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SUBMITTED TO THE DEPARTMENT OF

A THESIS

FOR HARTFORD, LYON COUNTY, KANSAS

A PROPOSED SCHOOL REORGANIZATION

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PART I

CHAPTER I

INTRODUCTION

The problem of raising sufficient funds to meet the expenses of maintaining our schools has been acute in many communities in the State of Kansas. The state, as a whole, has helped very little toward the financing of schools. Kansas ranks low among the states of the union in furnishing state support. Equalization has been the dream of every school administrator but little has been realized. However, the recent passage of the Payne-Ratner Bill by the Kansas legislature has shown that the need for equalization is to some extent being realized by others outside the teaching profession.

There are many types of high schools in Kansas. The rural high school, city village school, consolidated, and community high school are some of these. The method of financing all of them is practically the same, the principal variation being the size of the area that is taxed to support the school. Schools are maintained in the state on valuations varying from \$9,869 to \$12,920,961. The limits placed above are for school districts in third class cities.

THE NATURE OF THE STUDY

This study is concerned with the school organization of Hartford, Lyon County, Kansas. This community supports a high school and a grade school, consisting of two hundred eight pupils and ten teachers, on a

valuation of \$657,259 with a levy of 11.6 mills. Students attend this high school from an area of ninety-three square miles, while the taxable area of this school is approximately twelve square miles. Fortunately, the community is located within a Barnes county, but the amount received from the Barnes fund does not equal the amount that it costs to educate each student. The balance of the expense must fall upon the taxpayers residing within the comparatively small district.

In 1921 the grade school building in Joint District 35 burned and rather than rebuild this district was consolidated with the Hartford district. This made it necessary to purchase and maintain a bus to transport the children from the acquired area. During the school year 1937-38, seven grade school children were transported in a new bus, which has a seating capacity of twenty-four.

District 30, in Coffey County, has discontinued maintaining its school, due to decreased enrollment, and is sending its children to the Hartford School for a fee of \$4.50 per month, per student. There are three other nearby districts that have enrollments ranging from three to five. With the present equipment of the Hartford School the children from these neighboring rural districts could be transported without much additional cost, providing these districts would agree to consolidate. However, consolidation is not likely to occur as long as the burden of financing a high school and caring for non-resident students is accepted by the small Hartford district.

The main object of this study is to propose a reorganized program for Hartford, Kansas. One that will equalize the burden of financing a high school and distribute this burden upon those who are

served by this school. Another object is to relieve this small district of the burden of the entire high school so that other elementary school districts will consent to be consolidated with the Hartford Grade School District.

The purpose is to enable this community to continue to maintain a progressive school organization of the highest type, with a moderate school levy that would not be a burden to the average tax payer and to all the patrons of the Hartford school whether within or without the boundaries of the present Hartford high school district.

PREVIOUS STUDIES

C. D. Dean,¹ made a study on the Survey of Three Rural High School Districts with a View to Consolidation. The purpose of Dean's study was to show the efficiency of a larger organization in respect to better educational opportunities and to reduced expenditure of maintenance.

A. Herndon² made a study on the Historical Movement of School Consolidation in Kansas. Miss Herndon's study shows the trend of school consolidation within the state of Kansas, and also the number of consolidations. The value of school consolidation is also touched upon.

¹ C. D. Dean, A Survey of the Lost Springs, Ramona, and Tampa (Kansas) Rural High School Districts with a View to Consolidation, Emporia, Kansas, Kansas State Teachers College, 1937.

² Audell Herndon, An Historical Study of the School Consolidation Movement in Kansas, Emporia, Kansas, Kansas State Teachers College, 1936.

THE SCOPE OF THE STUDY

This study undertakes the problem of reorganizing a school district. It does this with the thought in mind of maintaining school efficiency and economizing on school expenditures. To distribute the burden of maintaining a high school among those that the Hartford district serves, it was necessary to undertake the formation of a proposed rural high school. To decide upon the boundary, the valuation of the proposed district, the additional building program, and a transportation plan would require investigation and research. Next, it was necessary to propose consolidation of grade school districts with the Hartford grade school district. Since the consolidation concerns each school separately it is necessary first to propose a plan for each district, next to propose a combination of two or more districts, on to the possibility of having all five districts consolidated. The added expense of additional students in training and transportation is considered. The practicality of the bus route, and the added educational advantages to the children of the rural grade schools is another serious consideration. This study is made with the idea in mind of proposing a reorganized program completely so as to answer every conceivable question that could arise in actually putting this plan into practice.

METHOD OF PROCEDURE

I. Formation of a Rural High School District

The method of procedure in making the survey and in presenting

the data for the study has entailed the following steps:

1. Making a thorough study of the Hartford School organization as it now exists.
2. Determining the legal "steps" in the formation of a rural high school.
3. Securing township maps of Lyon and Coffey Counties.
4. Plotting and marking of the proposed boundary.
5. Finding the valuation of the taxable property within the proposed boundary. (Personal and real estate property and public utilities.)
6. Charting the location of students on a "spot" map.
7. Charting the types of roads within the proposed district.
8. Planning of bus routes and transportation.
9. Determining the necessary building program.
10. Estimating the cost of maintaining the high school including the cost of transportation and indebtedness.
11. Estimating the levy and the effect it will have upon the taxed property within the proposed district.
12. Determining as much as possible the advantages of this proposed school over the present school.

II. Planning Consolidation of Elementary Districts

The steps in developing the consolidation of the necessary elementary school district are as follows:

1. Marking the boundaries of the present rural grade school

districts that are to be consolidated.

2. Finding the valuation of each district, the levy, the enrollment, and the cost of maintaining the school.

3. Finding the value of each district school building and its fixtures and proposing a way of disposal.

4. Planning of the bus route.

5. Estimating the additional cost of training and transportation.

6. Determining the effect it will have upon the taxed property after consolidation.

SOURCES OF DATA

The following records of Elmendaro and Jackson Townships were used in the Lyon County Clerk's office:

1. Real estate assessed valuations
2. Personal property assessed valuations
3. Assessor's census book
4. Public utility assessed valuations

The following records of California, Lincoln, and Pleasant Townships were used in the County Clerk's office of Coffey County at Burlington, Kansas:

1. Real estate assessed valuations
2. Personal property assessed valuations
3. Assessor's census book
4. Public utility assessed valuations

The following records in the County Superintendent of Public Instruction offices of Lyon County at Emporia, Kansas, and Coffey County at Burlington, Kansas, were used:

1. Grade principal's term report
2. High school principal's term report
3. District clerk's annual report
4. Chart of school district boundaries
5. Record of county grade school graduates

TYPES OF DATA COLLECTED

The following types of data were collected from the county clerk's office of both Lyon and Coffey County, Kansas:

1. Assessed valuation of all real estate property within the proposed boundary.
2. Assessed valuation of all personal property within proposed district.
3. Assessed valuation of all public utilities within the proposed district.
4. The names of all people of age within the proposed district.

The following types of data were obtained from the County Superintendent of Public Instruction offices of both Lyon County and Coffey County, Kansas:

1. Boundary lines of nearby rural grade school districts.
2. Boundary lines of neighboring rural high school districts.
3. The assessed valuation of each school district.
4. The school levy of each district.
5. The total operating expenses of each district.
6. The enrollment of each district.
7. The assessed valuation of each school house and equipment.
8. Type of teacher certificate of each rural grade school.
9. The graduates of these nearby rural grade schools for the past three years.
10. Where these graduates have attended high school (if any).

DEFINITION OF TERMS

The term rural grade school is used to refer to the one teacher schools located in the country.

The term rural high school is used to refer to the type of

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DEPARTMENT OF EDUCATION
RESEARCH REPORT NO. 10
1931

The data gathered have been compiled and are presented in the form of tables and maps. An analysis or discussion accompanies each illustration. From the use of the data a reorganized school system is presented by the use of discussions and explanations.

PRESSENTATION OF DATA

The size of the area that composes the district. The distinguishing difference is chiefly

CHAPTER II

THE DEVELOPMENT AND ORGANIZATION OF RURAL HIGH SCHOOLS

The rural high schools of Kansas are an out-growth of the township high school system. The first township high school was organized by authority of a special law¹ passed by the legislature of 1881. This district, comprised of the territory of the township, was much smaller than the county high school district. The school was organized for the purpose of giving free high school privileges to pupils and of allowing them to stay at home while attending school. From 1881 to 1907 it was necessary for each township high school to be authorized by a special act of the legislature. During these years the legislature authorized the organization of sixteen township high schools.

A general township high school law was passed in 1911.² This provided for the organization of a township high school in any township in which there was no town or city.

The Kansas legislature passed the first rural high school law in 1915.³ This law authorized the legal voters residing in a territory containing not less than sixteen square miles, located in one or more townships, to form a rural high school district.

¹ Carl B. Althaus, Organization and Financing of Special High School Provisions in Kansas, Mimeograph Form, University of Kansas, Lawrence, Kansas, 1931, p. 42.

² Ibid., p. 42.

³ Ibid., p. 42.

In 1917 the legislature amended the rural high school law.⁴ This amendment provided that in case the territory of a proposed rural high school district was located in two or more counties, the boundaries were to be approved by the county superintendents of public instruction of each county. If the county superintendents could not agree, the boundaries were to be approved by the state superintendent of public instruction. All schools organized under the general township high school law were brought under the provisions of the rural high school laws in 1917.

In 1921 the legislature again amended the rural high school law.⁵ It provided that the boundary of a proposed rural high school district had to be approved by the county superintendent of public instruction and the county commissioners of each county.

To make provisions for adequate maintenance, the legislature of 1925 modified the law concerning rural high schools.⁶ The new law provided that no high school district can be organized in any territory whose assessed valuation is less than \$2,000,000.

A second provisions allows that a rural high school district may be organized with an assessed valuation of not less than \$1,250,000,

⁴ Ibid., p. 27.

⁵ Ibid., p. 27.

⁶ Kansas School Laws Revised 1937, Edited and Revised by W. T. Markham, Kansas State Printing Plant, Topeka, Kansas, 1937, Chap. 19, Sec. 523, p. 157.

provided the territory included within its boundaries contains a high school which has been established and continuously conducted for a period of five years next preceding the organization of such rural high school district and which for the last year of the five had an average attendance of not less than forty pupils.⁷

Following the passage of the rural high school law of 1915, this type of school has been rapidly and steadily increasing in number as noted in the following table.

TABLE I

DEVELOPMENT OF RURAL HIGH SCHOOLS IN THE STATE OF KANSAS FROM 1916 TO 1936, INCLUSIVE, BY TWO YEAR INTERVALS⁸

Year	Number of Rural High Schools	Enrollment in Rural High S.
1916	25	376
1918	121	4342
1920	204	8065
1922	243	12827
1924	264	15667
1926	287	16294
1928	297	18725
1930	299	19321
1932	303	20187
1934	309	23109
1936	310	24177

Read Table thus: In 1916 there were 25 rural high schools organized with a total enrollment of 376 students.

⁷ Althaus, *op. cit.*, p. 43.

⁸ Compiled from the biennial reports of the State Superintendent of Public Instruction of Kansas.

Why Rural High Schools Were Organized

The township high school districts were determined by township lines, which in many cases were not community boundaries. The rural high school law was enacted to enable communities to organize high school districts whose boundaries more nearly coincided with community lines.

The rapid growth of rural high schools was due to two causes. In the first place the rural high schools provided for convenient high school facilities for rural people. The other reason for the rapid growth of rural high schools was the financial benefits which resulted from the organization of these schools. The rural high school districts enlarged the areas which contributed to the support of the high school and increased the assessed valuation of the district. This made it possible for some communities to have high schools which otherwise could not have maintained them.

PROCEDURE FOR ORGANIZATION OF A RURAL HIGH SCHOOL DISTRICT⁹

1st Step.

Approval of the boundary by the county superintendent of public instruction and county commissioners of each county in which the proposed district is located.

2nd Step.

Petition for rural high school and bond election. (This petition is addressed to the board of county commissioners. The petition must be signed by two-fifths (2/5) of the legal electors

⁹ Procedure for Organization of a Rural High School District, Mimeograph Bulletin, Kansas State Department of Education, Topeka, Kansas, 1937.

residing in the proposed rural high school district.)

3rd Step.

Enumeration of legal electors residing in the proposed rural high school district. (This petition and enumeration of electors shall be presented to the board of county commissioners of the county in which lies the greater portion of the territory comprising the proposed rural high school district.)

4th Step.

Notice of special high school election. (This notice must be signed by the board of county commissioners. This notice must be posted on the door of each school house in the proposed rural high school district. This notice must be posted at least twenty-one (21) days before the day set for the election. This notice must be published twice in some newspaper published in each county in which any part of the proposed district lies.)

5th Step.

Poll books to be kept by judges and clerks. (The board of county commissioners calling the election shall appoint the judges and clerks. The board of county commissioners of the county in which the rural high school district shall be located shall make appropriations from the county funds to pay the necessary expenses of said election. The expenses shall be apportioned to the counties in proportion to the assessed valuation of the property of the proposed rural high school district which shall be in each of such counties.)

6th Step.

Notice of special rural high school meeting and election of a rural high school board. (This notice is signed by the county superintendent. This notice must be posted on the door of each school house in the rural high school district. This notice must be posted at least twenty-one (21) days before the day of the meeting and must be published twice in some newspaper published in each county in which any part of the proposed district lies.)

7th Step.

Rural high school district board determines the denomination of the bonds, the date bonds shall bear, date of maturity and rate of interest bonds shall bear.

8th Step.

Offer of bonds to school fund commission. (This must be accompanied by a complete transcript of the procedure.)

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Operating School Year

all of the territory that is covered by the district

the district shall have the right to

the district shall have the right to

the district shall have the right to

the district shall have the right to

the district shall have the right to

twenty (20) years.)

Interest must not exceed 5%. Bonds must be made payable within

Note: (Bonds may be made in any denominations. The rate of

ment of a rural high school district and voting bonds therefore.

Complete transcript of proceedings leading up to the establish-

9th Step.

Legend

--- County boundary
--- Township boundary

CHAPTER III

FORMATION OF THE RURAL HIGH SCHOOL DISTRICT

The first step toward the organizing of the rural high school district is the location of the boundary lines. How many square miles shall the rural high school district contain? Two determining factors must be considered in the selection of these boundary lines. First, the proposed district must be composed of property with a valuation of not less than two million dollars. Second, the district should include all of the territory that is served by the Hartford High School.

Determining Boundary Lines

How much territory is served by the Hartford High School? To determine this factor it is necessary to secure a county map and mark the boundary lines of the present high school district. Hartford, Kansas, is located on the eastern boundary line of Lyon County. The present school district of Hartford is located in two counties, Lyon and Coffey. In this particular case it is necessary to obtain the county maps of both Lyon and Coffey counties. The next step is to visit the offices of the County Superintendent of Public Instruction of both counties to insure the determination of the correct boundary lines. Figure 1 shows the boundary lines of the present Hartford school district.

When the boundary lines of the present school district are

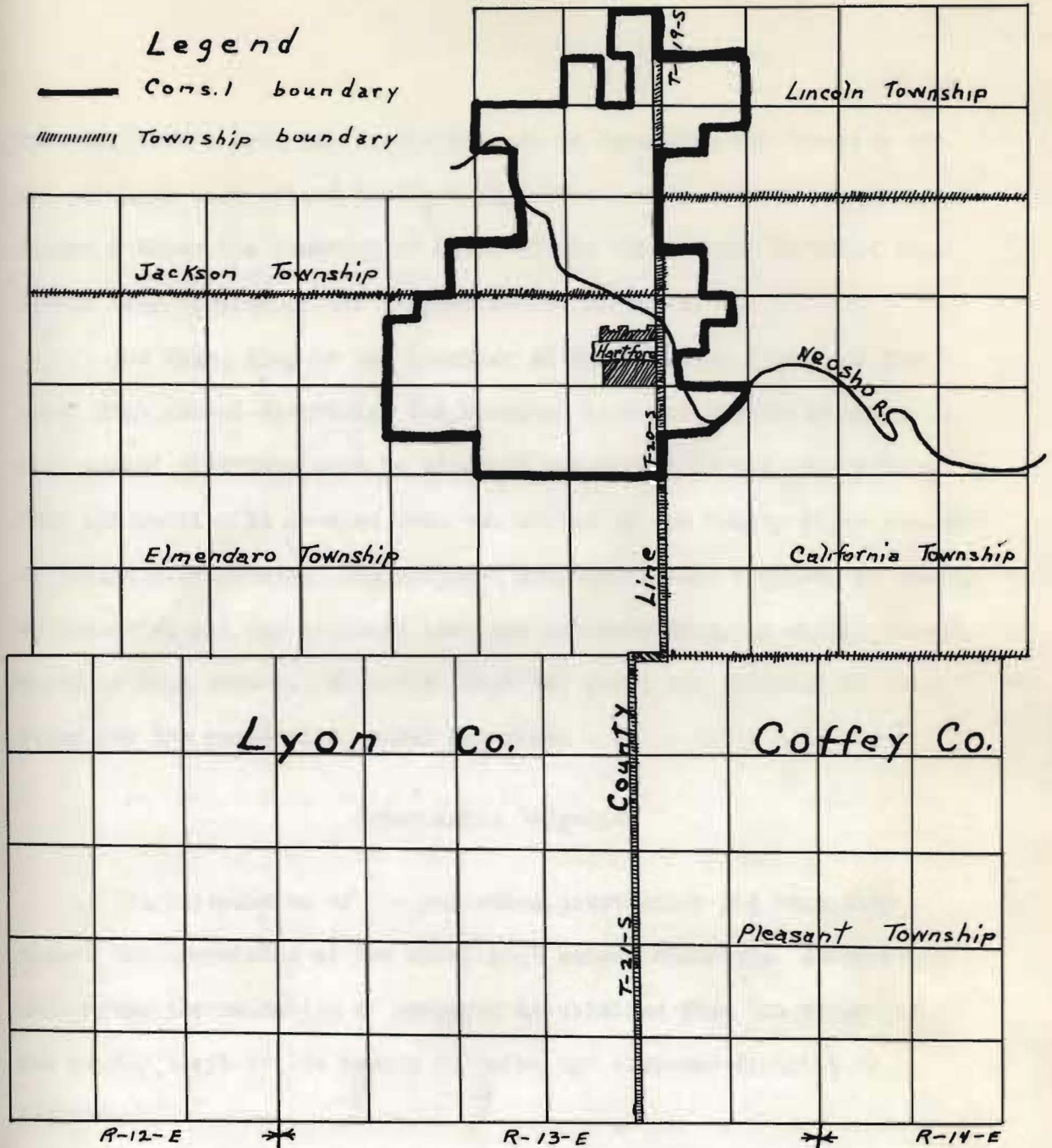


FIGURE 1

BOUNDARY LINE OF HARTFORD SCHOOL DISTRICT,
HARTFORD, LYON COUNTY, KANSAS

Legend

— County Boundary

located, then a spot map should be made to determine the location of all students that attend Hartford High School from outside the district. Figure 2 shows the location of all students that attend Hartford High School from outside of the present school district.

The third step is the location of the boundary lines for the rural high school district. The boundary lines of the neighboring high school districts must be obtained and marked on the county maps. This information is secured from the office of the County Superintendent of Public Instruction. The proposed boundary should include, as nearly as possible, all the students that are now attending, or should attend, Hartford High School. Figure 3 (page 19) shows the proposed boundary lines for the rural high school district.

Determining Valuation

The determining of the valuation constitutes the next step toward the organizing of the rural high school district. Information concerning the valuation of property is obtained from the office of the county clerk of the county in which the proposed district is located.

