educational systems of the former Chickasaw-Choctaw region (eastern Grady, Stephens, and Jefferson counties), the Kiowa-Comanche-Apache reservation (western Grady, Stephens, and Jefferson counties, and Comanche, Cotton, and Tillman counties), and the former Old Greer County of Texas (Jackson and Harmon counties). Within each area, we attempted to select a sample of the historic rural schools with a focus on those examples which had received less attention up to now. Particularly we were interested in separate and subscription schools, schools that had conflicting locational information from previous studies, or schools that had failed to be located at all in previous studies. At times confusion reigned as we discovered portions and even entire school districts being transferred to different counties, county boundary lines being redrawn, and counties appearing and disappearing (e.g., Swanson County between 1910 and 1911). In some cases the counties retained old school district names and numbers while in others they could not refrain from redrawing district boundaries and renaming and renumbering the school districts. To add to the disorder, numerous schools combined into Union Graded Schools, dissolved back to district schools, and ultimately consolidated into even larger districts, particularly as population dwindled and as the rural roads and transportation systems improved (e.g., horse and later motorized school buses).

No study of this magnitude could ever be complete. There is always one more school and one more "official report" to find, examine, and try to reconcile with information already gathered. It became obvious that every report examined provided just a "snapshot" of the situation at that point in time. As mentioned previously, the educational system was changing rapidly, affected in part by national events and policies. The early policies of teaching children about nutrition, sanitation, and health were not only for their benefit but also for their parents' education about the latest in disease control and sanitation. Some of the methods commonly used in 1913 for controlling germs in the classroom included wiping down the entire room, as well as the furniture, with rags soaked in coal oil (it is a small wonder that more schools did not burn during this time period) and abandoning the

use of slates since they harbored germs as a result of children spitting on them to clean them (Culter and Stone 1913:30).

In summary, what this research represents is base line data for the study of the historic rural school system in southwestern Oklahoma. It was discovered that as a mirror of larger society, the school system was constantly changing, sometimes too quickly to be definitively described on the basis of a study designed as this one was. As a result, this first study cannot be considered to be all inclusive nor comprehensive. There are ambiguities on the designation of some schools, on the location of others, and we acknowledge that some were likely missed entirely. Hopefully this study will aid others in the formation of a more complete listing and documentation of the schools, particularly as many former teachers and students are still alive to verify and expand on the school histories.



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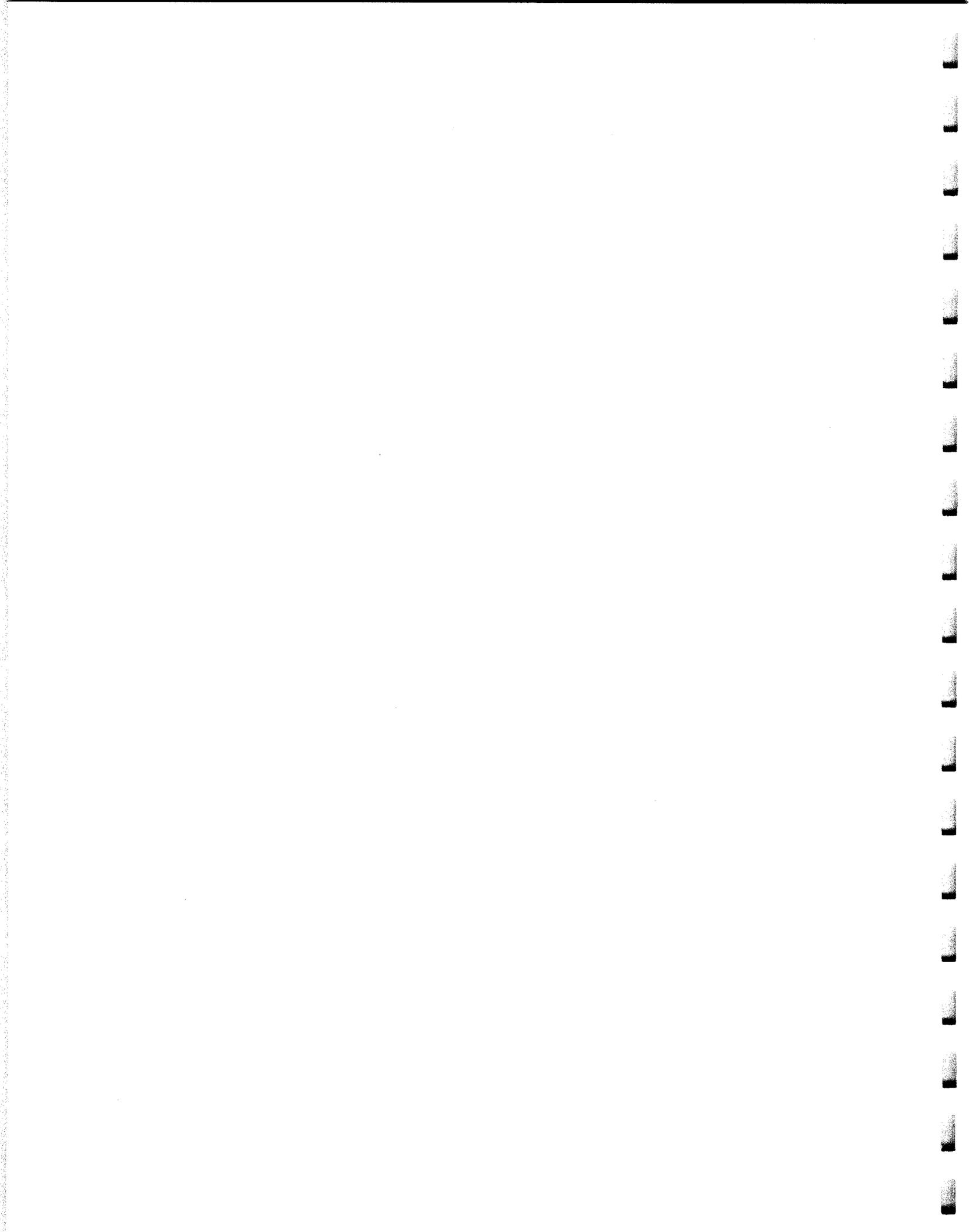
Plate 6a. Vimy Ridge School #98 in Grady County, looking east. This structure is currently used as a church. Note similarity to blueprints (below) preserved in Comanche County's Superintendent of Schools records.

Plate 6b. Blueprint labeled as New Hope School, on file at the Superintendent of Schools Office, Comanche County Courthouse.

Plate 6c. Blueprint labeled as the interior of New Hope School, on file at the Superintendent of Schools Office, Comanche County Courthouse.

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APPENDIX A: LUCILE MINNICH AND HELEN THURMAN INTERVIEW

RURAL SCHOOLS INTERVIEW - SPRING 1997

Lucile Minnich - student at Cotton County Gregg #92 (1910s), teacher at Pioneer #93 (1925-1927)
Helen Thurman - student at Cotton County Lincoln Valley #79 (1920s)
Devonna Minnich - interviewer
Susan Bearden - interviewer
Joe Anderson - interviewer

Tape 1 Side A

SUSAN: For the entire eight years?

LUCILE: Uh huh...plus I went back another year.

SUSAN: Oh, you did?

LUCILE: I didn't like high school (laughing).

SUSAN: Oh...it's tough when you have to board with somebody. Who did you board with?

LUCILE: Well, I...um...drove at first.

SUSAN: You DROVE?

LUCILE: I lived several miles out of Temple and drove with a couple of girls and I didn't like that. Then I stayed one week in town with a friend, her grandparents...and...uh...my sister was for surgery in Oklahoma City for burn surgery, my mother and dad were up there and I took advantage of it. When I went to high school, it was SO different. I didn't like it at all.

SUSAN: Lots of people...

LUCILE: I quit (chuckling) while they were gone and when my dad came home...he came home before my mother did...when he came home from the hospital, I told him, "I quit." I said I wasn't goin' to...an' he tried to talk me out of it. I didn't need to go anyhow, and I said, "Well, you can lead a horse to water, but you can't make it drink. You can make me go but you can't make me stay." He oughtta listened, but he didn't. "Well, it'll wait 'til Momma comes home," and so I didn't go back that year. I went back to the eighth grade...at Gregg...and...then the following year, I started the high school and graduated in '25 from Temple.

JOE: So Gregg had eight grades in it?

LUCILE: Huh?

JOE: Gregg had eight grades?

LUCILE: Eight grades...uh huh...all the one-room schools had eight grades. There were fifty or sixty students an'...uh...just a one-room building.

JOE: Uh huh.

LUCILE: Our shelving around part of the back of the...you know...to put our lunches on and then places to hang our coats and things. Under that...

JOE: So it didn't have a cloakroom? Or a...

LUCILE: No, no, no. Just a big ole' room just like this one. You know...just a big room.

JOE: Uh huh.

LUCILE: Had two doors facing west and one on the east and then the windows were on the north and south. It was cold in there, I'll tell ya for sure. We used a coal stove...sat in the middle of the room...and a...the desks...school desks were for two people to sit in. In rows, I think there were four rows of desks down on the room...and a seat...in front, had a desk on the back, you know, with a place to put your books.

JOE: Uh huh.

LUCILE: And a...two people sat together, usually in a grade, you know. You sat, you know, you sat with somebody in your grade. If there were that many, and up in the front of the building there was a loooooong seat, with a...well, they called it the recitation bench. They called class up there...and a...of course, the little kids learned a lot by listening to the older ones an' then sometimes the older students that made good grades, would take a second...a first or second grader off in a corner and have them read this, that, and the other thing.

SUSAN: Oh...you know, we never really heard how they managed and how everyone, especially fifty or sixty children in a school...

LUCILE: Well, my sister, my older sister, taught the second term at Gregg. Well, I didn't know if you ever heard of L. D. Hornahee, he taught in the county schools for years and years and years? Well, his older sister, his sister taught the first term.

SUSAN: Uh huh.

LUCILE: Then my sister taught the second term, then she went to Lawton and she had seventy-five students. Some of 'em were married and as old as she was! And even when I was in school, there was boys and girls that were sixteen and seventeen that hadn't finished high school.

SUSAN: There's Helen.

LUCILE: Come on in...most everybody knows so jus' walk in (chuckling). Turn that off...(sound of door, many garbled voices, machine turned off).

HELEN: Lucile, I'm not sure what all you was doin', but I had one of these little pamphlets that they uh, down at Union Valley, uh, there they had a, uh, money-making problem, uh, project of some kind. They worked up a...this must have been in nineteen and seventy-six, when Mr. Zisman...because there was this one...when did you graduate from high school?

LUCILE: Me? Uh...I mean in fifty [1925].

HELEN: Fifty...so yeah, so this was Mr. Zisman?

DEVONNA: Clarence Davis was Sup... [Superintendent of Walters].

HELEN: And Hoot was the principal wasn't it...and this lists the names of the...the schools...yeah, the schools in Cotton County. This says twenty-six doesn't it? This is or those...or something. You can have that one if you want to anyway. Well anyway, oh anyway.

SUSAN: Well, we can make a copy and get it back to you.

HELEN: Well, I got another one at home anyway...well, they're kind of scarce so...

SUSAN: Well, that's what I mean...

HELEN: Well, we need to do that. And there is a map in the middle of that, of Cotton County. That shows where the rural schools are located.

JOE: Uh huh.

SUSAN: Oh all right! Well, Ms. Thurman, can I get your address so I can...

HELEN: 311 East Colorado.

SUSAN: Oh, you're 311 too (chuckling).

HELEN: Just straight south.

SUSAN: So let's do that for, as you said, you know, it's always nice to have one to fall back on.

HELEN: They took them. We gave a bunch to...we had a bunch, but we gave them away. That's what I thought, that maybe you would like to do this. That we have this rural school reunion on...on...the last Saturday in June. An' maybe you folks would like to come down to that. They have representatives for all of 'em. An' they all come to those sorts of things.

SUSAN: Wow!

HELEN: That would be...

JOE: I heard about that.

SUSAN: Yeah. We have...Joe had spoken to Linda Garrison but we haven't gotten...

HELEN: She...uh...she didn't go to a rural school.

SUSAN: Oh...she's too young isn't she?

HELEN: I went to school with her mother, out at Lincoln Valley.

SUSAN: Oh, did you? I thought of you...okay.

DEVONNA: [To Lucile] You taught at Pioneer?

LUCILE: Taught at Pioneer.

SUSAN: Oh, we did Pioneer already.

LUCILE: I'd be ashamed to admit it anymore. I use bad grammar now (chuckling). But I learned more when I was getting ready to take the teacher's exam, actually, than I had in eight grades.

HELEN: Who was Pioneer school's...Mary Billings on your school board? Were they down there then?

LUCILE: Huh?

HELEN: The Billings. Were they on your school board?

LUCILE: I don't know...was there any Billings...NO...a Davis...I can't think of what his first name was...I know it was...he lived north of...north of Pioneer and was on the school board and an Allie Keeney. I can't think of who the third one was...

HELEN: Mary Johnson...Mary Roe Johnson taught at Pioneer one time. She was...Meryl Dilks was one of her students at that time. He...he was superintendent.

LUCILE: Mary Eschler, I was out there then because...uh...his older sister Clarisse did first grade the first year I taught there.

DEVONNA: That was three miles from a rural school.

SUSAN: And now, Ms. Thurman, did you go to a rural school?

HELEN: I went to Lincoln Valley, District Number 79. We had...I had been goin' to school here in town... 'cause we had lived here on down the street on 22 East Lawrence. Richard Harris owns that house now. My Dad built that house and we lived there and then we owned a farm just northeast of Walters...

SUSAN: So how many years did you go to Lincoln Valley?

HELEN: I went to...seven...because I had finished the first grade. I was in the second grade when I went out there.

SUSAN: What...we might do Lincoln Valley. I can't remember...um...what the situation is with the landowner.

HELEN: The school...the school is gone.

SUSAN: Yes. They say there might be some ruins, left, maybe.

HELEN: I don't...I think they...um...the only thing that could be out there would be a...I believe it to be a concrete cellar. It's two west and three north of town, on the west side of the road there. I don't know that there's anything left out there.

SUSAN: I can't remember, I feel like there's...let me look at my map.

JOE: We were trying to call the landowner. That's on our list of things...

LUCILE: There's a building out on the ole' Ball place...

HELEN: That was South Mountain View...oh yeah...that was a school building (background mumbling). The last...the last school building to be torn down was Valley View (mumble). Louis Fletcher's farm...out at Louis Fletcher's farm.

SUSAN: We did that one.

JOE: We did Valley View...well so...um...uh...Fairview...over in, uh, Stephens County.

HELEN: You know the, uh, Temple moved the...uh...what was the name of that school?

JOE and SUSAN: Pleasant Ridge.

HELEN: Pleasant Ridge.

JOE and SUSAN: Oh yeah.

SUSAN: We've done that one, and we have spoken of...

DEVONNA: I have pictures of it before they moved it.

SUSAN: Okay, well...

DEVONNA: I took...I took just before they moved it.

SUSAN: Was this before they moved it? Was it a community...or had they already started to kind of being...

DEVONNA: Well, they were talkin' about movin'...that's why I have a picture of it.

JOE: Uh huh.

LUCILE: One year there.

SUSAN: You're kidding.

HELEN: I think it was the year before last...it was a rural school...a reunion thing...I sent them a contribution...

JOE: A wonderful building.

SUSAN: It is. It is...it's still in very good shape.

LUCILE: You all don't mind if I drink (chuckling).

HELEN: They made a community building outta that.

LUCILE: I take this supplement about the middle of the morning every morning.

HELEN: That's good.

SUSAN: Yeah...well, could you tell us a little bit about Lincoln Valley, so we could...you know...since you have a busy day, I don't wanna...

HELEN: It was a two-room school.

SUSAN: Was it?

HELEN: And a...there were a...let's see...some of the teachers...there was a teacher that was teaching there...Mary Wyman(?)...I don't know who was...teaching in the other room.

SUSAN: So you went...so you went to...

HELEN: The first four...there was two rooms. The first four grades in one room and fifth, sixth, seventh, eighth, in the other.

SUSAN: And which room was which? I mean...

HELEN: The south room...the south room was called the grade school...for the smaller children.

SUSAN: The little room.

DEVONNA: Yeah, the little room.

HELEN: Yeah, the little room...and they had community meetings there...the community would meet and have programs and things.

JOE: Was there a church there?

HELEN: Yeah. There was a Sunday School, an interdenominational Sunday School for awhile. And at this time...pretty good...when we moved to the, um, country, there was a pretty good OIL boom up in that part of the country, an' lots of children lived with those families that...I know of a...south of the schoolhouse, there were very few families that were farm people. There were houses, uh, pretty close together. Uh, north and east of the, um, schoolhouse. There was a lot of oil activity out there. So there was a little country school in there not too far away and, uh, then some of the other, usually they had the husbands and wives... I remember a couple, Mr. and Mrs. Ray Claiborne. Ray died not too long ago, they lived in Lawton, an' Lucile is still alive.

JOE: Uh huh.

HELEN: Then Mr. and Mrs. Nick Young were there and a...a Mr. and Mrs. J. S. Smith...

DEVONNA: I know a J. S. Smith.

HELEN: When I was in the eighth grade, seventh and eighth, they were there. And then the last two teachers I knew out there were a brother and a sister and their names were Neival Ritchie and Howard Ritchie. And by that time I was in high school and seems to me like then they were, my younger brother and sister finished out there, and I don't know...AND THEN it became a one-room school.

SUSAN: So when would that have been...when it became a one-room school?

HELEN: A one-room school, it was in a...how it became a one-room school in...it became...see, I graduated from high school in '35. Oh, let's see. It was probably...it was after...it was probably during the war years. It became a one-room school because the only one that I knew out there was Ida Dee McMahon. She taught in a one-room school.

SUSAN: The war years were tough. We visited with a lady down in Jefferson County that taught one student.

DEVONNA: One student?

SUSAN: One student (chuckling).

HELEN: We had, during those war years, we had gotten down to a few...there was still quite a few rural schools. But, uh, let's see, how many, uh, the last, the last rural school to close in Cotton County was Hulen.

SUSAN: Okay.

HELEN: Hulen, and if you, if you're familiar with the *Prairie Lore*, that book...

SUSAN: Uh huh.

HELEN: I love that book, uh, Ted Best's story about Hulen was in one of those issues...and I think, uh, Mary...Mary Eschler...Mary Cornelius Eschler's story about Union Valley was in one of those.

JOE: Uh huh.

HELEN: And Dora...Dora Allen's story about Conroe, I think was in *Prairie Lore*. I know John Paynter. He works...he's a Walters fella...

SUSAN: Well, now [to Ms. Thurman], so, um, Ms. Minnich described the orientation of the building for her school, for Gregg. Do you remember how your school was oriented? How Lincoln Valley was oriented? Was it oriented like...was it a long building, oriented east - west or...

HELEN: No. It was, uh, two doors on the north and south because the doors were on the east. And the outhouses were back along the back of the lot along in the west side (pause). We had a basketball court, a little dirt thing, basketball court.

SUSAN: Where was that?

HELEN: It was on the south side and we had a teacherage out there. A little three- or four-room teacherage. They supplied a place for the teachers to live.

SUSAN: And where was that, relative, do you remember?

HELEN: It was on the south side of the wall.

SUSAN: The south side.

JOE: This is Lincoln Valley.

SUSAN: Yeah, Lincoln Valley.

DEVONNA: Lincoln Valley.

HELEN: That's the only one I know about (pause). Prospect was east of us. North Mountain View was north and then east...I mean, west of us; Roosevelt...was, well...never did...only thing, we played basketball and I wasn't a basketball player.

JOE: Basketball...basketball was the big sport at that time.

SUSAN: How were the two rooms...were the two rooms totally separate or were they divided by...

HELEN: They had a...they had a central stove, great big, uh, I don't know what. Yes, gas, they had gas out there 'cause they had gas lights. There was a...there was so much gas production there that, oh, you...now when you have these electric, uh, outdoor lights. You know, the security lights? They had...they had these sort of torches, like, they had, these pipes just came up. They had one of these gas lights and they just burned all the time. They were all over the country out there. Everybody had free gas, probably because they had a gas well on there.

JOE: Uh huh.

HELEN: On the farms out there and we had gas.

SUSAN: Uh, the stove was gas...probably natural gas?

HELEN: No. It, uh, burned coal, I think. It has a great big thing that heated, that warmed both rooms.

SUSAN: So was it like, um, a divider, so you could come down, so you could have a great big room, or was it...

HELEN: No. It was...you couldn't take the partition out...you couldn't...no (pause). Oh, we had a little, a...on the back side there was a little room where the, uh, mothers took turns coming out and fixing lunch. We had hot lunches, you know (chuckling).

SUSAN: Where was that? Where would that be relative...?

HELEN: That would be on the west side of the north room. I had forgotten about that. It had a little stove and a table in there and they'd make a pot of soup or something. You know, we had soup...or beans...or something, you know. Uh, Mr. Pinkerton wasn't the superintendent then. I think Dora Rice was the county superintendent. But I don't remember those two...

DEVONNA: Mr. Pinkerton was my cousin...

LUCILE: Uncle.

DEVONNA: My uncle.

JOE: That doesn't surprise me (laughing).

DEVONNA: Yeah. Dad's...

LUCILE: He was your...

DEVONNA: Dad's, uh, brother's, sister...

LUCILE: Gladys!

DEVONNA: Yeah, Mr. Pinkerton was...[Devonna's father's sister's husband]
Yeah, uh huh.

HELEN: There was one, George Minnich. Was that your...uncle?

LUCILE: Uncle.

HELEN: He and my Dad decided he'd make some wine. I remember this since I was a kid, 'cause we had quite a vineyard on our farm. Mr. Minnich and Daddy decided to make some wine. I don't know whatever had become of that. What they ever did with that, but I do remember they had a wine...

LUCILE: ...ten years old.

HELEN: Anyway, sometime my mother and some other lady decided they'd make some wine. They gave it to this lady's son and I think he stayed drunk for about a week. At least, that's the story I heard (laughing). Well anyway. It wasn't drinkable. Whatever Mother said, that's what I remember about George Minnich.

DEVONNA: George, George was Daddy's uncle.

HELEN: Yeah, and Bob Minnich was my older brother...about my older brother's age.

LUCILE: Bob was George's son.

HELEN: Oh, yeah. Oh, yeah.

SUSAN: They were George Pinkerton...

DEVONNA: No, Pinkerton was... [Earl].

HELEN: He was a counselor. He was my high school biology teacher. When I went to high school, Mr. Pinkerton was teaching in the school system.

LUCILE: He taught...here in school...right (laughing)? When I went to work for Earl. He was manager of the oil, the gas company.

DEVONNA: And then he taught school.

LUCILE: And then I worked for him...I worked for him.

SUSAN: But that's okay.

LUCILE: And then, uh...

SUSAN: No. No. I'm just getting lost, but I'm trying to keep it straight, but I'm lost.

HELEN: That doesn't have anything to do with it.

SUSAN: But that is my point.

HELEN: You need to talk to her about Pioneer. She's got...

SUSAN: We will. We figured since you had such a busy day. We would grab you while we could.

LUCILE: This story won't go anywhere.

SUSAN: Not for a little bit anyway.

HELEN: I need to get some letters written.

SUSAN: Yeah, yeah.

HELEN: It just dawned on me that there wouldn't be a mailing out on Monday.

