

A SURVEY
OF THE INYO COUNTY SCHOOLS

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A Thesis
Presented to
the Faculty of the School of Education
University of Southern California

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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CHAPTER I

STATEMENT OF THE PROBLEM AND REVIEW OF THE LITERATURE

Inyo County has been considered one of the isolated parts of the state of California. The geography of the county is such that there has been little communication with other parts of the state. The last few years have seen improved roads in the county, better communication facilities, and the expenditure of state funds within the county. The change brought about by these improvements has created a general interest in the county which has prompted this study of the schools.

I. THE PROBLEM

Statement of the problem. The particular purpose of this study was to investigate the present organization, administration, and the operation of the schools of Inyo County, and, wherever possible, to compare these data with similar data for other counties of the state. To do this the questions listed below were set up. These questions form the principal divisions of the study.

1. What is the present educational program of the county and how is it administered?
2. How are the Inyo County Schools financed?

MAP I
CALIFORNIA
SHOWING THE LOCATION
OF
INYO COUNTY



INYO
COUNTY



0 50
Scale of Miles

3. What is the cost per pupil in the various districts?
4. How do the school plants compare with the recommendations of the State Department of Education?
5. What is the cost of transportation in the county?
6. What is the per cent of Indian and Mexican children in the various schools?
7. What plans for consolidation would aid the educational program of the county?

Need for the study. By referring to Map I it will be apparent that the area of Inyo County is large even in comparison with the state of California. Actually this area is about 10,000 square miles. The total population of the county is less than 5,000 inhabitants as recorded in the office of the county clerk. This shows a population distribution of about one person in two square miles. The problem of providing education through the secondary school level under such conditions must present difficulties which can be answered only after careful study. The cost of such education to the taxpayers of the various districts should be accurately determined. Plans for the reduction of this tax burden, consistent with good educational practice, should be based on the data thus gathered.

There has been no general study of the schools of this county made in the past so that the school officials are

in need of general information in the administration of their regular duties. The position of county superintendent of schools is a part-time position only, she is not provided with a secretary, and as a result, the pressure of routine duties has prevented her from gathering detailed information of the county schools as a whole.

Related studies. The organization of a county school system in California must follow certain general lines as directed by the State Department of Education.¹ In this regard Inyo County has followed the same general practice that other counties of the state have followed. A survey of the Fresno County schools was made by the California Taxpayer's Association in 1931² and this survey affords a great deal of material for comparison with similar data in Inyo County. Current educational costs for the Fresno County schools are listed and extended to indicate the cost per average daily attendance in the various districts of that county. The cost of administration of the county schools is given with the per cent this represents the total current educational cost. These, and other data, afford a reliable means for comparison

¹ Vierling Kersey, Pertinent Facts About California Public Schools (Sacramento, California: State Printing Office, 1934), p. 27.

² Harold A. Stone, Report on the Fresno County Schools (Los Angeles, California: California Taxpayer's Association, 1931), p. 104.

with similar data for the schools of Inyo County.

Other studies of school systems of value in comparing the data gathered with that gathered in Inyo County are the studies of the Chula Vista School District,³ the Simi Valley School Districts,⁴ and the Kerman Union High School District.⁵ Although these studies do not include all the schools of their respective county systems, they do provide certain data of comparative value and, in addition, suggest certain procedures which are of great assistance in making a study of this nature.

Sources of data and method of procedure. The data gathered in this study have come from the office of the County Superintendent of Schools, the office of the County Clerk, the records of the principals of the various schools of the county, and from a questionnaire sent to the high school principals of the county. The cost of education in the county was calculated from data gathered from the annual report of the county superintendent for the year 1933-34. Annual reports of the county superintendent of schools are available at the office of the county superintendent for the

³ John C. Lauderbach, "Survey of Chula Vista District," (unpublished Master's thesis, University of California, Berkeley, California, 1931).

⁴ G. Wheeler Smith, "Survey of the Simi Valley School Districts," (unpublished Master's thesis, University of Southern California, Los Angeles, California, 1931).

⁵ Fritts A. Udden, "A Survey of the Kerman Union High School District," (unpublished Master's thesis, University of Southern California, Los Angeles, California, 1933).

years 1926-34 inclusive. From these reports attendance data were secured. Tax rates and railroad assessed valuations were obtained from the office of the county clerk. Data regarding Indian and Mexican children were obtained from the principals of the various schools. Results of the State Emergency Relief Administration's survey of school building adequacy were obtained direct from the data sheets used in the survey.

The questionnaire sent to the four high schools of the county covered the following items: transportation, total enrollment, number of Indian children, and the number of Mexican children. Under transportation the following questions were asked in an effort to determine the cost per seat mile: do you operate a school bus? what make is it? how many miles does it cover daily? do you have any other transportation expense?

The data secured from the sources given here were first compiled into tables where the extensions were calculated and listed. In some cases the data from these tables were used in making of charts to provide a more ready reference to the findings.

To secure additional information on school building adequacy forms were secured from the state department of education for scoring rural school buildings on a 1,000 point scale. These were used for the four high school buildings of the county.

Organization of the chapter studies. The study is divided into nine principal divisions each representing a chapter. The investigation begins with the educational program of the county schools from the kindergarten through the elementary and high schools including adult education. Organization and administration of the county schools with the expenditures of the county school administration is then taken up followed by sources of revenue for the schools, and educational costs in the county. School plants, building adequacy, attendance of Indian and Mexican children in the various districts, transportation, and consolidation form the final divisions of the study. The last chapter is devoted to findings, conclusions, and recommendations.

CHAPTER II

THE EDUCATIONAL PROGRAM

The most important function of any school system is teaching. The course of study should include those subjects which are of greatest interest and value to the majority of pupils. It will be the purpose of this chapter to show something of the background of the pupils attending the schools of Inyo County, and the course of study offered by the schools at the present time. In this way the adequacy of the present educational program may be judged and suitable changes recommended.

Location and geography. Inyo County is located on the eastern border of central California. It is a mountainous arid region with little fertile land except in that portion of the county watered by streams from the eastern slopes of the Sierra Nevada Range. This section between the Sierra Nevadas and the White Mountains is known as the Owens Valley and the population of the county is largely centered here. To the east of Owens Valley and south to the county border the county is extremely barren. Beyond the White Mountains to the east the county is divided longitudinally by Saline Valley, the Panamint Mountains, Panamint Valley, and Death Valley, with the Funeral Mountains on the extreme eastern border.

Industry and agriculture. The principal income of the county is derived from mines, cattle ranches, soda and potash refineries, and tourists. Agriculture has proven unprofitable since the Los Angeles aqueduct was put into Owens Valley. Practically all of the original farm and pasture land is now owned by the city of Los Angeles. The lands thus purchased are not operated and all attempts to do so by leasing them are discouraged. This condition together with a decline in mining operations has caused a decrease in the population of the county during the last fifteen or twenty years. The town of Lone Pine however is showing a slight increase of population at the present time due principally to tourist trade.

History of the schools. The earliest record of educational activity in the county is the mention of the salary paid the superintendent of schools at the time the county was established. A bill was introduced before the state legislature on February 17, 1866, establishing Inyo County and providing, along with several other offices, the office of superintendent of schools at an annual salary of \$150.¹ The first county superintendent was Josia Earl, who took office April 18, 1866. Under his supervision the county was divided into three school districts, one including all the county north of

¹ William A. Chalfant, The Story of Inyo (Boston: Christopher Publishing House, 1933), pp. 240-41.

Independence, the second including Independence and vicinity and the third all the country to the south of Independence.² The county records do not contain any information regarding the early schools of Inyo except that Milton S. Clark was the first school teacher at Bishop.³ Due to the inaccessibility of the county in the early days certificates of qualification were not required of teachers. This law was removed in 1876.

The first secondary school in Inyo County was organized under the direction of the Methodist Church at Bishop. This school was known as the Inyo Academy. It ran for several years until the financial burden became too great and the project was abandoned. In 1902 high school classes were again started in the elementary school building at Bishop.⁴ This attempt proved successful. Since that time high schools have been built and operated at Big Pine, Independence, and Lone Pine. The present plant at Bishop represents an outlay of about \$200,000.

There are at present (1934-35) sixteen elementary school districts and four high school districts. These are listed in Table I with the number of teachers employed in each and the average daily attendance.

² Ibid., p. 243.

³ Ibid., p. 243.

⁴ Ibid., p. 326.

TABLE I
PRESENT ATTENDANCE OF ELEMENTARY AND
HIGH SCHOOL DISTRICTS
(Inyo County, 1934-35)

Elementary school district	Number of teachers	A. D. A.
Big Pine Union	5	95
Darwin	1	8
Bishop Union	12	267
Death Valley	2	37
Cartego	1	7
Independence	2	58
Keeler	3	71
Lone Pine	4	117
Milton	1	18
Olancho	1	24
Owenyo	1	18
Pleasant Valley	1	9
Round Valley	1	26
Shoshone	1	12
Tecopa	1	8
West Bishop	2	36
High school district		
Big Pine Union	4	12
Bishop Union	12	130
Long Pine Union	7	84
Owens Valley Union	4	21

Kindergarten education. Prior to 1934 the records of the county superintendent show kindergartens in operation at Big Pine and Bishop. These were discontinued as the districts no longer wished to provide the necessary funds. A private kindergarten is now being conducted at Lone Pine supported by private subscription and donations.