First, the valuation of the real estate is obtained from the assessor's record of assessed real estate. The real estate of each township is in a separate book and is entered according to the description by section, range, and township. The location of the land, the land owner, assessed valuation of the land and buildings and the

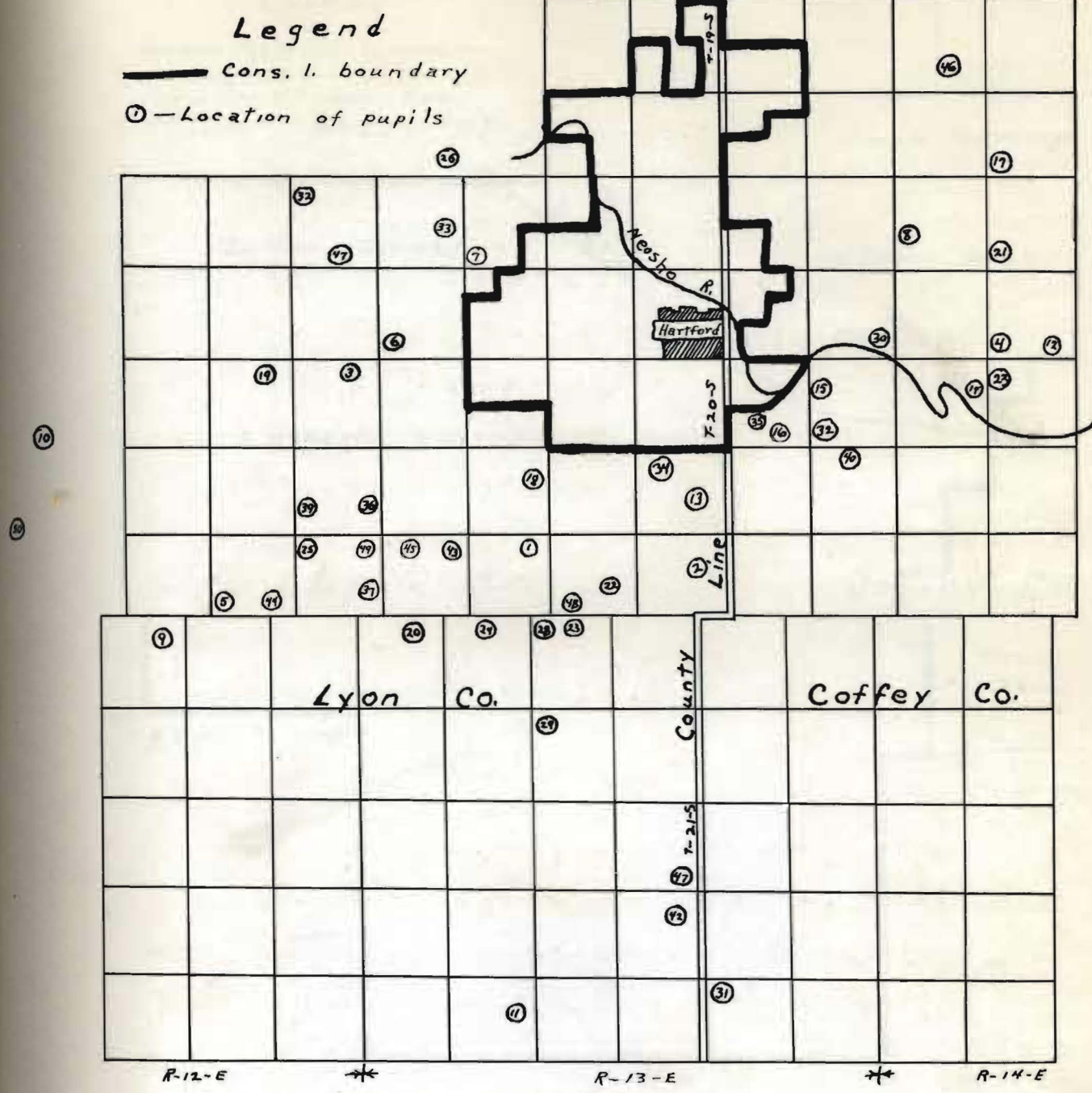


FIGURE 2

LOCATION OF STUDENTS THAT ATTEND HARTFORD HIGH SCHOOL THAT LIVE OUTSIDE OF PRESENT SCHOOL DISTRICT

Legend

- Proposed boundary
- - - Neighboring Districts
- Cons. l boundary
- ||||| Township boundary

Neosho Rapids Rural

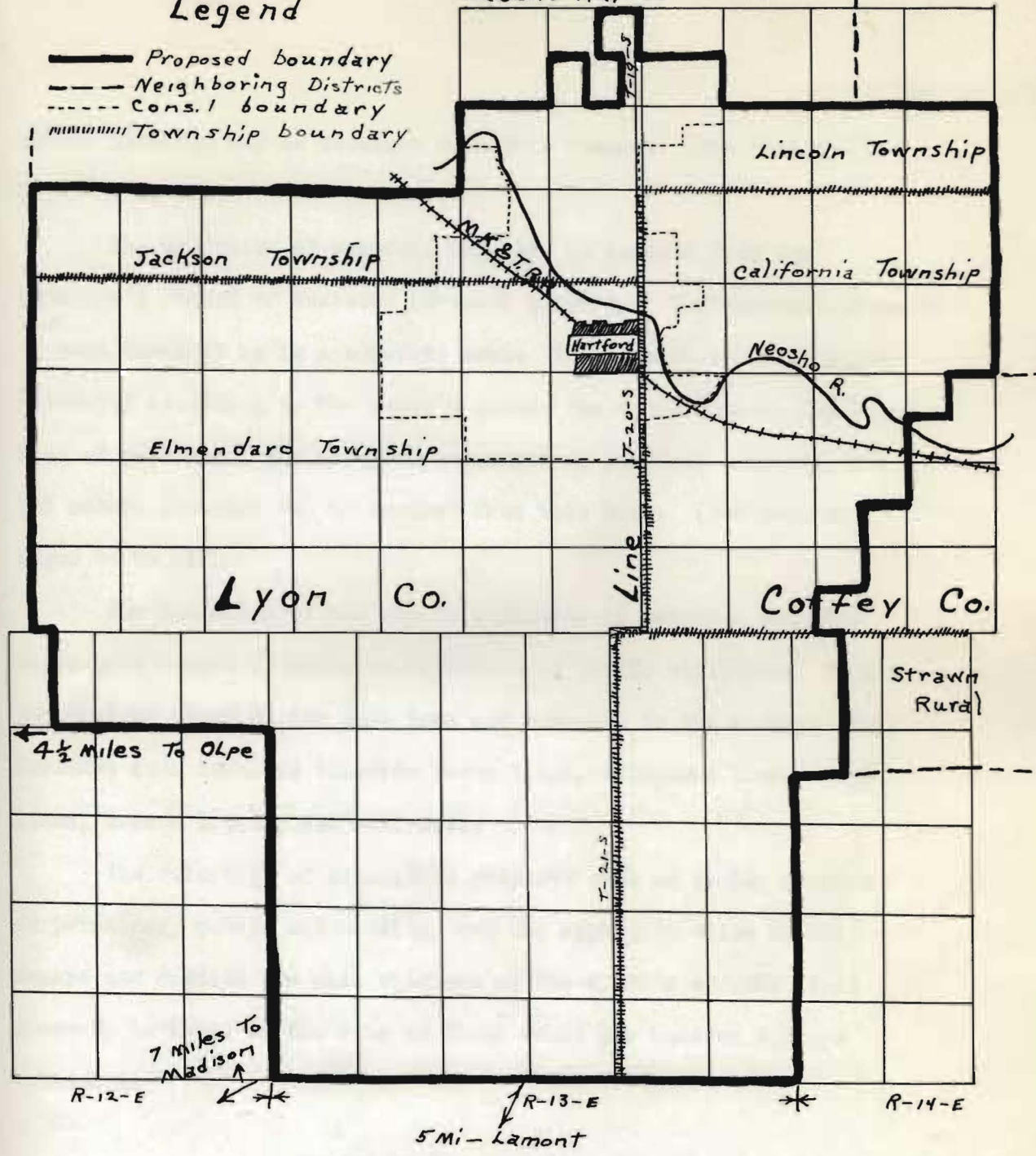


FIGURE 3

BOUNDARY LINES OF PROPOSED RURAL HIGH SCHOOL DISTRICT FOR HARTFORD, KANSAS

school district may be obtained from this record. (See data on pages 74 to 94.)

The valuation of personal property is secured from the assessor's record of assessed personal property. The personal property of each township is in a separate book. The book is compiled alphabetically according to the owner's name. The owner's name, the location of residence, the assessed valuation of personal property, and the school district may be secured from this book. (See data on pages 94 to 111.)

The valuation of the public utilities is gathered from the assessor's record of assessed valuation of public utilities. This material is compiled for each town and township in the county. This includes such items as electric power lines, telephone lines, pipe lines, beacon lights, and railroads.

The valuation of intangible property such as public service corporations, moneys and credits, and the aggregate value of all moneys and credits are also obtained at the clerk's office. This property is taxed at the rate of fifty cents per hundred dollars valuation.

Census of Proposed District

The number of people of voting age may be obtained from the assessor's census book. This information is compiled in alphabetical order for the inhabitants of each township. The name, age, number in

family, school district, address, and whether land owner or renter may be secured from this book. (See data on pages 94 to 111.)

Reasons for Elaborate Data

Boundary lines of nearly every school district are irregular. Those land-owners on the border of the district that are radically opposed to the formation of the rural high school are left out of the district. Fifty-one per cent of the voters within the proposed district must vote in favor of the formation of the rural high school before it can be formed. It is well to find how many votes there are within the proposed district and then try to balance the votes according to pros and cons. This may mean the difference between victory and defeat in the election for the formation of the Rural High School. Of course, this estimation cannot be accurate, but on the other hand, it can possess better than a chance prediction. It may be that a land-owner possessing many acres of land or a thickly populated section of the proposed district should be omitted.

Many people are against the formation of a rural high school because they have been inaccurately informed. With the aid of the material that has been gathered and is presented at the close of this study, it should be possible to inform every person, whether land-owner or renter, just how much this rural high school will cost each individual. Actual data and figures are much more convincing to the average taxpayer than a full evening's discussion on the value of the rural high school district.

The people promoting the formation of a rural high school cannot have too much information concerning the proposed district and its contents. It is well to have the plan outlined thoroughly before starting with the petitions. The group that thoroughly studies the district should be capable of making a fairly certain prediction as to the outcome of the election before the election is held. Balancing votes, cutting and extending boundary lines, and at the same time retaining the required minimum valuation of two million dollars are all factors that must be considered in the formation of a rural high school district, if success is to be the reward.

just and proper, not exceeding 5 cents per mile and not less than 2 cents per mile for each mile of territory to be included, and shall establish such rules and regulations as may be necessary for carrying out the provisions of this act. The board of trustees of the rural high school district shall pay the expenses of the transportation of such pupils, and further provide that the transportation by school shall not be provided in any such district until the majority of the members of the school board, or a special meeting, called by the board, after notice duly given published by not less than ten (10) households owned in the same public places in said district, shall vote in their favor.

That in cases where it is impracticable to carry certain places by a highway route of travel, said rural high school district board may fix a compensation for the carrying of pupils living in such out-of-the-way places, to reach the regularly laid-out roads and such compensation shall be paid by the parents of such pupils whenever such special regulations shall be approved by the county school superintendent.

¹ Public Law of Kansas Enacted 1925, Kansas State Printing Plant, Topeka, Kansas, 1925, Page 27, 1925 284, 285, 286, 287.

² Id., Page 287, 288.

CHAPTER IV

TRANSPORTATION

The state school law concerning transportation for rural high schools is as follows:

TRANSPORTATION; ROUTES. That the rural high school district boards in this state shall provide for the comfortable transportation of the pupils of their respective rural high school districts who live three or more miles from the high school by the usual traveled road, in a safe and enclosed conveyance or conveyances, or in lieu thereof, any such rural high school board may make such an allowance and payment to the parents or other custodians of pupils who furnish their own transportation as to the rural high-school district board may seem just and proper, not exceeding 5 cents per mile one way per pupil per day for each pupil so actually transported, and shall establish such rules and regulations as may be necessary for carrying out the provisions of this section: provided, That said rural high-school district board may establish regular routes for the transportation of such pupils: And further provided, That the power granted by this act shall not be exercised in any such district until the majority of the electors at the annual meeting, or a special meeting, called by the board, after thirty days' notice published by not less than ten (10) handbills posted in the most public places in said district, shall vote in favor thereof.¹

TRANSPORTATION TO ROUTES. That in cases where it is impracticable to reach certain places by a laid-out route of travel, said rural high school district board may fix a compensation for the carrying of pupils living in such out-of-the-way places, to reach the regularly laid-out route and such compensation shall be paid to the parents of such pupils whenever such special regulations shall be approved by the county school superintendent.²

¹ School Laws of Kansas Revised 1937, Kansas State Printing Plant, Topeka, Kansas, 1937, Chap. 38, Par. 834, Art. 4, p. 265.

² Ibid., Par. 835, p. 265.

The problem of transportation of pupils must be considered in the formation of the rural high school district. It is evident that transportation is an added expense that will make the rural high school's total operating expense considerably higher and therefore cause a higher tax rate to be levied upon the property within the district. While on the other hand, the compensation that the parents receive when sending the children to school determines the advantages of the rural high school over the present high school. Freedom from the direct cost of school transportation increases the rank of followers in favor of the rural high school. Parents that have students in school will receive more compensation from transportation than the amount of the increase in the tax rate on the individual's property.

According to the transportation law the school board of the rural high school may either furnish transportation or compensate the parents for the transportation. The method selected should be the one that involves the least expense providing equal accommodations are afforded to the students. Both methods are considered and the results are noted in the following data and paragraphs.

COMPENSATION TO PARENTS

The purpose of the following Table (page 26) is to determine the total number of miles students travel and the total cost of pupil transportation when transported by the parents. The numbers on Figure 4 are used to represent the individual students. Individual names may be determined by referring the numbers to the key of the Figure, which is placed directly after it, in Table II.

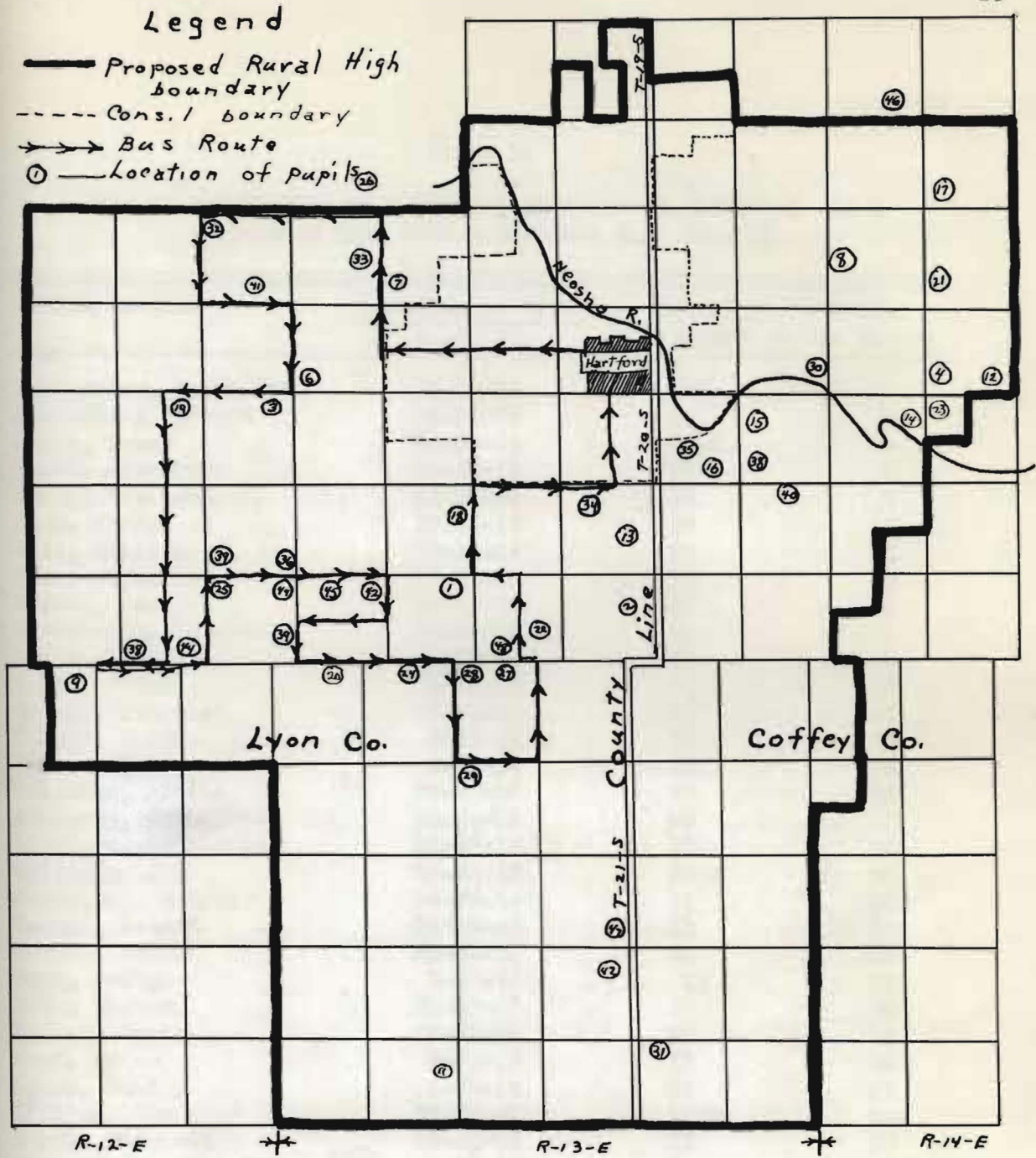


FIGURE 4

BOUNDARY LINES OF PROPOSED RURAL HIGH SCHOOL,
 THE LOCATION OF THE STUDENTS THAT LIVE OUTSIDE OF PRESENT
 HIGH SCHOOL DISTRICT, AND THE PROPOSED BUS ROUTE

TABLE II

KEY TO THE NUMBERS REPRESENTING STUDENTS ON FIGURES 2 AND 4
(Students that attend Hartford High School)

Student's name	Location of Home			School District	Number on Figure
	S	T	R		
Ackterberg, Catherine	32	20	13	74	1
Ackterberg, Edward	32	20	13	74	1
Baker, Duane	34	20	13	69jt	2
Baker, Josephine	34	20	13	69jt	2
Beaty, Winifred	24	20	12	68	3
Boes, Evelyn	17	20	14	17	4
Boes, Eulilia	17	20	14	17	4
Boes, Marcella	17	20	14	17	4
Brewer, Jean	25	20	12	17	5
Burenheide, Nobert	18	20	13	68	6
Goble, Raymond	8	20	13	29	7
Goble, Velma	8	20	13	29	7
Cramer, Florence	7	20	14	81	8
DeLair, Margie	3	21	12	78	9
DeLair, Patty	3	21	12	78	9
Dreasher, Aletha	29	20	12	95	10
Finnerty, Catherine	29	21	13	82	11
Gilkison, Geraldine	17	20	14	17	12
Gilligan, Joe	27	20	13	69jt	13
Goodnight, Nadine	19	20	14	17	14
Gorman, Robert	24	20	13	23	15
Hanman, Edwin	23	20	13	23	16
Hoch, Evelyn	5	20	14	81	17
Hoch, Warren	29	20	13	74	18
Holmes, Doris	23	20	12	68	19
Hoyt, Edith	6	21	13	18	20
Lyons, Lucile	8	20	14	81	21
Lillian, Florence	33	20	13	69jt	22
Mauck, Margaret	20	20	14	17	23
Mautz, Otto	5	21	13	18	24
McLlvain, Richard	36	20	12	17	25
McKinney, Jim Tom	6	20	13	29	26
Muir, Russell	4	21	13	3jt	27
O'Connor, Connie	4	21	13	18	28
O'Connor, James	4	21	13	18	29

Table Continued

TABLE II (Concluded)

Student's name	Location of Home			School District	Number on Figure
	S	T	R		
Patrick, Junior			13-20-13	30	30
Patrick, Phillip			13-20-13	30	30
Paxson, Chester			26-21-13	94	31
Paxson, Wilma			26-21-13	94	31
Poyser, Juanita			12-20-12	68	32
Reeves, Doris			7-20-13	29	33
Rieh, Lucille			27-20-13	69jt	34
Scoggin, Eugene			23-20-13	23	35
Scoggin, Juanita			23-20-13	23	35
Scoggin, Maxine			25-20-12	74	36
Smith, Carol			36-20-12	74	37
Smith, Robert			24-20-13	23	38
Stratton, Clayton			25-20-12	18	39
Sutton, Mary			25-20-13	23	40
Swarner, Marie			12-20-12	68	41
Thomson, Henry			22-21-13	54jt	42
Walliser, Gladys			31-20-13	74	43
Walliser, Russell			31-20-13	74	45
Walliser, John			35-20-12	17	44
Willson, Earl			31-18-14	81	46
Willson, Kenneth			31-18-14	81	46
Wilson, Glen			22-21-13	54jt	47
Wilson, Raymond			22-21-13	54jt	47
Vesey, Gladys			33-20-13	3jt	48
Zink, Hope			36-20-12	74	49
Arnett, Ada			29-20-12	75	50
Arnett, Leonard			29-20-12	75	50
Arnett, William			29-20-12	75	50

Total cost

Total

From Table above, Family Number 1 would be transported to Hartford High School once a day for a distance of 4 miles making a total of 8 miles traveled by both students at a cost of \$2 per mile and say of .40 per mile per family.