SUSAN: It's true.

DEVONNA: Yeah.

SUSAN: So, well, we, we kinda...do you remember...was it a frame school? Your building?

LUCILE: Oh, yeah.

HELEN: There was a well in the front yard.

DEVONNA: See down here, that's Lincoln Valley.

JOE: Which direction would that have been in?

HELEN: Everyone had those collapsible...drinking cups, you know.

JOE: Uh huh. How many people were...how many kids were there?

LUCILE: Three miles west, I lived a mile north. There's a Hoover...

HELEN: Maybe at that time...when I was out there must have been...

LUCILE: Beaver Creek...east of...

HELEN: ...six or eight in the eighth grade. I know when I graduated there from the eighth grade there, there were, but a...six...seven of us in, I think eighth grade.

JOE: Uh huh...

DEVONNA: That's different.

SUSAN: The outhouses. Do you remember the outhouses? Which way to the boys'?

LUCILE: I can't see it. I remember where it was, I just can't see it on that map.

HELEN: The boys' was on the north.

SUSAN: North corner.

HELEN: And the girl's was on the southwest corner.

SUSAN: I know I'm trying to...the girls' was on the southwest? I'm trying to do this theory that the girls' was probably nicer than the boys'.

LUCILE: Not true...right on Beaver Creek.

SUSAN: Out the southwest.

DEVONNA: Yeah, out the southwest.

HELEN: The girls' had spiders and wasps 'n everything else in it.

SUSAN: What's left...usually what's left is the concrete that's left behind.

LUCILE: I don't remember.

SUSAN: They usually have more space than the boys'. That's my theory.

LUCILE: It was a two-holer (laughing).

SUSAN: Do you remember WPA when you came out? No, that would be before your time.

HELEN: WPA was after that. You see the WPA was out there in the late thirties and early forties. But I don't know if the WPA ever did anything out there or not. That was, that was, see, I graduated from high school in '35, so there's...

LUCILE: Ten years... '35?

HELEN: In 1935.

LUCILE: I graduated in '25.

HELEN: You did. Did you graduate from Walters, Temple?

LUCILE: No, from Temple. We lived seven miles from Temple and we were about eight miles on this Bradley Road from...Walters was the other way, ten miles to Walters Road.

HELEN: Really. We tried to get...last year we tried to get someone...one year...I've forgotten what her name was...I remember a reporter from the Lawton paper came down and...we got a little advance publicity about it and...uh...so maybe you can get the word around about it. It's the last Saturday in June. And we meet at the Methodist Church.

SUSAN: Is there only one Methodist Church in this town?

LUCILE: Uh huh. I've never gone.

HELEN: Starts about ten o'clock.

SUSAN: You've never gone!

LUCILE: Well. I kept thinkin' I would and...and uh...somethin' would always interfere, you know...an' after I fell...I...

DEVONNA: Mother, Mother, you made ninety-five dollars.

SUSAN: Wow! That's good money.

DEVONNA: It says Ms. Lucile Collins...the total was six, the valuation was...one hundred and forty thousand...forty-eight thousand and...uh...that...they misspelled your name but it...Lucile Collins...Hay Springs Route 3...

HELEN: ...teachers. They always seem to ...special things.

DEVONNA: ...ninety-five dollars, Board of Education...J.H. Hill...

HELEN: ...always something for teachers. We try to get names and addresses. Try to get the invitations out.

LUCILE: Which year was that?

HELEN: ...five or six...ninety-four or somethin'...teachers...school board members...anyone I mean. Well anyone...that was the second year.

LUCILE: That was the second year I taught there. Because the first year...

HELEN: Was a twelve grade school...Union Valley was twelve grades...Randlett, Temple, and Walters.

JOE: Uh huh.

LUCILE: I wouldn't mind havin' one of these [Cotton County School pamphlets] (chuckling).

SUSAN: We'll get you one too...she can have...the original.

LUCILE: I can't see it, I can't see it, but I wouldn't mind havin' one.

SUSAN: Well, now...um...what kind of questions should we ask her before we let her go on to her other things?

JOE: Was there a stage?

LUCILE: Yeah.

HELEN: Seems like there was a...we had a piano, I know. There was a piano in one room and at one time there was an old pump organ out there...that...an' I don't know. Somebody probably took that you know...because it was an antique. But there was an old piano. But I know they sold some of these things. Norville Sanders told me one time when they had the auction and sold all that ole' stuff. He bought that ole' stove...that ole' pot-bellied stove that stayed out there. And he has that, but I remember when they had that big ole' bell, a great big school bell and when...a while...Hoot was the superintendent and they were annexing all these. They let Mr. Pittman have that school bell because he lived there and his wife was bedfast with arthritis. They rigged up a pull in some way so she could call him in from the field. But I think somebody bought that farm and I believe that bell is out at Ed Calfy's farm. And I believe that's an antique because some people had called and wanted to know what had become of it.

LUCILE: Sunday School had it.

HELEN: Had a belfry, you know.

LUCILE: It was a BIG bell, BIIGG bell.

HELEN: Great big bell.

SUSAN: Now is that kinda like...kinda like...Was your bell in the building?

LUCILE: Like the one at church.

HELEN: It was in the belfry. You pulled it from the rope...came...

SUSAN: So inside the building? But yours was in a frame?

LUCILE: They didn't have...we had...we had one of these kind that ya...

SUSAN: OOOHHH.

LUCILE: You had to go to the door and shake. We didn't have a big one.

HELEN: Big bell in a belfry.

JOE: Hm...we've seen ones where they don't frame out...out the door. Yeah. Yeah.

HELEN: Yeah. They have them outside.

SUSAN: Well, how about...where did you eat your lunch? Did you eat it inside?

HELEN: If we didn't have a...until they started...we took sack lunches...for years...seemed to me like it was just the last year I was out there that somebody was servin' soup. We just took sandwiches.

SUSAN: You would eat in the room? Or...

HELEN: We just ate at our desks. If it was nice weather, we'd sit out in the yard...we didn't have any trees. I don't think we had ANY trees. We sat there on the porch or in the ...and I don't remember any playground equipment.

SUSAN: That's what I was going to ask.

HELEN: I don't remember any playground...

LUCILE: We had a big play...a big area to play in.

HELEN: We had a playground.

LUCILE: Playground...uh huh. We'd go out there and play Black Man and different games.

HELEN: We'd sit on the cellar...it was one of these big concrete cellars that came up.

LUCILE: I guess all schools had cellars.

HELEN: It was a great big thing.

JOE: Most of 'em...huh.

HELEN: But I don't remember EVER havin' a storm. I remember walking to it from the rain, but uh, don't remember havin' to go to a cellar for a storm.

SUSAN: Did you...now how far did you have to walk?

HELEN: This sounds terrible...but...we were two miles from school.

SUSAN: Did you have to walk by yourself?

HELEN: Yes...no. I had a brother and a sister...younger brother...sister.

SUSAN: That's good.

HELEN: Of course, I was out of there before, my sister was much younger. She was...well, she mighta' been in the first grade.

SUSAN: But you were the oldest?

HELEN: No. I had an older brother, but he had a...he was already through the eighth grade.

SUSAN: So you had to be responsible for you...for your siblings in your walking to school.

HELEN: Uh, yeah. Whatever...you didn't have to...we walked...

SUSAN: TWO MILES!

HELEN: A...we had some Indian friends that lived out there. There was some Indian families in our neighborhood.

SUSAN: Did they attend the same school?

HELEN: Oh yeah. They went to school. One of them still lives there. One of 'em became a, um...super ...one of them became a, um...heroes. You know...military war...

JOE: Uh huh.

SUSAN: Did they call it...code talkers?

JOE: Uh huh.

HELEN: ...sister...(unintelligible for about one minute).

SUSAN: These are probably Comanches...

DEVONNA: There's a difference.

SUSAN: I didn't know there was a difference. Okay, there is a difference. I have to get educated on this.

DEVONNA: Southern Comanches were really more formal than...

HELEN: One of us...a slingshot...Angeline was his wife. They had pow-wows out there not too far from...the thing that fascinated me about them when I was a kid, about that was they made lots of crepe paper flowers to decorate their graves at Memorial Day. I thought they were pretty paper flowers.

LUCILE: See, I don't remember pow-wows (pause). When I was a child, I was scared to death of Indians.

HELEN: We were never afraid of them, of course this was Indian land.

LUCILE: I remember one time, I was four or five years old, we were in Lawton, out on Crest and this Indian lady had a papoosie on her back. Cutest little ole' baby and I was always attracted to babies and I was a playin' with that baby and it made her MAD. And boy, she wheeled around and scared me half to death (chuckling).

SUSAN: You didn't...you don't remember having any Indian friends that came to school with you at Gregg?

LUCILE: We didn't have any Indians in that part of the country. Huh uh.

HELEN: It's kind of funny...when they...when they...uh...allotted the land...to the Indian, it gave them a lot of, uh, land along the, uh, creeks and things, like that. They got fertile land when they were allotted it. These Indians lived on allotted land, around in our neighborhood...some of it had been sold, 'cause that was for the ...when my Daddy bought this, and it was allotted land.

SUSAN: What was your maiden name?

HELEN: Black.

SUSAN: Well, have your kids done your history? Your oral history? Would you like us to send you a copy of this little bit that we're getting today?

HELEN: Oh, that'll be all right. That would be all right. What are you going to do with these? Are you just working up a...a Cotton County rural school history or somethin'?

SUSAN: Well, the thing is...we are working on nine counties. That's why we're only doing little bits.

HELEN: Uh huh.

SUSAN: Um, this is kind of a beginning...uh...I mean...John Northcutt and John Beckman, the young man...I guess he was young at that time...there were two.

HELEN: Are they still there?

SUSAN: No. John Beckman, I don't know where he is. John Northcutt is with the Bureau ofof...

JOE and SUSAN: Reclamation [actually Land Management].

SUSAN: He's a federal archaeologist now. But they sort of did historic sites and...and in three or six counties...nine counties all together, but we are concentrating on the rural schools. But since we...when we visit anyway...we sort of get a little family history.

HELEN: That's good.

SUSAN: So...you know...even...we figured that, that helps in the long run...that it's everybody's history. And um...um...it just...what we do is we put in an appendix...it's not available to the public. But...um...but you would get a copy of it and...but it's going to take a little while...because transcribing takes awhile.

HELEN: Yeah. Now I'm sure that's right. Well. I'll...I'll...I really will...uh...Devonna, you will have some things?...Do you have a card or something?

SUSAN: Joe has a card. He's an archaeo...yeah...he's still fascinated with the book (laughing).

LUCILE: How do you know how many county schools there were? You know...

HELEN: At one time...well they're listed in this here little...they're listed. There's some of 'em that are long gone. Some of 'em are now called...I'll see that you get a...a...before the county divided, you know...because it was all one county.

SUSAN: Comanche.

LUCILE: Now I remember that...do you remember that? We had an election. My dad was on the election board.

HELEN: Seemed to me like...uh...my mother told me that...uh...was the only time my Daddy stayed out all night. Was when they went to Lawton to do...he was kinda involved in separatin' the counties or something or another (laughing). Anyway a...

LUCILE: Emerson...Emerson was one of the places they wanted to have the county seat.

HELEN: Oh yeah.

LUCILE: It was a hot election, I'll tell ya. An' my Dad was on the election board and had to go to Temple. An'...they had a...black family...Negro we called 'em then. That lived in the house in the...you know. Close to our house.

HELEN: Oh. Uh huh.

LUCILE: Not far...he...he farmed for my Daddy and he had a bunch of relatives that came up from Fort Worth and they all got drunk...you know.

DEVONNA: I thought you were gonna say he voted...(chuckling).

LUCILE: And then...my Mother was a coward and I've always been a coward...

DEVONNA: Well...

LUCILE: And we were scared to death that night. Well...we were afraid of those black people...

DEVONNA: Black people...

LUCILE: We were afraid they might come up to the house or something...and I remember Papa didn't get home...you know. Elections use to, well, you took forever to count 'em.

DEVONNA: Yeah, 'cause you did them.

LUCILE: I think he was out nearly all night that night and we were scared to death.

HELEN: I'm a Democratic...um...I'm the chairman or the County election board. And a Democrat on that. But the first experience I ever had with election boards was I counted one time. A loooooong time ago, and a...it was after I was married, but we did it more five and then through, and then five for everybody, you know. Well, we couldn't come out. We'd stop every once and we couldn't come out EVEN with counties. Well, we had one counter that couldn't see very well. The reason she didn't wear any glasses was because her husband thought glasses just made her look OLD. So she couldn't SEE what she was doing. So we had to go back every...

SUSAN: Oh...my...my...my...

HELEN: So we took...gave her a job of stringing...you know...you had to string those ballots in so we gave her a job of stringing 'em...about...trying to count...by now, we's runnin' those computers.

LUCILE: I worked on the county ...on the election board for, ya know, on the election...

DEVONNA: Yeah.

LUCILE: For many a year.

HELEN: Now it's kinda hard to find 'em. Can't find 'em. It's kinda hard to get somebody.

SUSAN: Well, we sure appreciate...

HELEN: Well, yeah, it helps a little bit and, uh, now Jesse Norman is ...she went to school at Lincoln Valley, too.

LUCILE: Yeah, but she's here now.

HELEN: No. They're not here.

LUCILE: No. They're not in the valley.

HELEN: OHHH. I do know that because she hasn't been very well.

LUCILE: They won't be back until...usually they come back about the first of April...

HELEN: Oh, I see.

LUCILE: Sometimes in March.

HELEN: Yes. That's about the only person, except, uh, Lou Belle, was as Indian lady who went out there for awhile, but, uh, she still, she lives down on Indiana Street, an' uh, Belle, um...

LUCILE: I don't know anybody left from out at Gregg except , um, Ray Gower, and he's in a nursing home, and this...

HELEN: We registered him.

LUCILE: Doesn't know anything much.

HELEN: Um, tryin' to think of, anybody else I went to school with out there.

LUCILE: Liv Duvall.

HELEN: There's some that, um, live away from here. That come back for that reunion, sometimes, my brother lives in Duncan. Seems to me like one of the teachers, the man teacher, used to pay him \$25.00 a week to go down, we walked those two miles to build a fire, you know, have it goin' early.

SUSAN: Wow! \$25.00 a...

HELEN: 25 cents a week...but...

SUSAN: \$25.00, I thought (pause). Okay, thank you.

HELEN: Yeah. 25 cents a week. Yeah.

SUSAN: Okay. So light the fire...

HELEN: To build the fire...see we had to build it...well, he said that paid his way to the movie on Saturday.

SUSAN: Was this your older brother (chuckling)?

HELEN: No. It was my younger brother...my older brother was in high school about that time.

LUCILE: Well, Helen, I've enjoyed hearin' about your school.

HELEN: Well, anyways, if I think of anything else I'll sent it to ya.

JOE: Okay, I sure appreciate it.

HELEN: Some board members, uh, Daddy was on the school board and, for awhile.

SUSAN: Well [handing her a list of questions], these are kinda, kinda the questions we usually ask, uh, try to ask.

HELEN: Oh, okay.

SUSAN: You are welcome to take that copy if you think of anything else.

HELEN: Yeah. Okay. If I think of anything else. Yeah. Blackboards. We had blackboards clear across the front, you know.

SUSAN: What...what was the...front?

HELEN: Now the front in the, uh, from the fifth through the eighth grade, was on, the west wall.

SUSAN: Was the blackboard...

HELEN: And the other room, the south was the blackboard 'cause we had east and west windows, and we had, north windows, and I think was the north

windows, was the only room that was in the, uh, north room, 'cause the, the south wall was a partition between the rooms.

JOE: Uh huh.

HELEN: If I remember right, and then there was east windows and west windows in both the south room...and the well was kinda out front.

JOE: Where was the main entrance?

HELEN: The main entrance was on the east. And there was a porch...

JOE: Was there two doors...into each room?

HELEN: Yeah.

JOE: Okay.

HELEN: You could go in separately and the well was kinda out, kinda in between there, and there was one of those little...

JOE: Uh huh.

LUCILE: We had a well out at Gregg, but at Pioneer we hadta go down to the, farmer's haul about a quarter of a mile and get yer...

SUSAN: Water.

LUCILE: Two kids would go down with a bucket, you know, to get a bucket of water and by the time they got back, they'd splashed out two-thirds of it (chuckling).

HELEN: We had a , we had a shelf in there with a bucket in there.

JOE: Uh huh.

LUCILE: With a dipper. If ya had a cup there, you could dip it out or pour it in yer cup but...

HELEN: Arithmetic contest or something I won first place and gotta little one of those collapsible cups that, invariably would leak unless you got it exactly right.

SUSAN: Uh huh.

JOE: Collapsible. Yeah.

HELEN: Yeah, it was. Did either one of you ever go to a rural school?

JOE and SUSAN: Huh uh.

HELEN: Where are you from? Are you Oklahoman?

JOE: No, no. I'm from...I'm from Illinois.

HELEN: Illinois.

SUSAN: I'm from...I was born here but I wouldn't say I lived here.

HELEN: Oh.

SUSAN: I was military.

HELEN: Military.

SUSAN: Uh huh. Military was...

HELEN: Well, that's, that's difficult.

LUCILE: Nowadays, kids, I tell ya, nowadays kids don't know what they went through, what people went through years ago. A lot of the time ya tell them what you went through during the Depression. They think you're lyin'.

SUSAN: No, uh, no (chuckling).

HELEN: Children don't believe that much. They don't believe in nickel hamburgers (chuckling then laughing).

SUSAN: I do.

LUCILE: Nickel hamburgers.

SUSAN: Even when I was young, I remember gasoline only costing 29 cents...so that was when I was young. So, we've come a long way from that.

HELEN: We were poor. Some people didn't have a car, you know.

JOE and SUSAN: Uh huh.

LUCILE: Well, I remember when you useta buy a steak, a round steak for about ten cents a pound.

HELEN: Anyway...

JOE: Thank you.

HELEN: Well, we're talkin' about the good ole' days.

LUCILE: Well, thank you.

HELEN: Well, I'm sorry you're not going to let me bring you a lunch anymore. [tape ended]

Tape 1 Side B

DEVONNA: But when my Dad registered for, the uh, war...

LUCILE: World War I.

DEVONNA: World War I. They misspelled his name, his last name. They spelled it M-I-N-N-I-C-K 'cause it sounds like it would say Minnick.

SUSAN: Right.

DEVONNA: Which is probably the correct pronunciation.

SUSAN: Okay, so...

DEVONNA: And he decided that after that, he would have his name spelled correctly.

LUCILE: And not only that, but grandpa did, his granddaddy said that the correct pronunciation was, Minnich.

SUSAN: Oh, so Minnich is the right...

LUCILE: But the kids, but the kids back, you know, got to callin' him just plain Minnick.

SUSAN: OOOHHH!

LUCILE: So we went by Minnick for years, and then when Dewey, my husband, began to try to get a birth certificate, you know he had to get a...birth certificate. "Well", he said, "I know how I can get it. I can get it with my Army registration." He was ready to go on 24-hour notice one night. The Army couldn't decide the first World War and he got his old papers out and they were spelled with a K.

SUSAN: Uh oh.

LUCILE: (chuckling) it was spelled with a K. That kinda made a believer of him.

DEVONNA: Finally. My Dad and his brother lived side by side. My uncle called himself Minnick and my Dad called himself Minnich.

SUSAN: Okay, so I guess if I called either one I'd get them straight.

LUCILE and DEVONNA: Yeah.

DEVONNA: You're right. You're right.

SUSAN: Okay, because I've been getting confused.

LUCILE: Yeah. There's still an old cousin that still pronounces it with a K. Yeah.

JOE: Well, tell us about Gregg again, yeah, the, we don't have the, structure right.

SUSAN: Yeah, we do.

JOE: You have the structure. Okay.

SUSAN: Yeah. I'm gettin', I'm getting kind of confused, yeah, you, it was laid...let's see...one-room school...um...shelving for lunches, and places to hang things, your coats underneath, there wasn't a coat room, two doors on the west, one on the east...

LUCILE: The two doors on the west were the front.

SUSAN: That was the main entrance.

LUCILE: Uh huh. Main entrance, and the one on the east was near the south wall and then there was a rostrum, with the teacher's desk, and the blackboard was behind the teacher's desk and, uh, had a great ole' big desk, for the teacher.

SUSAN: What? What? So the teacher's desk was at the east end?

LUCILE: Uh huh, east end of the room.

SUSAN: And what is a rostrum? Is that like a little, raised platform? You called it a ro...what's a rostrum?

LUCILE: Well, it was built up about a foot.

SUSAN: Little platform like...

LUCILE: Ten, ten or so feet, so you could hold...nearly the whole east end of it, you know.

JOE: Oh.

LUCILE: 'Course you could go out the door without gettin' up on it, but...

JOE: Okay.

LUCILE: But there would be long seats, when the kids came upta, for their classes.

SUSAN: And where was that relative to her desk? That bench area?

LUCILE: Right in front of, the big seat were a long bench, was right in front of the teacher's desk.

SUSAN: Okay.

JOE: So each grade...took turns.

LUCILE: We sat on the floor.

JOE: Yeah.

LUCILE: On the, you know...main floor in front of the teacher's desk...and uh...

JOE: So each, each grade took turns goin' up there an' settin' on a desk an' she...

LUCILE: For classes.

JOE: An' she'd teach class.

LUCILE: There weren't very many minutes for any class because the, see...of her class. There were eight grades and then, uh, in the higher grades you had history, arithmetic, and civics and Oklahoma history, an' you know, an' geography, an' all these, all these things.

JOE: Unbelievable.

LUCILE: You didn't have very many minutes for any class.

JOE: I can see them spendin' more time walkin' back and forth between the front and...(chuckling).

LUCILE: I don't know how we learned anything really (chuckling). Oh, I really don't.

JOE: And what did all the other kids do while they, one class was up there gettin'...

LUCILE: They were supposed to be studying, they weren't always doin' it.

JOE: Oh.

LUCILE: But uh, when I started High School, I was about as smart as any of 'em. I made a good grade as a town kid that had been, you know, had more SPACE.

SUSAN: You had to take an exam didn't you? At the end of eighth grade.

LUCILE: At seventh, seventh and eighth grades had to take the exam, county examinations to pass the grade, and they didn't have it at every school. They had it at some of the bigger schools and then, uh...and uh...other schools would have to go...go there and stay. It was...it was a two-day affair, when you took it...seventh and eighth grade exams.

SUSAN: WOW! Where was yours given? Where did you have to have yours? Was it at Gregg?

LUCILE: Uh...uh no. I went to Keeter.

SUSAN: Oh.

LUCILE: Way down on the river almost. And...uh...stayed with...we stayed all night...you know. It was so far to take kids down there. They'd stay all night and then the families would go after them the next day.

SUSAN: And who did you stay with?

LUCILE: And I stayed with a...a girl, I didn't know her but I, you know, stayed with her. She and her parents...we were about the same age. And her name was Laureen Kennedy...and she married a guy who lived a block south of me. Afterwards she moved to Walters, and when we both lived in Walters, she lived a block south of me. Her daughter still lives there.

SUSAN: Small world.

LUCILE: Yeah (laughing).

SUSAN: Well now, you had to walk to school too? Too?

LUCILE: I walked to school a mile. I lived a mile north of the school and the year I started in the first grade, I was born in 1906, I guess I started in September...before I was...6 in October. Anyway, my sister was in the eighth grade and we carried a lunch together and I always, I always hadta carry the lunch.