Elementary education. The course of study in the elementary schools of Inyo County follows that suggested by the state department of education. The following subjects are taught in all elementary schools of the county: reading, writing, spelling, language study, arithmetic, geography, history of the United States, music, art, training in healthful living, morals and manners. All pupils are required to have a twenty minute period of physical education daily.

The county superintendent provides a Manual for the Elementary Schools with detailed instructions to the teacher for the program for the year. In this manual each grade is taken up separately, and many helpful suggestions are given. A thirty-eight page Manual of Phonetics for use in teaching first, second, and third grade reading is also issued to the various elementary schools in addition to an Art Manual and a Bibliography of Books and Poems. The county supervisor calls on each of the sixteen elementary schools in turn, suggesting new projects and providing material from the county superintendent's office.

A system of county examinations is in use at the present time in the elementary schools. These examinations are made up by the county superintendent and the supervisor in an effort to keep all of the schools of the county on a uniform rate of progress. Some difficulty has been experienced in the use of these examinations where there has been a lack of cooperation between the principal of the elementary school and the county office. This issue came to a head in the elementary school at Lone Pine during the present school year when the principal of that school was removed from office by the board of trustees on the grounds that he had failed to cooperate and many of the pupils were unable to secure passing grades in the county examination. The outcome of this unfortunate situation has been detrimental to the interests of education in the county.

Secondary education. There are four high schools in Inyo County each offering a four year course of a general, college preparatory nature. The number of students enrolled in each of the four secondary schools does not warrant a teaching staff of sufficient size, nor adequate equipment for a broad curriculum. The number of students graduating from these high schools of the county who go on to college is so limited that every effort has been made to provide vocational courses in the course of study for the majority of the pupils. At the Lone Pine Union High School the course of study for the

present school year includes wood shop, mechanical drawing, auto shop, typing, bookkeeping, office practice, and radio. Three members of the radio class have passed the Federal Radio Commission examination for an amateur radio license.

The high school enrollment at Big Pine and Independence is so limited that only the fundamental courses are offered with the addition of some commercial work. At Bishop the enrollment is about one hundred and twenty pupils. The school plant is adequately equipped to provide for a varied curriculum including machine shop and home economics.

There is no supervision of the high schools of the county from the office of the county superintendent with the exception of an occasional visit from the county superintendent herself. Each of the high schools operates as a separate unit independent of the county superintendent, with the general objective of satisfying the state inspector who visits the county once each year, and of providing such courses, in addition, as the interests of the individual communities seem to warrant.

Adult education. California has accepted the principle that educational service should be made available to everyone, regardless of age or previous education, and that education begins at birth and continues throughout life. In recognition of this principle, California has embarked upon an educational program for adults, the major aims of which are to

1. Eliminate illiteracy among both native and foreign born residents.
2. Provide the opportunity for continued education up to the level of high school graduation for those who, for some reason, have been unable to complete the minimum training during adolescence.
3. Provide extension training for those who have entered occupations which will enable them to progress in their chosen field.
4. Provide education for the greater use of leisure time that will make for a fuller, richer life.
5. Provide for parents opportunity for more extended study in the field of child care and development.
6. Provide training in social, economic, and political science so that adults may discharge more intelligently their obligations as citizens in a democracy.⁵

The curricula of the special day and evening classes of secondary schools and of the evening high schools of California are organized to achieve their specific objectives. In the classes for adults special emphasis has been placed on

⁵ Vierling Kersey, Pertinent Facts about California Public Schools (Sacramento, California: State Printing Office, 1934), p. 8.

the organization of short unit courses in which methods and content are based upon careful analysis of adult needs and of the several curriculum fields. Over 10,000 such short unit courses are now being maintained, serving approximately 30,000 adults. The total program of special day and evening classes of secondary schools and evening high schools enrolled 208,440 individuals, mostly adults, during the school year 1932-1933.

Night school classes for adults are maintained at Bishop and at Lone Pine with an enrollment varying from thirty to fifty in each of the two localities. At Lone Pine the evening classes are made up largely of boys from the Civilian Conservation Corps located nearby.

Comparison of elementary and high school attendance.

The number of drop-outs in the schools of Inyo County compares very favorably with other counties in the state. The accompanying table gives the average daily attendance in both the elementary schools and the high schools of the county from 1926 through 1934. The ratio of elementary school attendance to high school attendance shows a consistent increase to the present school year and, although it began somewhat lower than the state average, the ratio has increased steadily until it is now well above the average for other districts throughout the state. The attendance for both elementary and high schools in the county reached a maximum during the years

TABLE II
COMPARISON OF AVERAGE DAILY ATTENDANCE IN ELEMENTARY
SCHOOLS AND HIGH SCHOOLS OF INYO COUNTY

Year	Elementary	High school	Ratio (H. to E.)
1925-1927	806	193	.240
1927-1928	805	212	.264
1928-1929	854	253	.296
1929-1930	865	254	.294
1930-1931	891	246	.276
1931-1932	863	247	.286
1932-1933	828	254	.307
1933-1934	820	246	.300

1929-30. Since then the attendance has fallen off steadily. This condition parallels the decline in population of the towns in the county and is a direct outcome of the purchase of practically the entire Owens Valley by the City of Los Angeles.

The high ratio of secondary school attendance to elementary school attendance in the county may be due in part to the policy of the several districts in regard to teacher selection. Of the twenty-seven high school teachers employed, twenty hold general secondary credentials, twenty have had a year of graduate study at a college or university, and three hold the degree of master of arts.

Summary. The growth of education in Inyo County is typical of the development of education in the nation at large though it has taken place in comparatively recent years. From the first records of educational activity in the county to the present modern program, there is a consistent trend toward better schools, better teachers, and better equipment. This record is especially outstanding in the light of the difficulties encountered and the major changes that have taken place in the lives of the people of this section of the state. The present educational program compares favorably with other sections of the state. Although the population is scattered the number of drop-outs is low. Considerable progress has been made in adult education.

CHAPTER III

ORGANIZATION AND ADMINISTRATION

The schools of Inyo County are organized under the general supervision of a county superintendent. The county superintendent is the secretary of a county board of education. The functions of this division of the county government will be listed in this chapter as well as the cost of the county administration, so that the contribution to the educational program as a whole may be estimated.

Local districts and the County Board of Education. In California the educational system is centered largely in the individual school districts. The county board of education, together with its officers, has certain powers and duties in regard to the individual districts.

Although the County Board of Education and the County Superintendent of Schools are not officers of the state government, they serve as administrative agents to whom certain educational activities of the state are entrusted. The County Board of Education has five members, the majority of whom must be experienced teachers. The County Superintendent of schools is a member of the County Board of Education and serves as secretary; the other four members are appointed by the County Board of Supervisors. In Inyo County the superintendent is elected by the people.

The functions and duties of the County Board of Education and the County Superintendent of Schools differ widely from those of the district boards and their administrative officers. The duties of the county officials are largely supervisory and advisory. Although they establish standards of practice in both educational and fiscal matters, the actual management of a school district is the function of its local officials. Under ordinary circumstances only the local district officials can initiate policies or authorize expenditures of the district funds.¹

Duties of the County Board of Education. The principal function of the County Board of Education is to establish standards. The county board conducts examinations for teachers' certificates, adopts supplementary books and school apparatus for the elementary schools, prepares a list of the standard school supplies which the County Superintendent of Schools shall purchase for the elementary districts, provides diplomas of graduation in the elementary schools, and prescribes the courses of study to be followed in the elementary schools. In city school districts governed by a Board of Education, the city board performs these duties for the district.

¹ Harold A. Stone, Report on the Fresno County Schools (Los Angeles, California: California Taxpayers' Association, 1931), pp. 1-2.

Duties of the County Superintendent of Schools. The duties of the County Superintendent of Schools are closely prescribed by the laws of the state. They are largely supervisory, for the purpose of checking the activities of the district officials. The county superintendent does not, under ordinary circumstances, have the power to initiate the expenditure of district funds. Because of her position as the chief educational officer of the county, however, her counsel and advice are frequently sought by the local school officers.

The duties of the county superintendent fall into three major divisions: business, clerical, and professional. They are as follows:²

1. Business. The superintendent acts as a supervisory officer, keeps an account of the expenditures of all the districts in the county, purchases standard school supplies either directly or through the county purchasing agent, transfers funds for junior high schools and for joint districts, sees that school moneys are properly appropriated and expended according to law, and registers warrants if the district funds are overdrawn.
2. Clerical. The superintendent distributes copies of laws and blank forms sent out by the State Department of Education, gives notices of elections, as required by law, conducts hearings,

² Ibid., pp. 2-3.

keeps her own records and those of the County Board of Education, collects and reports statistical data, and acts as agent and intermediary for the State Department of Education.

3. Professional. In this field, the superintendent represents both the county and the state, correlating and unifying the educational work of the county and acting as an educational adviser to the school district authorities. She sees that the schools are maintained according to law, conducts teachers' examinations, issues temporary teachers' certificates, conducts teachers' institutes, appoints school trustees to fill unexpired terms when vacancies occur, arranges for the education of Indians, superintends the work of the rural supervisors employed by the Emergency and Supervision Fund. In the event that a local board fails to function, she has the power to carry on certain of the activities of that school district.