The total amount of transportation to the parents for the transportation of pupils to the rural high school district would be \$2.40 per day for a period of 100 days making a total cost of \$240.00 per school year.

TABLE III

THE NUMBER OF STUDENTS WITHIN THE PROPOSED DISTRICT,
THE NUMBER OF MILES TO BE TRANSPORTED AND COST OF TRANSPORTATION

Family Number	Number in family to be transported	Distance one-way	Cost at 5¢ per mile one way per day
1	2	8	\$.40
2	2	6	.30
3	1	4	.20
5	1	9	.45
6	1	4	.20
7	2	7	.35
9	2	20	1.00
18	1	3 $\frac{1}{2}$	.17 $\frac{1}{2}$
19	1	5 $\frac{1}{2}$	.27 $\frac{1}{2}$
20	1	6	.30
22	1	4	.20
24	1	5	.25
25	1	7	.35
26	1	4 $\frac{1}{2}$	.22 $\frac{1}{2}$
27	1	5	.25
28	1	4 $\frac{1}{2}$	.22 $\frac{1}{2}$
29	1	5 $\frac{1}{2}$	.27 $\frac{1}{2}$
32	1	6	.30
33	1	4	.20
36	1	6	.30
37	1	6 $\frac{1}{2}$	.32 $\frac{1}{2}$
39	1	7	.35
40	1	4	.20
41	1	4 $\frac{1}{2}$	.22 $\frac{1}{2}$
43	1	5	.25
44	1	8	.40
45	1	5 $\frac{1}{2}$	.27 $\frac{1}{2}$
48	1	5	.25
49	1	6	.30
Total cost			\$8.84

Read Table thus: Family Number 1 sends two students to Hartford high school over a distance of 4 miles making a total of 8 miles traveled by both students at a cost of 5¢ per mile one way or .40 per trip per family.

The total amount of compensation to the parents for the transportation of pupils to the rural high school district would be \$8.84 per day for a period of 180 days making a total cost of \$1,591.20 per school year.

TRANSPORTATION BY BUS

The other method of transportation would be by district-owned bus routes. The district would be required to purchase a forty passenger bus which would cost approximately \$2400. The life of the bus should be five years, so the following expenses are determined on the five-year basis. The length of the bus route (as marked on Figure 4) will be thirty miles per trip. The bus should travel ten miles per gallon of gasoline. The cost of gasoline at 17¢ per gallon (present price) would be \$1.02 per day or \$188.60 per year. Oil and grease expenses every thousand miles would approximate \$2.50, or a total of \$27.50 per year. The approximate cost of anti-freeze would be \$5.00 per year. Incidental expenses would average approximately \$50.00 per year. The bus would travel at least 54,000 miles during the five-year period. Two sets of tires should be provided in addition to the original set. The total cost of tires would be approximately \$600.00. One battery would be added to the original battery at a cost of \$15.00. The annual salary of the bus driver would be approximately \$450. The storage of the bus would be \$60.00 per year. The bus driver would be someone not connected with the school. At the end of the five-year period the bus would have a trade-in value of \$400.00 on the purchase price of a new bus. Note the summary in the following table.

TABLE IV

THE APPROXIMATE COST OF OPERATING A BUS
FOR A FIVE-YEAR PERIOD³

Purchase price	\$ 2400.00
Gasoline	918.00
Oil and grease	187.50
Anti-freeze	25.00
Incidentals	250.00
Tires	600.00
Battery	15.00
Storage	60.00
Salary of driver	450.00
Total	\$ 4910.50
Trade-in value of bus	400.00
Total cost	\$ 4510.50

Read Table thus: The purchase price of the bus would be \$2400.

There are eighteen students that are living in such out-of-the-way places that it would be unwise to try to transport them in a bus. To transport them would require other students to ride too long on the bus. Second, it would require the purchase of too large a bus or else the purchase of two buses, both of which would be impractical. The following Table gives the numbers of these students and by looking at Figure 4 (page 25) the location of the homes can be readily observed.

³ Note: The above expense account was tabulated with the aid of two expert automobile mechanics and the expense account of the present Hartford grade school bus. It, however, can only be considered for what it is worth, an approximate estimate.

The eighteen students and the cost of transportation are as follows:

TABLE V
THE NUMBER OF OUT-OF-THE-WAY STUDENTS WITHIN THE PROPOSED DISTRICT,
THE NUMBER OF MILES TO BE TRANSPORTED AND THE COST OF TRANSPORTATION

Family Number	Number in family to be transported	Distance one-way	Cost at 5¢ per mile one way per day
4	3	12	\$.60
8	1	3 $\frac{1}{2}$	.17 $\frac{1}{2}$
11	1	10	.50
12	2	8	.40
14	1	4 $\frac{1}{2}$	.22 $\frac{1}{2}$
17	1	5 $\frac{1}{2}$	.27 $\frac{1}{2}$
21	1	4	.20
23	1	4	.20
31	2	15	.75
42	1	6 $\frac{1}{2}$	.32 $\frac{1}{2}$
46	2	9	.45
47	2	12	.60
Total			\$4.70

Read Table thus: The family number 4 has three students attending Hartford high school. The distance traveled is 4 miles per trip or a total of 12 miles traveled by the three students at a cost of 5¢ per mile making a total of \$.60 paid to the family for transportation.

The annual cost of the bus transportation would be \$4510.50 divided by five or \$902.50. The annual expense of compensation to parents to transport the eighteen out-of-the-way students would be \$4.70 per day or, multiplying this figure by 180, a total of \$846. The total cost of transportation by this method would be \$1748.50.

Families numbered 13, 15, 16, 30, 34, 35, and 38 live within three miles from the location of the proposed rural high school and would not receive compensation for transportation. (State School Laws Revised 1937, Par. 834, p. 265.)

CONCLUSIONS

The total cost of transportation in the form of compensation to parents would amount to \$1591.20 per school year. The total cost of transportation by the bus, plus the compensation to the parents for the out-of-the-way students would amount to \$1748.50. The compensation to parents for transportation, according to the law, of all students to the Rural High School at Hartford, Lyon County, Kansas, would be the most economical method.

Transportation of students carried in the bus would be the most economical method providing the students were located so that the bus route could satisfactorily reach them. Thirty-three students can be transported in the bus for a total of \$902.50 while it would cost \$846 to transport the eighteen out-of-the-way students.

Figure 4 (page 25) which shows the bus route illustrates the fact that the majority of the students would have too long a ride on the bus if the students in the south end of the district were to be included on the route. The students east of town, across the river, are decidedly out of reach of the bus route. The cost of maintaining two buses would be too much of an added expense.

COST OF MAINTAINING THE
HARTFORD, LYON COUNTY, KANSAS RURAL HIGH SCHOOL

The present school building is too large of an investment to leave for grade use. There would remain twelve vacant rooms which would soon deteriorate. It would be much more economical for the Hartford school board and the newly elected rural high school board to compromise some way upon the use of the same building.

The rural high-school board shall have authority to secure a site, either by donation, or purchase, to build or purchase a school house, and to hire a school house, school rooms, or other property, to be used for school purposes; and the district board of any school district shall have authority and is here-by authorized to lease or cause to be leased to any rural high-school board any school house, school room or other school property to be used for rural high school purposes.¹

The enrollment of the rural high school would not increase noticeably over the enrollment of the present high school. The operating expenses, exclusive of transportation, should, therefore, remain approximately the same. High school could be continued in the same building with the same equipment providing the two school boards could agree.

However, there is much need for added equipment, improvements, and freedom from the crowded situations that now exist. A new

¹ School Laws of Kansas Revised 1937, Kansas State Printing Plant, Topeka, Kansas, 1937, Chap. 19, Art. 5, Par. 533, p. 162.

combination of gymnasium and auditorium should be built. The old gymnasium could be made into classrooms, probably shop rooms. The study hall should be made smaller by removing the old stage and making a class room across the south end of the hall. A library room approximately ten feet wide should be made between the new room and the study hall. The old building should be modernized with refinished floors, indirect lighting, better natural lighting, and repainting. The Hartford school district could afford to give the second floor and the basement to the rural high school district in exchange for the modernized reconstruction and upkeep.

Vocational agriculture and vocational home making should be introduced into the rural high school. The majority of the students are from the farm and will return to farms upon graduation from high school. A program of agricultural education should be introduced to help to develop a greater earning power and a broader life for the farmer of today. Statistics show that at least 80% of Kansas girls marry and 90% of those who become housewives do their own housework.² Every school should feel the responsibility of offering training in homemaking.

A separate shop is desirable for vocational agriculture so that tractors, automobiles, wagons, etc., can be brought into the building for repair. Vocational homemaking can be carried on in the high school building, although a few schools go to the expense of renting or buying

² Hazel E. Thompson, Vocational Homemaking in the High Schools of Kansas, Kansas State Board of Vocational Education, Topeka, Kansas, 1936, p. 1.

a small cottage for this purpose. The federal Smith-Hughes Act pays 50% of the salary of the vocational agriculture and vocational home-making teachers. The two teachers could be employed with the same cost to the district as one regular teacher.

Estimation of the Cost of the

Proposed Plan of Improvement and Operation

TABLE VI

TOTAL OPERATING EXPENSE³ OF THE HARTFORD,
LYON COUNTY, KANSAS, HIGH SCHOOL FOR THE YEAR 1937-38

Salaries of teachers and principal	\$ 6495
Teaching supplies	368
Salary of janitor	240
Fuel, lights, gas, janitor supplies	215
Insurance	45
Auxiliary school agencies	104
Miscellaneous	100
Total operating expense	\$ 7567

Read Table thus: The combined salary of the high school teachers and principal of Hartford High School during the school year of 1937-38 was \$6495.

The total operating expense of the Hartford High School for the school year 1937-38 was \$7567. This does not include the amount of money spent for repairs and new equipment.

The new combined gymnasium and auditorium and the modernization of the old school building should amount to approximately \$30,000. Bonds

³ Treasurer's Report for Hartford High School, 1938.

can be offered to the School Fund Commission at the rate of interest not to exceed 5% and must be made payable within twenty years.

TABLE VII

ESTIMATED COST OF MAINTAINING THE PROPOSED
HARTFORD, LYON COUNTY, KANSAS, RURAL HIGH SCHOOL

Operating expense	\$ 7567
Bonded indebtedness	3000
Transportation	1600
New equipment and repairs	1000
<hr/>	
Total school expenditures	\$13167
Amount received from the Barnes Fund	8233
<hr/>	
Balance to be raised by the district	\$ 4934

Read Table thus: The operating expense for the proposed Hartford, Lyon County, Kansas, Rural High School for the school year is \$7567.

The balance of \$4934, or approximately \$5000, must be raised by levying a tax rate on the property within the district. The assessed valuation of the proposed rural high school district would be \$2,003,211.60. A school levy of 2.5 mills on an assessed valuation of \$2,033,211.60 will raise a total of \$5083.03. This amount will be more than sufficient to operate the proposed rural high school and finance the building and reconstruction program.

CONCLUSIONS

The Hartford, Lyon County, Rural High School District should contain an area of not less than 93 square miles with an assessed valuation of not less than \$2,033,211.60. The proposed district is

located in Lyon County and Coffey County. There are $61 \frac{3}{4}$ square miles located in Lyon County, $52 \frac{1}{2}$ square miles are in Elmendaro Township and $9 \frac{5}{8}$ square miles are in Jackson Township. There are $31 \frac{1}{2}$ square miles located in Coffey County; $16 \frac{1}{2}$ square miles are in California Township, $10 \frac{3}{4}$ square miles are in Pleasant Township, and $4 \frac{1}{2}$ square miles are in Lincoln Township.

This proposed district can operate a Class A high school, modernize the old school, build a combined auditorium and gymnasium, install vocational agriculture and vocational homemaking, and pay for transportation of pupils on a school levy of 2.5 mills. The cost of this organization will raise the taxes of those taxpayers outside of the present high school district \$2.50 per \$1000 assessed valuation, while the tax rate of those now residing within the comparatively small district will be considerably lower. The cost of maintaining the high school will be distributed over the territory that is served by the school. The formation of a rural high school will enable Hartford, Lyon County, Kansas, to offer a more efficient school program with an improved form of equalization of school expenditure.

PART II

CHAPTER VI

CONSOLIDATION OF RURAL ELEMENTARY SCHOOL DISTRICTS TO THE
HARTFORD, KANSAS, GRADED SCHOOL DISTRICT CONSOLIDATED NO. 1

Districts May Join Adjacent Consolidated District. That any school district in the state of Kansas, adjacent or contiguous to a consolidated or union district already established under the provisions of chapter 275 of the Session Laws of the state of Kansas for 1911, shall become a part of said consolidated or union district upon complying with the following requirements: It shall present a petition signed by at least 51 per cent of the qualified electors residing within the said district, to the district board of the consolidated or union district; which petition shall state the indebtedness of petitioning district and indebtedness of the consolidated or union district; and shall agree that if its petition is granted it will assume its proportionate share of the existing indebtedness of the consolidated or union district.¹

Board of Consolidated District. That upon receipt of the petition provided for in the preceding section, the board of the consolidated or union district shall by vote determine whether it desires to receive the petitioning district into the consolidated or union district. If said notice be favorable, the district, submitting to the qualified electors therein, the proposition of annexing said district to the consolidated or union district already existing, and such submission shall carry with it the proposition of the petitioning district assuming its proportionate share of the indebtedness already existing in said consolidated or union district, so that an affirmative vote upon the proposition of annexation shall be considered as a vote in favor of assuming its share of the existing indebtedness. The election above provided for, shall be called and conducted in the manner provided for in the general Statutes for conducting bond in school districts.²

¹ School Laws of Kansas Revised 1937, Kansas State Printing Plant, Topeka, Kansas, 1937, Chap. 11, Par. 314, p. 95.

² Ibid., par. 315, p. 95.

Ballots. That a majority of said votes cast at said election shall be sufficient to carry the proposition. The vote at said election shall be by ballot, which ballots shall read "for annexation and assumption of proportionate share of indebtedness" or "against annexation and assumption of proportionate share of indebtedness."³

Clerk of Petitioning District Certify Action. That upon such proposition being carried the clerk of the petitioning district shall notify in writing the county superintendent and the district board of the consolidated or union district of such action, and thereupon and thereafter said petitioning district shall be and become a part and proportion of said consolidated or union district, with all the rights, privileges, duties and obligations of said consolidated or union district, and shall be liable for its proportionate share of the existing indebtedness of said district.⁴

HARTFORD, LYON COUNTY, KANSAS,

SCHOOL DISTRICT CONSOLIDATED NO. 1

Hartford, Lyon County, Kansas, School District Consolidated No. 1 was organized in 1921. The grade school building in Joint District 35, located in Lyon and Coffey Counties, burned and rather than rebuild this district was consolidated with the Hartford district. This made it necessary to purchase and maintain a bus to transport the children from the acquired area. During the school year 1937-38, seven elementary school children were transported in a new bus, which has a seating capacity of twenty-four.

District 30, in Coffey County, has discontinued maintaining its school, due to decreased enrollment, and is sending its children to the Hartford school. This district pays a fee of \$4.50 per month per

³ Ibid., Par. 316, p. 95.

⁴ Ibid., Par. 317, p. 95.

pupil. There are three other nearby rural districts that have enrollments ranging from three to five.

The rural elementary schools of these neighboring districts should consolidate. First, the low valuation of the district with a maximum levy of three mills, prescribed by law, does not permit the district to raise sufficient funds to hire well-prepared teachers. It does not permit the purchase of the library or of the teaching supplies that are needed to successfully teach the social study units. Second, schools with enrollments of less than twelve cannot operate efficiently from the standpoint of instruction and finance. Pupils cannot experience socialized living when there is only one member in a class. With the present equipment of the Hartford school the children from these neighboring districts could be transported without much additional cost.

Hartford school district consolidated No. 1 has an enrollment of 103 pupils. The teaching force of the school includes four full-time teachers and one part-time music teacher. The assessed valuation of the district is \$657,259. Of this, \$347,213, more than half of the total valuation, is located within the city limits of Hartford. The first floor of the Hartford school building is occupied by the elementary school.

TABLE VIII

ESTIMATED OPERATING EXPENSES⁵ OF SCHOOL DISTRICT
 CONSOLIDATED NO. 1, HARTFORD, KANSAS, DURING THE YEAR 1937-38

General control	\$ 575
Teachers' salaries	3142
Teaching supplies	200
Janitor's salary	240
Fuel, light, water, supplies	125
Auxiliary agencies (library, Health)	160
Transportation	245.49
Miscellaneous	110
Total operating expenses	\$ 4412.49

Read Table thus: During the school year 1937-38 the Hartford school district consolidated No. 1 spent \$575 for general control.

The levy required to raise sufficient funds to operate the elementary school was 6.8 mills. Repairs and new equipment have been a major problem the last few years and have caused considerable expense. The organization of the Hartford rural high school district should eliminate some of the expense. This school occupying the top floor and the basement should be responsible for the maintenance of same. The elementary school should be required to maintain the upkeep of the ground floor of the building.

⁵ District Clerk's Annual Report, School District Consolidated No. 1, Lyon County, June 30, 1938.

TABLE IX

ESTIMATION OF THE TOTAL EXPENDITURE FOR MAINTAINING
AND OPERATING THE HARTFORD GRADED SCHOOL CONSOLIDATED NO. 1

General control (Supervision and one-half time music)	\$ 750
Teachers' salaries	3142
Teaching supplies	200
Janitor's salary	240
Fuel, lights, water, janitor supplies	125
Auxiliary school agencies	100
Transportation	250
Miscellaneous	100
Repairs and new equipment	500
Total school expenditures	\$ 5407

Read Table thus: The Hartford graded school district consolidated No. 1 should allow \$750 to be spent for General Control.

Hartford school district will receive \$663.40 from the state sales tax during the school year 1938-39. Three pupils are attending school from outside the district. The amount of tuition received during the school year 1937-38 was \$215. The same students are going to attend Hartford elementary school another year so the amount of tuition should remain practically the same during the school year 1938-39.

TABLE X

COMPUTING THE AMOUNT OF MONEY TO BE RAISED BY THE HARTFORD SCHOOL DISTRICT CONSOLIDATED NO. 1

Total school expenditures		\$ 5407
Amount received from sales tax	\$ 663.40	
Amount received from tuition	215.00	878.40
Balance to be raised by tax levy		\$ 4528.60

Read Table thus: The Hartford elementary school's estimated total operating expenses are \$5407 for the school year.

The levy needed to raise the balance of the funds required to maintain and operate the Hartford elementary school would be 6.9 mills.

SCHOOL DISTRICT 30, COFFEY COUNTY

The pupils from this district attend the Hartford elementary school for a tuition fee amounting to \$4.50 per pupil per month. The assessed valuation of School District 30 is \$115,217. The boundary lines of the district can be located on Figure 5. Operating expenses for School District 30 are computed from the District Clerk's annual report to the County Superintendent of Public Instruction.