SUSAN: Whew! You were little!

LUCILE: I was so pigeon toed that (laughing) I could hang one heel...one toe behind the other heel and fall, and every time I'd fall she'd just get so mad at me she wouldn't know what to do. But I hadta carry the lunch, and uh...

SUSAN: Was it just the two of you? At that time?

LUCILE: At that time, there were just two at home. Yeah, they was all married.

SUSAN: So when your sister graduated from the eighth grade, you were by yourself. You had to walk...

LUCILE: After that...the next year...she went to High School at Temple.

SUSAN: And you had to walk all by yourself?

LUCILE: Well, there were other kids. There was a family 'bout a quarter of a mile from us...between us and the school. There were three of these kids.

SUSAN: Oh good, 'cause that...

LUCILE: We walked together and...

SUSAN: Takes a long time when your walkin' by yourself for a whole mile.

LUCILE: I didn't walk it by myself.

SUSAN: That's good. Okay.

LUCILE: But when it was real cold, or rainy, or anything, my Dad would hitch up the horse to the buggy and take me...or take us if she was still goin'. And then come get us...

SUSAN: Did...was there...so none of you...your school mates that you remember...rode a horse to school?

LUCILE: Well, I had a nephew that lived a mile and a half east of us, and when he started school he was a couple of years younger than I. And when he started school, he rode a horse. Sometimes, I'd ride with him. Sometimes he'd pick up another kid, and he made me so mad, I nearly died (chuckling), you know, instead of lettin' me ride, he'd pick up somebody else along the way and it made me so mad.

SUSAN: Did they...uh...did they have a place to keep the horse? Or did they just kind of...

LUCILE: Oh.

SUSAN: Kind of tie em'...

LUCILE: Oh, just tied em' to a post down there on the school ground. We had a big school ground...an' the church...the school faced west, and then the, outside the school ground, the school ground had a fence around it, you know, one of these rope fences with posts.

JOE: Cable?

LUCILE: And uh...then on...just outside the fence of the church...a one-room church building.

SUSAN: Really? It was separate?

LUCILE: Uh huh. It was a non...as Helen said, a non...denomi...non...denominational. They belonged to the Christian Church...the building did. It was a Sunday School and the church services were nondenominational.

JOE: Which direction from the school was the church?

LUCILE: The church was...like uh...here's where the school is...

JOE: Uh huh.

LUCILE: Then off over here was the church. The church faced the south...the school faced the west. And one year, when I was about a third or fourth grader, on April Fool's day, the kids all made up to run off at noon...

JOE: Uh huh.

LUCILE: And uh...after we had eaten...we had eaten our lunch outside...and after we had eaten our lunch, we got over on the far side of the church and when we got a chance, we ran down the road. It's about two miles to the creek...and we went to the creek that afternoon.

SUSAN: WOW!

LUCILE: And uh...when we came back...we all had to come back before four o' clock because, you know, we had to go home, an' some of us had parents to come after the kids. We had to be back before...so when we got back, the teacher, across the road was a farmhouse and they had salt cedars planted in the windbreak.

SUSAN: Salt cedars or cedars?

LUCILE: Salt cedars. They just kinda string up like...

SUSAN: Really?

LUCILE: Well, anyway.

SUSAN: I've never seen salt cedars.

LUCILE: She had cut a whole bunch of these salt cedars and had made switches out of them. She had a WHOLE slough of them on her desk. And when we got back, she made us all come in this school room and sit down...and we...she told us she was going to whip every one of us. Some of the boys were bigger than she was. She was going to whip every one of us. She called somebody up to the front. And then she said, "April Fools!"

SUSAN: OOH (laughing)! So she was a good sport about it (laughing).

LUCILE: Yeah. She was a good sport about it...probably glad to get rid of us that afternoon.

SUSAN: So was, so when you talk about it, when you went to the creek...which way...do you remember, which way you went?

LUCILE: East.

SUSAN: And was the church to the east too?

LUCILE: The church was to the east of the school. We got on the far side of the school or church and hid...

SUSAN: Okay.

LUCILE: 'Til we couldn't see her, you know?

SUSAN: Okay.

LUCILE: We knew she'd gone back in the building.

SUSAN: Okay.

LUCILE: And then, we took off in a run. It was about a mile and a half to the creek. Oh, we had a big time. But my parents had always told me if I ever got a whippin' at school, I was goin' to get another one when I got home. I wasn't feelin' too good about the time I got back...and 'specially when she said she was goin' to whip everybody (laughing).

SUSAN: But you didn't get a whipping?

LUCILE: No...didn't anybody get a whippin'. She just said April Fool.

SUSAN: Well, that's a good thing.

LUCILE: But we had some lulu teachers. We had one teacher when I was in, about fifth or sixth grader at...uh...she was a substitute teacher, I guess you'd call her. She'd teach if you got sick. And this lady had, had been a teacher in Arkansas, and she was visiting over Christmas with her sister. And uh...when our teacher got sick...she resigned...and this Miss Price...they hired her to finish the term. And I'll tell you, she was high-tempered. She would not, not much of a teacher. And on Fridays, about every other Friday, they'd let us have deciphering matches or spelling matches. And uh, sometimes we'd go to other schools.

SUSAN: How'd you get there? Walk? No?

LUCILE: Well, I don't (chuckling) remember how we got there.

SUSAN: Okay. That's a long way for...

LUCILE: Well, some of em'...some of the schools we went to were several miles away.

SUSAN: Yeah. Yeah.

LUCILE: Oh, I don't remember how we got there.

SUSAN: I guess you were too excited about the match.

LUCILE: Well, anyway. One time, there at...at Gregg...um...she had told us to come at last recess. We had a recess in the middle of the morning and a recess in the middle of the afternoon, fifteen-minute recess. Started at nine o' clock in the morning...quit at four o' clock. And uh...after the last recess she...she would let us have a spelling match or something, you know. Well, one of these smart-aleky boys said, uh..."Well, Miss Price, why don't we have a dance?" An' she always kept a bunch of these salt cedar switches on her desk. She'd have an armload of 'em. And she said, "Well, you just come up here and I'll let you dance." She grabbed one of these switches and he went up on the stage. And they really had it around and around. She'd try to hit him and he'd jump and dance. He'd say, "Well, Miss Price, let's dance." She wasn't much of a teacher (laughing). She wasn't handling the kids, I'll tell ya (laughing). Oh my...we had another teacher. If she caught you whispering, she'd make ya get up and stand on one foot. And sometimes half the school would be standin' up in the aisle with one foot. And she'd tell ya to stand on your right or your left. Well, we'd switch every now and then, when she wasn't lookin'.

SUSAN: Well, I don't know how you could...

LUCILE: I don't know how we learned anything (laughing).

SUSAN: I don't know how you could really get, move around in there at all. If there were that many kids in one room. That's a lot of kids.

LUCILE: I know it. But there's two to a desk...two seats. And then the desk was behind the seat with a bottom in it...you know...to keep your books in.

SUSAN: Well, what did the people in the front row do? They didn't have a desk...they didn't have a desk in front of them then?

LUCILE: Well uh...little ones. There were little desks for the little kids.

SUSAN: Oh.

LUCILE: They would graduate sizes.

SUSAN: Okay.

LUCILE: The desks were.

SUSAN: WOW!

LUCILE: There's an old desk layin' out here at the north side of my house. My granddaughter drug in from somewhere but it's a lot later model than what we had.

DEVONNA: Fifties.

SUSAN: Uh huh (pause). Okay. Well now, how do you...do you remember where your outhouses were? Relative to...

LUCILE: Well, they were back at...to the east of the...uh...school and would have been to the north of the church.

SUSAN: And where was the girls' relative to the boys'? You remember?

LUCILE: Huh?

SUSAN: Where were the girls' rest...outhouses ult...relative to the...

LUCILE: Well, they were just...they were not too far apart, but they were marked. One was marked "boys" and one was marked "girls." They had a frame thing out around the door.

SUSAN: Uh huh. So you couldn't...kind of give you a little privacy.

LUCILE: Yeah.

SUSAN: Was yours a two-holer too? Do you remember?

LUCILE: Huh?

SUSAN: Was yours...did yours have two holes too? Do you remember if yours had two holes or one hole? Or three holes?

LUCILE: Two, I think (pause). I think two.

SUSAN: Did you have to go...well, if they were both to the east...did...did...um...

LUCILE: Well, they were not close. They were not just real close together, but they were both to the east of the church...of the school...which would have made 'em...they faced the school. They belonged to the school, but they were also north of the church, if anybody used it.

SUSAN: I just didn't know if you had to go further than the boys. Do you remember? Did you have to pass the boys' to get to the girls'?

LUCILE: No. They were just right straight east of it...east of the school.

SUSAN: Okay.

LUCILE: And we had a big cellar...just off from the front end...the southeast, southwest corner of the sch...of the church...of the school. And I remember one time too though...one of the bigger boys got mad...and they were goin' to fight...and they were going to go down in the cellar to fight so the teacher wouldn't see 'em (chuckling). They were bloody messes when they came out.

SUSAN: These were big cellars.

LUCILE: They'd had a fight in the cellar, you know...the concrete cellar.

JOE and SUSAN: Yeah. Uh huh.

SUSAN: Do you ever remember having to go down with a storm?

LUCILE: No, huh uh.

SUSAN: That's good. I haven't met anybody yet that's had to go down...

LUCILE: But I think...I think every school had a cellar...a storm cellar. In fact, I think about every house had one probably. It was pretty strong a'country at that time.

JOE: Yeah!

SUSAN: Do you remember...um...um...the...it was...did your stove...the one you talked about in the center of the room...was it a coal stove or a wood stove? Do you remember?

LUCILE: A coal stove.

SUSAN: Did somebody haul the coal in? And then...

LUCILE: Well, I guess the school board.

SUSAN: Dump it somewhere?

LUCILE: I guess the school board provided us with coal.

SUSAN: Was there like a shed or was...um...in a pile? Do you remember that?

LUCILE: No, I don't remember. 'Bout the main thing I remember about, the teacher always had to, make the, do the janitor work out there...and uh... had to be there and build the fire, an' everything...and it would be so cold. One time...one day, there was a...one boy that trapped fur-bearing animals. He sold the hides...and he encountered a skunk...

SUSAN: Uh oh.

LUCILE: One morning and didn't have any others, you know...didn't have anything to skin or anything. So he came on to school. And then he got up against that stove. I'll tell you, he nearly drove us all out. Oh mercy (laughing)!

SUSAN: Were the windows the same size on both sides of the school building?

LUCILE: Uh huh. They were long, you know, fairly long ordinary-sized windows.

SUSAN: Some schools we've done...the reason why we ask...some schools have windows on one side that are long and then on the north side or the west side, they have the little windows up high...for ventilation, but not to let a lot of...

LUCILE: Well, the north...these, as I remember...the ones on the north and the ones on the south were the same size. They were just ordinary sizes. They weren't...

SUSAN: And you didn't have a bell...she had to come out and shake.

LUCILE: Yeah.

SUSAN: Shake the hand bell.

LUCILE: We had a small bell set on her desk, and she'd come to the door and shake it.

SUSAN: She'd tell you that recess was over. It was time to come. How long do you remember...uh...did you...you brought your lunch to school too?

LUCILE: Oh yes.

SUSAN: So that you don't...

LUCILE: Ham and biscuits. After there wasn't anybody...my mother always had lots of stuff baked...cake and pie. And I don't remember ever going to the table without one or the other...maybe both...and uh...after my sister wasn't there and I was a little kid, you know, somebody'd sit my lunch pail up on the shelf...up high...and these ole' big boys and girls would open it a lot of times an' take the...

SUSAN: Oh no!

LUCILE: ...cake or pie. Stuff out...you know. When I went to eat, I wouldn't (chuckling) have any (laughing). 'Course, you never knew who did it. When they'd be goin' to class and get back in their seat, why, they'd just reach up there. They'd know which was which.

SUSAN: They knew who's mother cooked so well probably. So you were kind of left behind. You were the youngest and everyone else had gone off to school. Is that right? You were...

LUCILE: I was the last.

SUSAN: The last child.

LUCILE: When I went to first year, my sister older than I, was in the eighth grade...then she went on to High School the next year.

SUSAN: Did she have to board or did she...

LUCILE: She stayed with an older sister...and helped her an' went to school.

SUSAN: So you...so you finally decided that after the...after you graduated from the eighth grade...you went back to the eighth grade again...you decided...

LUCILE: They sh...they shouldn't have let me...they should have made me stay home. But they...they...folks let me go back to school that second year.

SUSAN: Oh. It wasn't going to hurt you.

LUCILE: They let me take the eighth grade over. Of course, I didn't take the tests over or anything...but uh...they worked over...worked me over all that year, I'll tell ya...'bout goin' to school. I was ready to go the next fall (chuckling).

SUSAN: Did you then...is that when you went and boarded in Temple then?

LUCILE: No. I...but...we had an apartment...another girl and I had an apartment.

SUSAN: WOW!

LUCILE: And...bached from Sunday afternoon or Monday morning until Friday.

SUSAN: WOW! And you weren't very old to be living on your own. Your parents must have been...taught you well so they knew you would study right. Study an...

LUCILE: Well, this other girl and I roomed together for two years and she got married an' after that I moved to another place, and do you know anything about Temple?

SUSAN: Uh huh.

JOE: Little bit.

LUCILE: On the north end of Temple, you know that great, big, ole' two-story house on the west side?

SUSAN: I think so.

LUCILE: As you go into town.

SUSAN: It's still there, yeah!

LUCILE: Well, that upstairs had six rooms.

SUSAN: WOW!

LUCILE: And each room was a separate apartment for High School kids. And I roomed there the last two years. Had an apartment up there an' roomed by myself.

SUSAN: Gosh.

LUCILE: And I...I...

SUSAN: That's a neat building, if it's the one I'm thinking of.

DEVONNA: It's right across the street from the Ramseys?

SUSAN: Okay.

DEVONNA: Ya know the...there?

JOE: Uh...okay.

DEVONNA: Or up top of the...

SUSAN: Across the street to the...

DEVONNA: South.

SUSAN: Okay.

LUCILE: It's the only two-story house on the west side of the street.

JOE: We're endin' up lookin' at the house instead of looking down here.

SUSAN: I do remember being a large...

LUCILE: We had a stairwell at the back and we all used the back stairway...and we had to use an out-building there.

SUSAN: An outhouse?

LUCILE: Yeah, an outhouse. And uh, 'course, ya had to carry water up and everything. It wasn't too convenient, but I liked it better than where I'd been stayin' then. The two years...the first two years.

SUSAN: Well, we don't want to tire you out but I do want to talk some about Pioneer. Do you need a little break? Do you needta...

LUCILE: No.

SUSAN: Do you want to get something to drink? Still doing okay with your...is it all gone?

LUCILE: Uh...

SUSAN: With your snack...drink?

LUCILE: No. I took that. Oh...uh...at that time you could take the teacher's examination and get a county certificate to teach.

JOE: Uh huh.

LUCILE: And I think it was in April, year I was a senior, I took the teacher's exam. Had to come here to the courthouse. To the county

superintendent's office, er, I....I don't know that his office was at the courthouse, to take the test. I flunked the first time (laughing).

JOE: Oh no!

LUCILE: I had always been good in spelling or I thought I was...I had won some prizes in spelling but I guess I memorized it because I didn't have...I never had any phonics. And I never had any rules for spelling. You know, the "I"...where the "I" comes before the "E" and so forth. I never had that in school at all. And uh, that's what this test was on. Well, actually, I flunked all that an' it seems like I flunked my geography test. I never did like history and geography, and it seems like I flunked it too. Or made a real poor grade in it. I had a school...we couldn't sign a contract until I got my certificate. So you think I didn't study that summer!

SUSAN: When did you have another chance to take it?

LUCILE: In August.

SUSAN: In August.

LUCILE: Uh huh.

SUSAN: And you passed it then?

LUCILE: I passed it then...yeah. I passed, I got...I got fairly good grades in all of 'em and then that year, in math and spelling were always my choice in school...subjects, always liked math...always liked spelling.

SUSAN: But you had...but you had...oh, it was phonics that you had...failed before.

LUCILE: Never had any phonics in school and there, never had any rules. Never studied them even. Never heard of 'em even.

JOE: So which, so which school did you get to teach at?

LUCILE: But anyway. Yeah, I did sign a contract. Taught there two years: '25 and '26 and the year '26 to '27.

SUSAN: And this is Pioneer, right?

LUCILE: Pioneer. It was a...north of Temple...northeast corner of Temple where you came out and go north three miles.

SUSAN: We've already recorded what's left there which is very little. Have you ever been out there?

LUCILE: Well, I've been by there. There is nothin' there anymore.

SUSAN: There's a big grove of trees. It's amazing how those trees could come in.

LUCILE: Well, that's...that's where the school stood.

SUSAN: Were there any trees there then when you went to school?

LUCILE: I don't remember.

SUSAN: I mean, when you were teaching. Do you remember any trees at your Gregg school?

LUCILE: No, we didn't have any at Gregg, I know.

SUSAN: No trees at the Gregg...

LUCILE: I guess there were a few there at Pioneer...I don't remember. But I had all eight grades.

JOE: How many kids?

LUCILE: I didn't have but about thirty-five or forty students. Thirty maybe, students.

SUSAN: [sound of an alarm] Oh, well that tells you (laughing), that lasted a long time.

DEVONNA: Yeah. I have a sixty-minute tape.

SUSAN: Good.

LUCILE: I know the last uh...the last year I taught there, I didn't like it. I...I...I didn't mind teaching. I liked it very well the first year. I had...had a one-year county certificate and then you had to go to college through the summer. I went to Edmond to renew it for the second year. Well, and doing that second year teaching, there was a family moved in that had three boys that were the orneriest kids that ever lived (laughing). You know how one bad apple can ruin the whole peck? The older boy...his name was Oraldean Copeland.

SUSAN: Uh...I was going to say, were you related? I mean, aren't there...isn't there a Copeland in the family now?

LUCILE: No, no. We were not related. Now, I was goin' to say...Oraldean...my son-in-law's brother's name is Oraldean.

SUSAN: But they are not related.

LUCILE: But they are no relation. They are right...each other.

SUSAN: Amazing.

LUCILE: Never even knew each other. But these three boys...this oldest one...all he wanted to do was sit out. And he was in about the sixth grade, sixth, seventh maybe. All he wanted to do was sit out and whittle. You couldn't get him to participate in class or do anything. And the middle one was high-tempered and hateful. He was always in a fight. He was in the fifth grade, I think. The little one was about a third grader. He was pretty. Hismansle was his name. Hismansle, Oliver, and Oraldean. And they were all as ornery as could be. Hismansle wasn't as bad as the other two.

SUSAN: He hadn't had a chance to get all these bad habits.

LUCILE: But they really stirred up...just really stirred up the school. It turned me against teaching. I said I'd just never teach another term. It just got until you couldn't control anybody.

SUSAN: And you had to with that many students. So, how was it arranged at...at...uh...Pioneer? Was it a...it was a north-south building...wouldn't it...with the windows on the east and the west?

LUCILE: Uh huh.

SUSAN: And the front porch or the entrance was on the south side.

LUCILE: I'm thinking it was on the south.

SUSAN: Did it have a...did it have a bell? Do you remember?

LUCILE: No. It just had the hand bell.

SUSAN: Hand bell.

LUCILE: I don't know whatever became of it. I...I didn't get it and I didn't want it.

SUSAN: It's keep being a school after you, I guess.

LUCILE: I didn't want anything to remind me of it. Before school was out, I started taking, the last year I mean, before school was out, I signed up for Brown's Business College...I'd take a business course. And my mother thought I was crazy, she...I stayed at home. I...we lived four miles...three miles east and a mile north of the Pioneer school, and I stayed at home. She thought I was crazy for not...not teaching another year. I was offered a contract. And I finally told her, I said, "Momma, if I were offered that contract or a coffin, I'd take the coffin."

SUSAN: Oh my!

LUCILE: An' that...that stopped it. But I took a business course. But I never got a job. They guaranteed to get you a job when you finished...but you never finished. They thought of that. You just had to quit finally. But I took secretarial work in business college. Did bookkeeping when I went to work (chuckling) an' then...

SUSAN: Well, at least you had math...you like math.

LUCILE: Yeah. I liked math.

SUSAN: So, that worked out in the long run.

LUCILE: I...Devonna asked...how much I made when I taught at Pioneer and I didn't remember. But she saw in that little pamphlet where it said \$95.00. That would have been the second year. I think I got \$85.00 the first year. And then when I went...came to work after I left the...this is not about Pioneer, but after I quit teaching and came over here and went to work for the gas company. I went to work for \$50.00 a month. That was during the Depression. Definitely in the middle of the Depression.

SUSAN: That was an improvement though, yeah,...wasn't it? Yeah!

LUCILE: No. I had made \$95.00 teaching.

SUSAN: But how, how long was your school term?

LUCILE: Nine months.

SUSAN: Oh, was it nine months? Well, that was definitely an improvement then. You made \$90.00...you said \$50.00 when you worked for...

LUCILE: A month.

JOE: A month...yeah. \$90.00 a month.

LUCILE: I was gettin' \$90.00 or \$95.00 a month.

SUSAN: A month!

LUCILE: Teaching.

SUSAN: Oh, I thought it was for the whole school.

LUCILE: No, no.

SUSAN: Term. You did real well. I thought...

DEVONNA: That's what they all were.

SUSAN: 'Cause I thought it was more like 35.00 a month...was standard.

DEVONNA: Well, that was...that was early.

SUSAN: Well, that's good.

DEVONNA: In the...

JOE: Yeah.

SUSAN: By the 20s...

DEVONNA: According to that thing...the separate school was the only one that paid by the term and...and they paid their teachers \$650.00 outright.

SUSAN: The separate school.

DEVONNA: In Temple.

SUSAN: Huh. I didn't realize...

LUCILE: I think I told you that my sister taught the second term at Gregg.

SUSAN: When you were still there.

LUCILE: Lena Collins. Yes, I did. I told you...

SUSAN: That was her name? Anita Collins?

LUCILE: Lena.

SUSAN: Lena.

LUCILE: Taught the second term at Gregg and then she went to Lawton. Taught there.

SUSAN: And were you...was she...were you one of her students then?

LUCILE: No, no.

SUSAN: You'd already...you'd already...

LUCILE: No. I wasn't even born then.

SUSAN: Oh, oh (laughing). That was another...there's a...

DEVONNA: The oldest...

SUSAN: Eighth grade...

LUCILE: That was funny, when we first moved down here...1902 probably, or something like that.

SUSAN: WOW!

LUCILE: I was born in 1906.

JOE: Well, you said...um...at Pioneer, that you had to carry water in a bucket, from a creek.

LUCILE: We had to...uh...there's a farm house about a quarter of a mile to the south and they'd haveta...the kids would go on down there to get a bucket of water.

SUSAN: How did you choose which kids went down there? How well they behaved? Was it, was it something they wanted to do? The kids?

LUCILE: Oh yeah. They wanted to do it...to get out of the schoolroom (chuckling)...get out in the open.

JOE: How many went down at a time?

LUCILE: Oh, usually two.

SUSAN: So they...