Receipts and expenditures of the County Board of Education. The County Board of Education, being a branch of the county government, is supported entirely by appropriations from the County General Fund.

Supervision. Inyo County has one supervisor. Her work is confined to the elementary schools where she sees that the policies initiated by the superintendent are carried on and that the educational program of the Inyo County elementary schools follows that recommended by the state board of education. In addition to her duties as supervisor she also conducts county examinations, assists the superintendent in keeping records of attendance and enrollment, and prepares achievement tests for the elementary school pupils. There is no supervision of the high schools of the county from the county superintendent's office other than that of the county superintendent herself.

Expenditures of the county school administration. In Table III is given an itemized account of the expenditures of the county school administration for 1933-34. No rent is paid for the office occupied by the county superintendent as these are in the County Court House at Independence. The items of Table III represent the detailed expenditures of the county school administration. All totals were taken from the annual report of the county superintendent for the school year 1933-34.

Summary. The County Board of Education, through its administrative officer, the county superintendent, is in a position to influence the educational development of the

TABLE III

EXPENDITURES OF THE COUNTY SCHOOL ADMINISTRATION
(Inyo County, 1933-34)

<u>County board of education</u>	
Per diem	\$225.00
Traveling expense	115.00
Miscellaneous	
Total	<u>370.00</u>
 <u>County superintendent's office</u>	
Superintendent's salary	1800.00
Traveling expense	312.58
Postage	
Telephone	
Express	137.13
Capital outlay	48.61
Miscellaneous	280.40
Total	<u>2578.72</u>
 <u>Emergency and supervision fund</u>	
Supervisors' salaries	2750.00
Mileage	694.29
Emergency teachers	360.00
Total	<u>3084.29</u>
 <u>Teachers institute expense</u>	
Elementary	203.00
High	25.00
Total	<u>228.00</u>
 <u>Trustees meeting expense</u>	
Elementary	148.94
High	27.60
Total	<u>176.54</u>

county. Educational policies and practices should originate in the office of the county superintendent. Detailed figures for the cost of the county school administration indicate that the salary paid the county superintendent is small for the responsibilities connected with this office.

CHAPTER IV

FINANCING THE INYO COUNTY SCHOOLS

An important factor in determining the educational program of a community or district is the source of revenue for the schools. If the funds must be raised entirely by the district the educational program must be in keeping with the wealth of the district. If a greater portion of the educational cost is borne by agencies outside of the district a more extensive program can be put into effect without overburdening the taxpayers. Accurate information regarding the sources of income for the schools is therefore of considerable value to those responsible for the educational program of the county.

The Riley-Stewart plan. California public elementary and secondary schools are supported almost entirely by a combination of state apportionments to the individual school districts and moneys derived from school district taxation. For the support of junior colleges, whether maintained by high school districts or by separately organized junior college districts, a county tax is also provided to pay for the tuition of non-resident students. Previous to the present school year, 1933-34, the counties were required to contribute also to the support of elementary schools and high schools, but Senate Constitutional Amendment No. 30 (Riley-Stewart Plan), enacted

by the people June 27, 1933, transferred this burden of county school support to the state.

Constitutional provisions. The State Constitution provides for a state (elementary) school fund and a state high school fund, each consisting of \$30 per pupil in average daily attendance in elementary schools and high schools, respectively, during the preceding year. It further provided for apportionments from the state general fund for the support of elementary schools and high schools. For elementary schools there is apportioned from the state general fund, to each county, an amount equal to that received by the county from the state school fund, but not less than \$30 per pupil; for high schools there is apportioned to each county at least double the amount received by the county from the state high school fund, but not less than \$60 per pupil.

State apportionments for elementary schools are made as follows:

1. There is apportioned to the unapportioned county elementary school fund of each county, to be used as an emergency fund for the assistance of elementary school districts and to pay certain miscellaneous expenses charged against the fund, an amount estimated by the county superintendent of schools, but not more than 5 per cent of the total apportionment by the state to the county

from the state elementary school fund.

2. Fourteen hundred dollars is apportioned to the county elementary school supervision fund of each county for each 300 or major fraction of 300 pupils in average daily attendance in the county in districts having less than 300 pupils in average daily attendance.
3. Fourteen hundred dollars is apportioned to each elementary school district for each 35 or fraction of 35 pupils in average daily attendance.
4. An additional \$1400 is apportioned to each elementary school district for each 300 pupils in average daily attendance.
5. Each school district receives from the state an amount equal to the excess cost incurred by the district for the education of physically handicapped children.
6. There is then apportioned to each elementary school district an amount approximately equal to \$12 per pupil in average daily attendance.¹

It should be noted that this apportionment is made on account of the average daily attendance in elementary schools

¹ Vierling Kersey, Pertinent Facts about California Public Schools (Sacramento, California: State Printing Office, 1934), p. 11.

and in the seventh and eighth grades in junior high schools. No apportionment is made by the state on account of kindergarten attendance.

State apportionments for high schools are made as follows:

1. There is apportioned to the unapportioned county high school fund of each county, to be used as an emergency fund for high school district and to meet miscellaneous expenses charged against the fund, such amounts as are requested by county superintendents of schools but not to exceed 5 per cent of the state apportionment to the county from the state high school fund.
2. Thirty-two hundred dollars is apportioned to each new high school district formed during the preceding school year but not maintaining school during that year.
3. Eight hundred dollars is apportioned to each high school district on account of each of nine to fourteen, inclusive, maintained in each junior, senior, four-year, or evening high school and in each junior college in the high school district.
4. Bonus apportionments are then made to each high school district on account of the first 30 units of average daily attendance in special day

and evening classes and in evening high schools. Those apportionments are at the rate of \$120 for each of the first 10 units of such attendance, \$90 for each of the second 10 units, and \$60 for each of the third 10 units.

5. There is apportioned to each high school district an amount equal to the excess cost incurred by the district for the education of physically handicapped children.
6. Each high school district is then apportioned an amount equal to approximately \$83 per unit of average daily attendance.

The state is now furnishing approximately 67 per cent of the current expenditures of elementary school districts, and 62 per cent of the current expenditures of high school districts.²

Administration of school budgets. The control of school district expenditures in California is vested by law in the governing boards of school districts, subject to certain general provisions of state law. In Inyo County the general practice of the school boards of the several districts is to estimate the cost of education in the district for the coming year by totaling the amount agreed upon for teachers'

² Ibid., pp. 12-13.

salaries with the additional current expense for the preceding year. If it is anticipated that the operating expense of the school plant will be greater than for the preceding year, a sum is included to cover the estimated amount. The budget for the district, approved by the board of trustees, is then sent to the office of the county superintendent where state apportionments are figured and deducted from the total. The balance of the funds necessary are raised by local district tax.³

Tuition is paid by the federal government for all Indian children in attendance in the public schools. It is not possible to estimate the attendance of Indian children in any particular district until the attendance has actually been recorded. This provides an additional source of revenue to many of the districts. The funds thus accumulated together with any balance from the preceding year are deducted from the total of the new budget thereby reducing the local district tax.

Sources of revenue for the school year 1933-34. The distribution of the current educational costs in the county for the school year 1933-34 is shown in Table IV. The totals given in this table were made up from the several items listed in the annual report of the county superintendent of schools. No adjustment was made for the balance brought forward from

³ California School Code (Sacramento, California: State Printing Office), Section 4.371.

-TABLE IV
SOURCES OF REVENUE FOR THE INYO COUNTY SCHOOLS
(1933-34)

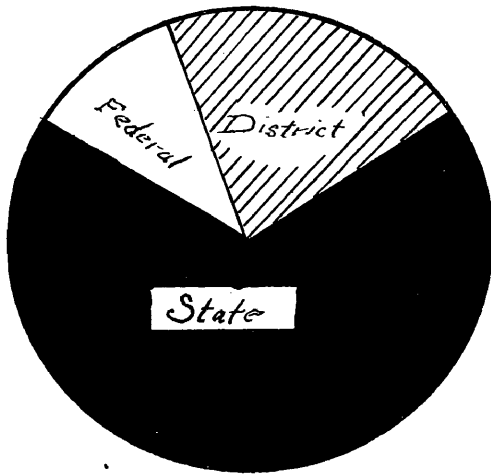
Source	Amount	Per cent
<u>Elementary school districts</u>		
State	66,658.70	66.5
District	21,693.18	21.6
Federal government	11,940.22	11.9
	<u>100,292.10</u>	<u>100.0</u>
<u>High school districts</u>		
State	44,895.30	60.2
District	26,438.44	35.4
Federal government	3,333.41	4.4
	<u>74,667.15</u>	<u>100.0</u>

the preceding year nor for the balance remaining at the end of the school year 1933-34, the figures given represent the sums actually received during the year from state apportionments, federal aid, and local district taxation.