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND SCHOOL DISTRICT 30, COFFEY COUNTY

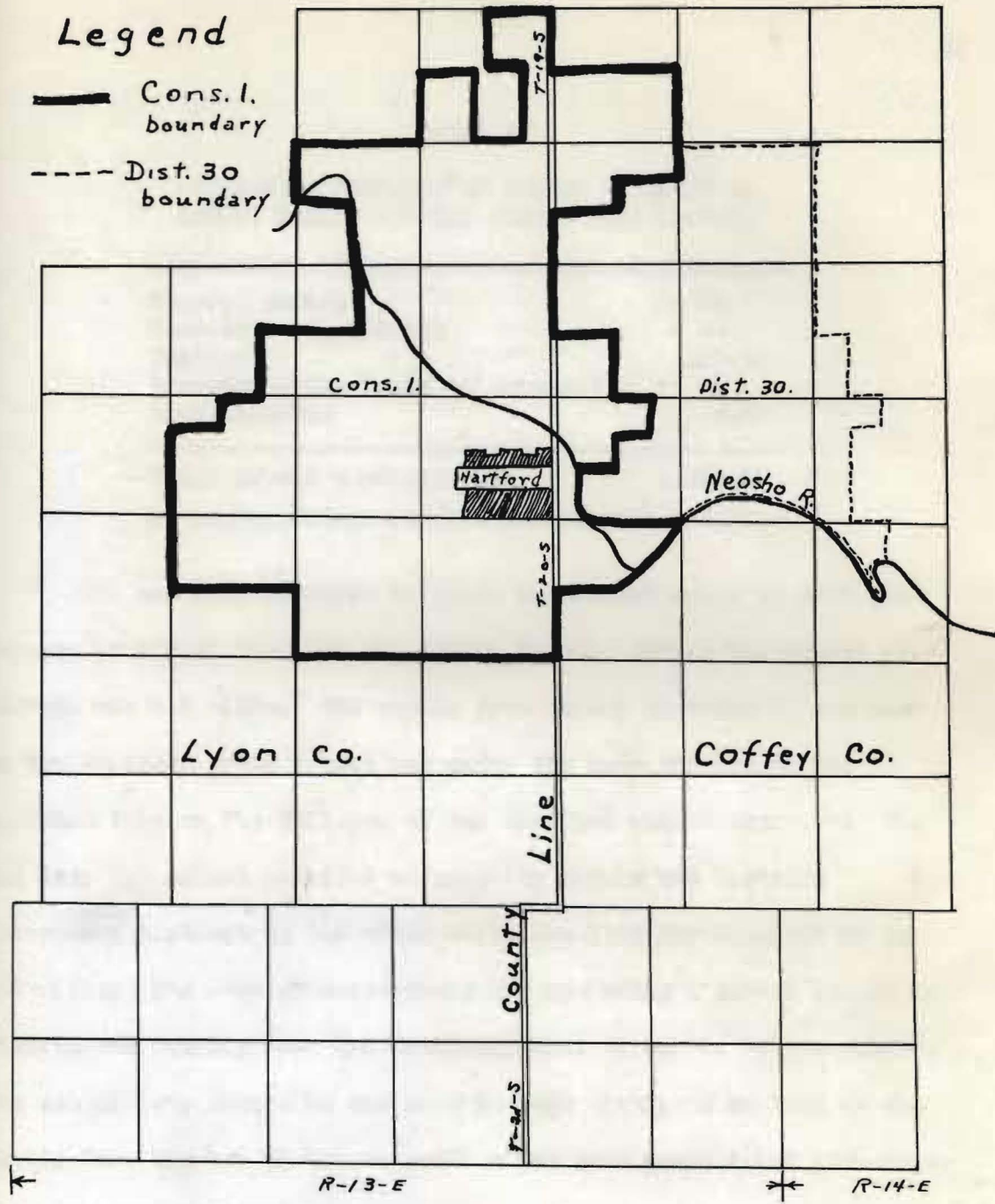


FIGURE 5

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICT 30

The assessed valuation of the property within School District 30, Corley County, is \$115,217. Consolidate this district with Hartford from the one institution.

pupils from the two districts realize the same educational advantages. The school levy should be the same in both districts as long as the distributed equally over the territory that is served by the school. The cost of maintaining and operating a school should be 2.2 mills. The elementary district is 6.9 mills while the levy for District 30 is tax levy for school purposes on property within the Hartford opportunities as the children of the Hartford school district. The to the Hartford grade school and enjoy the same privileges and 1937-38 was 2.2 mills. The pupils from School District 30 are sent expense of School District 30, Corley County, during the school year. The tax levy required to raise sufficient funds to meet the

<hr/>	
\$ 252.00	Total school expenditures
<hr/>	
4.50	Miscellaneous
72	Transportation (paid to drivers)
121.50	Tuition
34	Operation (Insurance)
\$ 20	General control
<hr/>	

OPERATING EXPENSES OF SCHOOL DISTRICT 30,
 CORLEY COUNTY FOR THE SCHOOL YEAR 1937-38

TABLE XI

Legend

School District Consolidated No. 1 and the total assessed valuation would be \$772,476.

TABLE XII

ASSESSED VALUATIONS OF HARTFORD, LYON COUNTY, ELEMENTARY SCHOOL DISTRICT CONSOLIDATED NO. 1 AND SCHOOL DISTRICT 30, COFFEY COUNTY

District Cons. No. 1	\$ 657,259
District No. 30	115,217
Total valuation of both districts	\$ 772,476

Read Table thus: The assessed valuation of the property within the Hartford elementary school district consolidated No. 1 is \$657,259.

The only additional school cost would be the added expense of transportation. Figure 6 shows the present bus route of the Hartford elementary school district. The location of the pupils in School District 30 and the added bus route are also shown in Figure 6. The length of the bus route would be increased two miles per trip, or 720 miles per school year. The cost of bus transportation over the added distance should not exceed the approximate sum of \$8.00.

FIGURE 6
HIGHWAY ROUTE OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED NO. 1 AND RURAL ELEMENTARY SCHOOL DISTRICT 30
SHOWING THE LOCATION OF PUPILS AND THE PROPOSED BUS ROUTE

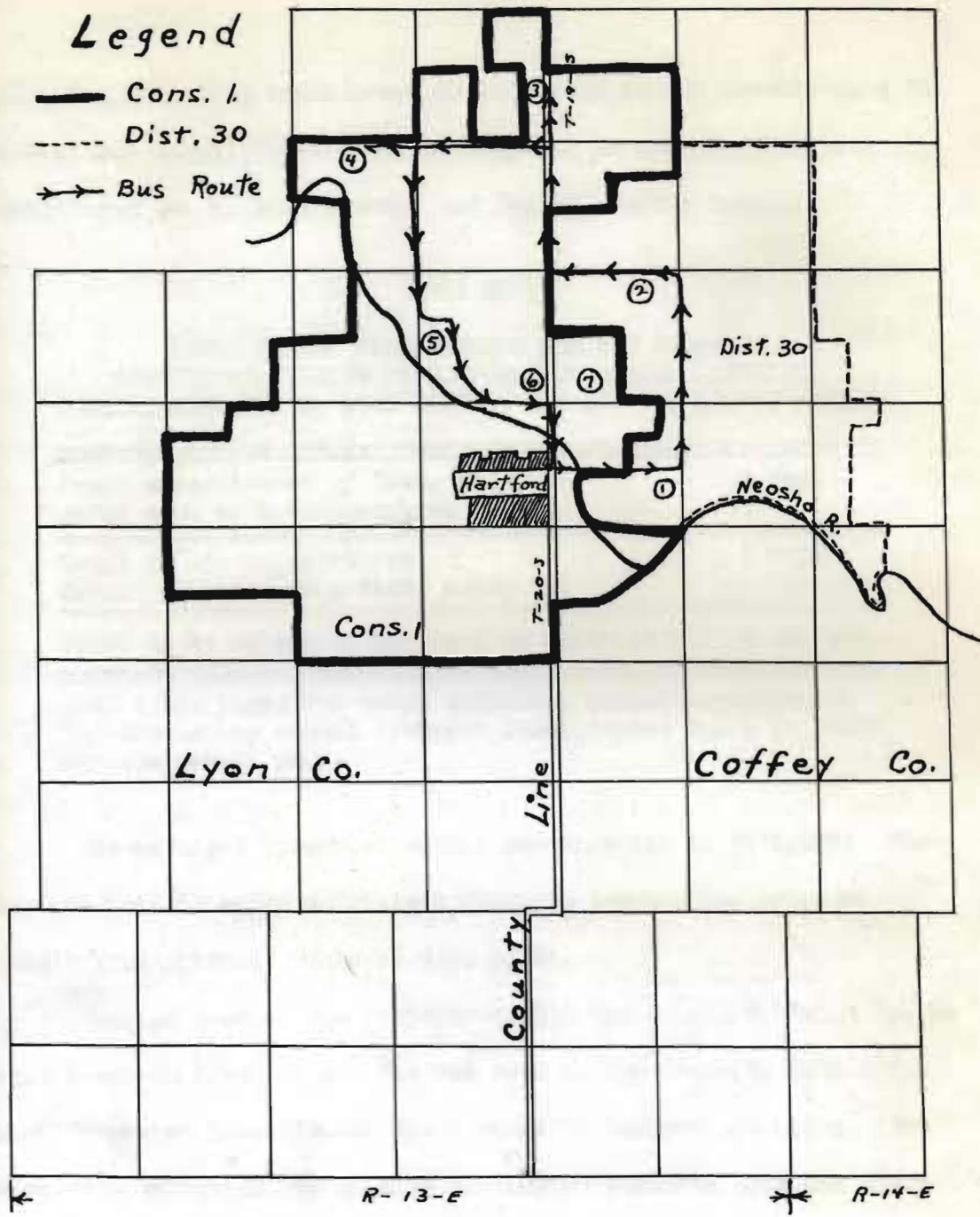


FIGURE 6
BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1
AND RURAL ELEMENTARY SCHOOL DISTRICT 30
SHOWING THE LOCATION OF PUPILS AND THE PROPOSED BUS ROUTE

The following table presents the total school expenditures for the proposed consolidated district composed of schools districts Consolidated No. 1, Lyon County, and No. 30, Coffey County.

TABLE XIII

TOTAL SCHOOL EXPENDITURES FOR THE PROPOSED
CONSOLIDATED DISTRICT COMPOSED OF SCHOOL DISTRICTS
CONSOLIDATED NO. 1, LYON COUNTY, AND NO. 30, COFFEY COUNTY

Total expenditures of Cons. No. 1	\$ 5407
Added cost of transportation	8
Total school expenditures	\$ 5415
Amount received from State Sales Tax	317.77
Total to be raised by tax levy on district	\$ 5097.23

Read Table thus: The total estimated school expenditures for elementary school district Consolidated No. 1 is \$5407 for one school year.

The assessed valuation of the new district is \$772,476. The levy required to raise sufficient funds to operate the proposed consolidated district would be 6.55 mills.

The tax rate on the property within the School District No. 30 would increase 4.35 mills. The tax rate on the property within the school district Consolidated No. 1 would be lowered .35 mills. (The higher the valuation the smaller the amount received from the State Sales Tax.)

School District No. 30, Coffey County, would be required to levy a school tax of 5.3 mills if the district maintained its own school. This does not allow any expenditure for repairs and new equipment which

varies from year to year but is certain to appear.

When a school discontinues operation and sends its pupils to another district that school should share equally the burden of school expenditures of the district that the pupils attend. The district with the discontinued school should be required to consolidate with the school district that it has selected for its children or else operate the discontinued school.

SCHOOL DISTRICT NO. 23, COFFEY COUNTY, KANSAS

School District No. 23, known as Indian Hill, located in Coffey County had an enrollment of four pupils during the school year 1937-38. The pupils were enrolled in the following grades:

Fourth grade----- 1 pupil
Sixth grade----- 1 pupil
Eighth grade----- 2 pupils

The school census of 1938 shows that there are no children within the district that are five and six years of age. Therefore, the enrollment will not increase during the next two years unless someone moves into the district who has children. There are two children from this district attending the Hartford elementary school district Consolidated No. 1 because of the convenience of riding with a brother and sister who attend the Hartford High School. If these pupils continue to attend Hartford elementary school the enrollment of the rural elementary school District No. 23 for the school year 1938-39 will be two pupils. The total expenditures of the district for

the school year 1937-38 was \$612.23. The expenses will remain approximately the same for the school year 1938-39 which will make the cost of instruction \$306.13 per pupil.

TABLE XIV

TOTAL EXPENDITURES OF SCHOOL DISTRICT 23,
COFFEY COUNTY, KANSAS, FOR THE SCHOOL YEAR 1937-38⁷

General control	\$ 10.00
Salary of teacher	400.00
Operation (fuel, supplies)	101.52
Auxiliary school agencies (library, recreation)	6.01
Insurance	55.25
Miscellaneous	39.25
Total school expenditures	\$ 612.23

Read Table thus: School District No. 23 of Coffey County, Kansas, spent \$10 for general control during the school year 1937-38.

Figure 7 shows the location of the boundary lines of School District No. 23. The assessed valuation of the school district is \$145,370. This school consolidated with the Hartford elementary school district Consolidated No. 1 would form a school district with an assessed valuation of \$802,629.

⁷ Clerk's Annual Report, School District No. 23, Coffey County, Kansas, June 30, 1938.

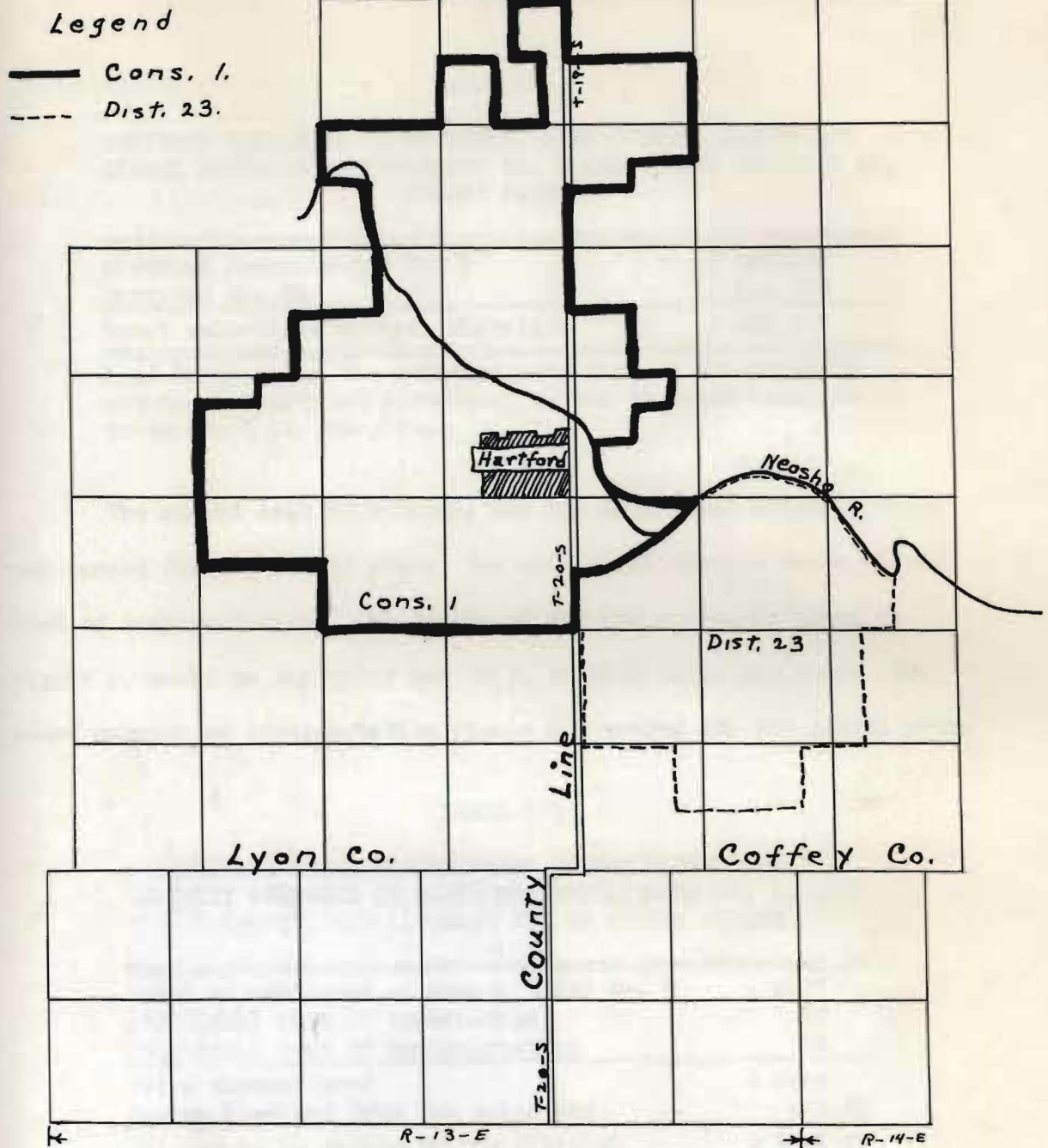


FIGURE 7

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1
AND RURAL ELEMENTARY SCHOOL DISTRICT 23

TABLE XV

ASSESSED VALUATION OF HARTFORD, LYON COUNTY, ELEMENTARY
SCHOOL DISTRICT CONSOLIDATED NO. 1 AND SCHOOL DISTRICT 23,
COFFEY COUNTY

District Consolidated No. 1	\$ 657,259
District No. 23	145,370
Total valuations of both districts	\$ 802,629

Read Table thus: The assessed valuation of the property within the Hartford elementary school district Consolidated No. 1 is \$657,259.

The direct cost of training the two additional students would not exceed \$10 per school year. The only other expense would be the cost of transportation. The length of the bus route, as shown on Figure 8, would be six miles per trip, or 2160 miles per year. The added expense of transportation should not exceed \$25 per school year.

TABLE XVI

ESTIMATED TOTAL EXPENDITURES OF THE CONSOLIDATED
DISTRICT COMPOSED OF HARTFORD CONSOLIDATED NO. 1, LYON
COUNTY, AND DISTRICT 23, OF COFFEY COUNTY

Total expenditures of Consolidated No. 1	\$ 5407
Additional cost of instruction	10
Additional cost of transportation	25
Total expenditures	\$ 5442
Amount received from the sales tax	173.51
Balance to be raised by the district	\$ 5268.99

Read Table thus: The total expenditures for school purposes of Hartford graded school district is estimated at \$5406 per school year.

The total operating cost would be \$5268.99 which would require a levy of 6.6 mills to raise sufficient funds to operate the school.