LUCILE: Til' the Copelands came...then sometimes the whole school party near goes. I...I...I just lost control of 'em completely there at the last. These kids were so ornery and then...and all the others...at one time. I don't remember just when that was, but at one time the kids got to throwin' paper wads and the ceiling was just dotted all...all over. I could not catch them. See, they'd catch me at the blackboard, blackboard was up at the front, and they'd catch me up at the front, and they'd catch me at the blackboard and...an' I'd hear a plop...an' turned around and I couldn't (coughing)...an' they all would look like angels, you know (laughing). And uh...one day I whirled around right quick and caught this eighth grader, just had one in the eighth grade that year, and uh, I caught him, and I said, "All right Dale Hardy, I caught you doin' that," and he just died laughing. He said, "Miss Lucile, that's the first one I've thrown." He said, "They've just gone all around my head (chuckling). And he said, "That's the first one I've ever thrown."

SUSAN: And did you believe him?

LUCILE: Well, I don't know...but he was polite.

SUSAN: Well, now um...

JOE: Let's go back to the...

SUSAN: To the water.

JOE: To the water 'cause when we were recording the school...was a cistern.

SUSAN: There is a cistern there now to the north...on the north side of the building, that is what the ruins show us...that there was a cistern there. Do you think that that was built after you quit teaching then?

LUCILE: Probably just didn't use it. It may have leaked.

SUSAN: Okay. Do you...do...

LUCILE: We didn't use it. I...I don't even remember.

SUSAN: Don't remember it.

LUCILE: Huh uh. It may have leaked and they couldn't use it. I don't know. But I know there was a shelf at the back of the school...inside...set the water bucket on and...a dipper. An' as Helen said, "If ya had one of these little folding cups, you could dip it up and pour it in there if you wanted to," but most kids didn't have 'em so they drank out of the same dipper.

SUSAN: So, I mean they...did you have a cloakroom in that school?

LUCILE: Huh uh.

SUSAN: Was that one...that was a one-room school too?

LUCILE: It was a one-room school. They just had hooks for you to hang them on. I didn't think to tell ya that after I got outta grade school a couple a, or three years, they built another room on and it was a two-room school.

SUSAN: Oh, they did?

LUCILE: Uh huh.

SUSAN: Do you remember a...that was just your memory. Do you remember what side the second room was added?

LUCILE: It was added onto the south. And uh...I don't remember who all the teachers were but Miss Bengé(?)...Miss Guy Bengé lived right there close. I know one year she taught the higher grades. I think this went through the fifth, fourth...first through the fifth, then the sixth, seventh, and then eighth in the higher class. And Miss Bengé taught the upper grades and Clara Velm...Bills from Walters...I don't know her, or any of the Bills here...taught the lower grade. But, I think they just taught one year. I know Mary Wallace taught one year out there after it got too big. She taught the lower grades. Back in those days, when a girl came out of high school, about the only thing she could do was to take the teachers' test. Teach, a year or two.

SUSAN: Did you...um...what...the outhouses for Pioneer. Did you have to use the same outhouses as the kids? I guess?

LUCILE: Oh yeah. I don't remember much about the outhouses, but we did have the outhouses.

SUSAN: What did the kids...how did you...you just trusted the kids to behave?

LUCILE: Well, there were two of them. There were always two outhouses, you know, for school.

SUSAN: I mean, trusted the kids so...well, you had to visit the outhouse, so were they well behaved? Did you? No. Was there anybody...

LUCILE: I don't even remember that far back (chuckling). I'm too old to remember that stuff.

SUSAN: That's okay. You're remembering a lot...

LUCILE: After all, I'm ninety years old.

SUSAN: I know. I...I...but it sounds like you've done real well with Gregg. Just...I was just...I was just pushing you. To see how much more you'd remember.

JOE: Was there playground equipment at Pioneer?

SUSAN: Was there a playground?

LUCILE: They didn't have as much playground at Valley View...I mean at Pioneer...as we had at Gregg. Gregg had a BIG playground. Great big. It...it...it sat back...the school sat back quite a ways from the corner and it went quite a little ways to the east. And uh...the older boys had bicycles and they would ride around in, and many an hour an' all...get little kids up on the handlebars, you know, and take them for a ride...this, that, and the other.

SUSAN: Did you remember any equipment like swing sets or...

LUCILE: Oh no.

SUSAN: No swing sets.

LUCILE: That was foreign.

SUSAN: Oh (chuckling).

LUCILE: They didn't have anything like that.

SUSAN: And not even at...uh...Pioneer...huh?

LUCILE: Huh uh.

SUSAN: No equipment then?

LUCILE: No, no equipment.

SUSAN: At Pioneer?

LUCILE: I don't know. At one of the schools, it seems like we did have a seesaw. I don't remember if that was Gregg or the other. Gregg, I believe, finally had a seesaw.

JOE: Huh.

SUSAN: Okay...just one. You all had to fight over one seesaw.

JOE: They have four kids on each end.

DEVONNA: Mm-hmm.

SUSAN: Okay. Well, how about...uh...

LUCILE: You won't be able to decipher that, it's so mixed up.

SUSAN: Well, that's why, hopefully, the tape is going to help me. My notes help my tape and my tape helps my notes. That's what I do. But, but, we'll just get it all out eventually. That's the beauty of doing it this way. And we appreciate you taking the time with us.

LUCILE: Well, I don't mind. I should have made some notes or I could have been a little more...

SUSAN: Well, we...

LUCILE: Corrected (chuckling).

SUSAN: Well, we were very spontaneous too...so, well...um...let's see now...we...from what's left of Pioneer...the ruins...the cellar was to the southwest. Did you ever have to go...do you remember ever having to go...no?

LUCILE: Huh uh.

SUSAN: No, and so it just kind of stayed closed up...and nobody...nobody bothered?

LUCILE: I don't know of any...any of the schools where they ever have to go...we had a tornado here all right. When I went to work for the gas company. And...uh...it tore up the park. It was just headed towards town...just comin' right down the road and it hit the railroad track and went north and tore up the park.

SUSAN: That's better than hitting the town.

LUCILE: But uh...I don't remember about us ever havin' a storm...even...threatening at school.

JOE: In Pioneer, when...when was the hours for school? What were the hours for school?

LUCILE: Grade school was...I think, were nine to four. And an hour off at noon (pause). And a fifteen-minute recess in the middle of the morning and in the middle of the afternoon.

SUSAN: And you had to walk...when you became...um...the teacher at Pioneer...did you have a...by that time, did you have a car, or how did you get to school? To teach?

LUCILE: Well, my dad and I had bought a car...a used car. I drove from home. It was four miles. We lived a mile north of Gregg.

SUSAN: So that's how you would get to school? Where did you park the car? Relative to the...

LUCILE: Oh, just out there (chuckling).

SUSAN: Just out there (laughing).

LUCILE: As far as I remember, I don't remember. I guess just to the left of the school.

SUSAN: Trying to think what else we've seen. Have you been back to Gregg since...you know...in the last ten years?

LUCILE: Oh yeah. I've been out by there. There's nothing there.

SUSAN: It's a wheat field now, isn't it?

LUCILE: Uh huh, uh huh.

SUSAN: Okay.

JOE and SUSAN: Well, but...

LUCILE: My nephew did own the land. I don't know whether he still does or...well, he died. I don't...I don't...I don't figure he'd last long.

SUSAN: Did he...did he...

DEVONNA: Didn't he say he was, Jim Davis?

SUSAN: A Davis, was it? I don't know the name.

JOE: It's a Davis. Yeah.

SUSAN: We haven't gotten permission yet. So...

DEVONNA: Let me call Melvin and see if he knows which Davis.

LUCILE: Huh?

SUSAN: Um...we haven't gotten permission to go and look at that one yet.

DEVONNA: Jim Davis owns it, I think, Mother.

LUCILE: Well, he bought the place where Roy Murray lived, I know. I don't know if he bought that place or not. But uh...that's a grade school and a church...they're all on the same corner. You know, all together. And uh...after the school was all gone...years later...my oldest brother...he was just about the only older person out there...in the community, and the church was just standin' there. It was not being used. And just standin' there deteriorating and people at Temple...some church organization wanted to buy

it. And somebody directed them to go on out...directed them to go to Curtis Collins, my brother...he was just about the oldest person in the community that still lived out there. Curtis told them, "Just take it! Just move it!" And they moved it to Temple. But I'm not sure if the building on the south of the street as you go into town...that's been added onto. And there's another building on the north that looked kind of like the old church building and I'm not sure which one of these it is. I have known it at one time. But I don't remember which it is. But the church was just a big, long...you know, just a big, wide building with pews on two sides...and uh...it was nondenominational. It started out as a Sunday school and Baptists and Methodists n' Christian n' Church of Christ...you know...all denominations worked in it. And uh...but the building belonged to...to the Christian people, Christian folks. And uh...I know once a month, the pastor from the Walters Christian Church would come out in the afternoon and preach and then we had afternoon church service nearly every Sunday...the Methodists and the Baptists from Walters and Temple would come out, you know.

SUSAN: WOW!

LUCILE: Alternately...one would come on one Sunday, and another Sunday somebody else would come. We had church service nearly every Sunday. Sunday school on the morning.

SUSAN: But this was at the church?

LUCILE: Everyone came back in the afternoon for church service. And go back in the evening for singing (laughing).

SUSAN: Okay. Well, did you have...um...what happened to the school building? Did you ever hear? The, the Gregg school building?

LUCILE: Well, it was...I guess it was torn down.

SUSAN: Torn down.

DEVONNA: See, I thought it was...

LUCILE: I don't really know.

DEVONNA: It was destroyed by that tornado.

LUCILE: Huh?

DEVONNA: I thought it was destroyed by the tornado that destroyed grand...granddaddy's place, but I guess...

LUCILE: I don't know. I don't...

DEVONNA: I guess I imagined that.

LUCILE: I just don't remember what happened to it and there is nobody I can ask, 'cause they're all younger than I.

SUSAN: Well. Did...um...the fact that...we...when we drive by there now...where the school was...we don't see anything but a wheat field...means that somebody came in and caved in the cellar and stuff like that. Do you remember...um...you said your nephew owned it for awhile. Do you remember if he had done that? Or...no...

LUCILE: I don't know.

SUSAN: You just don't remember. That's cool. That's fine.

LUCILE: His wife lives here in town. I don't know whether she'll...she might know.

SUSAN: Well, that's okay. We're getting lots of information already. It's...it's...we just...when we drove by there...we were with a young man who helps Joe out and Joe...and I was the navigator. "Well this is where it's supposed to be," [I said] and they all said, "Are you sure you got this straight?" Because we didn't see ANYTHING in that field and usually we'll see something. We'll see a little concrete...

DEVONNA: I think it's like...my granddad's...the corner of that section where my grandmother's parents live...there a...

LUCILE: That's where I grew up, there.

DEVONNA: The tornado took their house down there.

SUSAN: This is the one, one mile to the north?

DEVONNA: And...uh...that was just ultimately all plowed over.

JOE: Uh huh.

DEVONNA: Even the cellar. The cellar was caved in.

LUCILE: Well, the storm knocked the cellar in. It picked up a...what we called the smokehouse...a little outbuilding there and just dropped it on the cellar and broke the cellar.

SUSAN: Were you living there then?

LUCILE: Oh no! I...that was after I married...that was in...what year was that?

DEVONNA: '37, '38?

LUCILE: No. It wasn't that late. I don't remember what year it was.

DEVONNA: Well, her nephew that owned the...owned the other part of that farm...where the school was...lived there then.

SUSAN: WOW! Not a pleasant thing and then...[tape ended]

Tape 2, Side A

LUCILE: Concrete cellar. And it uh...caved it in and flooded it, of course. It blew everything in there. Everything went out. They had to just fill it in.

SUSAN: Oh my.

LUCILE: And it picked up this big six-room house and picked it up and moved it about four feet one way and about two feet another, and then just squashed it.

SUSAN: But your nephew, nephew wasn't in there?

LUCILE: They weren't in the house at the time. They were down at his folks' and it took the roof off of my brother's house. A mile and a half east, at that time, but two miles west of us, on my folks' place, it splintered it...the house and the barn and everything. People by the name of Cox lived there.

SUSAN: Two miles which way?

LUCILE: Huh?

SUSAN: Two miles to the west?

LUCILE: Two miles to the west. That's why I don't think it tore the school up because it came from the west.

DEVONNA: Yeah. Yeah, you're right.

LUCILE: Cox family was in the cellar and he was a BIG man, I mean a BIG, STRONG man...and he had his door fastened and was holding to the chain. And it almost sucked him out and his family was all in behind him and they had several children. And he said he thought it was going to suck him out as it went over.

SUSAN: It does sometimes.

LUCILE: And it splintered, I mean SPLINTERED the barn and they had a big house too. And uh...well it just looked like kindling wood, what it did...all of it looked like.

SUSAN: Well, thankfully he...you know...I don't know how many people were hurt. But it doesn't sound like any of the family was.

DEVONNA: No.

SUSAN: That's good.

LUCILE: No, that...I...we had two tornadoes that I know of through here when I...when one went over the gas office...uh...we had a Trades Day on the first Monday and uh...there were Mr. MacDonald...old man MacDonald had a law, insurance office in the bank building. There is a vacant lot there north of Woodwards up here...in town. You know that vacant lot right north of Woodwards store? Well, there used to be a big, tall, two-story building there. And Mr. MacDonald had an insurance office up there. Well, the crowd was gathered at that intersection of Colorado...for this drawing. And uh...he stuck his head out the window and yelled, "Tornado!" Well, when you looked up you could see it. It was just coming down. That was back in...uh...about '28, '29. I don't remember which, but it was just coming down the road...looked like it was going to come just straight towards us. And it hit the railroad and went to the park. But I'll tell you, people scattered just like flies (laughing). I was in a car that one of the men that worked at...at the gas office...his wife wanted to go to the drawing and she had a small baby and he asked me if I'd drive their car and pick her up. Well, we went up early and parked next to the curb where we could get out and come back to the office right quick after the drawing. When we got back to the office, I threw the books and everything in the safe and everybody at the gas office...we locked the gas office, and we all took off to the south because that storm was coming that direction. Well, I'll tell you, people scattered...people that had basements...um...my sister-in-law, brother-in-law lived in this house right across from the school. And uh...had a basement there. She came (chuckling)...she got home and her basement was full!

SUSAN: Of people?

LUCILE: People! She hadn't locked the doors, you know, and when she got home, of course, she rushed home and uh...her basement was full. People knew there was a basement there. They just went in...they didn't wait for ceremony.

SUSAN: No, no, no. Even, even...(laughing). As recently as six years ago, when we lived here...when we moved here...and there was a scare where we live...our neighbors came and brought their bird in the cage so they could go in our cellar. So...I mean, they...what you do is...if you have a cellar, then it's open for the public!

LUCILE: Well, that year...that year it...it tore up the park and it was a beautiful park out there.

SUSAN: Is it the Sultan, is it called Sultan Park?

LUCILE: Sultan Park...yeah. And...and then it raised and went on over and let down in...in the area that...that um...Helen was talking about it...in the oil field area. And there was a new house out there...that they didn't have it quite completed on the inside. But they were living in it. And they were finishing...doing the finishing work and they had a combine...not like the ones they have now...but it was a horse-drawn combine.

SUSAN: Big enough though, yes.

LUCILE: Sit...sittin' out beside the house, of the house...and it picked that combine up and shoved it through a couple of double windows...double windows into a bedroom. Half of it was in the house and half of it was outside. And it picked an old cow up and dropped her in a...you know...these big wheat bins they have...that have tops on 'em. But it blew the top off of the wheat bin...it...it was full of wheat. It picked this ole' cow up an' dropped her down in the...

SUSAN: Did she survive?

LUCILE: The wheat? Huh?

SUSAN: Did she survive?

LUCILE: Well, they had to kill her. But she...her legs were socked down into that wheat. And uh...I don't remember how they got her out...

SUSAN: WOW!

LUCILE: But uh...

SUSAN: Winchin'...

LUCILE: I saw chickens...dead chickens around that farm house...that looked like they had been scalded and picked. They didn't have a feather on them.

SUSAN: Times were a lot harder then, weren't they?

LUCILE: It's hard to believe. You've heard of straws stickin' in trees? I saw that too.

SUSAN: It's hard to believe. I've heard it, that's true.

LUCILE: Uh huh (laughing). Then in a...I can't remember what year it was...that we lived in Oklahoma City. You kids were...was about a year and a half. She was born in '34 and you were about a year and a half old, I guess...either '35 or '36, I don't remember which. We had another tornado...

SUSAN: Lots of tornadoes in the 20s and 30s.

LUCILE: Now, that's the one that tore up my parents' old house in either '35 or '36. I don't remember, but may...we lived at Oklahoma City...Dewey worked...my husband worked in the oil field and uh...he was working in Oklahoma City and we were up there and I know that it was the eeriest evening that...you know...it was just kinda' strange...the air, the atmosphere seemed strange.

JOE: Uh huh.

LUCILE: And...and I heard the next morning that we had had a tornado down here. And uh...my...uh...nephew that lived in my folks' house, old house...he

and his wife were down at his folks' a mile and a half east and they got in a cellar. But when they came out the house...the roof...it was off my brother's house...and it had torn up the other house completely.

SUSAN: They were lucky they weren't in it.

LUCILE: Oh yes, they were.

SUSAN: Now, how about...

LUCILE: They picked up cooking utensils and stuff a mile away from their house. And there was a house a mile west of my folks' house that, it tore their house...just took it off...the floor was left but it just took the house off and...you know...where Corum is?

SUSAN: Uh huh.

LUCILE: Well, they found a dresser drawer where she had her pillowcases, ironed and put away in that dresser drawer...a dresser drawer over by Corum, that had been...you know...

SUSAN: Lifted up...

LUCILE: ...just picked up out of that house and carried them over there. But no one was killed.

DEVONNA: Were there things in it?

LUCILE: Yeah, the pillowcases were still...

SUSAN: Were still in it (laughing)?

JOE: That's the freaky part of it.

SUSAN: That is...that is.

LUCILE: The linens were in it. But you know you can't use anything after it's been through a storm like that.

SUSAN: No, I didn't know.

LUCILE: Well, you can't. You...you can wash it...and wash 'em and you can't get that odor out of them.

SUSAN: Oh really? No, I'd have to say I've never been in one of them...of a tornado. So I don't...

DEVONNA: Nitrogen.

SUSAN: Huh...well, I had no idea...

JOE: Well, if you...

LUCILE: I tell ya they're something to be afraid of.

SUSAN: Yeah, which is why I'm always surprised that none...everybody we interviewed...

DEVONNA: [sound of an alarm] Well, I've used an hour...that's an hour.

SUSAN: No it wasn't. Oh, it's sixty minutes on each side.

DEVONNA: No, thirty minutes.

SUSAN: Oh, okay.

LUCILE: Me rattlin' on and rattlin' on.

SUSAN: Well, I think there's only...really, I think that we've covered most everything. I have one question about Pioneer. You described the schools at Gregg. Do you remember what the Pioneer desks were? The desks at Pioneer?

LUCILE: Oh they were the same.

SUSAN: Were they the same?

LUCILE: The same kind, uh huh. Two...two people sat in one desk...at one desk.

SUSAN: Do you want to look this over and see if you can see anything else?

LUCILE: No, not anything else...that I'd want you to put down. I'll tell you something funny.

JOE: Okay.

LUCILE: We had one teacher. She was high-tempered and hateful. This was at Gregg when I was about a seventh grader, and in geography, we were supposed to learn the capitols of all of the states in the United States.

SUSAN: Yeah, we had to do that too.

LUCILE: And uh...

SUSAN: I don't know them anymore.

LUCILE: I don't know them either and I never did learn 'em (chuckling) then (laughing). But my uh...my boyfriend...a feller...and I were in the same grade and we were sitting in the...at the same desk. He had asked permission to move over to me to study. And we were sittin' there with our Geography up...you know...we were studyin' and she looked around and she couldn't see our faces or something. I don't know what. Anyway, she got on to us and she said, "Ya act like sick kittens to hot rocks." And that made me so mad, I never did learn them.

SUSAN: I never heard that term...that phrase before.

LUCILE: She said, "Put those books down. You act like sick kittens to hot rocks."

SUSAN: Huh. Huh. How interesting!

LUCILE: And that just insulted me to no end (laughing). Now, I told you not to write that down!

SUSAN: I didn't (laughing). I didn't write that down. I was...I was highlighting the same kind of desks at Pioneer. I'm trying to think of...and listen and think of more questions that we can...we can ask of and be on with our business. But I can't think of anything else.

JOE: Blackboards at Pioneer.

SUSAN: What...where were the blackboards at Pioneer? Were they at the entrance on the south?

LUCILE: At the front of the school...always are...and behind the teacher's desk.

SUSAN: Where was the teacher's desk at that school? On the north end? Or the desk at Pioneer?

LUCILE: Yeah, at the north.

SUSAN: At the north end. Okay.

LUCILE: North end. It faced south. The windows were on the east and the west. And uh...teacher's desk was at the north. And the blackboard, had a great, big, blackboard behind...

SUSAN: Okay.

LUCILE: What's it...

DEVONNA: Your mail.

SUSAN: Oh, you heard the mailman coming.

LUCILE: No.

DEVONNA: I just...she doesn't...she doesn't...it just drops in the mail.

LUCILE: I get it on the floor.

SUSAN: Uh huh.

LUCILE: I'll tell you what...when I look at all that mess of stuff...it makes me so mad...these doctors don't fail to charge.

SUSAN: Oh no. No.

DEVONNA: Oh yeah.

End of Interview

APPENDIX B: PRELIMINARY SCHOOL DISTRICT LISTINGS
AND MAPPED LOCATIONS, WHERE KNOWN
(ordered by county)

Table B-1. Original school districts and numbers in Old Comanche County, O.T. (from records on file at the Comanche County Courthouse).