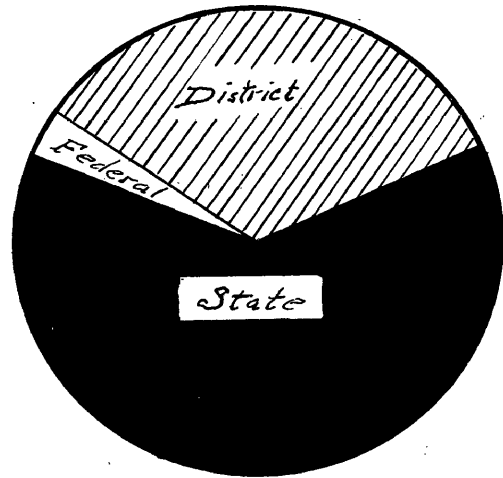
The figures given in Table IV were used in the construction of Chart I with the object in view of giving a more comprehensive picture of the sources of revenue for the county schools, both elementary and secondary, during the period 1933-34.

Local district taxation. It is estimated by the county assessor that about 90 per cent of the land in Owens Valley, the populated section of Inyo County, is owned by the city of Los Angeles. This throws the burden of the local district tax upon that city. Many of the local residents rent their homes from the city of Los Angeles, however, with the result that some of the school tax money does originate with the local residents.

An assessed valuation of \$25,600 per mile is placed on all railroad right-of-ways throughout the county. As the distances are great, even between elementary school districts, a good part of the local district tax is carried by the railroads in certain districts. To illustrate this point the data given in Table V were taken from the minutes of the Board of Supervisors of Inyo County and extensions were made to indicate the per cent the assessed valuation of the railroads is



ELEMENTARY SCHOOLS



HIGH SCHOOLS

CHART 1

SOURCES OF REVENUE OF THE INYO COUNTY SCHOOLS, 1933-34

TABLE V
PER CENT OF LOCAL DISTRICT SCHOOL TAX
BORNE BY THE RAILROADS
(Inyo County, 1933-34)

District	Assessed valuation	Total assessed valuation	Per cent
<u>Elementary</u>			
Bishop	\$ 480,000	\$4,089,335	12
Big Pine	377,600	1,220,045	34
Aberdeen	230,400	359,530	64
Milton	76,800	274,595	28
Independence	179,200	1,148,420	16
Owenyo	258,406	279,406	93
Keeler	166,400	202,880	82
Lone Pine			
Cartego	1,856,512	3,723,867	48
Olancha			
<u>High school</u>			
Lone Pine Union	131,328	2,805,195	5

of the total assessed valuation of the districts in which they operate.

Summary. With the adoption of the Riley-Stewart plan by the California state legislature, the burden of the cost of education in Inyo County is borne by the state. School budgets are prepared by the various districts in the simplest possible manner. Of the local district tax, the city of Los Angeles is the major contributor. Railroad right-of-ways are taxed at the rate of \$25,000 of assessed valuation per mile of track.

CHAPTER V

EDUCATIONAL COSTS IN INYO COUNTY

The cost of education has become a matter of general interest to the public in the last few years. It is not possible to determine this cost without making a detailed investigation of the particular school system in question so that this cost may be compared with the cost of education in other similar systems in the state. Current educational costs and capital outlays for the schools of Inyo County are segregated in this chapter, and these costs are compared with those of an adjoining county.

Disbursements. According to the records of the County Superintendent of Schools the current educational expense for 1933-34 amounted to \$176,550.97. Interest on bonds and bond redemption amounted to \$36,535 during this period, and capital outlays of \$36,114.44 brought the total educational expense for the county to \$249,200.21.¹ In Table VI is given an itemized account of these expenditures according to functions. Differences which occur between the figures given in the annual report of the County Auditor and those presented in the report of the County Superintendent of Schools are due to outstanding warrants and corrections. These have been accounted for.

¹ Annual Report of the County Superintendent (Inyo County, California, 1933-34).

TABLE VI
EDUCATIONAL DISBURSEMENTS BY FUNCTIONS
(Inyo County schools, 1933-34)

Item	Amount	Per cent
County superintendent	\$ 2,983.26	1.69
County board of education	370.00	.21
Emergency and supervision	3,804.29	2.15
General control	899.63	.51
Teachers' salaries	108,701.37	61.56
Instructional service and library	13,469.22	7.63
Operation of school plants	19,281.23	10.94
Maintenance of school plants	8,052.58	4.56
Fixed charges	4,158.44	2.35
Transportation	10,963.91	6.22
Auxiliary agencies	3,867.05	2.18
Current educational expense	\$176,550.97	100.00
Capital outlays	\$36,114.44	
Bond interest and redemption	36,535.00	
	<u>72,649.44</u>	
Total expenditures for education	\$176,550.97 72,649.44 <u>\$249,200.41</u>	

The superintendent's records show the totals segregated by schools and subdivided into ten headings required by the State Superintendent. The segregated totals of the County Superintendent are the ones analyzed in this report.

Current educational expense and total costs. It is the practice in California to require an annual report of the County Superintendent of Schools on all matters concerning current educational expense. Capital outlays and bond interest and redemption are not considered as current educational expense and are therefore listed separately. It is the customary practice in business to write-off the cost of buildings and equipment at an annual rate deemed sufficient to replace them when they are no longer suitable for use. This is not done with the school buildings and equipment in California and the responsibility for replacement falls entirely upon the tax payers of the county. This practice has the double disadvantage of causing certain districts to over-spend when new buildings and equipment are needed during good times, while the reverse is true if new buildings and equipment are needed when times are poor. This often results in exceedingly high interest rates on bonds with added cost for buildings, or in the other extreme, districts handicapped by inadequate equipment.

Outstanding bonds. Outstanding bonds, the interest rate, and the assessed valuation of the districts concerned are given

in Table VII showing a wide variation in the interest rate paid.

Capital outlays and bond interest and redemption. The data given in Table VIII indicate the capital outlays as for buildings, improvements, and permanent equipment in the various school districts of Inyo County. This table also gives the amount paid by the several districts toward bond interest and bond redemption. In reading the pupil cost per average daily attendance it would be advisable to refer to this chart for additional educational costs in the districts concerned.

District tax on buildings. In Table IX is indicated the various items and the total district tax rate for school buildings in the various districts. The funds spent by the county for such educational equipment are not listed in the current educational costs. Buildings and permanent equipment are considered property of the county subject to any use the people of the county may elect. Increase in value may occur in some instances where land values appreciate but in general the value of such property declines and it is recommended that this depreciation be taken into account in the current educational expense.

Abated costs by districts. In Table X is listed the total current expense for each district plus or minus transfers from other districts. Such transfers are included in

TABLE VII
OUTSTANDING SCHOOL BONDS OF INYO COUNTY
(June 30, 1934)

District	Rate per cent	Amount	Assessed valuation of district
<u>Elementary schools</u>			
Big Pine Union	5.00	12,000	\$1,220,045
Bishop Union	6.50	21,000	4,089,335
Independence Union	5.25	3,000	1,148,420
Lone Pine	5.75	20,000	1,166,180
Round Valley	6.25	5,750	411,355
<u>High schools</u>			
Big Pine Union	5.00	14,000	1,579,575
Bishop Union	5.25	189,000	5,354,020
Lone Pine Union	5.00	3,000	2,805,195
Owens Valley Union	5.50	14,000	1,444,020
Totals		\$281,750	\$19,218,145

TABLE VIII
CAPITAL OUTLAYS INCLUDING BOND INTEREST AND REDEMPTION
(Inyo County, 1933-34)

District	Interest and redemption	Capital outlays	Total
<u>Elementary schools</u>			
Aberdeen		\$ 70.00	\$ 70.00
Big Pine	\$ 2,700.00	549.26	3,294.26
Bishop	3,490.00	3,655.13	7,145.13
Cartago			
Darwin		94.10	94.10
Death Valley			
Independence	1,210.00	1,374.83	2,584.83
Keeler		184.88	184.88
Lone Pine	2,225.00	22,070.42	24,295.42
Milton			
Olancho		54.90	54.90
Owenyo		35.00	35.00
Pleasant Valley			
Round Valley	620.00	35.00	655.00
Shoshone		43.88	43.88
Tecopa		14.45	14.45
West Bishop	1,060.00	23.90	1,083.90
<u>High schools</u>			
Big Pine	3,800.00	46.97	3,846.97
Bishop	14,200.00	3,897.48	18,097.48
Lone Pine	3,300.00	3,098.23	6,398.23
Owens Valley	3,930.00	821.06	4,751.06

TABLE IX
DISTRICT TAX ON BUILDINGS
(Inyo County public schools, 1933-34)

District	Interest and S. F.	Bonds	Buildings	Total
<u>Elementary schools</u>				
Round Valley		.07		.07
West Bishop	.18			.18
Bishop	.26	.09		.35
Big Pine	.23	.22		.45
Independence	.25	.07		.32
Keeler	.30		.10	.40
Lone Pine	.24	.10		.34
Olancho	.30		.02	.32
Darwin	.23			.23
Aberdeen	.13			.13
<u>High schools</u>				
Bishop Union	.27	.30		.57
Big Pine Union	.19	.20		.39
Lone Pine Union	.40	.12		.52
Owens Valley Union	.43	.20		.63

TABLE X
ABATED COSTS BY DISTRICTS
(Inyo County schools, 1933-34)

District	Current expense	Transfers	Total
<u>Elementary schools</u>			
Aberdeen	\$ 2,299.16		\$ 2,299.16
Big Pine	13,059.83		13,059.83
Bishop	28,854.13	410.34	29,264.47
Cartego	1,625.71		1,625.71
Darwin	1,183.85		1,183.85
Death Valley	3,325.55	-700.00	2,625.55
Independence	5,527.30	900.00	6,427.30
Keeler	5,810.89		5,810.89
Lone Pine	9,346.40		9,346.40
Milton	2,351.71		2,351.71
Olancho	2,766.03		2,766.03
Owenyo	1,653.99		1,653.99
Pleasant Valley	1,641.03	-45.31	1,595.72
Round Valley	2,082.93	45.31	2,128.24
Shoshone	1,864.38		1,864.38
Tecopa	1,581.78		1,581.78
West Bishop	4,587.16		4,587.16
	<u>90,209.83</u>		<u>90,820.17</u>
<u>High schools</u>			
Big Pine	9,008.30		9,008.30
Bishop	38,014.43	-766.66	37,247.77
Lone Pine	21,273.80	700.00	21,973.80
Owens Valley	10,886.57	-900.00	9,986.57
	<u>79,183.10</u>		<u>78,216.44</u>

the net current educational cost per district in computing the cost per average daily attendance in the various districts of the county. It has been found that such transfer include the cost of certain pupils who are included in the average daily attendance of the schools in question and the cost per pupil must therefore be based on this abated total.