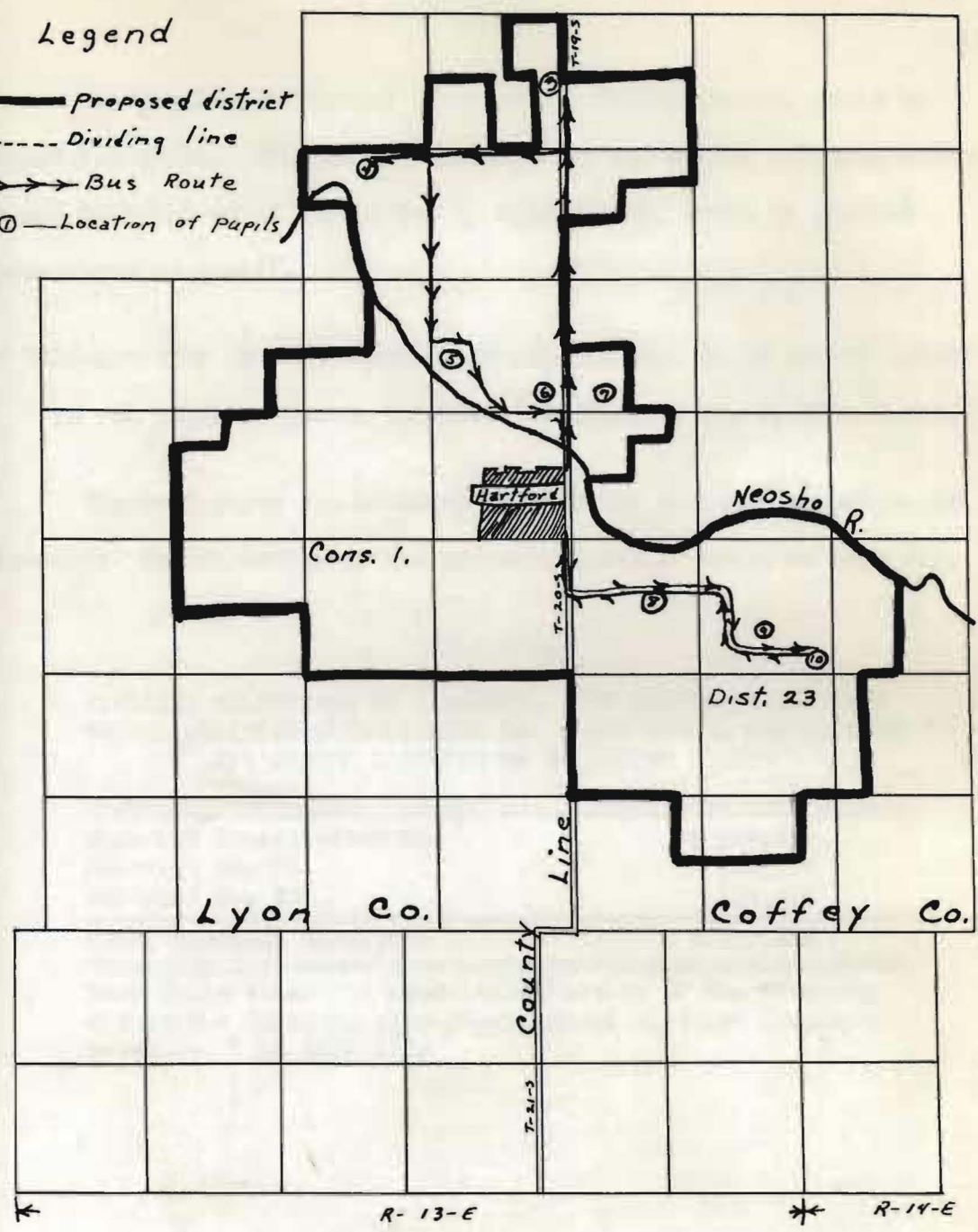


FIGURE 8
 BOUNDARY LINES OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF
 HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND
 RURAL ELEMENTARY SCHOOL DISTRICT 23 SHOWING THE LOCATION OF THE
 PROPOSED BUS ROUTE

The tax levy of School District 23, Coffey County, would be raised 2.8 mills. The tax levy on property for school purposes within School District Consolidated No. 1, Lyon County, would be lowered three-tenths of a mill.

CONSOLIDATION OF BOTH DISTRICT 30 AND DISTRICT 23 OF COFFEY COUNTY TO THE HARTFORD SCHOOL DISTRICT CONSOLIDATED NO. 1, LYON COUNTY

Figure 9 shows the boundary line of the proposed consolidated district. The valuation of the proposed district would be \$917,846.

TABLE XVII

ASSESSED VALUATIONS OF HARTFORD, LYON COUNTY, ELEMENTARY SCHOOL DISTRICT CONSOLIDATED NO. 1 AND SCHOOL DISTRICT 23 AND SCHOOL DISTRICT 30 OF COFFEY COUNTY

District Consolidated No. 1	\$ 657,259
District No. 23	145,570
District No. 30	115,217
Total assessed valuation	\$ 917,846

Read Table thus: The assessed valuation of the property within the Hartford elementary school district Consolidated No. 1 is \$657,259.

FIGURE 9

BOUNDARY LINE OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND SCHOOL DISTRICT 23 AND SCHOOL DISTRICT 30 OF COFFEY COUNTY AS SHOWN BY EXHIBITING THE LOCATION OF THE PUPILS AND THE PROPOSED BUS ROUTE

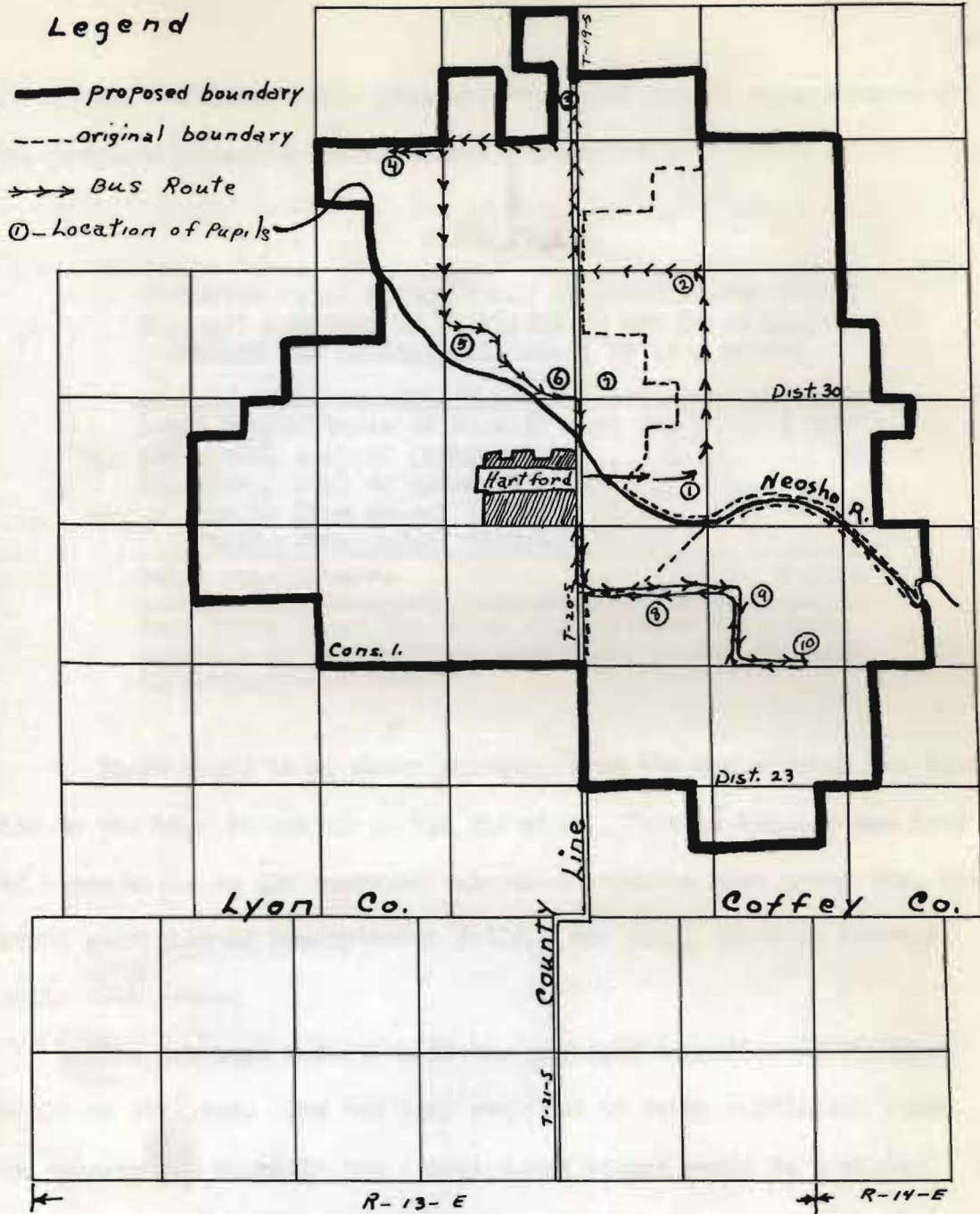


FIGURE 9

BOUNDARY LINES OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICTS 23 AND 30 SHOWING THE LOCATION OF THE PUPILS AND THE PROPOSED BUS ROUTE

The following table presents the total school expenditures of the proposed consolidated district. (Estimated.)

TABLE XVIII

ESTIMATED TOTAL EXPENDITURES OF CONSOLIDATED SCHOOL DISTRICT COMPOSED OF DISTRICTS 23 AND 30 OF COFFEY COUNTY AND CONSOLIDATED NO. 1 OF LYON COUNTY

Total expenditures of Consolidated No. 1	\$ 5407
Additional cost of instruction	10
Additional cost of transportation	
Pupils from school district 23	25
Pupils from school district 30	8
Total expenditures	\$ 5450

Read Table thus: The total expenditures for school purposes of the Hartford elementary school district is estimated at \$5407.

There would be no money received from the State Sales Tax Fund due to the high valuation of the district. This is because the levy of three mills on the assessed valuation produces more money than the state guarantee of twenty-seven dollars per pupil based on average daily attendance.

The assessed valuation of the proposed consolidated district would be \$917,846. The tax levy required to raise sufficient funds to operate and maintain the consolidated school would be 6 mills.

RURAL GRADE SCHOOL JOINT DISTRICT 69 OF LYON AND COFFEY COUNTIES

Joint School District 69, known as the Fleming School, is located in Lyon County and in Coffey County. Five pupils were enrolled in this school during the year 1937-38. One pupil from this district attends

Hartford elementary school because of convenience of riding with a sister who attends Hartford high school. Figure 10 shows the boundary lines of Joint District 69. The assessed valuation of the district is \$82,284. The total expenditures for this district during the school year 1937-38 were \$538.80.

TABLE XIX

TOTAL EXPENDITURES⁸ OF JOINT SCHOOL DISTRICT 69 OF LYON AND COFFEY COUNTIES FOR THE YEAR 1937-38

General control	\$ 10.45
Salary of teacher	444.91
Operation	63.47
Auxiliary school agencies	8.00
Miscellaneous	8.97
Total expenditures	\$538.80

Read Table thus: School District 69, joint, of Lyon and Coffey Counties spent \$10.45 for general control during the school year 1937-38.

The consolidation of Joint School District 69 with the Hartford elementary school district Consolidated 1 would form a school district with an assessed valuation of \$759,543. The added cost of instruction for the five additional pupils should not exceed \$25. Figure 11 presents the location of the pupils and the bus route for the School District 69, joint. The length of the bus route would be nine miles per trip one way, or 3240 miles per year. The direct cost of transportation would not exceed \$40.

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1

⁸ Clerk's Annual Report, Joint School District 69, Lyon County, June 30, 1938.

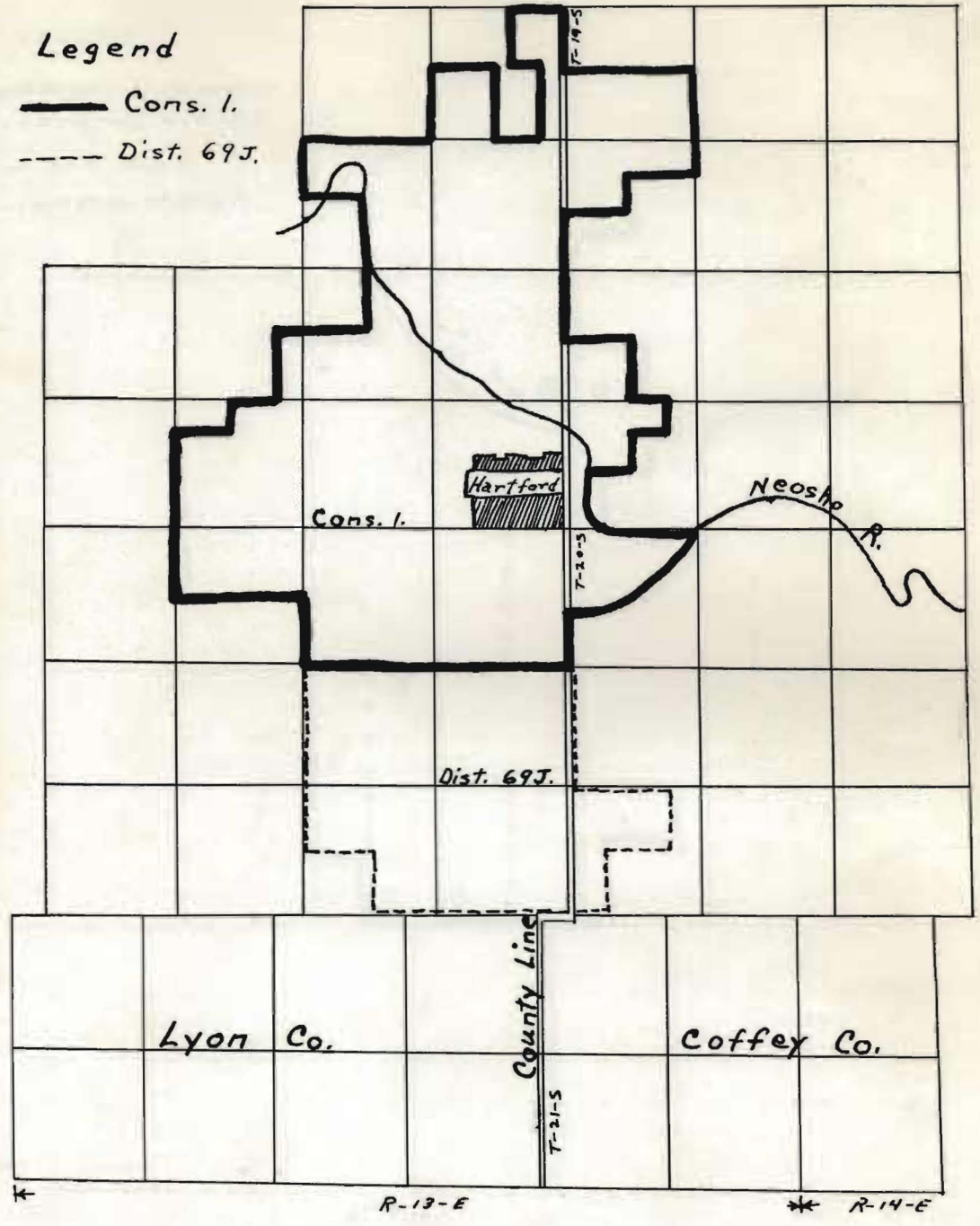


FIGURE 10

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICT 69J

Legend

- Proposed boundary
- - - original boundary
- Bus Route
- ⊙ Location of pupils

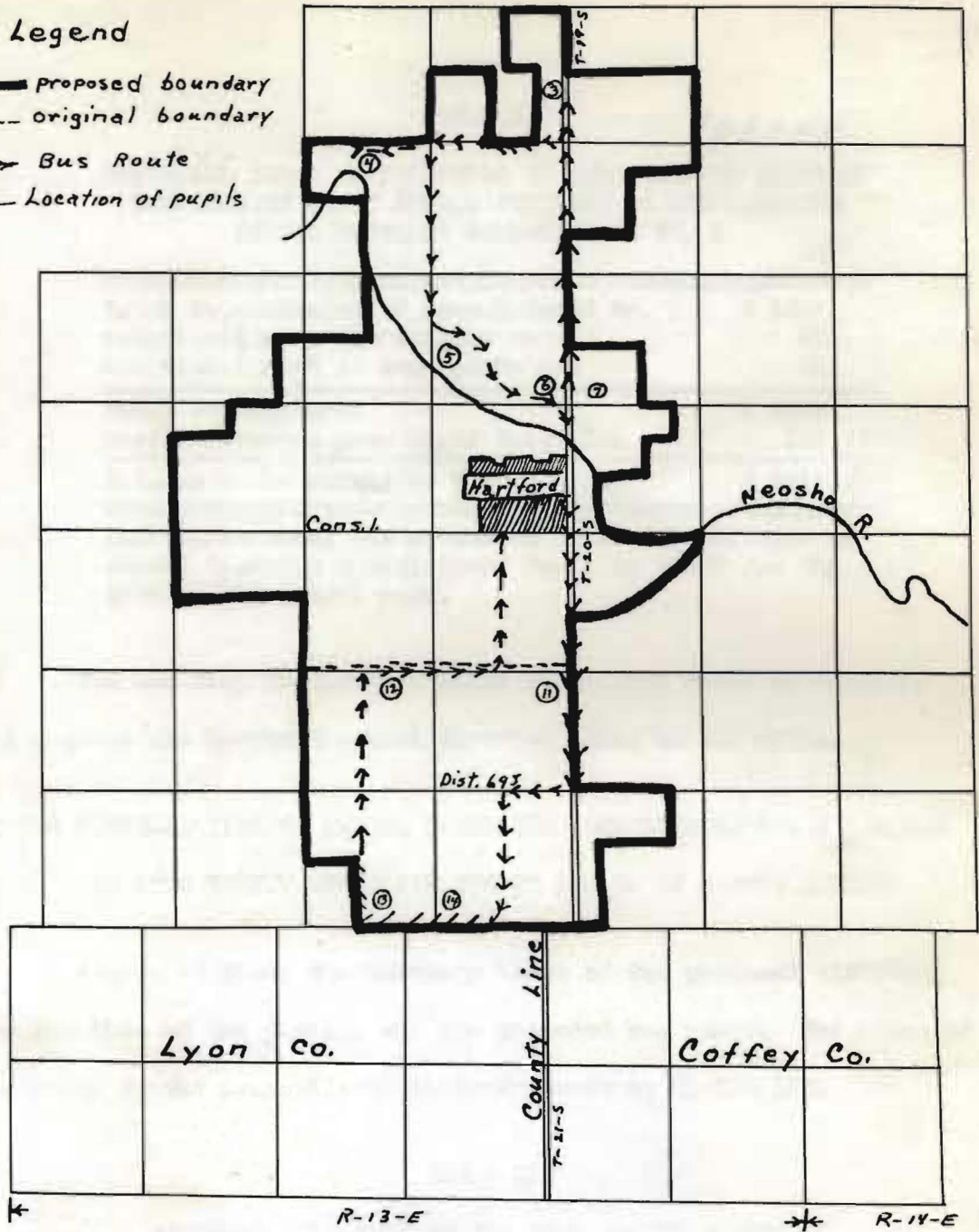


FIGURE 11

BOUNDARY LINES OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICT 69J SHOWING THE LOCATION OF THE PUPILS AND THE PROPOSED BUS ROUTE

TABLE XX

ESTIMATED TOTAL EXPENDITURES OF CONSOLIDATED DISTRICT
COMPOSED OF JOINT SCHOOL DISTRICT 69 AND HARTFORD
SCHOOL DISTRICT CONSOLIDATED NO. 1

Total expenditures of Consolidated No. 1	\$ 5407
Additional cost of instruction	25
Additional cost of transportation	40
Total expenditures	\$ 5472
Amount received from State Sales Tax	356.57
Balance to be raised by the district	\$ 5115.43

Read Table thus: The estimated total expenditures of School District Consolidated No. 1 is \$5407 for the term of one school year.

The tax levy required to raise sufficient funds to maintain and operate the proposed school district would be 6.7 mills.

THE CONSOLIDATION OF SCHOOL DISTRICTS CONSOLIDATED NO. 1 AND 69J
OF LYON COUNTY AND DISTRICTS 23 AND 30 OF COFFEY COUNTY

Figure 12 shows the boundary lines of the proposed district, the location of the pupils, and the proposed bus route. The assessed valuation of the consolidated district would be \$1,000,130.

TABLE XXI

ASSESSED VALUATION OF THE FOUR SCHOOL DISTRICTS
THAT FORM THE PROPOSED CONSOLIDATED SCHOOL DISTRICT

District Consolidated No. 1	\$ 657,259
District 23	145,370
District 30	115,217
District 69 Joint	82,284
Total assessed valuation	\$1,000,130

Read Table thus: The assessed valuation of the Hartford elementary school district Consolidated No. 1 is \$657,259.