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
1	Walters	Cotton
2	Sterling	Comanche
3	Ollula	Comanche
4	Thacker	Tillman
5	Prosperity	Comanche
6	Pleasant Ridge	Cotton
6	Lone Jack	Comanche
7	Little Rush	Grady
7	Medicine Park	Comanche
8	Rocky Ford	Grady
8	Lawton	Comanche
9	Fletcher	Comanche
10	Riverview	Jefferson
11	Acme	Grady
12	Burns	Comanche
13	Sunny Slope	Comanche
14	Mountain View	Comanche
15	Harmony	Comanche
16	Elgin	Comanche
17	Midway	Comanche
18	Happy Hollow	Comanche
19	College Mound	Grady
20	Richland	Grady
21	Cottonwood	Comanche
22	Beaver Valley	Comanche
23	Union Hill	Comanche
24	Star	Grady
25	Oak Grove	Grady
26	Fairview	Comanche
27	Cannon Hill	Comanche
28	Mistletoe	Comanche

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
29	Beaver	Stephens
30	Rock Springs	Stephens
31	Denton	Stephens
32	North Pleasant Valley (Blumenshine)	Comanche
33	Mountain View	Comanche
34	Prairie Center	Stephens
35	Union Valley	Comanche
35	Union Valley Separate	Comanche
36	Fairview	Comanche
37	Beaver Bend	Comanche
38	Pleasant Valley	Comanche
39	Mineral Wells	Comanche
40	Dunbar (later Pershing)	Comanche
41	Scott	Comanche
42	Spring Valley	Comanche
43	Victory	Comanche
44	Nellie	Stephens
45	Ash Grove (Agnew)	Comanche
46	Messing (Thomas)	Comanche
47	Roseland	Comanche
48	Flower Mound	Comanche
49	Bishop	Comanche
50	Selway	Comanche
50	Selway Separate	Comanche
51	Deyo	Comanche
52	Rock Creek	Stephens
53	Doyle	Comanche
54	Pleasant Valley	Comanche
55	Eureka	Comanche
56	Phelps	Comanche
57	Woodlawn	Comanche

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
58	Hillside	Comanche
59	Prairie Lee	Comanche
60	Pecan	Comanche
61	Blue Beaver	Comanche
62	Baird	Cotton
63	Mountain View	Comanche
64	Hulen	Cotton
65	Center Point (Old Red)	Stephens
66	Allendale	Comanche
67	Geronimo	Comanche
68	Lozier (Fair)	Stephens
69	Beaver Ridge (Brookhart)	Cotton
70	Plainview	Cotton
71	North Mountain View	Cotton
72	Roosevelt	Cotton
73	Junction	Comanche
74	Willow Point	Stephens
75	Walker Valley	Stephens
76	Fairland	Stephens
77	Lone Star	Cotton
78	Prospect	Cotton
79	Lincoln Valley	Cotton
80	Evergreen	Cotton
81	Elm Grove	Cotton
82	Oak College (Grandview)	Stephens
83	Pleasant View	Comanche
84	Corum	Stephens
85	Beaver	Cotton
86	Valley View	Cotton
87	South Mountain View	Cotton
88	Soldier Creek	Cotton

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
89	Oak Cliff (Rabbit Creek)	Stephens
90	Diamond	Stephens
91	Union	Stephens
92	Gregg	Cotton
93	Pioneer	Cotton
94	Pleasant Hill	Cotton
95	Soldier Valley	Cotton
96	West Cache	Cotton
97	Madden Grove	Jefferson
98	Furgerson	Jefferson
99	Fairview	Cotton
100	Donley	Cotton
101	Temple	Cotton
102	(not organized)	
103	Sunnyside	Comanche
104	South Rose Valley	Cotton
105	North Rose Valley	Cotton
106	Holly Hill	Jefferson
107	Hastings	Jefferson
108	Stroud	Cotton
109	Pleasant Valley	Cotton
110	Deer Grove	Jefferson
111	Melrose	Jefferson
112	West Mountain Home	Jefferson
113	Lone Star	Cotton
114	Pleasant View	Cotton
115	Liberty Hill	Cotton
116	Kneedler	Cotton
117	Mount Pleasant (Keeter)	Cotton
118	West View	Comanche
119	Pecan Grove	Cotton

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
120	Mount Scott (Granite Valley)	Comanche
121	Post Oak	Comanche
122	Big Sandy	Comanche
123	Lake View	Comanche
124	Stony Point	Comanche
125	Oreana (Separate School)	Comanche
126	Franklin	Comanche
126	New Hope	Comanche
127	Bethel	Comanche
128	Faxon	Comanche
129	Indiahoma	Comanche
130	Cedar Grove	Comanche
131	(blank)	Comanche
132	Chattanooga	Comanche
133	Essa-quanna-dale	Cotton
133	Hiawatha	Tillman
134	East Jack Creek	Tillman
135	Union Home	Tillman
136	Jack Creek	Tillman
137	Mapledale	Tillman
138	Pleasant Valley	Tillman
139	Holton	Tillman
140	South Deep Red	Tillman
141	Bethel	Tillman
142	Fairview	Tillman
143	East Aurora	Tillman
144	Pleasant Ridge	Tillman
145	Plain View	Tillman
146	Union	Tillman
147	(blank)	
148	Tipton	Tillman

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
149	Burnett	Tillman
150	White Lake	Tillman
151	Circle Valley	Tillman
152	Tesca	Tillman
153	Alpian	Tillman
154	I X L	Tillman
155	Glenwood	Tillman
156	Rose Hill	Tillman
157	Warren	Tillman
158	Frederick	Tillman
159	West Liberty	Tillman
160	Valley Home	Tillman
161	Hurst	Tillman
162	Valley Home	Tillman
163	Fairview	Tillman
164	Goodhope	Tillman
165	Hackberry Flat	Tillman
166	Red Bluff	Tillman
167	Pearson	Tillman
168	Carter	Tillman
169	Hurford	Tillman
170	Davidson	Tillman
171	Blue	Tillman
172	Sanferd	Tillman
173	Fair Play	Comanche
174	Mountain View	Comanche
175	Liberty	Comanche
176	Elm Grove	Comanche
177	Golden Pass	Comanche
178	Blue Beaver Valley (Pumpkin Hollow)	Comanche
179	Banner	Jefferson

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
180	Lookout	Jefferson
181	Valley View	Jefferson
182	Kerby	Comanche
183	Cache	Comanche
184	Meers	Comanche
185	Sunny Dale	Comanche
186	Chandler	Comanche
187	Manitou	Tillman
188	Little Beaver	Stephens
189	Stage Stand	Stephens
190	(blank)	
191	(blank)	
192	Spring Hill	Jefferson
193	Rocky Knob	Jefferson
194	Independence	Jefferson
195	Mountain Vale	Comanche
196	Red Cross	Comanche
197	New Hope	Comanche
198	Holliday	Comanche
199	Logue Chapel (Enterprise)	Comanche
200	Fairview	Cotton
201	Bethel	Cotton
202	Ruth	Cotton
203	(blank)	
204	Cache Valley	Cotton
205	Pleasant Valley	Cotton
206	(blank)	
207	Sunset View	Tillman
208	Leggett	Tillman
209	Lone Star	Tillman
210	Haskell	Tillman

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
211	Mounts	Tillman
212	Dawson	Tillman
213	Isadore	Tillman
214	Harmon	Tillman
215	Valley View	Tillman
216	(blank)	
217	Fairview	Cotton
218	Sanitagna	Cotton
219	Alma	Cotton
220	Emerson	Cotton
221	Pecan Grove	Cotton
222	Lake View	Cotton
223	Fairview	Cotton
224	(blank)	
225	(blank)	
226	Brush Creek	Tillman
227	Rich Valley	Tillman
228	(blank)	
229	Polk	Tillman
230	Eden Dale	Tillman
231	Farmingdale	Tillman
232	Chateau	Tillman
233	Cameron	Tillman
234	Park	Tillman
235	Pitcherdale	Tillman
236	(blank)	
237	Sims	Tillman
238	Rockyford	Cotton
239	Banner	Cotton
240	Adelaide	Cotton
241	(blank)	

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
242	(blank)	
243	(blank)	
244	Valley Side	Cotton
245	(blank)	
246	Lone Star	Cotton
247	(blank)	
248	Centerpoint	Tillman
249	Grandfield	Tillman
249	Dexter	Cotton
250	Prairie Dale	Tillman
251	Sunny Slope	Tillman
252	Mayflower	Tillman
253	Rita	Tillman
254	Summerdale	Stephens
255	Pleasant Valley	Tillman
256	Fort Augur	Tillman
257	Spring Valley	Tillman
258	Goehler	Tillman
259	Blue Valley	Tillman
260	Sage	Tillman
261	Cedric	Cotton
262	Randlett	Cotton
263	(blank)	
264	Riverland	Cotton
265	Taylor	Cotton
266	Bird Creek	Cotton
267	(blank)	
268	Valley View	Cotton
269	Rabbit Creek	Cotton
270	Brushy Creek	Cotton
271	(blank)	

Table B-1. Continued.

DISTRICT #	DISTRICT NAME	PRESENT COUNTY
272	(blank)	
273	Oak Lawn	Stephens
274	Pleasant Hill	Stephens
275	(blank)	
276	Wolf Creek	Stephens
277	(blank)	
278	Armstrong (Banty Coop or Coody)	Comanche

Table B-2. Comanche County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	2	Sterling	3N/9W/8 W	1902?	in use
	3	Ollula	1N/15W/26 W	by 1902	1947
	5	Prosperity	1S/10W/8 NE	1901	1946
*	6	Lone Jack (Hess)	3N/11W/16 NW NW SW	1930	1947
	7	Medicine Park	3N/12W/18?	1903?	
	8	Lawton	1N/11W & 12W 2N/11W & 12W	1901?	in use
	9	Fletcher (later Consolidated 3)	4N/10W?	1902?	
	12	Burns		1902?	1947
	13	Sunny Slope		1902?	1948
	14	Mountain View		1902?	
	15	Harmony		1902?	
	16	Elgin	4N/10W/31 NE	1902?	in use
	17	Midway	4N/11W/11 NE	1902	1951
	18	Happy Hollow	4N/11W/26 SW	1902	1954
	21	Cottonwood	3N/9W/2 SW	1903	1922
	22	Beaver Valley	4N/10W/34 E? 3N/10W/9 NE	1902	1940?
	23	Union Hill	1N/14W/2 SW?	1902?	
	23	Union Hill Separate	1N/14W/1 SW?		1911?
	26	Fairview		1902?	
	27	Cannon Hill	3N/9W/19 SW	1902	1922
	28	Mistletoe	3N/10W/21 SW	1902	1951
	32	N. Pleasant Valley (Blumenshine)	2N/10W/1 SE?	1902?	
	33	Mountain View	2N/10W/9 NE	1903?	1947
	35	Union Valley		1902	
	35	Union Valley Separate		1911?	1925?
	36	Fairview	2N/9W/30 NW NW NE	1902	1955
*	37	Beaver Bend	2N/10W/22 SW SW SW	1902	1958
	38	Pleasant Valley	2N/11W/25 NE?	1902?	1947
	39	Mineral Wells	2N/11W/21 SE SE SE	1902?	1950s?
	40	Dunbar (later Pershing)		by 1903	1941
	41	Scott	2N/12W/20 SE SE SE	1902?	1950s?

Table B-2. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	42	Spring Valley		1902?	1947
*	43	Victory	4N/14W/9 SE SE SE	1902	1946
	45	Agnew (Ash Grove)	1N/10W/12 NE NE NE	1902	1956?
	46	Thomas (Messing)	1N/10W/4 SE SE SE	1902	1950s?
	47	Roseland	1N/11W/1 SE SE SE	1902	by 1940s?
	48	Flower Mound	1N/11W/9 NE	1902	in use
	49	Bishop	1N/12W/12 NW	1902?	
*	50	Selway	1N/12W/8 NE NE NE	1902	1944
	50	Selway Separate			
	51	Deyo		1902	1941
	53	Doyle		1902?	1949
	54	Pleasant Valley		1902?	
	55	Eureka	1N/10W/20 SE	1902?	1947
*	56	Phelps	1N/11W/24 SE SE SE	1902	1947
	57	Woodlawn	1N/11W/21 E	1902	1947
*	58	Hillside	1N/11W/30 W	1901	
*	59	Prairie Lee (Lea)	1N/12W/29 SE NE NE	1902	1954
*	60	Pecan	1N/13W/26 NE NE NE	1902	1947
*	61	Blue Beaver	1N/13W/20 SW SW SW	1902	1938
	63	Mountain View		1902?	
*	66	Allendale	1S/11W/12 NW NW NW	1902	1947
	67	Geronimo (later UG 1)	1S/11W/7	1902?	in use
	73	Junction		1902?	
	83	Pleasant View		1902?	
	103	Sunnyside		1902?	1948
*	118	West View	4N/9W/8 SW NW SW	1902	1950
*	120	Granite Valley (later Mount Scott)	4N/13W/14 SE? (1st location) 4N/12W/29 NW NW SW	1918? by 1927	by 1927 1954
*	121	Post Oak	1N/14W/20 SE SE SW	1902	1956
	122	Big Sandy		1902?	
	123	Lake View	4N/13W/27 E	1918?	1954
*	124	Stony Point	4N/12W/25 SW	1903	in use

Table B-2. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	125	Oreana	3N/15W/8 N SE SW SW	1902 1910s?	1910s? 1935?
	125	Oreana Separate	3N/15W/8 ?		
	126	Franklin	3N/12W/14 N	1902?	1946
	126	Lone Jack	3N/11W/16	1908	1929
*	126	New Hope	3N/12W/16 NW NW NW	1912?	1943
	127	Hadden (Bethel)	1N/9W/4 SW SE	1902	1947
	128	Faxon	1S/13W/20?	1902?	in use?
	129	Indiahoma (later Consolidated 2)	2N/15W/26 NW 2N/15W/27 N	1902?	in use?
	130	Cedar Grove	4N/9W/10 E?	1902?	
	132	Chattanooga	1S/14W/34 S	1902?	in use
	134	Quannah Parker	2N/14W/10 NE NE	1908	
	173	Fair Play		1902?	1947
	174	Mountain View		1902?	
	175	Liberty		1902?	
	176	Elm Grove		1902?	
	177	Golden Pass		1902?	
	178	Blue Beaver Valley (Pumpkin Hollow)		1902?	
	182	Kerby	4N/14W?	1902?	
	183	Cache (later Consolidated 1)	2N/14W/23 S?	1902?	in use
*	184	Gordon (later Meers)	4N/13W/20 SE SW 4N/13W/28 NW NW SW	1902 1912	1912 1947
	185	Sunny Dale	4N/15W/2 SW SE	1903 1920s	1920s 1939
*	186	Chandler	4N/12W/3 SE SE SW	1903	1942
	195	Mountain Vale	4N/11W/7 E?	1902?	1947
	196	Red Cross		1902?	1947
*	197	New Hope	1S/12W/8 SW SW SE	1907?	1947
	198	Holliday		1902?	1947
	199	Logue Chapel (Enterprise)		1902?	1949
	278	Banty Coop (Coody or Armstrong)	1N/9W/20 SE	1909	1918

* reconnaissance or inspection verified as per current project

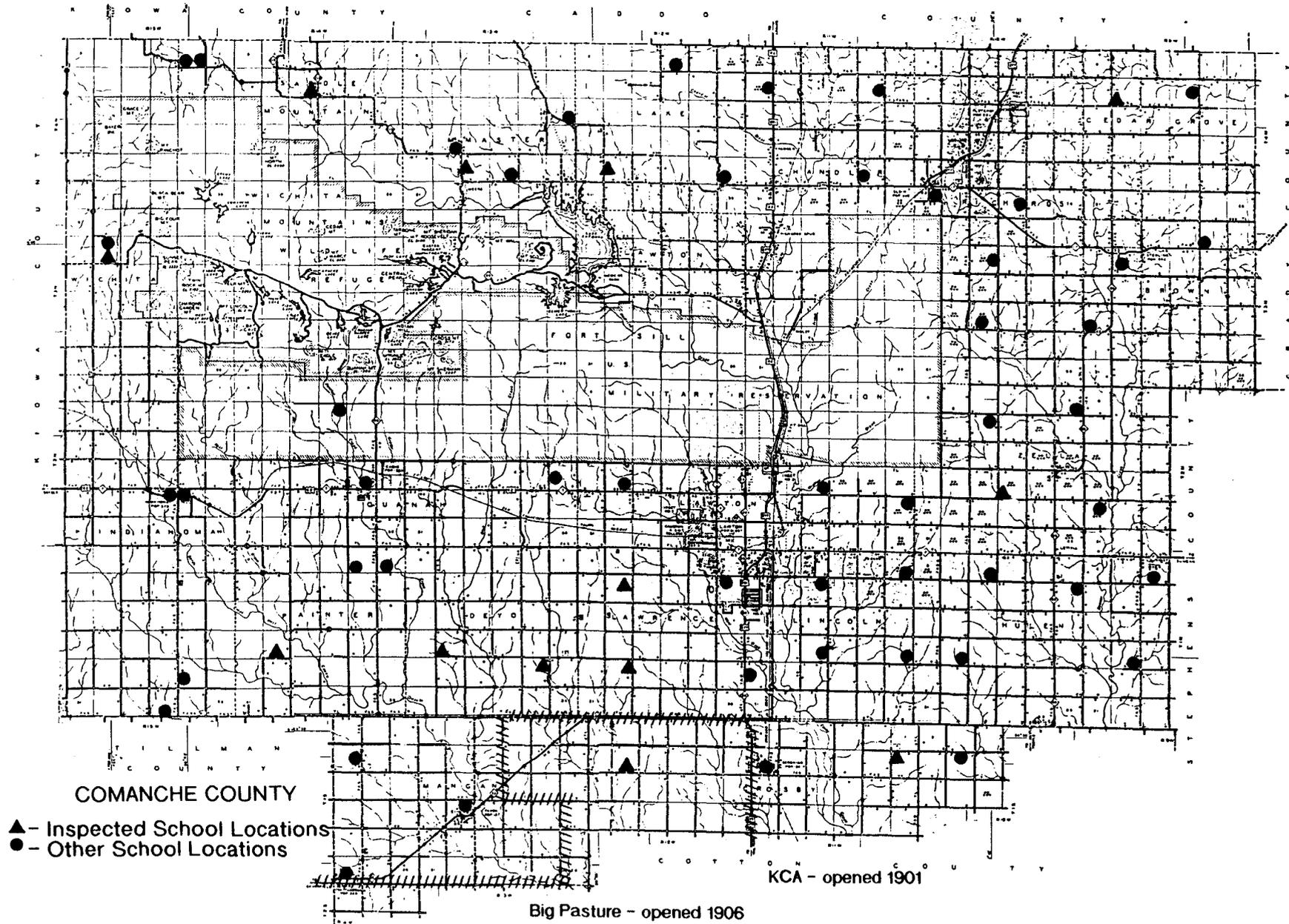


Figure B.1. Comanche County, reported school locations.

Table B-3. Cotton County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Walters	2S/11W/25 NW	1902	in use
	2	Devol (CD)	4S/13W/20 SW		
	3	Ahpeatone (UG)	2S/13W/34 NW	1907	1960s?
	5	Union Valley (UG)	3S/12W/27 SE	1922	1957
*	6	Pleasant Ridge	4S/9W/5 SE SW SW	1902	1948
	62	Baird	1S/9W/9 NW	1902?	
	64	Hulen	1S/10W/2 SE	1901	1961
	69	Beaver Ridge (Brookhart)	1S/9W/20 SE SE SE	1902?	
	70	Plainview	1S/10W/25 NW	1902?	1950s?
	71	N. Mountain View	1S/10W/21 SW	1902?	
	72	Roosevelt	1S/11W/25 NW	1902?	
*	77	Lone Star	2S/10W/12 NW	1902?	
	78	Prospect	2S/10W/4 SE	1902?	
*	79	Lincoln Valley	2S/10W/7 NE NE NE	by 1907	1950s?
*	80	Evergreen (Ever Green)	2S/11W/10 NW	1902?	1950s?
*	81	Elm Grove	2S/11W/8 NW NE NW NE NW NW	1902?	1940s?
	85	Beaver	2S/9W/21 SW	1902?	
*	86	Valley View-Mills	2S/10W/26 NE NE NE	1902?	1950s?
*	87	S. Mountain View	2S/10W/20 SE SE SE	1902?	1940s?
	88	Soldier Creek	2S/11W/20 SE	1902?	
	92	Gregg	3S/9W/5 SW SW SW	1902?	
*	93	Pioneer	3S/10W/2 SW SW SW	by 1917	1930s?
	94	Pleasant Hill	3S/10W/5 S	1902?	
	95	Soldier Valley	3S/11W/2 S	1902?	1950s?
	96	West Cache	3S/11W/5 SW SW SE	1902?	
	99	Fairview (Fair View)	3S/9W/21 SE	1902?	
	100	Donley	3S/9W/30 NW	1902?	
	101	Temple	3S/10W/27 SW	1902?	in use
	102	Reagan	3S/10W/32 NW	1902?	
	104	S. Rose Valley	3S/11W/33 SW	1902?	

Table B-3. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	105	N. Rose Valley	3S/11W/21 SW	1902?	
*	108	Pleasant Valley	4S/10W/11 NW NW NE	by 1903	1940s?
	109	Stroud	4S/10W/8 S	1902?	
	113	Lone Star	4S/9W/19 SE SE SE	1906	1950s?
	114	Pleasant View	4S/10W/23 SW	1902?	
*	115	Liberty Hill	4S/10W/20 SE SE SE	1902?	by 1941
	116	Kneedler	5S/10W/5 NE	1902?	
	117	Mount Pleasant (Keeter)	5S/10W/12 W	1902?	
	119	Pecan Grove	5S/9W/5 SE	1902?	
	133	Essa-quanna-dale (Essaquanahdale)	3S/11W/23 SW	1902?	1950s?
*	200	Fairview (Fair View)	1S/12W/33 NW NW NE	1908	1940?
*	201	Bethel	1S/12W/25 SW SW NW	1908?	1940s?
*	202	Ruth	2S/12W/2 SW SW SE	1930s?	1940s?
	204	Cache Valley	2S/13W/11 NE	1908?	
	205	Pleasant Valley	2S/13W/5 SW	1908?	
	217	Fairview (Fair View)	2S/14W/26 NW	1908?	
	218	Sanatag	2S/13W/28 NW	1907	1920
	219	Alma	2S/13W/23 SE	1908	1920
	220	Emerson	2S/12W/23 SE	1908?	1950s?
	221	Pecan Grove	2S/12W/20 SE	1908?	
	222	Lake View (Blue)	3S/12W/2 S	1907	1925
	223	Fairview (Fair View)	3S/12W/5 SE	1908?	
	224	Plunkett Hill	3S/13W/2?	by 1910	
	238	Rocky Ford	3S/13W/20 SE	1908?	
	239	Banner	3S/13W/24 NW	1908?	
	240	Adelaide (Missouri Valley)	3S/12W/29 NE	1908?	1922
	242	Union Valley (see UG 5)	3S/12W/27 SE	1922	1957
	244	Valley Side	4S/12W/2 NW or 4S/12W/3 NE	1907	1922
	246	Lone Star	4S/13W/1 SW	1908?	

Table B-3. Continued.

DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
249	Dexter (Union Hill)	3S/12W/25 NW	1907	1922
261	Cedric	4S/13W/24 SW	1908?	
262	Randlett	4S/12W/27 NW NW NW 4S/12W/28 S 4S/2W/29 SE	1922?	in use
264	Riverland	4S/11W/29 W	1908?	
265	Taylor	4S/11W/35 N	1908?	
266	Bird Creek	5S/12W/12 W	1908?	
268	Valley View	5S/12W/7 SW	1908?	
269	Rabbit Creek	5S/12W/27 NW NW NW	1908?	
270	Brushy Creek	5S/13W/3 E	1907	1914

* reconnaissance or inspection verified as per current project

Table B-4. Grady County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Chickasha	7N/7W?		in use
	2	Minco	10N/7W?	1890	in use
	3	Tuttle	9N/6W?	by 1907	in use?
	4	Beaver Creek	10N/6W/19 SE	1904	1947
	5	Prairie Dale			
	6	Worley Creek			
*	7	Little Rush	4N/8W/11 NW SW SW	1902	1953
*	8	Rocky Ford	4N/8W/5 SW SW SW	1902	1947?
		Rocky Ford Separate	4N/8W/8 SW		1921?
	9	Waldon (Waldron)	10N/6W/26 SW	1907	1946
	10	Valley View (West)			
*	11	Washington (later Acme)	4N/8W/22 S S SE 4N/8W/23 SW SW SW	1902 1923	1955 1955
	12	Oak Dale	4N/7W/6 or 7?		
	13	Tennessee			
	14	Harold			
	15	Sooner	9N/6W/29?		
	16	Campbell			
	17	Pleasant View	4N/6W/14 SW SW		1940s?
	18	Snow Hill			
*	19	College Mound	3N/8W/10 NW NW NE & 3N/8W/10 NE NE NW	1902	1940s?
		College Mound Separate	3N/8W/11		1940s
	20	Richland		1902?	
	21	Bridge Creek	9N/5W/27 NW		
	22	Antiock			
	23	Drennan			
	24	Star (Starr)	3N/8W/27 NW	1902?	1950s?
*	25	Oak Grove (Joint)	4N/8W/20 SW SW SW	1922	1948
*	25	Oak Grove	4N/8W/29 NW NW SW & 4N/8W/29 SW SW NW	1902	1922
	26	Pocasset	8N/7W?	1906	in use?
	27	Salt Creek			

Table B-4. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	28	Amber	8N/6W?	1909	1912
	29	White Temple			
	30	Pleasant View (Osborn)			1940s?
	31	Prairie Valley	9N/8W?		
	32	Brick			
	33	Plato			
	34	Brushy			
	35	Askew			
	36	Gilbert-Meridian			
*	37	Friend	7N/6W/30 NW		in use
	38	Spring Creek			
	39	Sandlin			
	40	Sunnyside			
	41	Union Center			
	42	Banner			
	43	Lyons			
	44	Freeman			
	45	Naples	7N/5W?		
*	46	Hawkins	6N/5W/20 SW SW SW	1907?	1952?
	47	Lucille	6N/6W?		
*	48	Union Hill	6N/7W/12 S	1904	1960s
	49	Sylvan Valley			
	51	Fillmore			
	52	Vaughn		1889	1947
	53	Harris			
	54	Oak Ridge			
	55	Ireton			
	56	Alex	5N/6W/12 SE	1903	in use
	57	Coffelt	5N/6W/19 NE NE SE?	1907	1950?
*	58	Agawam	5N/7W/29 NE NE NE	by 1912?	1955?

Table B-4. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	59	Elm Flat	4N/7W/10 NW NW NW	1909	1958
*	60	Rocky Point	4N/7W/12 SE SE SE	1908	1953?
*	61	Chitwood	4N/6W/4 N	1901	1947?
	62	Henrick			
	63	Bradley	5N/5W/27 E	1887	in use
	64	See Chapel			
*	65	Bishop (later Sandy Grove)	4N/5W/19 NE NE NE	1908?	1946
	66	Pleasant Grove			
	67	Valley View (East)			
*	68	Rush Springs	4N/7W/29 S & 4N/7W/32 N	1908	in use
	69	Sperling	3N/7W/11 NE	1908	1950
*	70	Slaton (Slayton)	3N/6W/8 NE NE NW	by 1908	1946?
*	71	Pea Ridge	3N/6W/2 NW NW SW	1907	1948
	72	Mason			
	73	Pikes Peak			
	74	Killgore			
	75	Pleasant Hill	5N/8W/8 N	by 1914	1955
	76	Keechi (Kechi)	5N/8W/27 NW		1940s?
	77	Cottonwood		by 1902	1942
	78	Fairview			
	79	Laverty	6N/8W/17 S		
	80	Harrison	3N/5W/2 E?		
*	81	Bailey	3N/6W/23 NE SE SW	by 1902	1949?
*	82	Four Mile	3N/6W/30 SE NE NE	by 1908	1952?
*	83	Old Trail (Trail)	3N/7W/27 NE NE	by 1908	1951?
*	84	Stover	3N/7W/30 Center E	1908	1957
	85	Sunnyside			
	86	Middleberg	7N/5W/4 W?		in use?
	87	Okla			
	88	Norge	6N/8W?		in use?
	89	Prairie View			

Table B-4. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	90	Sunflower Valley			
	91	Silver City			
	92	Washita Valley			
	93	Ionine	8N/8W/7 E?	by 1914	1936?
	94	Liberty			
	95	Bridge Creek Consolidated	9N/5W/27 NW?		in use?
*	96	Middleburg Consolidated	7N/5W/4 W		in use
	97	Tuttle Consolidated	9N/6W?		in use
*	98	Vimy Ridge	4N/6W/30 NE SW SE	1917	1955?
	99	Verden	7N/8W/18?	1905	in use?
	100	Pocasset Consolidated	8N/7W?		in use?
*	101	Cox City	3N/5W/16 W	1933?	1969
	116	Timber Ridge			
	117	Parrish			
	118	Burr Oak			
	119	Hazel Dell			
	124	Oak Hill			
	125	Fairview	5N/8W/10 SE		1950s?
	126	Arcadia			
	127	Pleasant Valley			
	128	Amber-Pocasset	8N/7W?		in use
	130	Verden Consolidated	7N/8W/18?		in use
*	131	Pioneer	6N/8W/14 SW		in use
		Airington Subscription	5N/5W/9 NE?	by 1910	
*		Ninnekah	6N/7W/34 E		in use
		Parr Subscription	3N/7W/1 SE?		

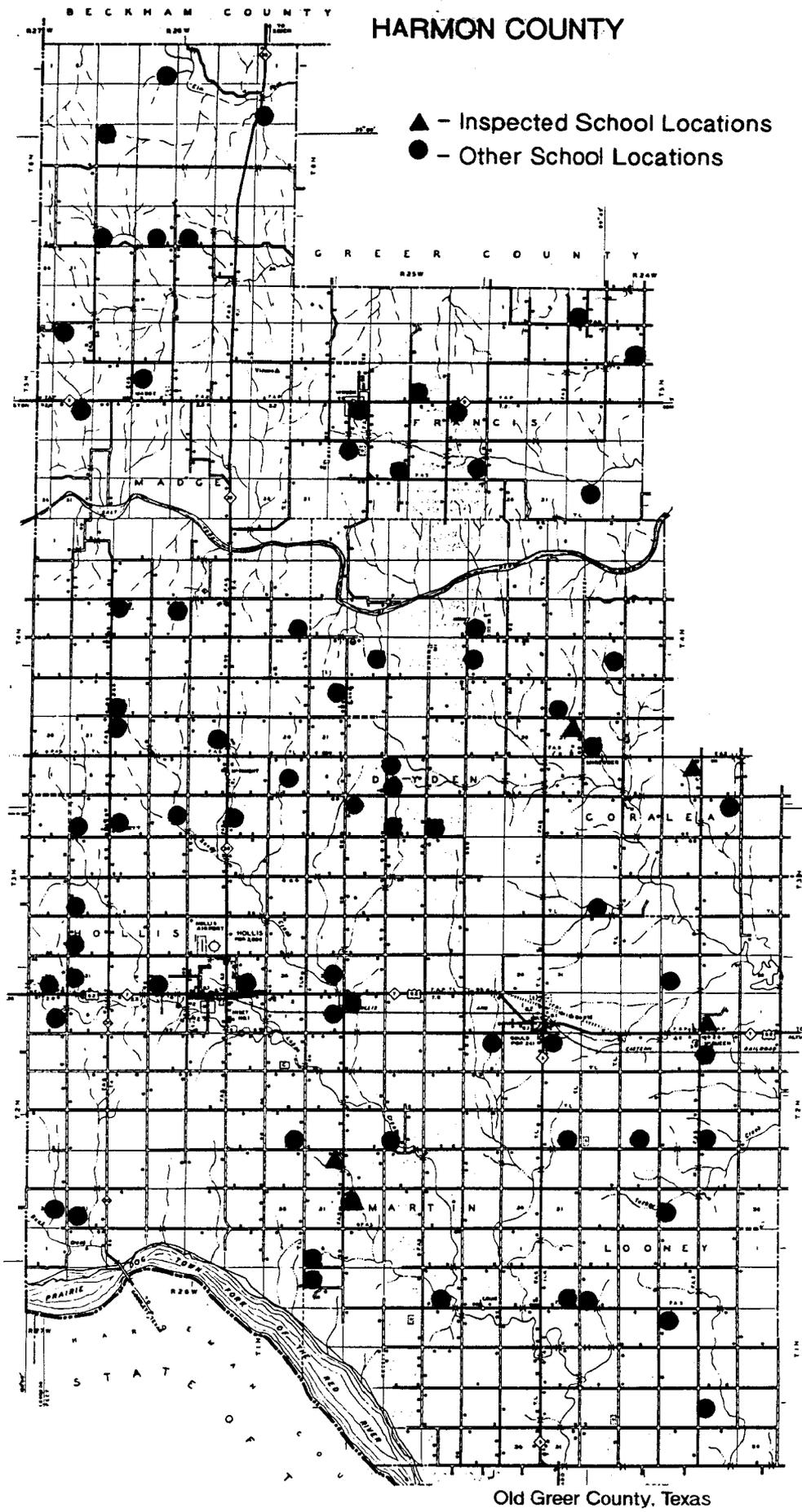
* reconnaissance or inspection verified as per current project

Table B-5. Harmon County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Lahoma (UG) Consolidated	2N/24W/21 S	1917	1928?
*	2	Dryden (UG) Consolidated	3N/25W/10 SW 3N/25W/9 W 3N/25W/8 N 3N/25W/4 SW & 5 SE	late 1890s	1939
	3	Louis Hill (UG3)	1N/24W/7 SE 1N/24W/8 SW	1939	at least 1943
	4	Number 4	3N/26W/19 SW	1909?	1928
	4	Halsmith UG 4	2N/26W/30 E	1903	1939
	5	Looney	2N/24W/34 SW	pre-1900s	1917
	6	Gould Consolidated (originally Gibson)	2N/24W/7 NW	1909	in use
*	7	La Casa Consolidated	2N/25W/32 NW NW NW	1925	1957
	8	Lakeview	2N/25W/5 NW & 6 E	pre-1909	1923?
	9	Westview Consolidated	3N/26W/31 W	1925	1957?
	10	Union Grove	5N/26W/7 NW	by 1908	1937
	11	Arnett Consolidated	3N/26W/8 W	1928	at least 1970
*	12	Ron Consolidated	4N/25W/30 NE	1938	1964
	29	Corolea	3N/24W/11 NE	1909	1921
	34	Purvis Hill	1N/24W/15 NW	pre-1911	1939?
	38	Liberty	2N/24W/19 SE	1889	1917
*	50	Star Valley	2N/25W/30 NE NE NE 2N/25W/21 SW	1890	early 1900s 1926
	53	Red Top	3N/26W?	by 1909	at least 1927
	54	McKnight	4N/26W/34 E	1906	1939
	55	Fairview	3N/26W/30 SW	by 1907	1925
	57	Cave Creek	5N/25W/29 NE 5N/25W/28 SE	pre-1909	1920
	60	Number Two	2N/27W/1 E 3N/27W/36 S	1891	1925
	61	Bethel	1N/25W/10 S	1892	1935?

Table B-5. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	63	Dollar Hill	3N/25W/4 NW	1909	1920 (burned)
	66	Hollis (originally Witt)	2N/26W?	1900	in use
		Hollis Separate	3N/26W/35 W	at least by 1934	1940
	68	Independence	5N/26W/16 W	by 1909	1919
	73	Lone Star	3N/24W/34 SW	1906	1938
	74	Teacross	4N/26W/13 SE? 4N/25W/20 E	1901	1936
	80	Mesquite	1N/25W/6 SW 1N/25W/7 NE?	1900	1926
*	83	Metcalf	4N/25W/23 SW SW NW	1903	1939
	84	O.M.	4N/26W/16 NE 4N/26W/17 NW	1902	1940
	85	"Clabber Flat" Valley View 86	3N/26W/9 E?	1908	1928
	86	Bitter Creek	3N/26W/7 SW	1901	1928
	87	Buck Creek (later Halsmith UG4)	2N/26W/29 SW	1899	1903
	101	Union Hill	5N/25W/26 SE	by 1909	1920
*	106	"Blue Goose" (Shrewder Consolidated)	4N/24W/32 SW? 4N/24W/31 NE NE NE	1902	1931
	107	Carl	6N/26W/27 SW 6N/26W/28 S	by 1902?	1942?
	112	Willow Grove	2N/24W/23 SW	by 1904	1917
	113	Sulphur	5N/24W/9 SE 5N/24W/5 S	1909	1933
	122	Bearden	2N/26W/24 SE	1902	1926
*	123	Goodwill	3N/24W/3 NE NE NE	by 1917	1941
	125	Madge	5N/26W/19 N?	by 1901	1938
*	126	McQueen	2N/24W/11 W 2N/24W/2 SW SW SW	late 1800s by 1912	by 1912 1940s
	129	Bluff Land	3N/24W/20 S	by 1906	1919



Old Greer County, Texas

Figure B.4. Harmon County, reported school locations.

Table B-5. Continued.

DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
134	Opal	6N/26W/17 NW? 6N/26W/29 SW	by 1909	1938?
143	Vinson Consolidated (originally Francis, Trotter)	5N/25W/20 NE 5N/25W/23 NW 5N/25W/15 SW	by 1904	1964
147	Sypret Hill	4N/26W/29 SW? 4N/26W/32 NW	pre-1902	1928
148	Edgeworth (Squash Holler)	4N/24W/20 E	pre-1909	1915
162	Pleasant Hill	1N/24W/26 SW	1909	1923
163	Hurst	5N/24W/32 NE	by 1909	1934
	Elm Valley	6N/26W/4 SE	pre-1909	at least 1930s
	Flower Pot	4N/25W/14 SW?	late 1800s	1903
	Harmony	3N/25W/31 E		
	Kelly (Kelley)	2N/25W/11 NE	1890s	
	Lacy Chapel	3N/26W/1?	1908	1910
	Paradise Valley (Sandy Hill)	3N/26W/33 SW	late 1800s	
	Salton	6N/26W/12 SW		
	Sandy	3N/26W/11 W	1908	
	Wildwood	4N/24W/30 S		

* reconnaissance or inspection verified as per current project

Table B-6. Jackson County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Red Hill (later UG 7)	3N/23W/20 S or 3N/23W/21 SE	by 1906	
	2	Flower Mound	1N/21W?		
	3	Cottonwood	4N/19W?	1890s	
	4	Frazier (Frazer)	2N/21W/27?	1890s	
	5	Navajoe (Navajo)	3N/19W?	by 1900	1920
*	6	Aaron (later UG 6)	1N/21W/6? 1N/22W/1 NW NW NW 2N/22W/25?	1892 1895 1906	1895 1930s? 1916
	7	Gyp Hill	1S/22W?		1920s?
*	8	Pleasant Valley (later UG 9)	1S/22W/22 E	1920s?	1940s?
	9	Riverside	3N/19W?		
	10	South Greer	2S/19W/19 NE?	1900	1920
	11	Martha (later CD 9)	3N/21W/14 S or 3N/21W/23 N	1888	
	12	Friendship (later CD 5)	3N/19W/30 N		in use?
	13	Cottage Hill			
	14	Plew Valley (Plu Valley)	2N/19W?	by 1908	1920
	15	Cottonwood (later UG 5)	1N/22W?	by 1921	
	16	Yeldell	1S/20W?	1890s?	1920
	17	Carmel	1S/22W/34?	1898?	1922
	18	Altus	2N/20W?	1900	in use
	19	Wheatland			1920
	20	Bonnie Lou (Hackberry)	1S/19W/7 NW	1900	1920
	21	Pleasant Point (later UG 8)	3N/20W/21 SE		
	22	Prairie Home	1N/21W?		
	23	Elk View	4N/19W/15 NE NE NE		
*	24	Red Top (later Okla- Beach UG 3)	2S/23W/8 NE NE NE 2S/23W/5 SW SW SE	1900s 1910s	1910s 1920s
	25	Eldorado	1S/23W/30? 1S/23W/18 NW	1890	in use?
	26	Lone Oak	3N/19W?	by early 1900s	1920

Table B-6. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	27	Twin Lake	1N/23W?		
	28	Valley View	3N/22W?		1921
	29	Saye	1N/24W/36 SW? 1S/24W/3 NW		1936
	30	Era (later Creta then Southland UG 11)	1N/23W/25 N	1900s	1930s?
	31	Horseshoe Bend (Twin Elm)	3N/18W?		1935
	32	Orbison (later Willow Vale [Willowvale])	1S/21W/17 NE?	1890	1921
	33	Drury Valley (later Boggy)	1S/21W/31 SE	1890	1921
	34	New Zion (New Line)	2N/23W/17 NE	1910s	1921
	35	Olustee	1N/21W/21 NW	1895?	in use?
	36	Rock (later Bynum UG 2)	3N/23W/26 N	1891	1924
	37	Headrick (originally Union)	2N/19W/24 SE	1888	in use?
	38	Warren (later CD 4)	4N/19W/33 NW	by 1911	
	39	Dunbar		1892	1920
	40	Francis	1N/19W?		1916
	41	Locust Grove	1N/19W?		1916
	42	Hess (originally Cross Roads, later CD 8)	1S/20W/22 NE?	by 1889	
	43	Durham	2S/23W/6?		1920
	44	Custer	1S/23W?		1916?
	45	Grandview (Grand View)		1904	
	46	White	2N/20W?	1892?	1920
	47	Plainview	2N/20W?	1892?	1921
	48	Center	3N/21W?	by 1905	1920
	49	Lock (Locke)	1N/20W?		1920
	50	Tyler	2N/22W/10 S	early 1900s	1921
	51	Potts (Pleasant Hill)	1S/24W?	1895	1920
*	52	Stony (Stoney) Point (originally Cottonwood)	2N/23W/29 Center 2N/23W/29 SE SE SE	1900s	1937?

Table B-6. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	53	Duke (later CD 14)	2N/23W/12 E?	1900	in use
	54	Blair (originally called Dot)	4N/20W/32 W or 4N/20W/31 E	1890?	in use?
*	55	Gill (later Odema)	1S/23W/23 SE SE SE	1893	1919?
	56	Victory (later CD 11)	2N/21W/17 NW	by 1921	
	57	Orient	3N/21W?		1920
	58	Wilmoth			1920
	59	Prairie Hill (later CD 15)	1N/22W/6 NE	1893	
	60	Gay (Gaye)			
	61	Elmer (later UG 10)	1S/21W/12 S	1902	
	62	Glenvale (Glendale)	2S/19W/19 N?		1935
	63	Base Line			1920
	64	Lea (Lee) Summitt	2N/23W?	1909	1921
*	65	Victor	1S/23W/32 NW NW NE	1900s?	1921
	66	Shepherd Valley	1N/23W?		1921
	67	Lake View	1S/24W?	early 1900s?	1929
	116	Lincoln (later UG 1)	1S/25W/1 SE	1904	1946?
		Humphreys (CD 2)	1N/19W/18 S	1897	1960
*		Midway (CD 3)	1S/23W/24 NE NE NW	by 1919	at least until 1940
		Ozark (CD 6, originally Ozark Valley)	2N/19W/17 SE	1892	
		Porter High (CD 7)	1N/20W/17 SW	1921	
		Antioch (CD 10)	1S/24W/28 SE?	by 1920	1929
*		Harmony (CD 13)	1S/21W/29 NE	1920	early 1940s?
		CD 18		by 1920	
		UG 4		by 1921	
		Southside (later Elmer-Hess UG 212)	1S/20W/16 NE		
		Cambridge	2N/19W/22?		

Table B-6. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
		Chilton		by 1892	
		Lone Tree	4N/19W?	1897	1920
		South Bend (later Center Ridge)		1899	

* reconnaissance or inspection verified as per current project

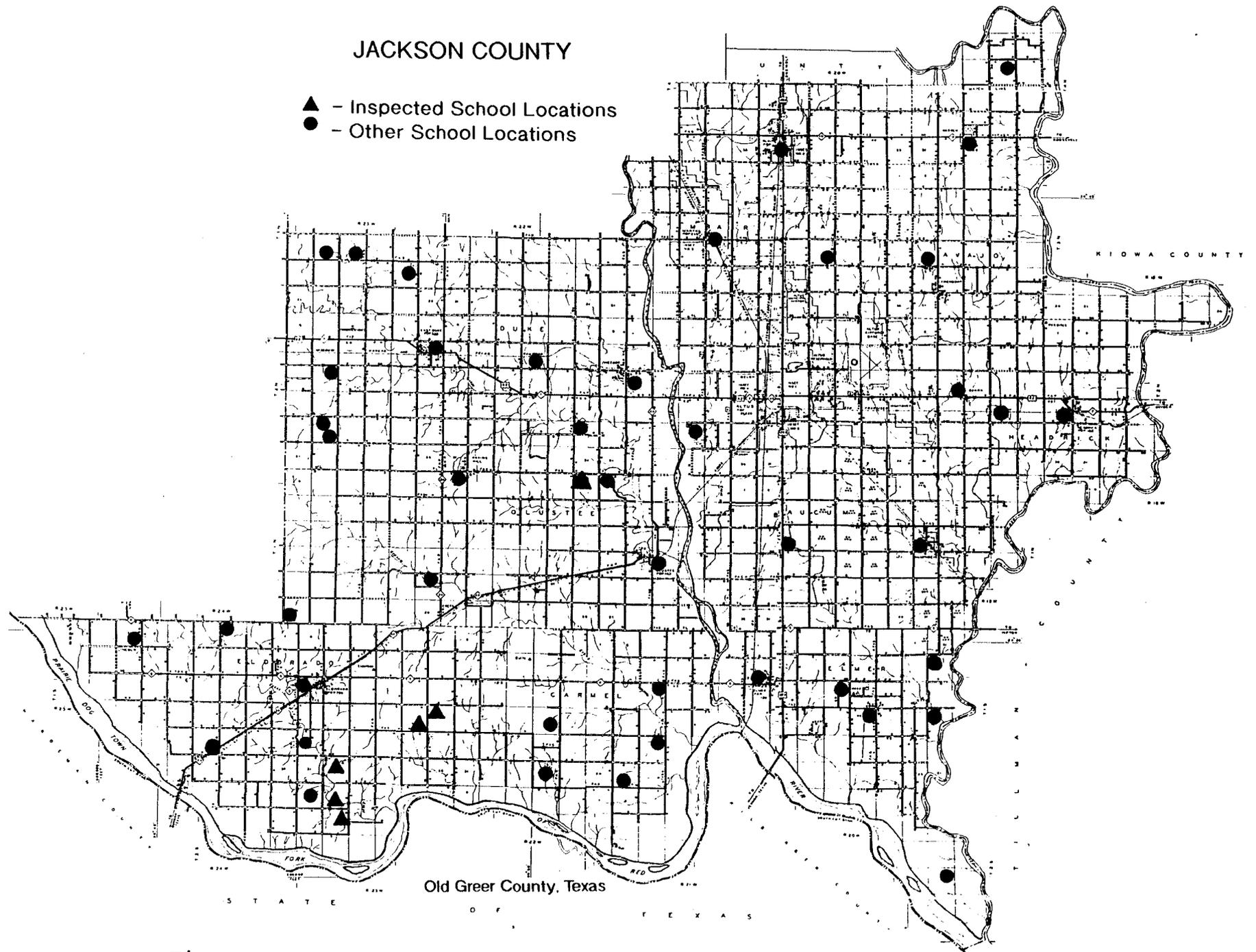


Figure B.5. Jackson County, reported school locations.