Elementary and high school costs per average daily attendance. The scattered population of such a large county as Inyo would tend to raise the educational cost per pupil well above the average of the state. The fact that in some districts the cost per pupil compares favorably with the state average cost of \$86.40 per pupil in average daily attendance in the elementary schools, and \$149.58 per pupil in average daily attendance in the high schools,² points to commendable operation upon the part of those responsible for education in these districts. The schools of Inyo County must meet the same requirements that are met by schools in more favorable sections of the state and this factor contributes to the excessive cost per pupil in some of the districts where a limited enrollment occurs. The size of the high school districts in particular with their corresponding expense for transportation, their limited enrollment, and the demand for a varied curriculum,

² Vierling Kersey, Pertinent Facts about California Public Schools (Sacramento, California: State Printing Office, 1934), p. 29.

must necessarily mean a greater than average cost per pupil.

Comparing the costs listed in Table XI with those of Fresno County³ it is found that the average cost per A. D. A. in Inyo County is \$141.72, for the elementary schools, while the average cost per A. D. A. in the elementary schools of Fresno County is \$80.20. In the high schools of Inyo County the average cost per A. D. A. is \$460.45, while the average cost per A. D. A. for the high schools of Fresno County is \$170.53. In comparing these pupil costs per average daily attendance it should be remembered that they are based on educational costs and attendance data of these two counties for one year only; the school year 1933-34 in the case of Inyo County, and the school year 1929-30 in the case of Fresno County. The comparison does serve to show, however, that the cost of education in Inyo County is much higher than that of an adjoining county. The greater cost of education in Inyo County is due in part to the fact that there are only two elementary schools and one high school with an average daily attendance of over one hundred.

Summary. The cost of education in Inyo County, based on the average cost per A. D. A. in the elementary and high schools of the county, is much higher than the state average,

³ Harold A. Stone, The Fresno County Schools (Los Angeles, California: California Taxpayers Association, 1931), pp. 39-47.

TABLE XI
SCHOOL COSTS PER AVERAGE DAILY ATTENDANCE
(Inyo County, 1933-34)

District	A. D. A	Net abated costs	Cost per A. D. A.
<u>Elementary schools</u>			
Aberdeen	9	\$ 2,299.16	\$255.46
Big Pine	95	13,059.83	137.55
Bishop	267	29,264.47	109.75
Cartego	7	1,625.71	232.24
Darwin	8	1,831.85	228.98
Death Valley	37	2,625.55	71.15
Independence	58	6,427.30	110.70
Keeler	71	5,810.89	81.75
Lone Pine	117	9,346.40	80.60
Milton	18	2,351.71	130.80
Olancha	24	2,766.03	115.30
Owenyo	18	1,653.99	91.95
Pleasant Valley	9	1,595.72	177.40
Round Valley	26	2,128.24	81.80
Shoshone	12	1,864.38	155.40
Tecopa	8	1,581.78	197.85
West Bishop	36	4,587.16	152.60
		Average	141.72
<u>High schools</u>			
Big Pine	11	9,008.30	817.50
Bishop	130	37,247.77	286.50
Lone Pine	84	21,973.80	261.80
Owens Valley	21	9,986.57	476.00
		Average	460.45

and higher than the same costs in an adjoining county. This is due, largely, to the fact that there must be a number of schools with small attendance.

CHAPTER VI

SCHOOL PLANTS

The educational efficiency of the county school system depends, to a certain extent, upon the adequacy of the school plants of the various districts. The State Emergency Relief Administration, under the direction of the state department of education, made a survey of school building adequacy in the county. Certain data gathered in this way are listed in this chapter in order to give an idea of the condition of the school plants of Inyo County. The data gathered in the survey of school building adequacy were taken during the school year 1934-35. The information listed here was taken directly from the data sheets of this survey. Additional information as to the comparative adequacy of the high school plants was secured by the use of the California Rural School Score Card.

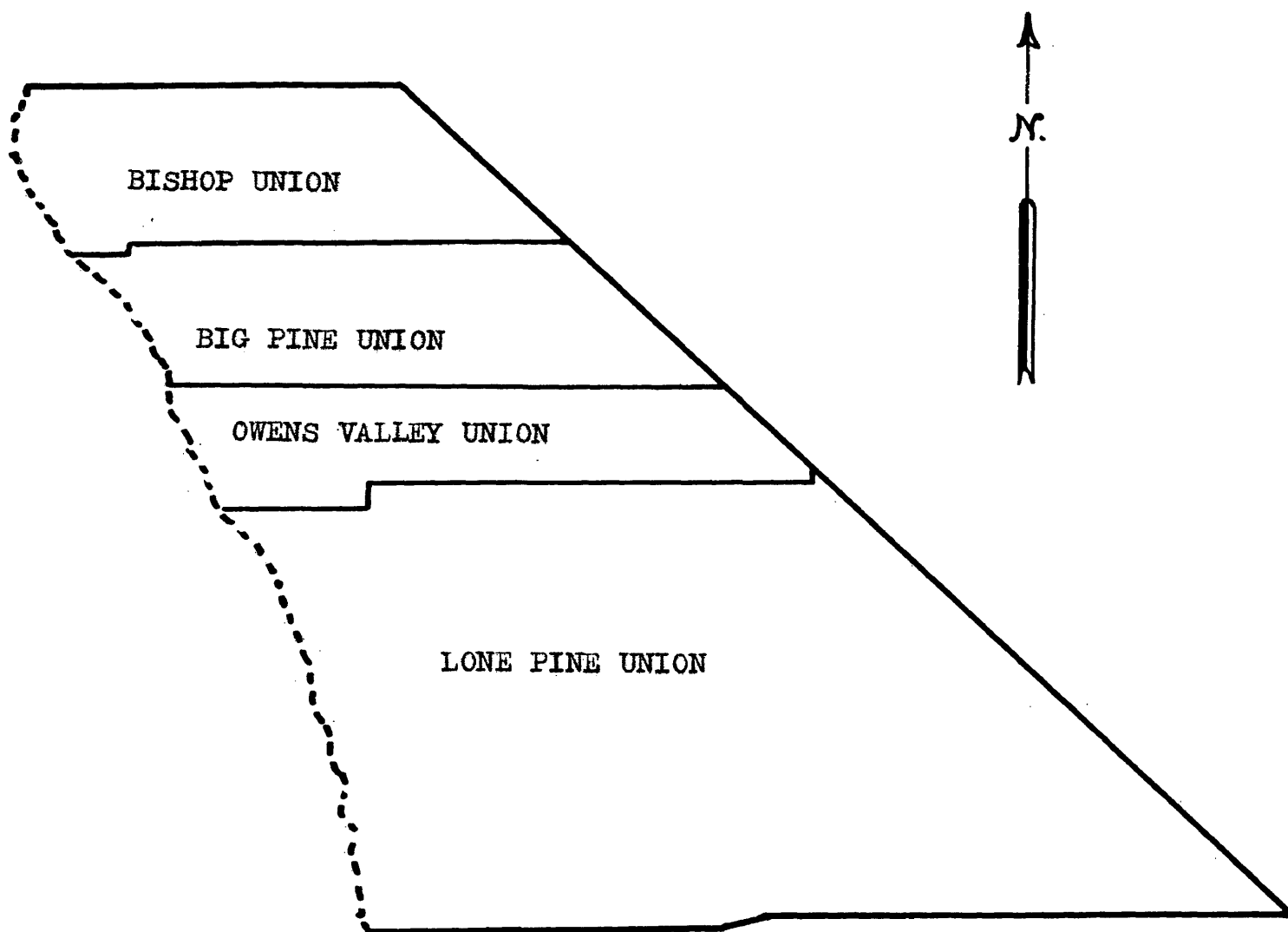
Location of school plants. The distribution of population in Inyo County is such that problems in locating school plants seldom arise. Elementary schools are maintained in the various towns of the county and as the population of the county is already grouped in this manner these towns form the logical place for the schools. School sites seem to be well chosen in nearly all cases as indicated by the S. E. R. A. survey made in the county. With the exception of Bishop, one elementary school is sufficient for each town in the county,

and for this reason no study was made of the distribution of population. Map III shows the location of the various elementary schools of the county. Map II shows the location of the high schools of the county.