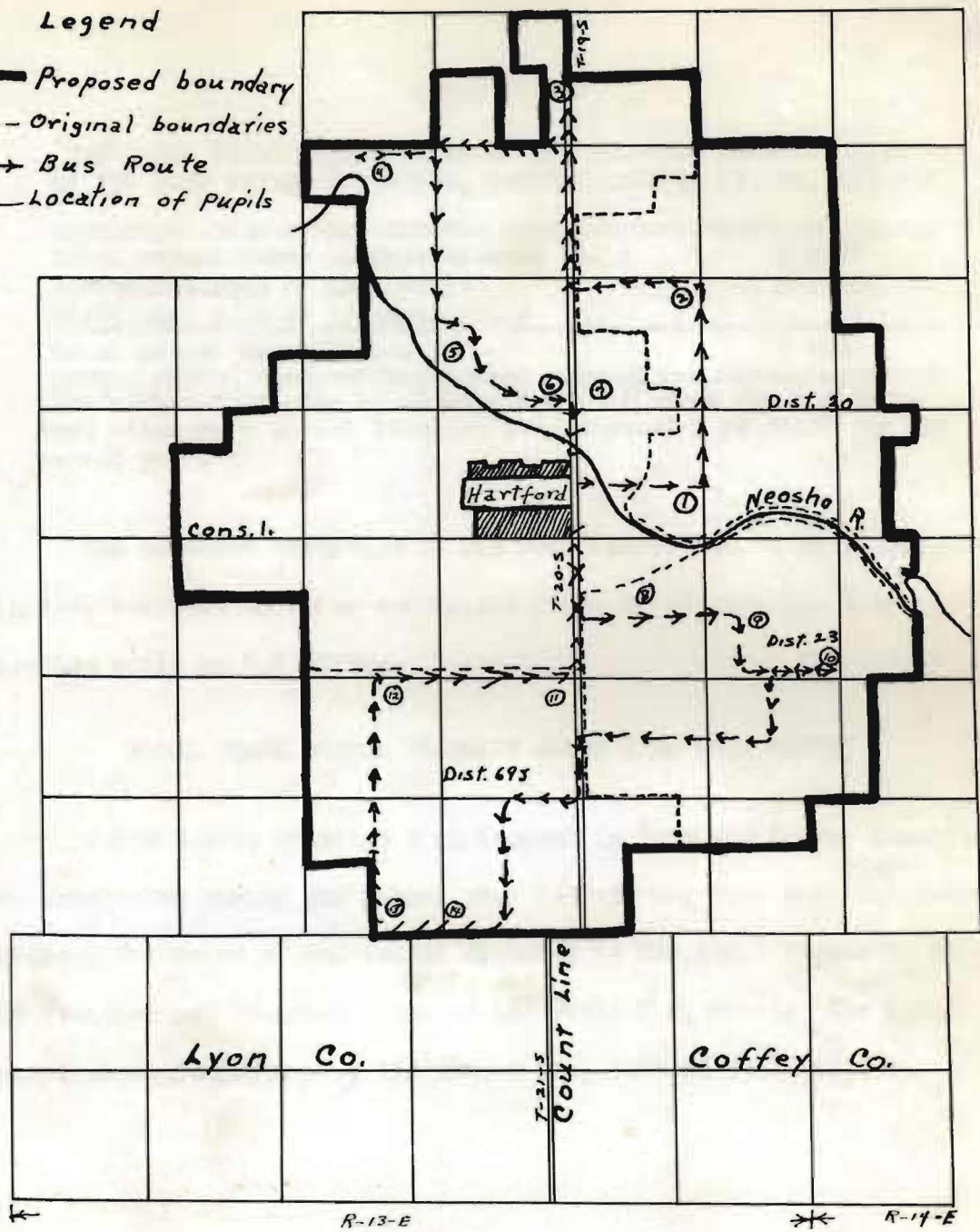


FIGURE 12

BOUNDARY LINES OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICTS 23, 30, AND 69J SHOWING THE LOCATION OF THE PUPILS AND THE PROPOSED BUS ROUTE

TABLE XXII

ESTIMATED TOTAL EXPENDITURES OF THE PROPOSED CONSOLIDATION
OF THE FOUR SCHOOL DISTRICTS, CONSOLIDATED 1, 23, 30, AND 69J

Total expenditures of Consolidated No. 1	\$ 5407
Additional cost of instruction	35
Additional cost of transportation	65
Total school expenditures	\$ 5507

Read Table thus: The total school expenditures for the Hartford elementary school district Consolidated 1 is \$5407 for the school year.

The assessed valuation of the new district would be \$1,000,130. The levy required to raise sufficient funds to operate the proposed district would be 5.5 mills.

RURAL GRADE SCHOOL DISTRICT JOINT 3 OF LYON COUNTY

Joint School District 3 is located in Lyon and Coffey Counties. The enrollment during the school year 1937-38 was five pupils. The assessed valuation of the school district is \$99,883. Figure 13 shows the location and boundary lines of the Joint 3 district. The total school expenditures during the school year 1937-38 were \$519.05.

FIGURE 13

BOUNDARY LINES OF DISTRICT ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1
AND RURAL ELEMENTARY SCHOOL DISTRICT 23

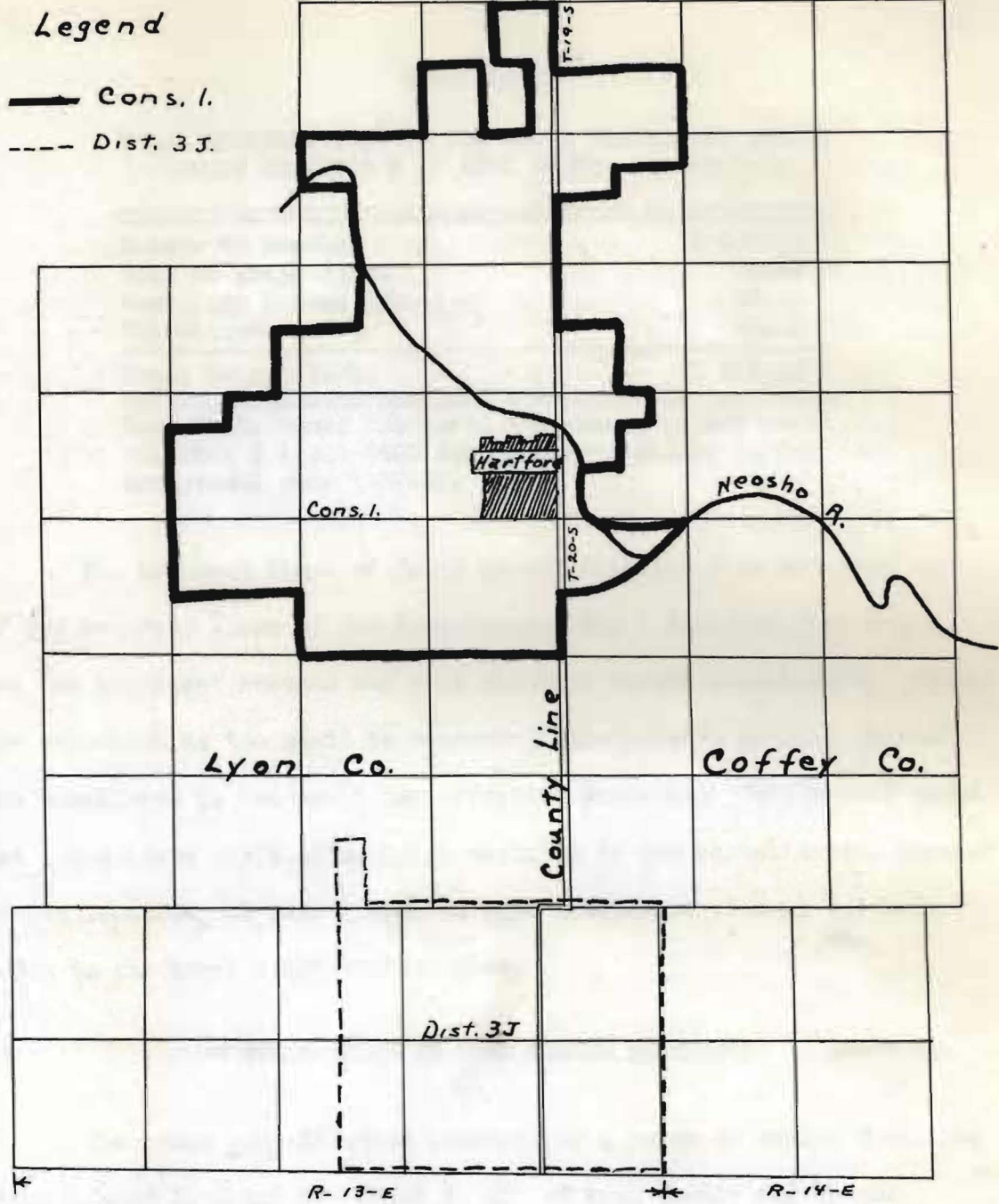


FIGURE 13

BOUNDARY LINES OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1
AND RURAL ELEMENTARY SCHOOL DISTRICT 3J

TOTAL EXPENDITURES⁹ OF THE RURAL ELEMENTARY SCHOOL
JOINT DISTRICT 3 OF LYON COUNTY FOR 1937-38

Salary of teacher	\$ 400.00
Cost of instruction	26.92
Auxiliary school agencies	40.00
Miscellaneous	52.13
Total expenditures	\$ 519.05

Read Table thus: The rural elementary school joint district 3 spent \$400 for teacher's salary during the school year 1937-38.

The boundary lines of joint school district 3 do not join any of the boundary lines of the Consolidated No. 1 district, but there are two important reasons why this district should consolidate. First, the valuation is too small to maintain a progressive school. Second, the enrollment is too small for effective training. This school would not consolidate until after joint district 69 had consolidated, because of its location, so rather than to make a separate plan it has been added to the total consolidation plan.

CONSOLIDATION OF FIVE SCHOOL DISTRICTS

The total consolidation consists of a union of school districts Consolidated 1, Joint 69, Joint 3, all of Lyon County and School Districts 23 and 30 of Coffey County. Figure 14 shows the boundary lines of the proposed consolidation district, the location of the pupils, and the bus route.

⁹ Clerk's Annual Report, Joint School District 3, Lyon County, June 30, 1938.

Legend

- Proposed boundary
- - - Original boundaries
- Bus Route
- ⊙ Location of pupils

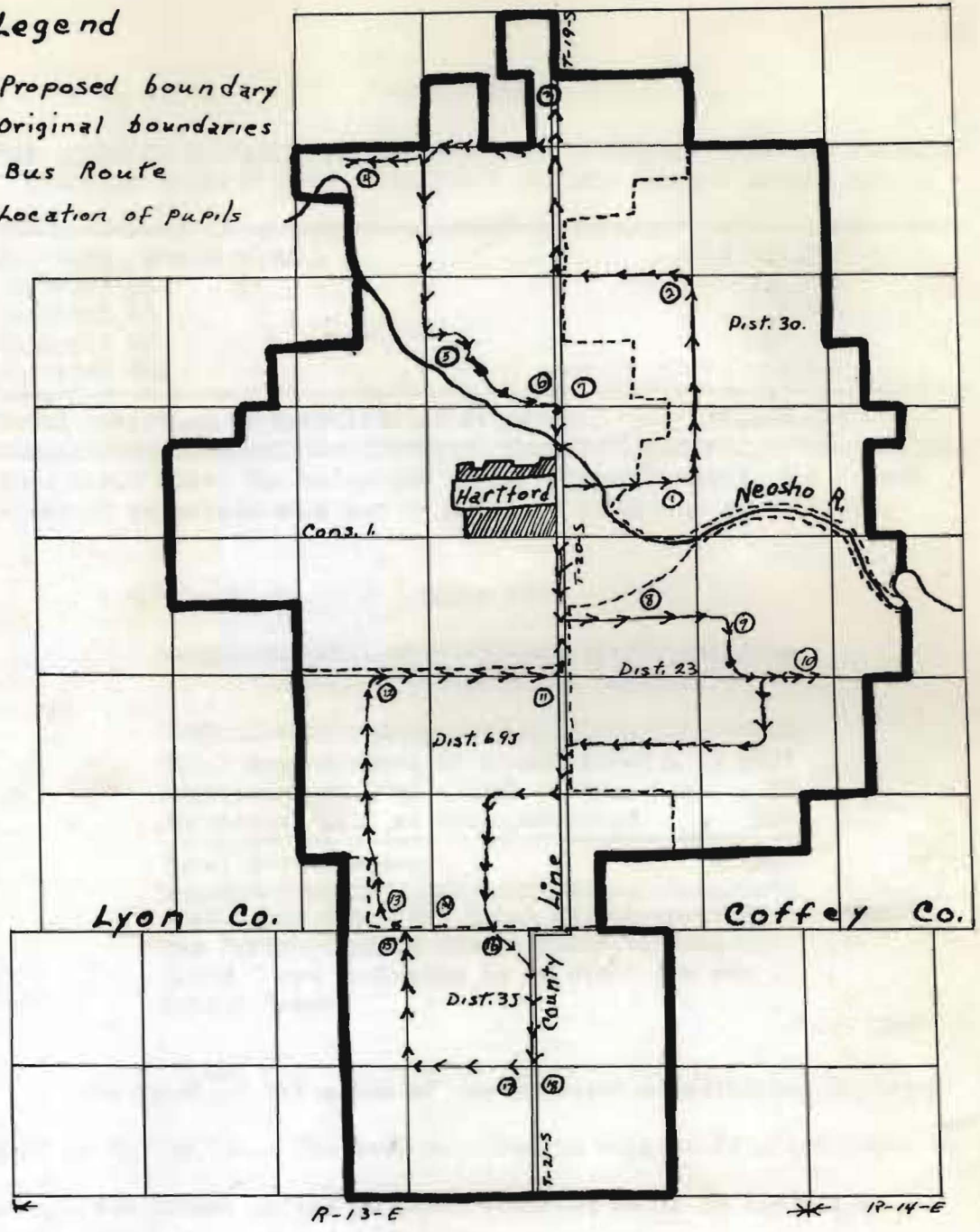


FIGURE 14

BOUNDARY LINES OF THE PROPOSED CONSOLIDATED DISTRICT COMPOSED OF HARTFORD ELEMENTARY SCHOOL DISTRICT CONSOLIDATED 1 AND RURAL ELEMENTARY SCHOOL DISTRICTS 23, 30, 69J, AND 3J SHOWING THE LOCATION OF PUPILS AND PROPOSED BUS ROUTE

TABLE XXIV

THE ASSESSED VALUATION OF THE PROPOSED CONSOLIDATED SCHOOL DISTRICT
COMPOSED OF FOUR RURAL ELEMENTARY SCHOOLS AND ONE GRADED SCHOOL

District Consolidated 1	\$ 657,259
District 23	145,370
District 30	115,217
District 3J	99,883
District 69J	82,284
Total valuation of consolidated district	\$1,100,013

Read Table thus: The valuation of the property within the school district Consolidated 1 has an assessed valuation of \$657,259.

TABLE XXV

ESTIMATED TOTAL EXPENDITURES OF THE PROPOSED
FIVE-SCHOOL CONSOLIDATED DISTRICT

Total expenditures of Consolidated 1	\$ 5407
Additional cost of actual instruction	60
Additional cost of transportation	200
Total expenditures	\$ 5667

Read Table thus: The total expenditures of the Hartford grade school district Consolidated 1 are estimated to be \$5407 for one school term.

The assessed valuation of the proposed consolidated district would be \$1,100,013. The levy required to raise sufficient funds to operate the school in the proposed district would be 5.2 mills.

The increase in enrollment would be twelve pupils, or an addition of three pupils to each room. The actual cost of the added instruction would be only for the additional school supplies used, such as construction paper, glue, thumb tacks, etc.

The same bus could be used for both trips. It takes thirty minutes to deliver or gather the children that live north of the river. The length of the route is twelve miles. It takes forty-five minutes to deliver or gather the children that live south of the river. The length of this bus route is sixteen miles. The bus must go through town on its way from the north route to the south route. The children north of the river can be gathered last in the morning and delivered first in the evening. The children living on the southern route would be gathered first in the morning and delivered home last in the evening. The children of the southern route may stay at the school building until the bus returns from the north trip. The roads are good all-weather roads being composed of crushed rock, gravel, and bituminous mat. There would be twenty-one pupils transported in the bus. The driver would be someone not connected with the school.

DISPOSAL OF THE PROPERTY OF THE CONSOLIDATED SCHOOL DISTRICTS

That all property belonging to the petitioning districts shall become a part of, and belong to, the consolidated or union district, and the debt of the petitioning district as stated in the petition, shall be assumed by, and become a part of the indebtedness of the consolidated or union district.¹⁰

The school equipment belonging to the consolidating schools should be brought into the consolidated school: this would include

¹⁰ School Laws of Kansas Revised 1937, Kansas State Printing Plant, Topeka, Kansas, 1937, Chap. 11, Art. 1, Par. 318, p. 96.

such things as libraries, maps, globes, etc., that are of any educational value.

The buildings should be sold to the highest bidder. The proposed rural high school district of Hartford should purchase the largest building, or else the two smallest buildings and move them to town to be used as the vocational agriculture shop.

Property that could not be used in the consolidated school should be sold to the highest bidder.

The playground equipment should be brought into the consolidated school grounds to be used by the pupils.

CONCLUSIONS

The consolidation of the five districts would form a school area that could support first-class instruction with first-class equipment. The teachers would all have college degrees with special training in elementary education fields and would teach under the supervision of the superintendent of the city schools. The results of better qualified teachers and better school equipment are always more efficient instruction and a happier citizenry.

The tax levy in the present Hartford consolidated district would be lowered 1.7 mills. The tax rate in the consolidating school districts would be raised from one to three mills.