Table B-7. Jefferson County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Ryan Independent	6S/7W/20 E?		in use
*	2	Wrays Chapel	7S/7W/16 SE?	1915?	1929
	3	Terral Independent	7S/7W/33 or 8S/7W/4?	1890s	in use
	4	Fleetwood	8S/6W/5 NW NE 7S/6W/32 SW		1935
	5	Spears Chapel	7S/6W/21 NE?	1917?	1929
	6	Oscar	6S/5W/32 SW 6S/5W/31 SE	1890s?	1956
*	7	Grady	6S/5W/24 NE NE SE	1910	1967?
	8	Rite (Bellville)	(in Love County?)		1929
	9	Courtney	(in Love County)		1929
*	10	Riverview	5S/8W/20 SW SW SW	1902?	1926
	11	South Center Point	5S/4W/26 SE?		1939
	12	Atlee	5S/4W/21 SW		1952
*	13	Woodrow	6S/5W/18 SE		1947
	14	Ringling Independent	4S/4W/35 N	1917?	1947?
	15	Mountain Home East	4S/4W/9 SW E SE	1909?	1958
	16	Richland			1929
	17	Asphaltum	3S/4W/26 SE 3S/4W/25 SE SW SW	1912?	1941
	18	Big Valley			1927
	19	Claudcroft			1927
	20	Mud Creek	3S/5W/32 N 3S/5W/31 SE SE SE 4S/5W/6 NE?	by 1943	1947
*	21	EB Ranch	3S/6W/22 SW 3S/6W/27 W		1947
	22	Addington	4S/7W/6 NE?		1961
	23	Waurika Independent	4S/8W/25 SW? & 4S/8W/36 E?		in use
	24	Linwood	4S/7W/35 NW		1933
	25	Sugden (see Consolidated #51)	5S/7W/31 NW?		1953

Table B-7. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	26	Browns Chapel	6S/7W/13 NE NE NE	early 1900s?	1947
	27	Blue Grove	8S/7W?		1927
	28	Goodwin	7S/6W?		1929
	29	Plainview	5S/5W/14?		1929
	30	Claypool-Beam	4S/6W/21 NW		1947
	31	Gann (Fairview)			1928
*	32	Sunnyside	6S/6W/28 SE SE SW? 6S/6W/28 SW SW SW	early 1900s? 1923	1923 1929
	33	Oak Hill	6S/5W/11 NE NE NW	by 1910	1947?
	34	Union Hill	6S/4W/11 SE SE SE	1929?	1953
	35	North Center Point	5N/4W/24 SW?		1930
	36	Brummett	4S/7W/11 SE	by 1920	1935
	37	Prairie Chapel			1930
	38	Lone Star	5S/7W/35 NE NW NW	1910	1925
	39	Roche (Roach)			1927
	40	Belcher Hill			1930
	41	Major Ranch	5S/6W/28 NE 5S/6W/29 SE NE NE	by 1944	1944 1947
	42	Bellview (Belview)	6S/7W?		1929
*	43	Opie	6S/6W/11 NW 6S/6W/10 NW NW SW	1912?	1912? 1950
	44	Bethel			1926
	45	Petersburg	7S/4W/12 NW SE		1947
	46	Chapel Hill	4S/7W/18 SE		1941
*	50	Irving Consolidated	6S/8W/9 SW SW SW & 6S/8W/8 SE SE SE	1922?	1957
	51	Sugden Consolidated	5S/7W/31 NW?		1953
	52	Claypool Consolidated	4S/5W/31 SE		1959
*	53	Union Valley Consolidated	7S/7W/13 SE SE SE	1929?	1956
	54	Mountain Home			by 1930s?

Table B-7. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	97	Madden Grove	3S/8W/27 NW	1902?	1947
	98	Ferguson (Furgerson)	3S/8W/30	1902?	1930
	105	Texas	4S/8W/3 S		1947
*	106	Holly Hill	4S/8W/7 NE NE NE	1902?	1941
	107	Hastings	4S/9W/11 NE	1902?	1968
	110	Deer Grove	4S/8W/26 NW	1902?	1947?
	111	Melrose	4S/8W/19	1902?	1930
	112	Mountain Home West	4S/9W/22 E	1902?	1946
	179	Banner	5S/8W?	1902?	1922
	180	Lookout	6S/8W?	1902?	1922
	181	Valley View	6S/8W?	1902?	1922
	192	Spring Hill		1902?	1925
	193	Rocky Knob	5S/8W/10 N	1902?	1942
	194	Independence	5S/8W/8 NW?	1902?	by 1930s?

* reconnaissance or inspection verified as per current project

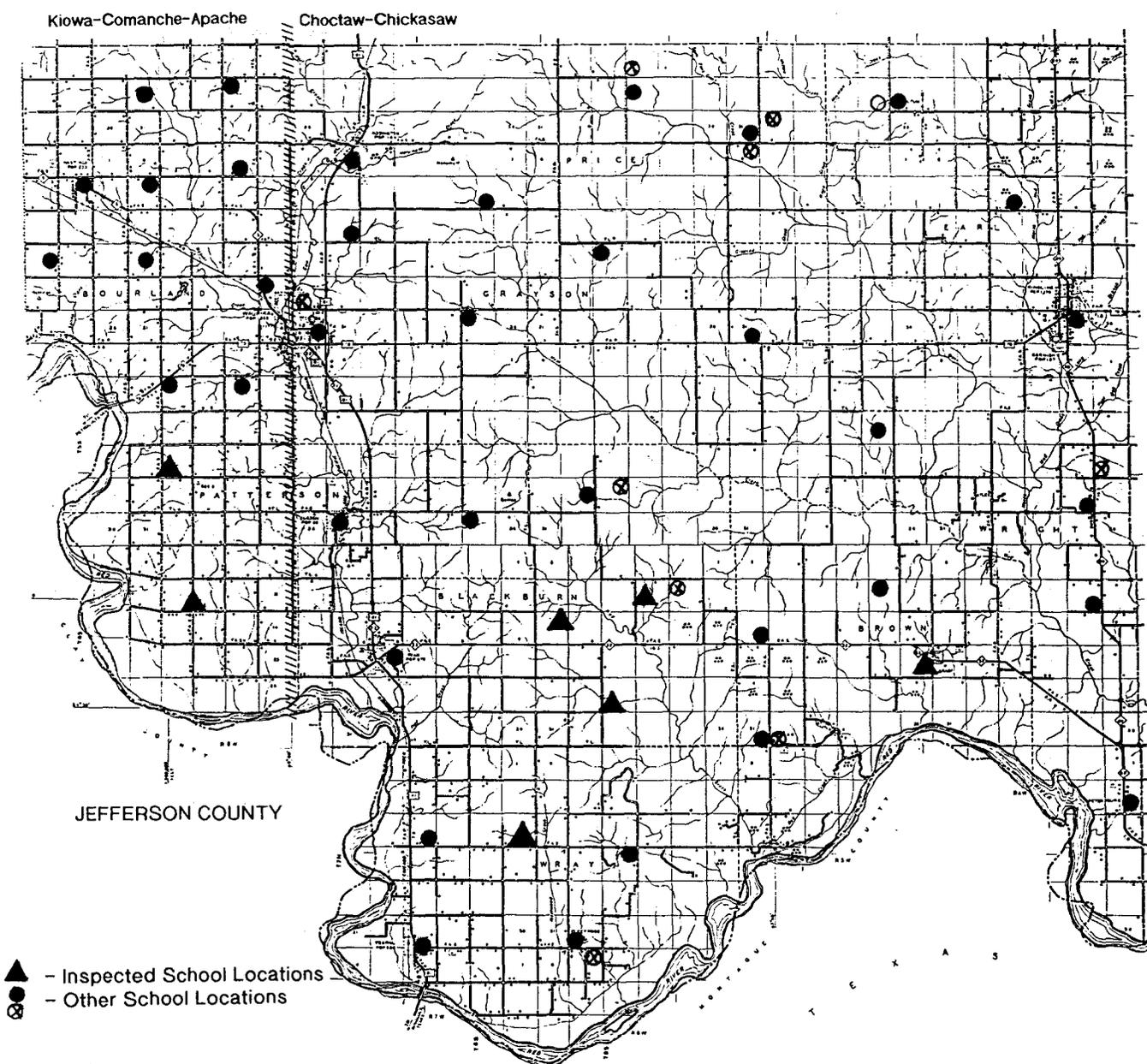


Figure B.6. Jefferson County, reported school locations.

Table B-8. Kiowa County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	1	Hobart	7N/18W/33 SE & 7N/18W/34 SW		in use
	2	Lone Wolf	6N/18W?		
	3	Gotebo (originally Harrison)	7N/16W?		
	4	Mountain Park (later Snyder #51)	3N/17W/25 W?	1902?	1953?
*	5	Cold Springs (Wildman) see #108	4N/17W/29 N?		
	6	Mountain Park (hanged from District #4 in 1929)	3N/17W/25 W?	1902	destroyed by fire 1953
	7	Roosevelt	4N/17W?	1903	
	8	Lone Star (later Consolidated #8)	3N/18W/33 NW NW NW	1912?	1929? 1957
*	9	Sedan (originally Fairview; later Consolidated #9)	6N/15W/23 NW SW SW	1911	1966
	10	Cooperton Valley (Cooperton; later Consolidated #10)	5N/16W/34 NE		at least 1950s
*	11	Green Valley	5N/14W/16 NE NE NE	1904	late 1940s?
	12	Saddle Mountain (West Saddle Mountain, Licked Skillet, Sick Skillet)	5N/15W/26 SE SE NE	1903	
	13	Mount Moriah	5N/15W/30 NE NE NE		by 1936
	14	Rock Island	6N/19W/6 SE?		
	15	Fairview	7N/18W/2 SW SW SW	1902	1936
	16	Pleasant Ridge	7N/18W/7 NE SE	1902	by 1949
	17	Big Elk	7N/19W/10 SE NE	1901	1948
	18	Valley View	7N/19W/7 E		1942
	19	Union (Mitchell)	7N/20W/15 NE NE NE		1942
	20	Northwest (Simpler or Sempler)	7N/20W/7 NE NE	1902	rebuilt 1925
	21	Bethel (Bethal)	7N/20W/26 SW SW SW		

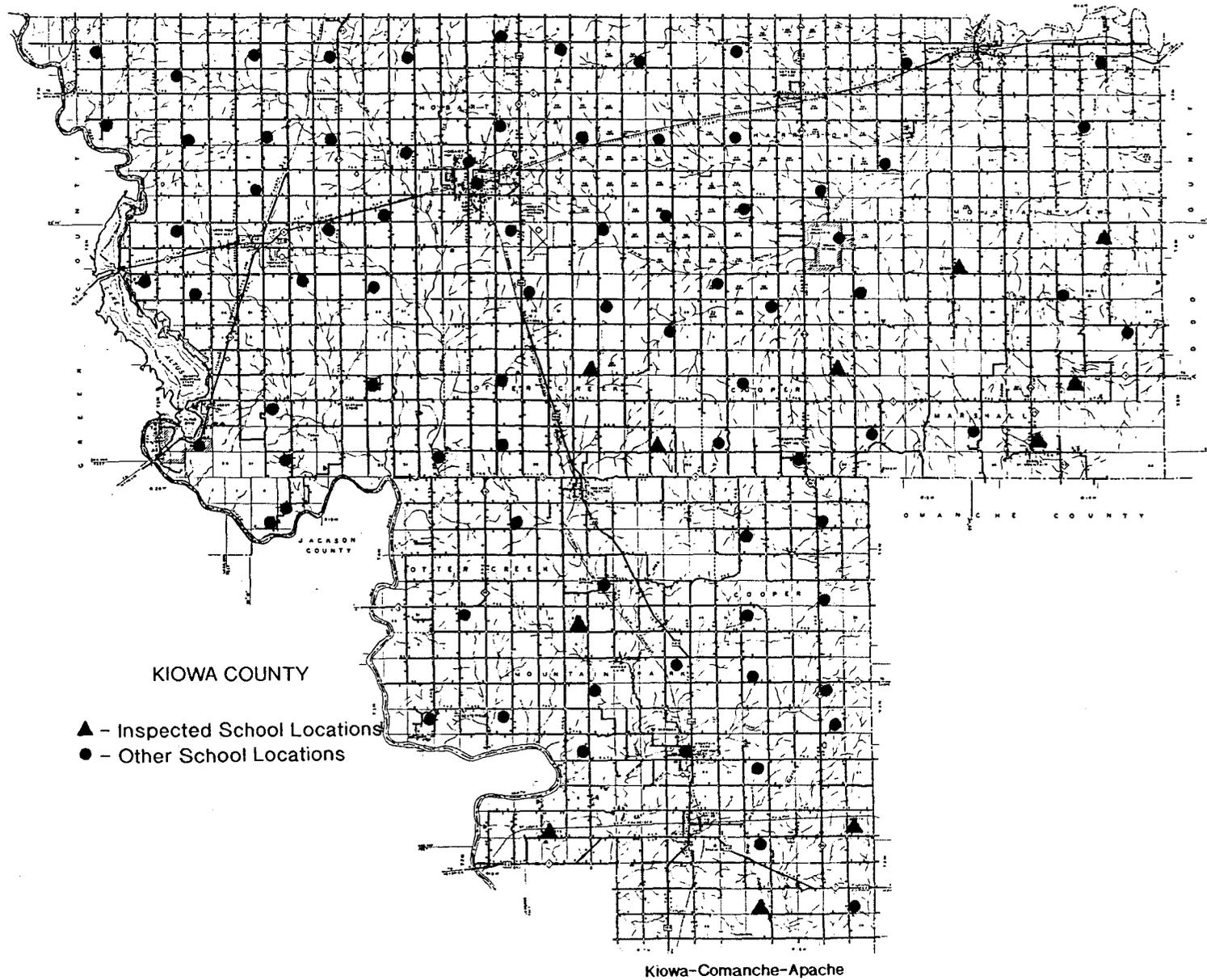


Figure B.7. Kiowa County, reported school locations.

Table B-8. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	22	Russell			1944 (destroyed)
	23	Sunnyside	7N/19W/29 SW SW SW		
	24	Martin (Prairie Valley)			1942
	25	Lawn Dale (Law)	6N/19W/15 NW NE NE?		by 1949
	26	Elk View	6N/20W/26 SW SW SW		
	27	McIlwain	6N/20W/26 SW SW SW	1908	
	28	Crescent Valley (Bennett or Bennet)			
*	29	Spring Valley (Spring Creek)	6N/14W/15 SE SE NE	1910s	by 1949
	30	Mt. Zion	7N/18W/31 NE NE NE		1907
	31	Plainview (Hobart Scenery or Cracker Box)	6N/18W/14 N		by 1938
	32	Lewis			
	33	Soldier Springs	moved 1916	1902	1939
	34	Hill	6N/16W/8 NE or SE SE NE	1903	1939?
	35	Stone	6N/17W/11 SE	early 1900s	1948
	36	Pioneer			
	37	Pleasant View (Prough)	6N/16W/30 SE		by 1928
	38	Lugert	5N/20W/24 SW		by 1948
	39	Mountain View			
	40	Prospect View			
	41	Baptist (Independence)	3N/16W/8 S?	1902	
*	42	Babbs (Christian or Babbs Switch)	6N/18W/25 SW SW SW	1902	1943?
	43	Prairie Dell	6N/17W/33 NW NW NW		by 1948
	44	Queen Ester	6N/16W/2/SE SE SE	1901	by 1925
	45	Pleasant Hill (Cracker Box)			

Table B-8. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	46	Richland	3N/16W/14 NW NW NW		
	47	Glenn View (Thorp)			
	48	Fairview	3N/16W/32 N		
*	49	Odetta	2N/16W/12 SW SW NW	1903	by 1927
	50	Gold Hill		by 1907	
	51	Snyder (changed to #4)	2N/17W?		in use
	52	Bryan	7N/20W/29 NW NW NW		
	53	Kiowa Flat	7N/15W/9 SW SW NW	1902	1946
*	54	Grandview	5N/17W/8 SE SE SE	1902	1929
*	55	Union Dale	5N/16W/12 SW SW SW	1907?	1920s
	56	Glendale			
	57	Rainy Mountain (Rainey Mountain)	5N/17W/2 NE?	1904	1949
	58	Withrow (Rusler)		1902	by 1926
	59	Union	5N/18W/14 NW?	1902	
	60	Pleasant Valley	5N/18W/26 SW SW SW		
*	61	Singing Valley (Hiawatha)	5N/17W/26 SW SW SW	1900s	1940s?
*	62	Kinney	2N/16W/29 SE SE SE	by 1908	1930s?
*	65	Star Valley	4N/17/31 SE SE NE	1902	1940s?
	66	Wichita Valley	4N/16W/11 SW		by 1925
	67	Fairview	4N/16W/17 NW NW NW	1903	by 1948
	68	Gladson	4N/18W/11 SW SW SW		
	69	Frisco	7N/18W/26 NW NW	1902	
	70	Olive Branch			1942
	74	Spring Hill			
	75	Mt. Tepee	5N/19W/32 NE NE NE		in 1940s
*	79	Rockdale (Lick Skillet)	3N/17W/17 NW NW NW	1900s	1930s?
	80	Mullins (Pleasant Hill and as Union Graded #10)	3N/18W/22 NE NE NE	1902	dismantled 1929

Table B-8. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	81	Shiloh			by 1928
	82	West Park (West View)		1902	new building 1925
*	83	Tripp	2N/18W/12 SW SW SW	1903	1930s?
	84	North Otter			by 1908
	85	Star Valley (see #65; Mondamin?)		1902	
	86	Center View			
	88	Prairie View (Jordan)			
	89	Mountain Valley	3N/17W/11 NW NE	1901	
	93	Yale	6N/19W/28 NE NE NW		
	95	Pleasant Valley			
	96	Lawrence	7N/17W/7 NE		1945
	97	Gentry		1902	by 1948
	98	Mountain Valley	5N/16W/30 SE		by 1925
	99	Pecan	6N/14W/28 SW SW SW		by 1948
	100	Dixie		1903	by 1948
*	101	Saddle Mountain	5N/14W/29 SW SW NW	1910s	1948?
	102	Star Center			by 1911
	103	Rainey Valley (Rainey Mountain)	6N/16W/33 NE?		by 1948
	104	Mackay		1901	by 1911
	105	Surprise (Dick)	7N/16W/29 SE SE SW		1941
	106	Victor			
	107	Minor			
*	108	Cold Springs (changed to #5)	4N/17W/29 N?		
	109	Koon-Ka-Zachey		by 1907	by 1961
	110	Rocky Hill	6N/15W/30 SW?	1910	1929
	111	Harvey			
	112	Samone			

* reconnaissance or inspection verified as per current project

Table B-9. Stephens County Schools.*

DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
1	Duncan	1S/7W/4 1N/7W/32		in use
2	Comanche	2S/7W/19 S 2S/7W/30 NW	1894	in use
3	Marlow	2N/7W/17 NW		in use
4	Gaddis	1S/6W/8 NE		1947
5	Fairview	1S/6W/17 SW		1947
6	Woodlawn	1N/7W/36 NE NW		1965
7	Plainview	1S/7W/23 N		1955
* 8	Tucker	2S/7W/3 SE SE NE	by 1921	1957
* 9	Stoner	1S/6W/32 SE 2S/6W/5 NE 1S/6W/32 NE 1S/6W/32 NE NW NW	1900s by 1917	1947
10	Harrisburg	1S/6W/35 NE		
11	Valley View	1S/6W/11 S		1942
12	Arthur	1S/5W/9 SW?		
13	Center Grove	1S/5W/28 SW		
14	Velma	1S/5W/24 NE & SE		
15	Colley (Velma-Alma)	1S/4W/21 SE	1904	in use
16	Alma	2S/4W/3 SW		
17	Mountain Grove	2S/5W/13 SE		
18	Parks	2S/5W/17 SE		
19	Weavers Chapel	2S/6W/14 SE 2S/6W/23 NE		1957
20	Deer Creek	2S/6W/29 NW		1948
21	Banner (later Empire Consolidated)	1S/9W/12 SE NE 1S/8W/17 NE 1S/8W/20 NE	by 1910s 1920	1920 in use
* 22	Alamo	2S/7W/34 NE NE NE	early 1900s?	1947
23	Moran	3S/7W/7 E		1949
* 24	Thomas	1N/6W/21 SE 1N/6W/21 SE SW SW	by 1920	1948
25	Woolsey	3S/6W/3 SE 3S/6W/10 NW	by 1937	1953

Table B-9. Continued.

DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
26	Willow Springs	3S/5W/5 SW		
27	Loco	3S/5W/1 SW & NW		
28	Dixie	3S/4W/14 NW		
29	Beaver	2N/8W/4 SE SE SE	1902	1950
30	Rock Springs	2N/8W/6 SW	1902	1930s?
31	Denton	2N/9W/3 SW	after 1902	1955
32	Payne	1N/5W/30 SW 1N/6W/25 E NE	by 1917	1950
33	Prairie Dale	1N/5W/26 SE	1908	by 1952
34	Prairie Center	2N/9W/26 NW	1902?	
35	Stone	1N/4W/18 SE		
36	Gann Green (Burrows-Royal)	2N/4W/35 NW		
37	Bluff Creek	2N/6W/36 W		
* 38	Hope	1N/6W/9 N 1N/6W/9 SW NE SW	by 1918	by mid- 1950s
39	Clear Creek	2N/6W/29 N		
40	Oak Grove	2N/7W/26 NW?		1946
41	Sand Hill (Mount Pleasant)	2N/7W/12 SW		1946?
42	College Mount (Bray)	2N/6W/22 NE		in use
43	Lone Oak	2N/5W/18 NE		
44	Nellie	1N/9W/11 NW	1902	
45	Bear Creek	2N/5W/11 SW		
46	Owens Prairie	1N/5W/3 SW 1N/5W/9 N		
47	Doyle	2N/4W/31 SW 2N/4W/21 NE		
* 48	Prairie Hill (later Meridian)	2S/7W/6 NE NE SE 2S/7W/6 SE	by 1910 1921	1921 in use
* 49	Liberty	1S/7W/19 E	1913	in use
50	Santa Fe	2S/5W/2 NE	1920	

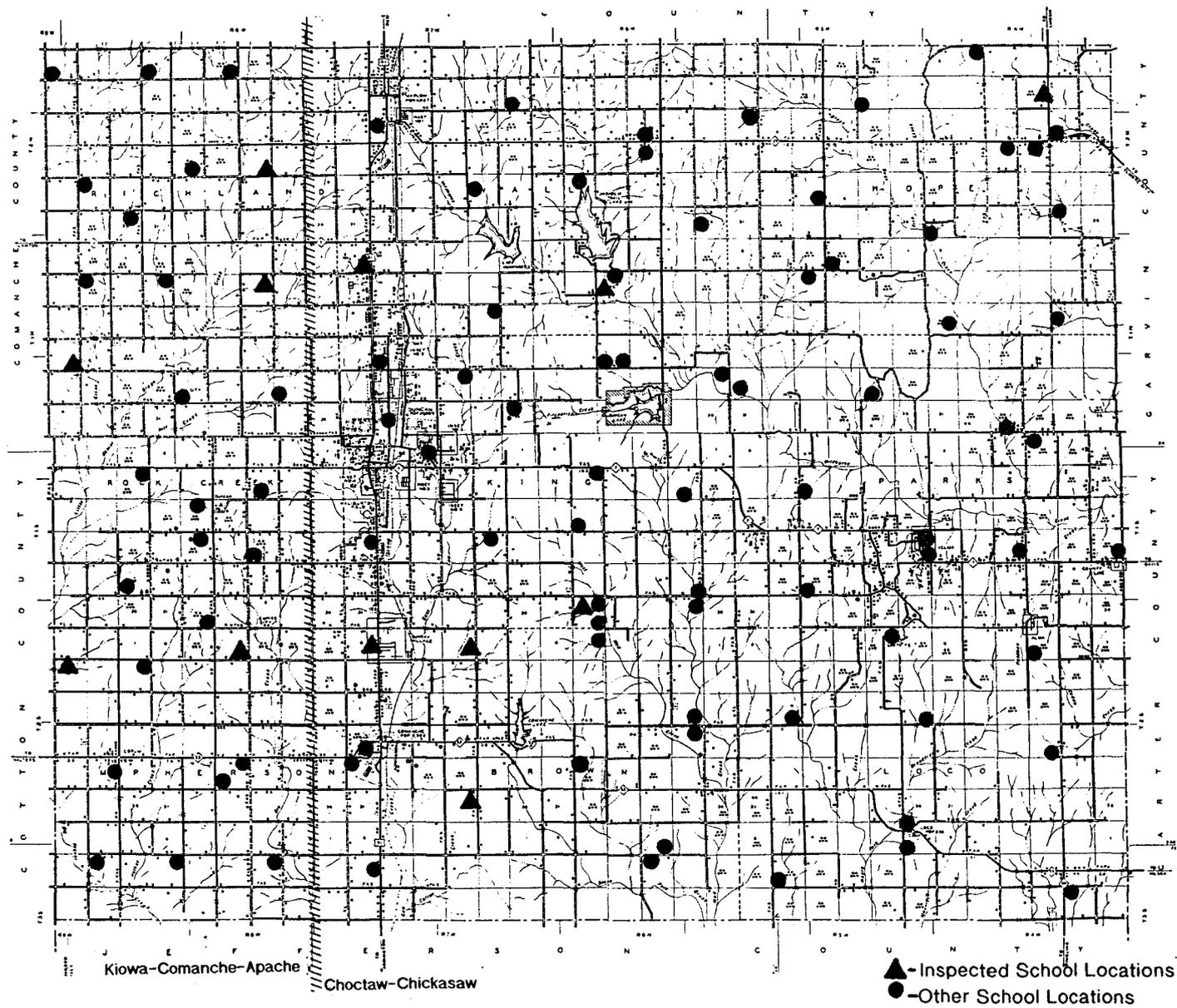
Table B-9. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	51	Plato	1N/7W/20 SE SW		in use
*	52	Rock Creek	1N/9W/22 SE SE SE	1902	1940s
*	53	Gatlin	1N/7W/6 SE SE SE	by 1906	1997
	54	Union Hill	1N/7W/14 NE		1947
	55	Ara (Claud)	1N/4W/33 S 1S/4W/3 NW		
	56	Burwood	1N/4W/14 W 2N/4W/20 N?		
*	57	Thompson	2N/4W/10 SE SE NE	by 1920	by 1950
	58	Boler Creek (Caddo)	2S/4W/22 SE	by 1910	
	59	Ferguson	2N/5W/28 SE		
	61	County Line	1S/4W/24 SE		
	64	Tidwell	2N/4W/5 NE		
	65	Old Red (Center Point)	1S/8W/22 SW 1S/8W/32 SE	by 1913	1921
	66	Graham			
	68	Lozier (Fair)	1S/9W/25 NW SW	by 1909	1920
*	74	Willow Point	2S/8W/4 SE SE SE	by 1916	1940s?
	75	Walker Valley	2S/9W/12 NE	1902	late 1940s?
	76	Fairland	2S/9W/10 NE NE NW	by 1908	by 1956
*	82	Oak College (Grandview)	2S/8W/28 NE 2S/8W/28/SW SW SW	1902?	in use
*	84	Corum	2S/9W/26 NE	1902	1940
	89	Rabbit Creek (Oak Cliff)	3S/8W/10 N	1902?	
*	90	Diamond	3S/8W/7 NE	1902	1954
	91	Union	3S/9W/11 NW	1902?	
	188	Little Beaver	1N/8W/29 SW	1903	
	189	Stage Stand	1N/8W/26 SW	by 1920s	by 1947
	190	Hopewell	1S/8W/10 S	1903	1920
*	254	Summerdale	1N/8W/10 NW NE NE	1908	1945

Table B-9. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	273	Oak Lawn	2N/8W/22 SE SE SE	by 1908	1950s?
	274	Pleasant Hill	2N/8W/20 S	by 1922	1939
	276	Wolf Creek	1N/8W/7 NE	1908?	
		1st Territorial	1N/7W/27 NE		
		Woods Subscription (College Mount)	2N/6W/15	1889	1895
		Burroughs High?	2N/4W/14 SW		
*		Central High UG 34	2N/9W/36 NE	1920	in use

* reconnaissance or inspection verified as per current project



STEPHENS COUNTY

Figure B.8. Stephens County, reported school locations.

Table B-10. Tillman County Schools.*

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	1	Laing Consolidated	1N/18W/22/SE/SE/SE	1912	1958
	2	Wilson Consolidated	3S/19W/13 NE	1912	1954
	3	Henderson Consolidated	3S/17W/7 SE	1915	
	4	Thacker	1S/17W/6 NW	1902?	1950s?
	5	Loveland Consolidated	3S/15W/16 NE	1909	1939?
	6	Sunrise Consolidated	2S/17W/26 NE? 2S/17W/24 NW?	1915	1949
	7	Isadore/Harmony/ Cameron Consolidated	never constructed?		
	10	Hollister Consolidated	2S/16W?	1915	
	11	Victory Consolidated	3S/17W/34 SE	1923	1968
*	13	Weaver Consolidated	2S/19W/24 NE	1949	1960s?
*	63	Horse Creek	1N/16W/14/NE/NE/NE	1902	1946
	64	Parkinson (later Glendale?)	1N/16W/26 SE	1914	1937
	65	Belmont	1N/16W/29 SE	1902?	
	71	Hilltop	1N/17W/12 W	1903	1947
	72	Siboney (Sibony)	1N/17W/2 N		1930s
	73	Otter Creek	2N/17W/32 SE	1902	1947
	76	Ernest	1N/18W/18 N	1903	1912
	77	Long Valley	1N/18W/9 NW	1901	
	78	Centerview (Center View)	1N/18W/32 SE	1904	1912
*	86	Blue	1N/19W/14/NE/NE/NE	1908	1940
	87	Chadwick	1N/19W/26 SW	1905	1923
	90	Pleasant Valley (Hall)			
	91	Liberty	1N/17W/20 NW	1902	1912
*	92	Pleasant Valley	2N/18W/26 SW/SW/SE	1902?	1949
*	94	North Deep Red	1N/16W/8 SE SE SE	1902	1945
	120	Riverside	3S/18W/22 SW	1914	
	133	Hiawatha	1S/14W/8 NW	1902	1948

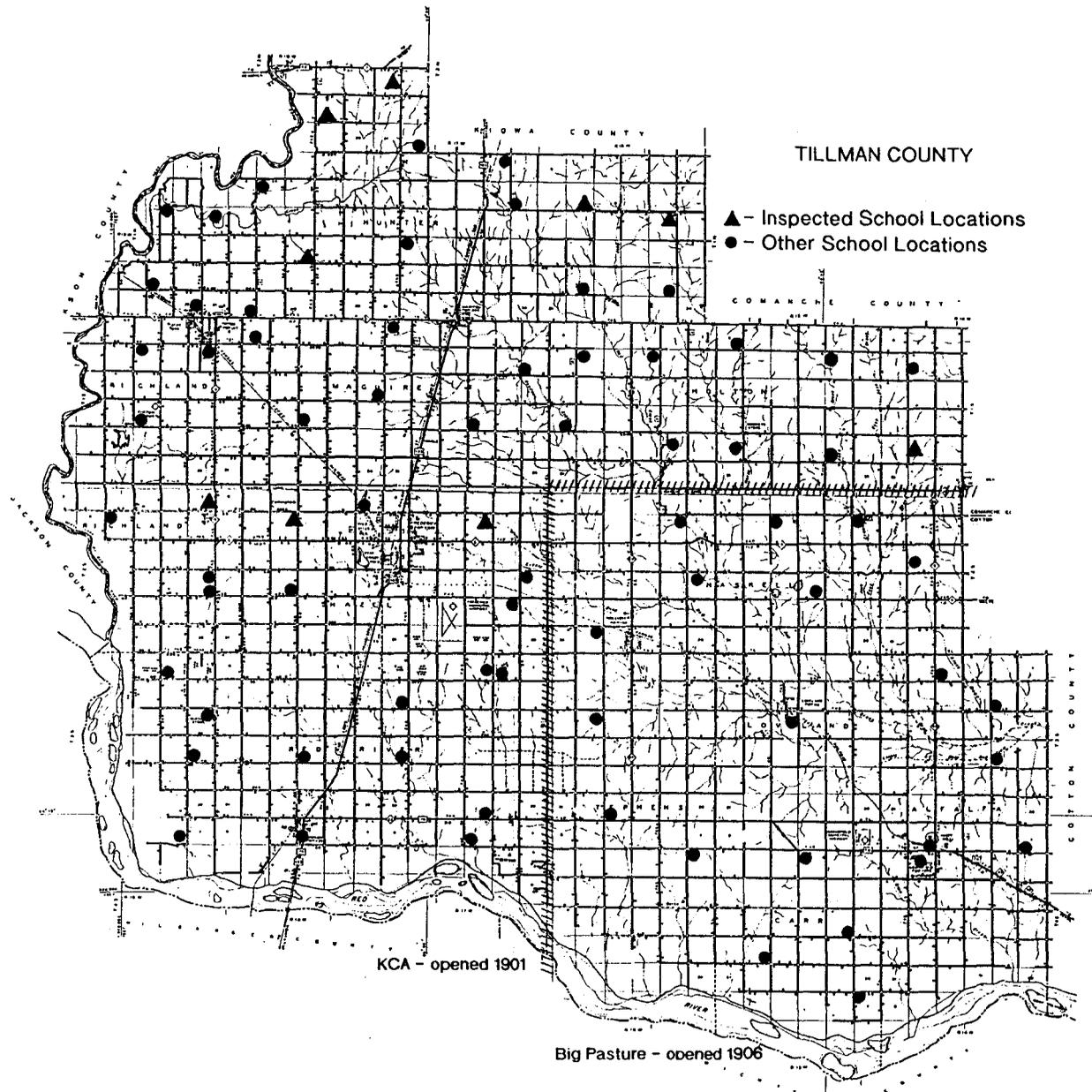


Figure B.9 Tillman County, reported school locations.

Table B-10. Continued.

	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
*	134	East Jack Creek	1S/14W/29 NW NW SW	1907	1942
	135	Union Home	1S/15W/11 NW	1905	1942
	136	West Jack Creek	1S/15W/26 SW	1901	
	137	Mapledale (Maple Dale)	1S/15W/6 SE	1912	1944
	138	Pleasant Valley	1S/15W/30 S/SE/NE	1902	1943
	139	Holton	1S/16W/10 SE/SE/NE	1902	1912
	140	South Deep Red	1S/16W/26 W	1902	1943
	141	Bethel	1S/16W/8 NW	1904	1940
	142	Fairview	1S/16W/19 SE	1902	1942
	143	East Aurora	1S/17W/12 SW	1902?	1947?
	144	Pleasant Ridge	1S/17W/22 SW	1902	1949
	145	Plain View (Plainview)	1S/18W/13 SE	1902	1940s
	146	Union	1S/18W/22 SW?	1902	1947
	147	Sunshine	1S/18W/5 SE	1903	1950s?
	148	Pleasant Valley	1S/19W/12 NE	1903	1909
	148	Tipton	1N/19W/36 E?	1902?	
	149	Burnett	1S/19W/10 NW NW NW	1902	1919?
	150	White Lake	1S/19W/22 SW	1903	1923?
	151	Circle Valley	1S/19W?	1903	1923
	152	Tesca	2S/19W/9 NW	1902	1930
*	153	Alpian	2S/19W/1 SE/SE/SE	1902	1949
*	154	I X L	2S/18W/9 NE/NE/NE	1902	1958
	155	Glenwood	2S/18W/1 SW	1905	
*	156	Rose Hill	2S/17W/10 NE NE NE	1918	1940s
	157	Warren	2S/17W?	1903	
	158	Frederick	2S/17W?	1903	in use
	159	West Liberty	2S/18W/21 SE	1902?	1930
	160	Valley Home	2S/19W/24 SE?	1903	1930
	161	Hurst	3S/19W/2 SW/SW/SW	1902	1914
	162	Valley Home (View?)	3S/18W?	1906	1914

Table B-10. Continued.

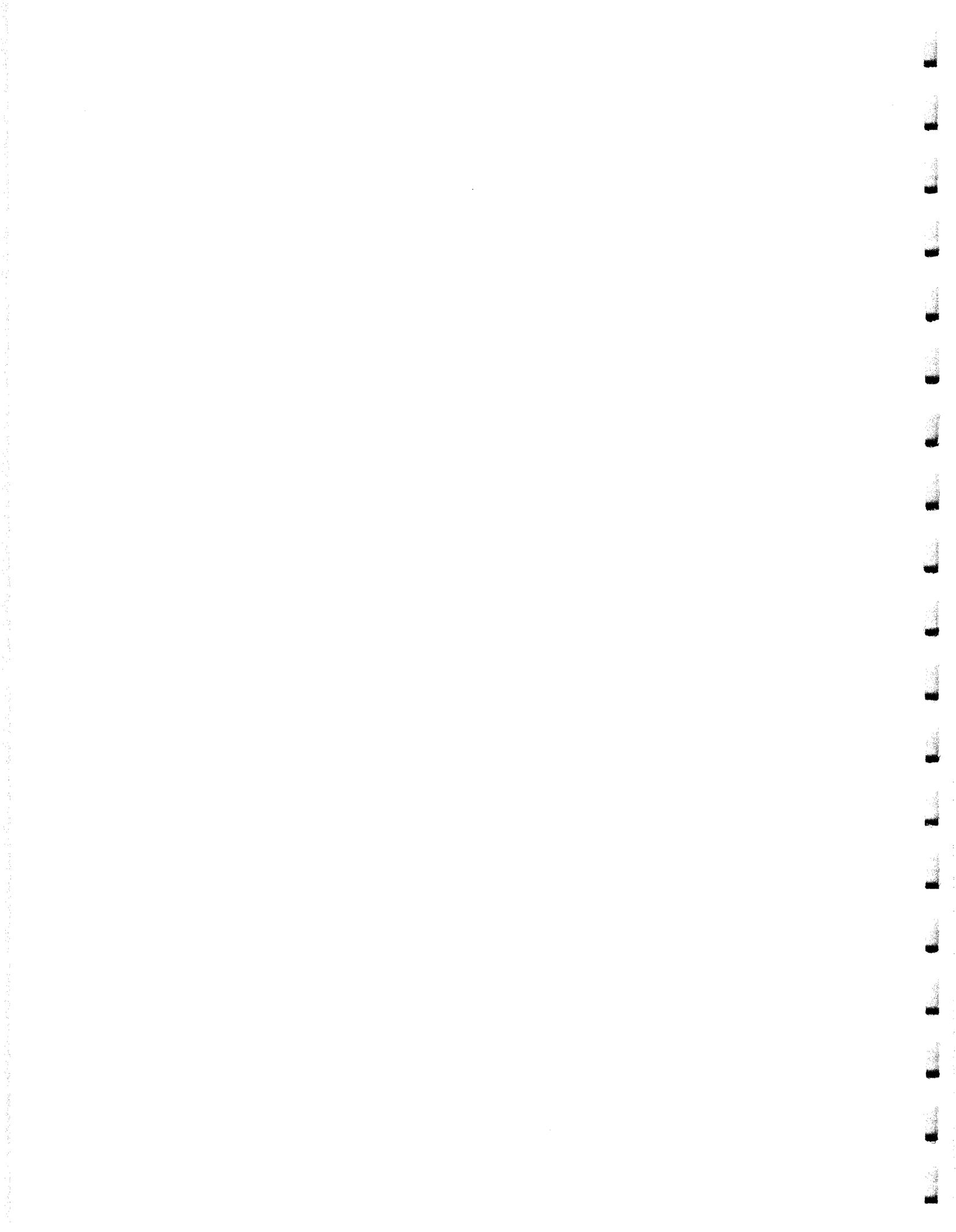
DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
163	Fairview	3S/18W?	1902?	
164	Goodhope (Good Hope)	3S/17W/2 SW or 3S/17W/3 E	1901?	1916
165	Hackberry Flat	3S/17W?	by 1906	1923
166	Red Bluff	3S/17W/19 SE	1902?	1915
167	Pearson	3S/18W?	1903	1914
168	Carter	3S/19W/24 SW	1903	1914
169	Hurford	4S/19W/2 SE	1902?	1920
170	Davidson	4S/18W/3 SW	1902	1950s?
171	Blue		1902?	1919
172	Sanford	4S/17W/3 SW	1902	1923?
187	Manitou	1N or 1S/17W?	1902	
207	Sunset View	2S/14W/17 W	1907	1938
208	Leggett	2S/15W/12 NW	1908	1938
209	Lone Star	2S/15W/9 NW	1907?	
210	Haskell	2S/16W/11 NE	1907	1950s?
211	Mounts	2S/16W?	1907	1921
212	Dawson	2S/16W/32 NE	1907	1915
213	Isadore	2S/16W/24 N	1908	1928
214	Harmony		1907	1915
215	Valley View	2S/15W/22 SE	1908	1922?
226	Brush Creek	3S/14W/11 SW	1908	1947
227	Rich Valley	3S/14W/4 SW	1908	1949
228	Prairie Dale	3S/15W?	1909	1914
229	Polk	3S/15W?	1908	1914
230	Eden Dale	3S/16W?	1908	1925
231	Farmingdale	3S/16W/17 NE	1908	1921
232	Chateau	3S/16W/33 SW	1908	1926
233	Cameron	3S/16W?	1908?	1924
234	Parks	3S/15W?	1908	1915
235	Pitcherdale (Pitzerdale?)	3S/15W?	1908	1918

Table B-10. Continued.

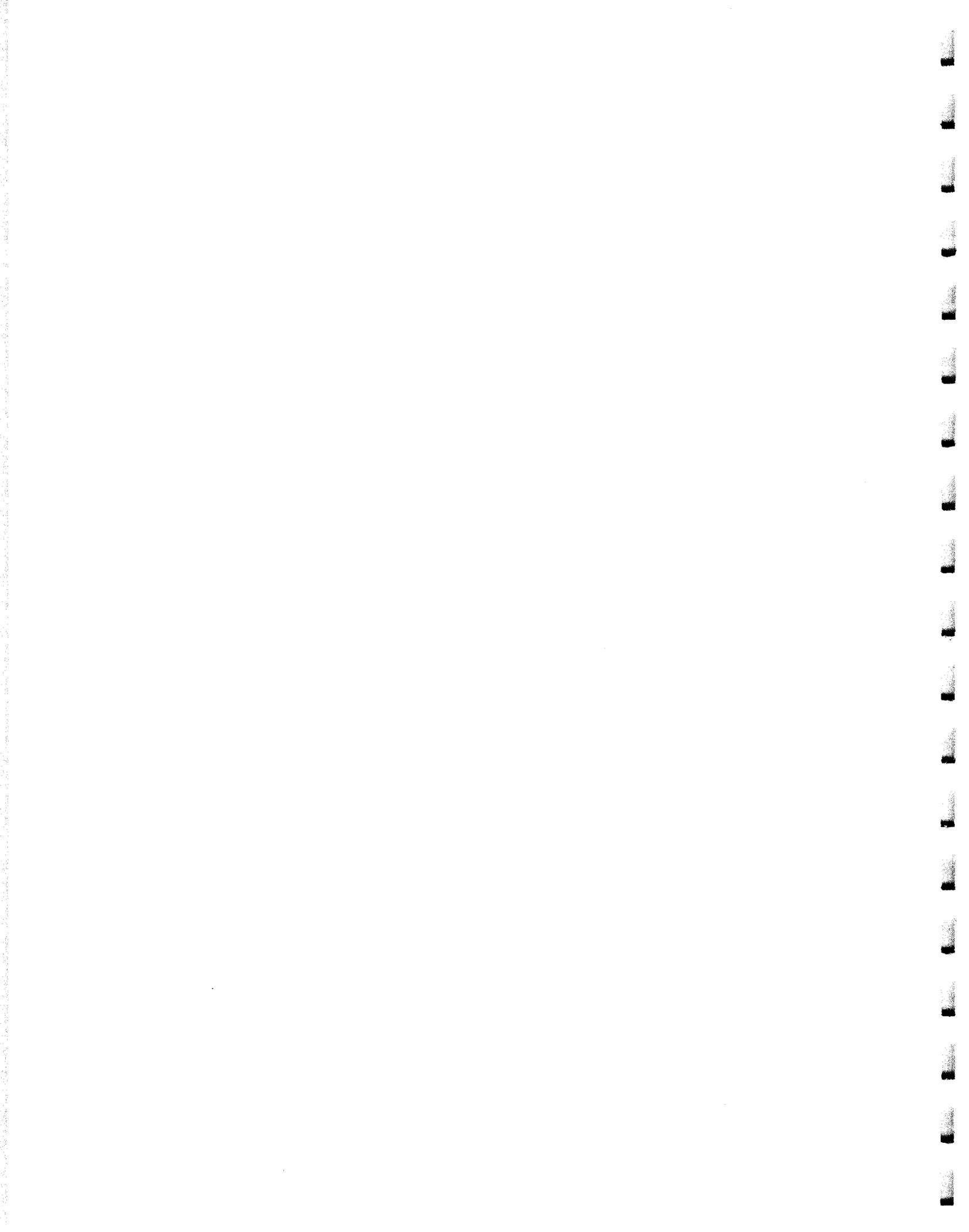
	DIST #	SCHOOL NAME	LEGAL LOCATION	DATE ORIGIN	DATE CLOSED
	236	Howard	3S/14W?	1908	1917
	237	Sims	3S/14W/23 SW	1909	1945
	248	Centerpoint (Center Point)	4S/14W/1 SW	1908	1919?
	249	Grandfield (Consolidated)	4S/14W/5 SE & 4S/14W/8 N	1912	in use?
	250	Prairie Dale	4S/15W?	1908	1917
	251	Sunny Slope	4S/15W?	1908?	1917
	252	Mayflower	4S/16W/12 NW	1908	1947
	253	Rita	4S/16W?	1908	1929
	255	Pleasant Valley	4S/16W?	1908	1947?
	256	Fort Augur (Auger?)	4S/15W/29/SE/SE/SE	1908	1950s?
	257	Spring Valley	4S/15W/23 SE	1907	1947?
	258	Goehler	4S/14W?	1908	1917
	259	Blue Valley	4S/14W?	1908	1913
	260	Sage	5S/15W/1 NW NW NW	1908	1959
*		Daniels/McElroy Subscription School	2N/17W/19 SE SE NE	early 1900s	1911

* reconnaissance or inspection verified as per current project

APPENDIX C: UPDATED SITE FORMS
(ordered by county - confidential information,
provided only with government report copies)



APPENDIX D: IN-USE STANDING STRUCTURE FORMS
(ordered by county - confidential information,
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APPENDIX E: SITE FORMS
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