Survey of school building adequacy. The State Department of Education with S. E. R. A. funds made a detailed study of building adequacy throughout the county during the school year 1934-35. The purpose of the investigation was to recommend improvements in the various school plants with the object of using S. E. R. A. labor in making these improvements. Materials for these improvements must be furnished by the respective districts. Table XII lists the various school districts with the cost of needed repairs as recommended in the State Department of Education Survey of Building Adequacy. In several instances entire new buildings are recommended, the condition of the existing building being such that it would not warrant the expenditure of any money for improvement.

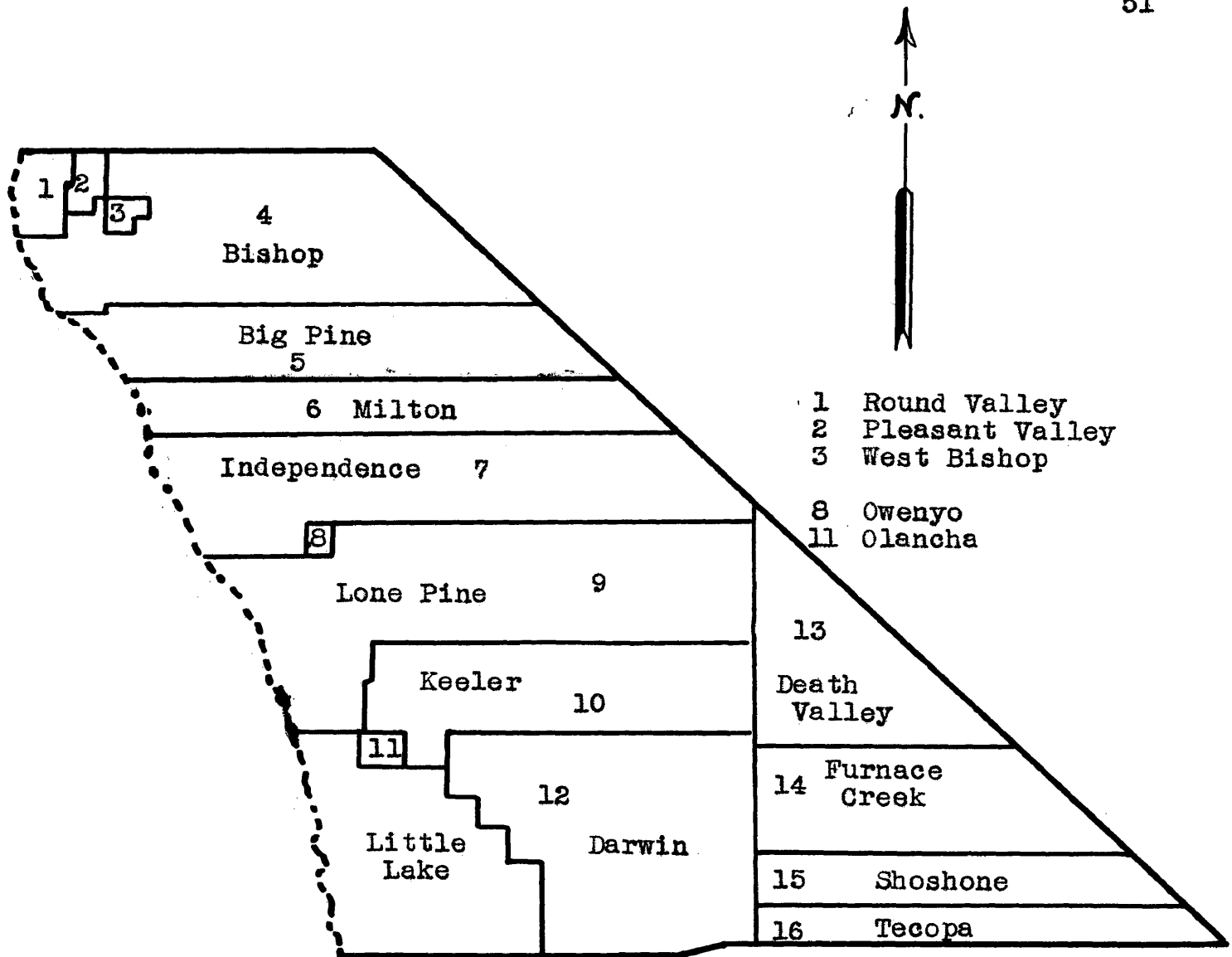
In general this survey shows the condition of the school plants of Inyo County. A comparison of the original cost plus additions given in Table XIII with recommended repairs will give a good idea of the condition of repair of the building.

High school plants. The four high schools of Inyo County were rated by means of the State Department of Educa-



MAP II
HIGH SCHOOL DISTRICTS
OF
INYO COUNTY

Scale of Miles
0 15 30



MAP III
 ELEMENTARY SCHOOL DISTRICTS
 OF INYO COUNTY

Scale of Miles
 0 15 30

TABLE XII
SCHOOL PLANT REPAIRS RECOMMENDED
BY STATE DEPARTMENT OF EDUCATION SURVEY
(Inyo County, 1934-35)

District	Cost of repairs
<u>Elementary schools</u>	
Bishop	\$2,560.00
West Bishop	680.00
Round Valley	1,846.00
Owenyo	none
Big Pine	1,200.00
Cartego	none
Darwin	500.00
Furnace Creek	none
Death Valley	none
Lone Pine	none
Milton	none
Olancho	500.00
Shoshone	new building
Tecopa	new building
<u>High schools</u>	
Lone Pine	4,915.00
Bishop	500.00
Big Pine	1,250.00
Owens Valley	400.00

TABLE XIII

DATE OF CONSTRUCTION, OWNERSHIP AND VALUATION OF SCHOOL PLANTS
(Inyo County, 1934-35)

District	Year built	Owned by	Value
<u>Elementary schools</u>			
Bishop	1914	District	\$32,800
West Bishop	1914	District	5,000
Round Valley	1916	Conditional	9,000
Owenyo	1920	So. Pacific R. R.	500
Big Pine	1921	District	90,000
Cartego	1918	Inyo Chem. Co.	6,000
Darwin	1916	District	2,750
Death Valley	1916	Leased	2,500
Independence	1921	District	15,000
Furnace Creek	1932	Leased	2,000
Keeler	1920-27	District	5,000
Lone Pine	1933	District	22,000
Milton	1923	District	800
Shoshone	1910	So. Pacific R. R.	500
Tecopa	1910	Leased	100
<u>High schools</u>			
Lone Pine	1920	District	40,000
Bishop	1921	District	180,000
Big Pine	1921	District	90,000
Owens Valley	1922	District	28,000

tion Rural School Score Card. This score card is similar to the Strayer and Engelhardt card generally used for this purpose. Rating of the school is based on a maximum possible score of 1000. Values for various scores as given by the State Department of Education are as follows:

900-1000	excellent	700-900	good
500-700	fair	below 500	poor

In Table XIV is shown the rating of the four high schools of the county based on this standard.

Summary. The condition of the school plants of Inyo County based on the survey of school building adequacy made by the S. E. R. A. is only fair at best. This is due in many instances to the temporary nature of the district and the fact that the school plant is not owned by the district. The high school plants form an exception in that all rank high on the California rural school score card.

TABLE XIV

HIGH SCHOOL PLANT RATINGS BASED ON THE CALIFORNIA
RURAL SCHOOL SCORE CARD
(Inyo County, 1934-35)

School	Score	Value
Big Pine	905	Excellent
Bishop	955	Excellent
Owens Valley	757	Good
Lone Pine	679	Fair

CHAPTER VII

ATTENDANCE OF INDIAN AND MEXICAN CHILDREN

The attendance of Indian children in the schools of Inyo County has already been mentioned in connection with tuition paid by the federal government. In this chapter the Indian and Mexican children of Inyo County will be studied as to the number enrolled in the various schools, and the number of drop-outs between elementary school grades and high school.