Who will be the one to profit? The answer is--the pupil. Equal educational opportunities will be realized by all students. There will

TABLE 1. THE NUMBER OF STUDENTS IN THE
 COLLEGE COURSE IN THE YEAR 1910

Year	Number of Students
1910	1,234
1911	1,345
1912	1,456
1913	1,567
1914	1,678
1915	1,789
1916	1,890
1917	1,901
1918	1,912
1919	1,923
1920	1,934

financed. The result will be more efficient all-around training of the type that can only be gained in schools that are adequately organized and be no inadequate equipment to hinder the progress of instruction. The

TABLE XXVI

KEY TO THE NUMBERS THAT REPRESENT THE LOCATION OF THE PUPILS ON THE CONSOLIDATED ELEMENTARY SCHOOL DISTRICTS

NUMBER	NAME	SCHOOL DISTRICT
1	Renolds Rish	30
2	K. S. Bingham	30
3	D. D. Darrford	Cons. 1
4	Wm. Smith	Cons. 1
5	John Hill	Cons. 1
6	Earl Lewis	Cons. 1
7	W. J. Gorman	Cons. 1
8	R. G. Seegins	23
9	Clarence Smith	23
10	Wm. A. Stebens	23
11	Wm. B. Rish	69J
12	Olga McMurphy	69J
13	E. E. Lillian	69J
14	G. A. Hookason	69J
15	F. C. Milt	3J
16	H. C. Kart	3J
17	Bud O. Zank	3J
18	Fred Blum	3J

Head Table thus: Number 1 on the elementary school consolidated figures is the home of Renolds Rish which is located in District 30.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

REPORT OF THE COMMITTEE ON THE
REVISION OF THE SYLLABUS FOR
GENERAL CHEMISTRY

PREPARED BY THE
COMMITTEE ON THE REVISION OF THE
SYLLABUS FOR GENERAL CHEMISTRY

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APPENDIX A

LOCATION AND VALUATION OF REAL ESTATE OF PROPOSED DISTRICT

LYON COUNTY

Location S T R	Name	House Description	Assessed Valuation	School District
<u>34-19-13---Jackson Township</u>				
	Reeble, William		\$ 6000	Cons.1
	Bucktel, Catherine		1600	Cons.1
	Stroheker, F. S.	W $\frac{1}{2}$ NE $\frac{1}{4}$	1650	Cons.1
	Bowman, W. W.	E $\frac{1}{2}$ SE $\frac{1}{4}$	2850	Cons.1
<u>3-20-13</u>				
	Colglazier, Winnie		1325	Cons.1
	Moore, Thomas	SW $\frac{1}{4}$ NE $\frac{1}{4}$ & N $\frac{1}{2}$ NE $\frac{1}{4}$	3600	Cons.1
	Emporia State Bank		2000	Cons.1
	Smith, W. L.		1190	Cons.1
	Gorman, Thomas	S $\frac{1}{2}$ SW $\frac{1}{4}$	3600	Cons.1
	Owens, Tom		4000	Cons.1
	Ewing, Margaret		3700	Cons.1
	Gorman, J. E.		1600	Cons.1
<u>4-20-13</u>				
	Smith, W. L.		6790	
	John Hancock Mutal Life Ins. Co.		1280	
	Poncannon, Pearl W.		6400	
	Hancock Life Ins. Co.		1095	
	Poncannon, Pearl W.		450	
	Hancock Life Ins. Co.		7700	
	Hancock Life Ins. Co.		1525	
	Owens, Tom		510	
<u>10-20-13</u>				
	The Equitable Life Assurance Society		1300	
	Wilson, J. M.	E $\frac{1}{2}$ NE $\frac{1}{4}$ E $\frac{1}{2}$ NW $\frac{1}{4}$	4400	Cons.1
	Wilson, J. M.		4000	Cons.1
	Wilson, J. M.		4525	Cons.1
	Gorman, Thomas		2860	Cons.1
	Wilson, J. M.		500	Cons.1
	Nelson, Ludwig		750	Cons.1
	Baysinger, Roy		835	Cons.1
	Mahaffey, R. L.		2870	Cons.1
	Kelley, Amy E.		4050	Cons.1
	The Equitable Life Co.		1825	Cons.1
	Mahaffey, Robert L.		3960	Cons.1
	Rockhill, H.N.		390	Cons.1
	The Equitable Life Co.		150	Cons.1
	Hunt, Minerva		910	Cons.1

Location S T R	Name	House Description	Assessed Valuation	School District
9-20-13	Gorman, Thomas		910	Cons.1
	Nelson, Ludwig		2950	Cons.1
	Nelson, Ludwig		3860	Cons.1
	Nelson, Ludwig		3050	68
	Nat'l. Life Ins. Co.		1375	29
	Nelson, Ludwig		6270	Cons.1
	Blank, Karl Jr., Patricia		2775	Cons.1
	Nat'l. Life Ins. Co.	W $\frac{1}{2}$ SW $\frac{1}{2}$	2810	Cons.1
8-20-13	Nelson, Ludwig		1850	29
	Colwell, W. H.		720	29
	Mayes, William		2400	29
	Phillips, J. R.	NW $\frac{1}{2}$	5960	29
	Phillips, J. R.		2800	29
	Coble, Maude Ethel	S $\frac{1}{2}$ SW $\frac{1}{2}$	2525	29
	Colwell, W. H.	E $\frac{1}{2}$ SE $\frac{1}{2}$	2600	Cons.1
	Mayes, William	W $\frac{1}{2}$ SE $\frac{1}{2}$	2670	29
7-20-13	Evans, Thomas		1540	29
	Sandusky, Clara		1200	29
	Reeves, Owen & Earnest		2500	29
	Whitaker, Ruth M.		4800	68
	Whitaker, Ruth M.	SW $\frac{1}{2}$	5230	68
	Reeves, O. W. & E. E.	N $\frac{1}{2}$ SE $\frac{1}{2}$	2875	29
	Reeves, O. W. & E. E.		70	29
	Goodale, Densmare	S $\frac{1}{2}$ SE $\frac{1}{2}$	3300	29
12-20-12	Holforty, A. B.	NE $\frac{1}{2}$	5300	68
	Poyser, George	NW $\frac{1}{2}$	5600	68
	"		1500	68
	Marks, Eli	E $\frac{1}{2}$ SW $\frac{1}{2}$	2725	68
	Swarner, J. W., Jr.	W $\frac{1}{2}$ SE $\frac{1}{2}$	3100	68
	Holforty, Lulu		3200	68
11-20-12	Colglazier, J.O.	NE $\frac{1}{2}$	5600	68
	Jenkins, E.L.	E $\frac{1}{2}$ NW $\frac{1}{2}$	2400	68
	Sellers, Emma	W $\frac{1}{2}$ NW $\frac{1}{2}$	3200	68
	Partridge, Harry A.	SW $\frac{1}{2}$	5400	68
	"		4000	68
10-20-12	Jenkins, Edw.		3200	95
	Winter, Albert	NW $\frac{1}{2}$	5000	95
	Inland Mtg. Co.	SW $\frac{1}{2}$	5400	95
	Baker, W. G.	SE $\frac{1}{2}$	4700	68

Location S T R	Name	House Description	Assessed Valuation	School District
14-20-13---Elmendaro Township				
	Swartz, John M.		375	Cons.1
	Rubart, J.E.		150	Cons.1
15-20-13				
	Equitable Life Assurance Society of U.S.		450	Cons.1
	Gunter, W.C.		265	Cons.1
	Hertz, John		1000	Cons.1
	Hertz, John		200	Cons.1
	Swartz, J.M.		20	Cons.1
	Dreasher, L.	27A.	1040	Cons.1
	Gunter, W.C.	33A.	355	Cons.1
	Milner, Ed.		50	Cons.1
	Murphy, Chas.	House	615	Cons.1
	Milner, Ed.		25	Cons.1
	Thomas, Warren		10	Cons.1
	Smith, Geo.	House	960	Cons.1
	Hamman, J.M.	House	930	Cons.1
	Aekterberg, Louisa		25	Cons.1
	Hamman, Geo. W.	House	400	Cons.1
	Johnson, Eliz.		45	Cons.1
	Neinstedt, William		25	Cons.1
	Rockhill, H.M.	House	1250	Cons.1
	Baysinger, Roy S.	House	1365	Cons.1
	Neinstedt, William		5	Cons.1
	Shepherd, Chas.		705	Cons.1
	Coffman, J.S.		220	Cons.1
	Baysinger, W.H.		5	Cons.1
	O'Connor, J.W.		250	Cons.1
	Dukes, Anna	House	485	Cons.1
	Dukes, Anna		145	Cons.1
	Hamman, Geo.		570	Cons.1
	" "		60	Cons.1
	Cochrane, Maggie	House	475	Cons.1
	Gunter, S.P.	House	680	Cons.1
	Davis, Ella Mae	House	700	Cons.1
	" " "	House	400	Cons.1
	Shepherd, Chas.		60	Cons.1
	Johnson, R.R.		40	Cons.1
	Williams, Lonnie	House	810	Cons.1
	Lillian, E.E.		160	Cons.1
	" "		140	Cons.1
	Moore, Burga	House	950	Cons.1
	Walker, O.G.		140	Cons.1
	Gilbons, Ama C.		150	Cons.1
	Hill, Elmore		15	Cons.1
	Hamman, Daisy	House	2840	Cons.1
	Hill, Elmore	House	1300	Cons.1

Location S T R	Name	House Description	Assessed Valuation	School District
16-20-13	Nelson, Ludwig	House	4150	Cons.1
	Finnerty, Paul	House	1800	Cons.1
	Nelson, Ludwig		2000	Cons.1
	Thomas, Jos. W.	House	1300	Cons.1
	Printer, Ward	House	750	Cons.1
	Ewan, L.G.	House	1700	Cons.1
	Mutual Benefit Life Co.	House	2000	Cons.1
	Thomas, Walter K.	House	2740	Cons.1
	Robbins, A.L.	House	1225	Cons.1
	Benedict, Agnes		140	Cons.1
	" "	House	425	Cons.1
	Finnerty, Paul		460	Cons.1
	Park, Annette	House	800	Cons.1
	Pinon, Everett	House	2050	Cons.1
17-20-13	Trainer, M.F.	House	2400	Cons.1
	Peet, Irl	House	2440	Cons.1
	Stoker, O.J.	House	2350	29
	Peet, Irl		1760	Cons.1
	Lillard, T.M.	House	4300	Cons.1
	Becker, P.A.W.	House	5510	Cons.1
18-20-13	Goodale, Densmore		1775	29
	Holforty, Chas.		2440	29
	Mutual Benefit Life Co.		4050	68
	Summa, Ray		2180	68
	Burenheide, Henry		1600	68
	Summa, Ray		3000	29
	Summa, Ray		2000	68
13-20-12	Holforty, Lulu		1520	68
	Swarner, J.W.		1600	68
	Travelers Ins. Co.	NW $\frac{1}{4}$	3550	68
	Swarner, J.W.		3040	68
	Brunstetter, Perry		1600	68
	Burenheide, Henry		1600	68
14-20-12	Dill, Anna E.	NE $\frac{1}{4}$	3950	68
	Partridge, Harry		1600	68
	Oesterrich, F.W.		1600	68
	Evans, Thomas		6080	68

Location S T R	Name	House Description	Assessed Valuation	School District
15-20-12	Inland Mortgage Co.		6400	95
	Ferguson, J.H.		3200	95
	Emley, H.J.		3000	95
22-20-13	Hurtig, Wm. & F.F.		1650	Cons.1
	Carolyn, Noma	House	1000	Cons.1
	Rowlands, A.W.	House	1050	Cons.1
	Rice, E.T.	House	1200	Cons.1
	Rice, C. Olen		800	Cons.1
	Elliott, Chas.		800	Cons.1
	Gasche, G.W.		800	Cons.1
	Elliott, Chas.	House	2400	Cons.1
	Jones, Chas.	House	1700	Cons.1
	Channel, Hubert		700	Cons.1
	Metropolitan Life Ins. Co.		2000	Cons.1
21-20-13	Noble, Eliz.		3140	Cons.1
	Lockwood, Mary Pritner		1600	Cons.1
	Dutweiler, Margaret		1520	Cons.1
	Rich, Edgar		3200	Cons.1
	Steerman, Everett & Morriss, Joe. J.		3150	Cons.1
20-20-13	Equitable Life Assur.	N $\frac{1}{2}$	8550	Cons.1
	Needles, Grant	SW $\frac{1}{4}$	4150	74
	Davidson, Evelyn	SE $\frac{1}{4}$	3950	74
19-20-13	Pritner, Milton		800	68
	" "	House	2000	68
	Needles, Robert		800	68
	Nat'l. Life Ins. Co.	House	3800	68
	Welch, Kenneth		2160	74
	Welch, Geo. E.		720	74
	Hancock Life Ins. Co.		1515	74
	Welch, Kenneth		1440	74
24-20-12	Wiggam, Jennie	$\frac{1}{2}$ NE $\frac{1}{4}$	2750	68
	" "		1200	68
	" "		1600	68
	Graham, W.H.	W $\frac{1}{2}$ NW $\frac{1}{4}$	1800	68
	Welch, Kenneth		6400	17

Location S T R	Name	House Description	Assessed Valuation	School District
23-20-12	Jobes Investment Co.	NE $\frac{1}{4}$	2750	68
	Root, Sylvester		1600	68
	Welch, Kenneth		1600	68
	" "	SW $\frac{1}{4}$	4100	17
	Bunel, Henry	SE $\frac{1}{4}$	3500	17
22-20-12	Welch, Kenneth		3040	95
	" "		1500	95
	Warnken, H.L.		1520	95
	Welch, Kenneth		760	95
	Warnken, H.L.	S $\frac{1}{2}$ &NW $\frac{1}{4}$ SW $\frac{1}{4}$	2750	95
	Welch, Kenneth		2220	95
	Welch, Kenneth	SE $\frac{1}{4}$ SE $\frac{1}{4}$	1100	17
27-20-13	Gilligan, Dennis J.		3200	69jt
	Rich, D.F.	E120NW $\frac{1}{4}$	3350	69jt
	Lofing, Jno.		800	69jt
	Green, James E.	N $\frac{1}{2}$ SW $\frac{1}{4}$	1900	69jt
	Herrick, F.A.		1600	69jt
	Gilligan, W.J.		3040	69jt
	Gilligan, D.J.		760	69jt
28-20-13	Lofing, John	NE $\frac{1}{4}$	3750	69jt
	John Hancock Life Ins. Co.		3200	69jt
	Dutweiler, P.A.		2000	69jt
	Dutweiler, J.J.		1200	69jt
	Webster, Lee A.	W $\frac{1}{2}$ SE $\frac{1}{4}$	2150	69jt
	Kvasnicka, Elmer		1600	69jt
29-20-13	Davidson, Henry	S $\frac{1}{2}$ NE $\frac{1}{4}$	2100	74
	John Hancock Life Ins. Co.	N $\frac{1}{2}$ NE $\frac{1}{4}$	2000	74
	Mutual Benefit Life Ins.		4000	74
	Madden, S.R.		800	74
	" "		800	74
	Pohren, Eumes		1600	74
	Hoch, Ralph	N $\frac{1}{2}$ SE $\frac{1}{4}$	2100	74
	Ackterberg, Louisa		1580	74
	Miller, J.Y.	LANE cor. S $\frac{1}{2}$ SE $\frac{1}{4}$	150	74
30-20-13	John Hancock Life Ins. Co.	NE $\frac{1}{4}$ NE $\frac{1}{4}$	1300	74
	Vaughn, Fred	NW $\frac{1}{4}$ NE $\frac{1}{4}$	970	74
	Littleton Savings Bank	S $\frac{1}{2}$ NE $\frac{1}{4}$	2200	74
	Vaughn, Fred		720	74

Location S T R	Name	House Description	Assessed Valuation	School District
	Welch, Geo. E.		760	74
	Adams, Mamie		800	74
	Vaughn, Fred		720	74
	Bell, David	E $\frac{1}{2}$ SW $\frac{1}{4}$ & SW $\frac{1}{4}$ SW $\frac{1}{4}$	3400	74
	Smith, Frank	NW $\frac{1}{4}$ SW $\frac{1}{4}$	1250	74
	Littleton Savings Bank		800	74
	Bell, David		1600	74
	Walliser, Geo.		760	74
25-20-12	Welch, E.E. & F.G.	N $\frac{1}{2}$ NE $\frac{1}{4}$	2400	74
	Baysinger, C.G.	S $\frac{1}{2}$ NE $\frac{1}{4}$	2000	74
	Stratton, Orval C.	SW $\frac{1}{4}$	4280	17
	Scoggin, Grace Mae	SE $\frac{1}{4}$	4520	74
	Brewer, Cloe Ruth		3040	17
26-20-12	Welch, Kenneth		1440	17
	Barrett, Addie M.		1600	17
	Welch, Kenneth	NW $\frac{1}{4}$	3400	17
	Counts, Sophia	NW $\frac{1}{4}$ SW $\frac{1}{4}$ & N $\frac{1}{2}$ SW $\frac{1}{4}$ SW $\frac{1}{4}$	2100	17
	Miller, Michael		150	17
	Bond, W.H.		150	17
	Warnken, Henry		120	17
	Welch, Kenneth		1600	17
	Barrett, Addie	SE $\frac{1}{4}$ ex 7 $\frac{1}{2}$	3900	17
	Mollvain, Edna Stratton		186	17
27-20-12	Hammond, Fred	E $\frac{1}{2}$ NE $\frac{1}{4}$	2400	17
	Holforty, A.B.		1600	17
	Emley, Harvey		2400	17
	" "	SE $\frac{1}{4}$ NW $\frac{1}{4}$	1400	17
	" "		800	17
	" "		800	17
	Jenson, Pete & Mitchell		800	17
	Roberts, Geo. H.		800	17
	" " "		1600	17
	Counts, Sophia		1600	17
34-20-13	Gilligan, Dennis	101 $\frac{1}{2}$ NE $\frac{1}{4}$	2230	69jt
	Gilligan, John	58 $\frac{1}{2}$ NE $\frac{1}{4}$	1970	69jt
	Vaughn, H.M.	E $\frac{1}{2}$ NW $\frac{1}{4}$	2950	69jt
	Fleming, H.M.		40	69jt
	" "		1040	69jt
	Herrick, F.A.		50	69jt
	Herrick, F.A.	E 38 NW $\frac{1}{4}$ NW $\frac{1}{4}$	1520	69jt

Location S T R	Name	House Description	Assessed Valuation	School District
34-20-13	Norbury, S.P.	SW $\frac{1}{4}$	4500	69jt
	Baker, M.M.	SE $\frac{1}{4}$	4700	69jt
33-20-13	Nealey, E.J.	13a E $\frac{1}{2}$ NE $\frac{1}{4}$	460	69jt
	Fleming, W.H.	E $\frac{1}{2}$ NE $\frac{1}{4}$	1990	69jt
	Hemline, Marion	N46a W $\frac{1}{2}$ NE $\frac{1}{4}$	1600	69jt
	Lillian, E.E.	35a SW $\frac{1}{2}$ NE $\frac{1}{4}$	2500	69jt
	West, Mary E.	E $\frac{1}{2}$ NW $\frac{1}{4}$	3000	69jt
	Dutweiler, P.A.	E $\frac{1}{2}$ NW $\frac{1}{4}$	1860	69jt
	Dutweiler, Jessie	W $\frac{1}{2}$ NW $\frac{1}{4}$	960	69jt
	Dutweiler, J.J.		80	39jt
	Walliser, Jacob	E96a SW $\frac{1}{4}$	3100	3jt
	Dutweiler, Jessie		805	18
	Muir, R.A.		800	18
	Lillian, E.E.		4320	69jt
32-20-13	Ackterberg, Louisa	NE $\frac{1}{4}$	3850	74
	Jones, S.C.	E $\frac{1}{2}$ NW $\frac{1}{4}$	2000	74
	McClune, T.H.		2000	74
	Nealey, Jean	50a E $\frac{1}{2}$ SW $\frac{1}{4}$	1700	74
	Mautz, Otto		500	74
	Heckler, Leila		125	74
	Madden, S.R.		1200	74
	O'Connor, John F.		900	18
	Madden, S.R.		100	18
	O'Connor, John		2000	18
	Frahm, Jno., Jr.	E $\frac{1}{2}$ SE $\frac{1}{4}$	2600	18
31-20-13	Madden, S.R.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2350	74
	Walliser, G.E.		1600	74
	" "	E $\frac{1}{2}$ NW $\frac{1}{4}$	2600	74
	Walliser, Mrs. Jennie		1600	74
	Smith, Jesse	W45a SW $\frac{1}{4}$	1525	74
	Smith, Vernon		1125	74
	Smith, Vernon		1125	74
	Smith, E.A.	E25a E $\frac{1}{2}$ SW $\frac{1}{4}$	1825	74
	Walliser, Geo.		1105	74
	Heckler, Leila		2000	74
	The Eagle Creek Com. Assn.	$\frac{1}{8}$ a	320	74

Location S T R	Name	House Description	Assessed Valuation	School District
36-20-13				
	Zink, James	N $\frac{1}{2}$ SW $\frac{1}{2}$ NE $\frac{1}{2}$	2950	74
	Smith, Vernon	SE $\frac{1}{2}$ NE $\frac{1}{2}$	1350	74
	McIlvain, Edna	NW $\frac{1}{2}$	3620	17
	Stratton, J.W.		80	17
	" "	SW $\frac{1}{2}$	4400	17
	McIlvain, Edna		340	17
	Scoggin, H.R.		140	17
	" "		140	17
	Zink, James		70	17
	Adams, Mamie		1000	74
	Scoggin, H.R.	NW $\frac{1}{2}$ SE $\frac{1}{2}$	1150	74
	Adams, Mamie	E $\frac{1}{2}$ SE $\frac{1}{2}$	1750	74
	Stratton, J.W.		930	74
	Stratton, Mary		140	74
35-20-12				
	McIlvain, Edna S.		1320	17
	Welch, M.F.		20	17
	Buck, Robert	W93a NE $\frac{1}{2}$	2675	17
	Shaw, R.L.	NW $\frac{1}{2}$	4050	17
	Brewer, Geo.	SW $\frac{1}{2}$	4080	17
	Parcel, Wm.		75	17
	" "		65	17
	" "	70 $\frac{1}{2}$ a N $\frac{1}{2}$ SE $\frac{1}{2}$	2010	17
	Walliser, Bessie	S $\frac{1}{2}$ SE $\frac{1}{2}$	1600	17
34-20-12				
	Brewer, E.W.	NE $\frac{1}{2}$	3790	17
	Wendling, Mathilde	W $\frac{1}{2}$	6500	17
	InMasche, Walter	W $\frac{1}{2}$ SE $\frac{1}{2}$	2220	17
	InMasche, Geo.		1800	17
3-21-13				
	Phoneix Jt Sk. Land Bk.	N80a NE $\frac{1}{2}$	2200	3jt
	Faucher, Geo.	115a NE $\frac{1}{2}$	2950	3jt
	Weinstedt, Martha		4080	3jt
	Hammond, John		1580	3jt
	Rowlands, Ada		1680	3jt
	Faucher, Sarah		800	3jt
	Faucher, Geo.		1600	3jt
	Hammond, John	SW $\frac{1}{2}$ SE $\frac{1}{2}$	1600	3jt
4-21-13				
	Hall, W.E.	NE $\frac{1}{2}$ ex 80a	3040	3jt
	Muir, R.H.	W80a NE $\frac{1}{2}$	2460	3jt
	O'Connor, John F.	W115a NW $\frac{1}{2}$	3050	18
	Frahm, John, Jr.		1520	18
	Kelley, P.J.	W $\frac{1}{2}$ SW $\frac{1}{2}$	2100	18
	O'Mara, Edw.		1600	18
	Muir, R.H.		1550	3 jt
	Malden Realty Co.		1600	3 jt