Indians of Inyo County. When the first settlers came down into the country now known as Inyo County they found two races of native Indians living there, the Piutes and the Shoshones. These Indians led a nomadic life and were primitive in their culture and group life. They had no permanent villages but seemed rather inclined to live apart from each other, wandering from place to place as climatic conditions or fancy moved them.¹ As the Owens Valley became more settled, trouble with the Indians grew more frequent until they were largely killed off. There remain only a few at the present time grouped in reservations at Lone Pine, Independence, Bishop, and Death Valley; of these remaining few there is only a small per cent who are pure Shoshone Indians,

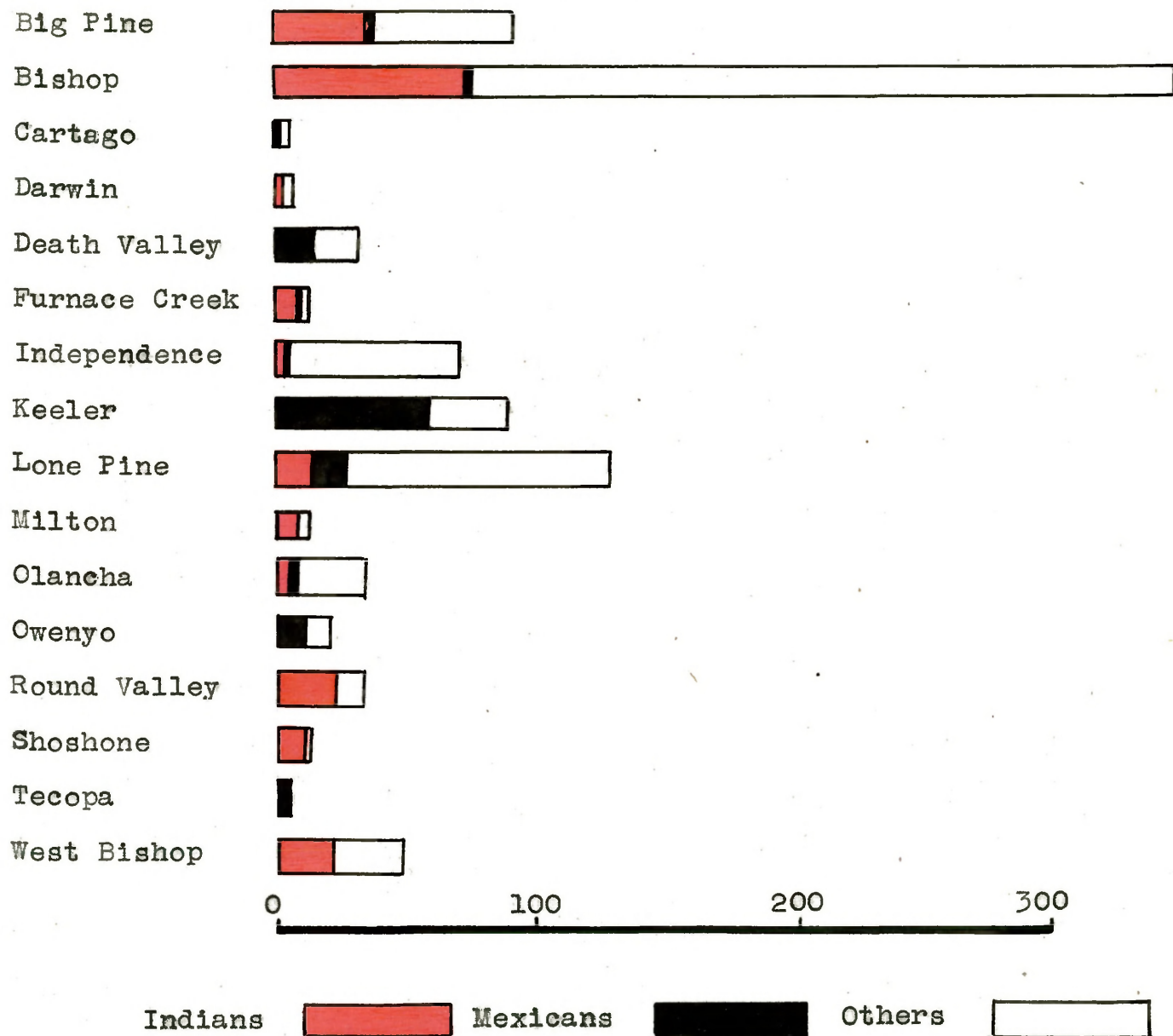
¹ William A. Chalfant, Story of Inyo (Boston: Christopher Publishing House, 1933), p. 440.

the larger part being Piutes. The per cent of Indian children enrolled in the county schools is shown in Charts III and V, while the enrollment in each of the various schools is shown in Charts II and IV. At Bishop an "Opportunity School" is maintained, the enrollment of which is largely Indian.

Mexican children. Many Mexican families came into Inyo County during the prosperous period of such mines as the Cerro Gordo in the Inyo Mountains. These families have remained here finding employment in the chemical plants and quarries of the southern part of the county. Chart III indicates the per cent of Mexican pupils enrolled in the county schools, while Chart II shows the distribution of Mexican children in each of the various elementary schools.

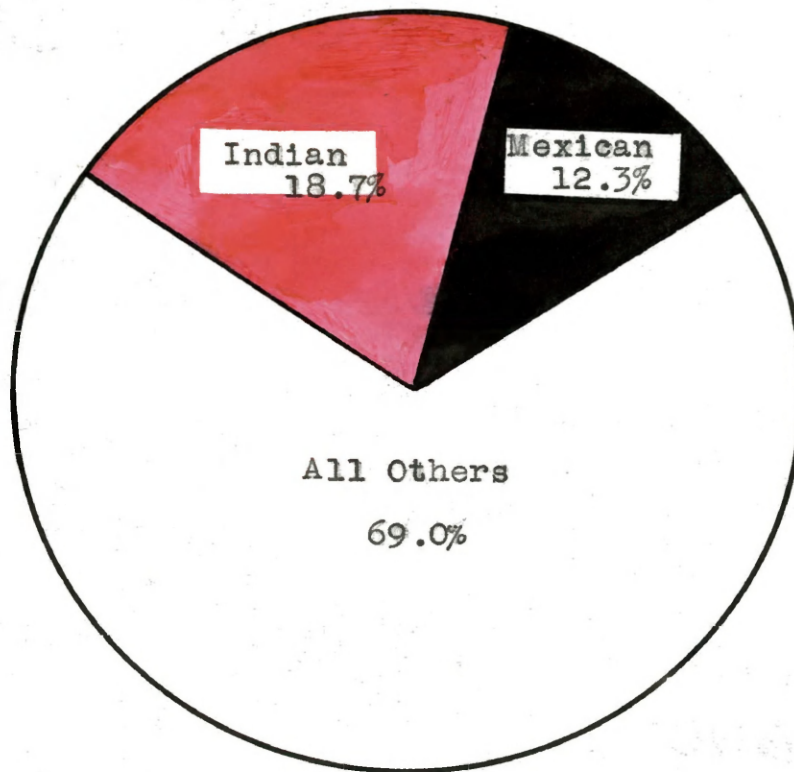
Drop-outs among Indian and Mexican pupils. A comparison of the attendance of Indian and Mexican children in the high schools and in the elementary schools of the county indicates a very great number of drop-outs in these two groups. Eighteen and seven tenths per cent of the elementary school children are Indian while only 4 per cent of high school children are Indian. Twelve and three tenths per cent of the elementary school children are Mexican while only 6 per cent of the high school children are Mexican. Every effort is made to keep these children in school through the twelfth grade by providing a varied curriculum in the high schools of the

CHART NO II



ENROLLMENTS IN THE VARIOUS ELEMENTARY SCHOOL DISTRICTS
OF INYO COUNTY
October 1 1934

CHART NO. III



PERCENTAGE DISTRIBUTION OF INDIAN, MEXICAN,
AND ALL OTHER CHILDREN ENROLLED IN THE INYO
COUNTY ELEMENTARY SCHOOLS

October 1, 1934

CHART NO. IV
ENROLLMENTS IN THE VARIOUS HIGH SCHOOL DISTRICTS
OF INYO COUNTY
October 1931-1934

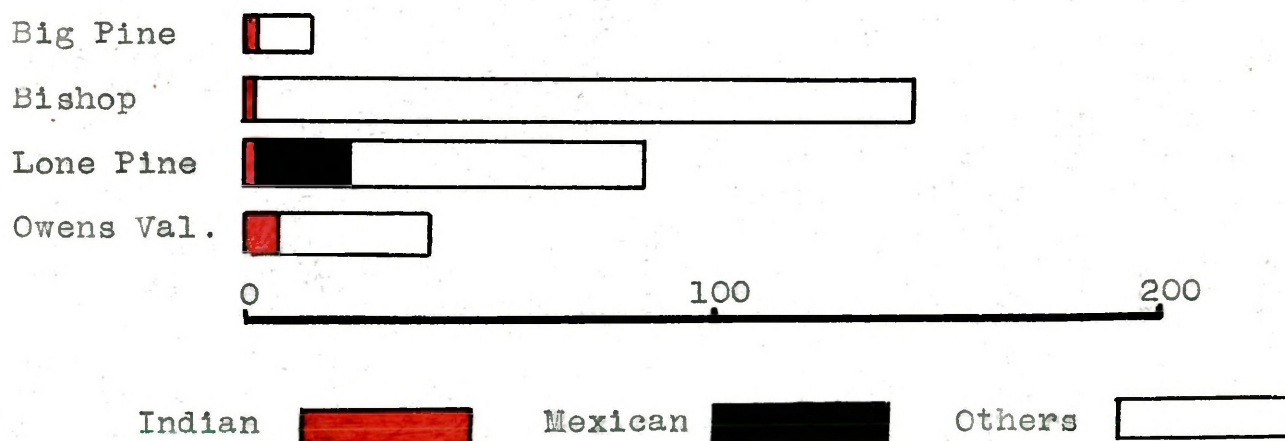
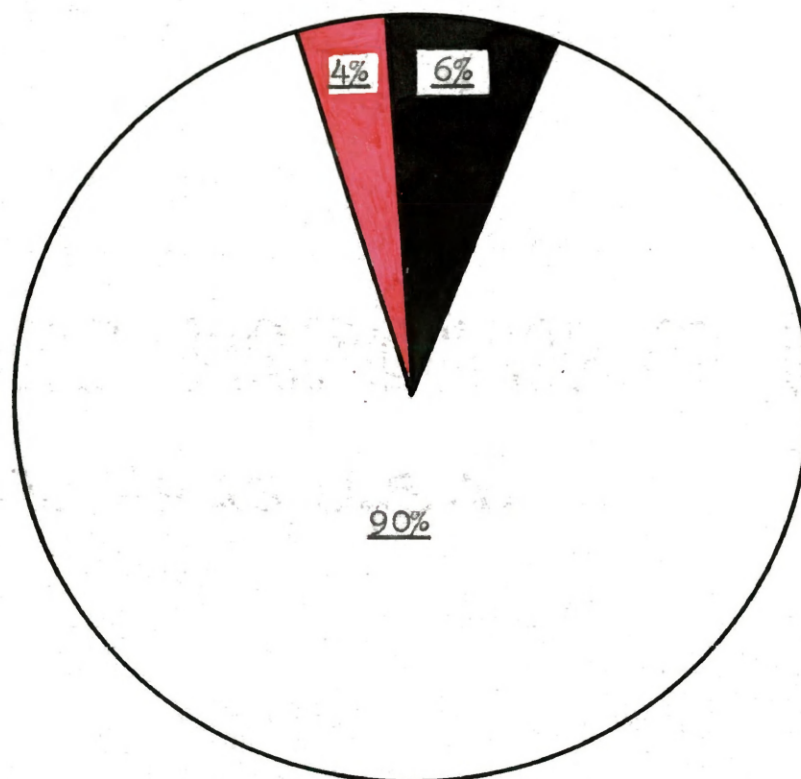


CHART NO. V



Indian



Mexican



Others



PER CENT OF INDIAN, MEXICAN, AND ALL OTHER CHILDREN
ENROLLED IN THE HIGH SCHOOLS

Inyo County

Oct. 1, 1934

county, however other factors make it impossible to fully realize this goal.

CHAPTER VIII

TRANSPORTATION AND CONSOLIDATION

The wide distribution of population in Inyo County has brought about problems in the transportation of pupils that are unusual in a school system. The method of treating these problems is an important factor in the growth and development of the schools. Where distances are not too great it is desirable to consolidate school districts in order to provide a better educational program and lessen the burden of the taxpayers.

Elementary school transportation. As has been already stated in this study the elementary schools of the county are all located in the various towns of the county where the population is naturally centered. The elementary school at Lone Pine provides transportation for pupils living in the southern part of the district by contract with a local bus operator. This contract is made with the provision of carrying such high school pupils in the bus who live in the territory covered. Other elementary schools providing transportation are located at Keeler, Independence, Big Pine, Olancho, and Bishop. The practice of providing transportation under contract is a general one throughout the county and for this reason a study of transportation costs was not made.

High school transportation. Questionnaires were sent to the four high schools of Inyo County covering transportation. The replies indicated that Lone Pine Union High School District was the only one of the four operating a school bus owned by the district. The reason for this exception to the general practice of providing transportation under contract seems to have been the condition of the road over which the bus was to travel. At the time this bus was purchased the condition of the road between Lone Pine and Keeler was very poor and, as a result, the cost of operating this bus based on the seat-mile would not be a fair indication of the cost of operation throughout the county.

Consolidation of elementary school districts. It has been the practice wherever elementary school districts could be consolidated to advantage to do so at the end of the school year or in some cases during the year. During the present school year, (1934-35) the elementary school at Aberdeen was consolidated with the elementary school at Big Pine, transportation being provided the five pupils enrolled at Aberdeen. At the present time no other plans for consolidation are under consideration within the elementary school districts. The County Superintendent of Schools has held the confidence of the people in this regard and plans offering greater educational opportunity to the pupils would find little opposition.

Consolidation of high school districts. By consulting Map II it will be apparent that the high school districts of Inyo County are not arranged to give a maximum of educational opportunity to the greatest number of pupils in the county. The Lone Pine Union High School District covers almost the entire southern portion of the county, while the other three districts are crowded into the upper half of the county. Bishop Union High School District, the most northerly in the county, is provided with a school plant costing about \$200,000 equipped to care for some five hundred pupils. The enrollment at Bishop is less than one hundred and thirty pupils and there is little prospect of an increase in this enrollment. The adjoining district of Big Pine has eleven pupils with an average cost per A. D. A. to the district of \$817.50 per school year. Not only is this cost nearly four times that of the average throughout the state but in addition the number of courses offered to these eleven pupils is limited to the fundamental subjects. A consolidation of the Big Pine Union High School District with that of Bishop would result in little increase in cost to the school already in existence there and in addition it would provide a broader course of study to all pupils concerned.

The Owens Valley Union High School District located at Independence has an average daily attendance of twenty-one pupils with an annual cost per A. D. A. to the district of \$476. The Lone Pine Union High School seventeen miles south

of Independence has an average daily attendance of eighty-four pupils with an annual cost per A. D. A. of \$261.80.

A consolidation of these two districts would provide increased educational opportunities for the pupils of both existing districts and result in a considerable saving to the taxpayers of the county.

Objections to consolidation. A great deal of the social life and activity of the county centers around the various high school plants. There are four principal towns in Inyo County, Bishop, Lone Pine, Independence, and Big Pine. Each of these towns has a high school plant located near the center of the town. Basket ball games, school dances, school plays, and tennis offer the best recreational opportunities afforded the people of these communities. To remove the high school plants from the towns of Big Pine and Independence would limit social activities in such a way that the people are not inclined to favor the movement. The purpose of the public schools in California as has already been stated, is to provide educational opportunities not only for the pupils of school age, but also for those of pre-school age, and for adults. The high school plants of Big Pine and Independence are a vital part of these communities. Plans for consolidation which did not consider this factor would not, in the long run, be in the best interests of education.

Recommendations for consolidation. It is recommended in this study that the High School District of Big Pine be consolidated with the High School District of Bishop using the present school plant at Bishop. It is also recommended that the High School District of Owens Valley be consolidated with the High School District of Lone Pine and that the new plant at Lone Pine be made with this object in view. Plans for a new building at Lone Pine are now under consideration and could be made to include the pupils of the Owens Valley Union High School District at Independence. Recreation centers should be built at Big Pine and Independence to fill the place formerly occupied by the high school. These recreation centers should include a club house, tennis courts, and a swimming pool. In this manner a greatly improved educational program could be offered the high school pupils of the county at a considerable reduction in cost, including the cost of the recreation centers mentioned.

CHAPTER IX

FINDINGS AND RECOMMENDATIONS

Summary. Inyo County is one of the larger counties of California with an area of more than 10,000 square miles. It is a mountainous arid country known as "The Land of Little Rain." The total population of the county is about 5,000. In this study of the schools of the county the items listed below were investigated.

1. The educational program of the elementary schools follows closely that recommended by the State Department of Education. The program offered in the high schools is of a fundamental nature generally thought of as college preparatory.

2. The County Superintendent is employed on a part time basis with one supervisor on a full time basis. The supervision of the county office covers the elementary schools only. Detailed records of the schools of the county are not kept at the office of the County Superintendent.

3. The elementary schools are financed largely by state funds, 66.5 per cent of the total amount coming from that source. Of the remainder the federal government supplies 11.9 per cent and the district 21.6 per cent. The state supplies 60.2 per cent of the high school funds, the districts 35.4 per cent, and the federal government 4.4

per cent.

4. School costs per average daily attendance in the elementary schools range from \$71.15 to \$255.46. The average is slightly under two hundred dollars. School costs per average daily attendance in the high schools range from \$261.80 to \$817.50. The cost of education in the county is above average for the state because of the wide distribution of the population.

5. The school plants compare favorably with those of other counties of the state. There are some exceptions in the elementary schools but these buildings are considered temporary due to changes in the industry and agriculture of the valley.

6. Indian and Mexican children comprise about 30 per cent of the elementary school enrollment. This ratio is not consistent in individual schools. In the high schools the Indian and Mexican children total only 10 per cent. This high rate of dropping out is especially prominent among Indian children where the attendance falls from nearly 20 per cent to 4 per cent.

7. Transportation is provided all pupils in both elementary and high schools with the exception of those living in the Death Valley section of the county. Elementary schools are provided in the Death Valley section but transportation to a high school is not possible. Transportation contracts

are let to private individuals with the exception of one of the two buses operated for the Lone Pine Union High School. Records of transportation costs are not kept in detail. Both elementary and high school pupils ride on the same bus where conditions make this more economical. The total cost to the county for transportation is \$10,963.91. This is 6.22 per cent of the total current cost of education in the county.

8. Consolidation of elementary schools is accomplished whenever the result will show a saving in the cost of such education. Consolidation of the high schools would prove beneficial in some cases but would not meet with the approval of the people because much of the social life of the people centers around the existing high school plants.

Recommendations. The data gathered in this study point to the changes listed below as being in the best interests of education in the county schools.

1. A stronger administrative control of the county schools by the provision of secretary for the County Superintendent whose duties should include the keeping of such records as would aid the various school principals in their work.

2. A consolidation of the four high schools of the county, one high school plant to be located at the present site at Bishop, the other in a new plant at Lone Pine. Recreation centers at Big Pine and at Independence could be

constructed to fill the place formerly occupied by the high school in the life of these communities.

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