Location S T R	Name	House Description	Assessed Valuation	School District
5-21-13	O'Connor, John F.		80	18
	Anderson, John	NE $\frac{1}{2}$ NE $\frac{1}{4}$	1350	18
	Mautz, O.T.		50	18
	" "	47 $\frac{1}{2}$ a NW $\frac{1}{2}$ NE $\frac{1}{4}$	1650	18
	Anderson, John		80	18
	Mautz, Otto		750	18
	Stubbs, Harry		900	18
	Mautz, Otto T.		650	18
	Reeble, Geo.		1600	18
	Locke, Shawnee J.	W $\frac{1}{2}$ SW $\frac{1}{4}$	1900	18
	Reeble, Geo.	E $\frac{1}{2}$ SW $\frac{1}{4}$	2130	18
	Dowd, Jerry		1600	18
	Kelly, P.J.		1600	18
	Hoyt, C.F.		1460	18
6-21-13	Hoyt, C.F.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2645	18
	Fleming, H.M.		2080	18
	Courier, Ernest	N80a NW $\frac{1}{4}$	2400	18
	Swamer, Geo. W.	S57a NW $\frac{1}{4}$	1650	18
	Grielder, Walter G.	SW $\frac{1}{4}$	3070	18
	Gallager, M.A.	N $\frac{1}{2}$ SE $\frac{1}{4}$	1050	18
	Locke, Shawnee J.		1650	18
1-21-12	Malone, James P.		3935	78
	Brewer, Bessie	NW $\frac{1}{4}$	4780	78
	" "	SW $\frac{1}{4}$	4220	78
	Bechtel, Herman & Anna	SE $\frac{1}{4}$	3950	78
2-21-12	Walliser, Bessie		1240	78
	Brewer, Geo. W.		1260	78
	Carpenter, Anna		1140	78
	Cardwell, Francis		3500	78
	Haywood, C.B.	SW $\frac{1}{4}$	3550	78
	Carpenter, Anna	SE $\frac{1}{4}$	3950	78
3-21-12	Purcell, Edith C.	NE $\frac{1}{4}$	4320	78
	" " "	SE $\frac{1}{4}$	3000	78
10-21-13	Travelers Ins. Co.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2470	3jt
	Hammond, John		820	3jt
	Jones, Llewellyn	NW $\frac{1}{2}$ NE $\frac{1}{4}$	1300	3jt
	" "		2400	3jt
	Hammond, John		800	3jt
	Paulsen, Saren	SW $\frac{1}{4}$	4000	3jt
	Travelers Ins. Co.		3600	3jt

Location S T R	Name	House Description	Assessed Valuation	School District
9-21-13	O'Mara, James	NE $\frac{1}{4}$	3650	3jt
	O'Connor, John F.	W $\frac{1}{2}$	7500	18
	Brown, Chas. & Son	SE $\frac{1}{4}$	3850	3jt
8-21-13	Laws, Vincent	N $\frac{1}{2}$	7400	18
	John Hancock Life Ins. Co.		6400	18
7-21-13	Locke, Shawnee	N $\frac{1}{2}$ & SE $\frac{1}{4}$	9880	18
	Grieder, Walter		2280	18
15-21-13	Gibson, Geo.		1600	54jt
	Smith, Rosetta	S $\frac{1}{2}$ NE $\frac{1}{4}$	2200	54jt
	Laws, James	N $\frac{1}{2}$ NW $\frac{1}{4}$	1800	54jt
	Wilson, E.W.		1400	54jt
	Smith, F.C.		800	54jt
	Wilson, E.W.	NW $\frac{1}{4}$ SW $\frac{1}{4}$ & W $\frac{1}{2}$ NE $\frac{1}{4}$ SW $\frac{1}{4}$	2700	54jt
	McCullough, G.W.		500	54jt
	" "	SE $\frac{1}{4}$	3800	54jt
	Smith, F.C.		750	54jt
	Wilson, E.W.		250	54jt
	Smith, T.D.		200	54jt
16-21-13	Laws, James E.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2200	54jt
	Smith, F.C.		570	54jt
	Davis, Amanda		855	54jt
	Smith, Fred		95	54jt
	Amoskeag, Savings Bank		1600	54jt
	O'Connor, John F.		1600	54jt
	Amoskeag, Savings Bank		800	54jt
	O'Connor, John F.		2400	54jt
	Smith, F.C.	E $\frac{1}{2}$ SE $\frac{1}{4}$	3400	54jt
	Amoskeag, Savings Bank	W $\frac{1}{2}$ SE $\frac{1}{4}$	2400	54jt
17-21-13	Farman, Frank		3100	116
	O'Connor, John F.		1600	116
	Gardner, R.O.		1600	116
	" "		3040	116
	Smith, S.N.		1520	116
	Rowland, Ada		1680	116
18-21-13	Carson, Jas.	NE $\frac{1}{4}$	3690	116
	" "		200	116
	McKissick, E.C.		2260	116
	Gardner, R.O.	S $\frac{1}{2}$	6845	116

Location S T R	Name	House Description	Assessed Valuation	School District
22-21-13	Edward, J.W.	NE $\frac{1}{4}$	3400	54jt
	Crowley, Jno.	E $\frac{1}{2}$ NW $\frac{1}{4}$ NW $\frac{1}{4}$	2800	54jt
	Thomsen, Chris		1000	54jt
	McGee, Thomas	84a SW $\frac{1}{4}$	2430	54jt
	Thomsen, Christian		1520	54jt
	Thomsen, Carl		1600	54jt
	" "	N $\frac{1}{2}$ SE $\frac{1}{4}$	2475	54jt
21-21-13	Holden, I.W.	NE $\frac{1}{4}$	3650	54jt
	Smith, S.N.		1600	54jt
	Gardner, F.P.	S $\frac{1}{2}$ NW $\frac{1}{4}$	2500	54jt
	Gardner, F.P.		2160	54jt
	Thomsen, Chris	SE $\frac{1}{4}$	3750	54jt
20-21-13	Bollinger, L.	NE $\frac{1}{4}$ NE $\frac{1}{4}$	1100	116
	Bighan, Herbert		800	116
	Miller, John B.		800	116
	Stewart, B.P.		800	116
	Carpenter, R.D.		3040	116
	Gardner, S.R.	SW $\frac{1}{4}$	4700	82
	" "		2160	54
	Vinz, Alma		800	54
19-21-13	Carpenter, Anna		3040	116
	McIlvain, W.B.		2500	116
	Link, L.A.	SW $\frac{1}{4}$	2500	116
	Davis, Verl	SE $\frac{1}{4}$	4080	82
	Watson, J.T.	2a SW cor		
		SW $\frac{1}{4}$	550	116
27-21-13	Thomsen, Carl	NE $\frac{1}{4}$	5200	54jt
	Rockhill, H.M.		1520	54jt
	Smith, F.C.		1520	54jt
	Brown, Alma L.		3100	54jt
	Hammond, John		3040	54jt
28-21-13	Paulsen, Evelyn	E $\frac{1}{2}$	6750	54jt
	Gardner, F. P.		6080	82

Location S T R	Name	House Description	Assessed Valuation	School District
29-21-13	Shepherd, Chas.	NE $\frac{1}{4}$	7200	82
	Carpenter, Anna		5200	82
	Finnerty, Frank	SE $\frac{1}{4}$	3600	82
30-21-13	McCauley, R.A.	NE $\frac{1}{4}$	3300	82
	" "	NW $\frac{1}{4}$	2760	116
	Jeanerett, F.L.	SW $\frac{1}{4}$	2900	82
	Hester, John	SE $\frac{1}{4}$	4000	82
<u>COFFEY COUNTY</u>				
35-19-13---	<u>Lincoln Township</u>			
	Bowman, W.W.		800	Cons.1
	Craig, T.E.	E $\frac{1}{2}$ SW $\frac{1}{4}$ & SW $\frac{1}{4}$ of SE $\frac{1}{4}$ of SW $\frac{1}{4}$	3470	Cons.1
	Prudential Life	SE $\frac{1}{4}$	4450	Cons.1
2-20-13	Prudential Life		1670	30
	" "		1700	Cons.1
	Gorman, John		1800	Cons.1
	German, Matilda	S $\frac{1}{2}$ NW $\frac{1}{4}$	2800	35jt
	Ewing, Margaret		3480	30
	Shaner, Sam		1300	30
	Cochran, Winnie	SW $\frac{1}{4}$ SE $\frac{1}{4}$ & NW $\frac{1}{4}$ SW $\frac{1}{4}$	1680	30
	Bingham, Ida Mae		840	30
1-20-13	State Bank, Lebo		2860	30
	Mutual Benefit Life		5200	30
	" " "		3100	30
	State Bank, Lebo		700	30
	Bavis, B.A.	SE $\frac{1}{2}$ SE $\frac{1}{4}$	1830	30
	State Bank, Lebo		700	30
6-20-14	Shaner, S.J.	TRNE $\frac{1}{2}$ NE $\frac{1}{4}$	940	81
	Union Central L.		620	81
	Slead, J.H.		3100	81
	Bavis, B.A.	FRW $\frac{1}{2}$ NW $\frac{1}{4}$ & NW $\frac{1}{4}$ SW $\frac{1}{4}$	2700	81
	Slead, J.H.		920	81
	Montgomery, F.M.		1870	81

Location S T R	Name	House Description	Assessed Valuation	School District
	Union Central L.	S $\frac{1}{2}$ SE $\frac{1}{4}$ & NE $\frac{1}{4}$ SE $\frac{1}{4}$	2850	81
	Montgomery, F.M.	NW $\frac{1}{4}$ SE $\frac{1}{4}$	860	81
5-20-14	Cramer, Henry	E $\frac{1}{2}$ NE $\frac{1}{4}$	2120	81
	Slead, J.H.	NW $\frac{1}{4}$ NE $\frac{1}{4}$ & NE $\frac{1}{4}$ NW $\frac{1}{4}$	2450	81
	" "		590	81
	Coble, Mrs. Lide	SW $\frac{1}{4}$ NE $\frac{1}{4}$ & S $\frac{1}{2}$ NW $\frac{1}{4}$	2670	81
	Mauck, Bessie		390	81
	Rhoads, Lillie M.	60a TR SW $\frac{1}{4}$	1650	81
	Lodge, N.J.	SW $\frac{1}{4}$ SW $\frac{1}{4}$	1000	81
	Marble Savings Bank	SE $\frac{1}{4}$ SW $\frac{1}{4}$ & SW $\frac{1}{4}$ SE $\frac{1}{4}$	2200	81
	Mauck, Bessie		1450	81
	Farmer, Samuel		720	81
11-20-13	Ewing, Margaret		1700	30
	Bingham, Ida Mae	W $\frac{1}{2}$ NE $\frac{1}{4}$	2300	30
	Ewing, Margaret		4260	30
	" "	all SW $\frac{1}{4}$		
	" "	N of R.	7700	Cons.1
	Swartz, J.M.		610	Cons.1
	" "		400	Cons.1
	Ewing, Margaret		4300	30
12-20-13	McDonald, Mary	NE $\frac{1}{4}$	3480	30
	Mutual Benefit L.		1400	30
	Rummel, W.T.		1400	30
	Noell, Mrs. H.G.	E60a E $\frac{1}{2}$ SW $\frac{1}{4}$	1930	30
	Wolhamuth, H.S.	W20a E $\frac{1}{2}$ SW $\frac{1}{4}$	820	30
	" "		960	30
	Rummel, W.T.		1080	30
	Noell, H.A.	E $\frac{1}{2}$ SE $\frac{1}{4}$ & E $\frac{1}{2}$ SW $\frac{1}{4}$ SE $\frac{1}{4}$	3430	30
	Noell, Mrs. H.A.		1000	30
7-20-14	Cramer, Lawrence	S $\frac{1}{2}$ NE $\frac{1}{4}$	2100	81
	Lewis, W.S.		1730	81
	Hamman, Jess		1280	81
	Heacock, E.E.		1270	81
	" "	FRW $\frac{1}{2}$ SW $\frac{1}{4}$	2380	30
	Bowen, Flora	E $\frac{1}{2}$ SW $\frac{1}{4}$	1560	81
	Summerman, J.C.		1700	81
	Phoenix Land Bk.		1600	81

Location S T R	Name	House Description	Assessed Valuation	School District
8-20-14	Hodges, Gomer	E $\frac{1}{2}$ N $\frac{1}{2}$ E $\frac{1}{2}$	1790	81
	Wagstaff, Sarah		1600	81
	" "	E $\frac{1}{2}$ NW $\frac{1}{2}$	2500	81
	" "		700	81
	Summerman, J.C.	SW $\frac{1}{4}$ NW $\frac{1}{4}$ & N $\frac{1}{2}$ SW $\frac{1}{4}$	3500	81
	Rich, Edgar	S $\frac{1}{2}$ SW $\frac{1}{4}$	2380	81
	Hanman, Jess		1170	81
	Hanman, G.W.	S $\frac{1}{2}$ SE $\frac{1}{4}$	1500	81
14-20-13	Rich, Peter		1100	30
	Finnerty, J.C.	N $\frac{1}{2}$ NE $\frac{1}{4}$	2640	Cons.1
	Rich, Pete		1400	30
	Schwartz, Mary		80	Cons.1
	" "	TR SW Cor NW $\frac{1}{4}$	2600	Cons.1
	Ewing, Margaret		1080	Cons.1
	Rich, P.F.	NW $\frac{1}{4}$ E of River	2100	Cons.1
	Rich, P.F.		460	30
	Rubart, J.E.	54a TR SW $\frac{1}{4}$ W C of R	2560	Cons.1
	Rich, Daniel F.		2440	30
	Rich, Mary K.	N $\frac{1}{2}$ SE $\frac{1}{4}$ 80A	3780	30
	Cosgrove, M.		120	30
	" "		390	30
	Pennybaker, W.C.	SE $\frac{1}{4}$ SE $\frac{1}{4}$ 4a	1620	30
13-20-13	Taylor, A. L.		5000	30
	Rummel, W.T.	NW $\frac{1}{4}$	5750	30
	Rummel, Etta	NE $\frac{1}{4}$ SW $\frac{1}{4}$ & S $\frac{1}{2}$ SW $\frac{1}{4}$	3600	30
	Cunningham, C.	TR W $\frac{1}{2}$ SW $\frac{1}{4}$	440	23
	Gorman, Matt		400	23
	Cunningham, C.		150	23
	Hoover, Ivy	NW $\frac{1}{4}$ SW $\frac{1}{4}$	1700	30
	Hanman, Mrs. A.	W $\frac{1}{2}$ SE $\frac{1}{4}$ N of R	2430	30
	Gorman, Matt		560	23
	Bowen, Flora	E $\frac{1}{2}$ SW $\frac{1}{4}$	2420	30
18-20-14	Phoenix Land Bk.		3850	17
	Bowen, Flora		2120	30
	Heacock, E.E.		2320	30

Location			House	Assessed	School
S	T	R	Description	Valuation	District
			Crail, Jesse	1230	30
			Bowen, Flora	900	30
			" "	30	30
			Gilbert, Geo., %P. Rich	E $\frac{1}{2}$ SW $\frac{1}{4}$ 2090	17
			Rogers, Ora	270	30
			Horttor, Mabel	2200	17
			O'Donnell, Ed	E $\frac{1}{2}$ SE $\frac{1}{4}$ 2820	17
17-20-14			Hamman, G.W.	N $\frac{1}{2}$ NE $\frac{1}{4}$ 2900	17
			Bell, Mrs. Lucy	1100	17
			Mauck, R.F.	1100	17
			Rich, Edgar	1960	17
			Statesman, J.R.	S $\frac{1}{2}$ NW $\frac{1}{4}$ 2490	17
			Boes, W.J.	SW $\frac{1}{4}$ 4830	17
			Gilkison, O.H.	N $\frac{1}{2}$ SE $\frac{1}{4}$ 2650	17
			Felton, Geo. E.	2100	17
23-20-13			Pennybalcer, W.C.	E $\frac{1}{2}$ NE $\frac{1}{4}$ n of R 1450	Cons.1
			Cosgrove, M.	W $\frac{1}{2}$ NE $\frac{1}{4}$ n of R 2400	Cons.1
			Decker, K.	NE $\frac{1}{4}$ s of R	
			" "	less RW 2260	Cons.1
			" "	140	Cons.1
			Cosgrove, M.	1130	Cons.1
			Fullen, Lizzie	TRW $\frac{1}{2}$ NW $\frac{1}{4}$ w	
			" "	of R 1450	Cons.1
			Seoggins, R.G.	62a S $\frac{1}{2}$ NW $\frac{1}{4}$ 1700	23
			Anderson, Oscar	SW $\frac{1}{4}$ 5000	23
			Perry, Frank	80a TR	
			" "	SW $\frac{1}{4}$ NW $\frac{1}{4}$ 640	23
			Decker, X.	1600	23
			Hamman, G.W.	1550	23
24-20-13			Stulp, John	280	30
			Sterbens, M.J.	1790	23
			Gorman, Mrs. Matt	1110	23
			" " "	510	23
			Liggett, S.C.	600	23
			Gorman, Matt	NE $\frac{1}{2}$ NW $\frac{1}{4}$	
			" "	less TR 1320	23
			" "	50	23
			Liggett, Adeline	50	23
			Cunningham, C.	40	23
			Conway, Mrs. J.W.	W $\frac{1}{2}$ NW $\frac{1}{4}$ less rw 2780	23
			Smith, Leora	1030	23
			" "	NE $\frac{1}{2}$ SW $\frac{1}{4}$ 1700	23

Location S T R	Name	House Description	Assessed Valuation	School District
	Monypeny, Hiram		1680	23
	Stewart, J.W.		590	23
	Liggett, S.D.		850	23
	Stewart, J.W.		700	23
	Mutual Bldg. Loan	E $\frac{1}{2}$ SW $\frac{1}{4}$	2100	23
19-20-14	O'Donnell, Wm.	W $\frac{1}{2}$ NE $\frac{1}{4}$ n of r	2980	17
	Smith, Lafy J.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2360	17
	Knight, L.C.		200	83
	O'Donnell, Wm.		1940	30
	Stulp, J.O.	NW $\frac{1}{4}$ w of CR & n of R	3170	30
	Sterbens, M.J.		340	23
	" "		900	23
	Stulp, J.O.		600	30
	" "		100	30
	Central Life Assur. Soc.	E $\frac{1}{2}$ SW $\frac{1}{4}$ s of r less TR	1460	30
	" " " "		650	23
	Knight, L.C.		3800	83
	Stulp, J.O.		150	17
	Evans, D.W.		400	17
20-20-14	Hamman, Pearl		1120	17
	Harrell, Jas.		1090	17
	Fagard, Paul	SW $\frac{1}{4}$ NE $\frac{1}{4}$	1600	17
	Laird, S.L.	SE $\frac{1}{4}$ NE $\frac{1}{4}$	1540	17
	O'Donnell, E.D.		1120	17
	Mauck, J.H.	W $\frac{1}{2}$ NW $\frac{1}{4}$	2590	17
26-20-13	Fleming, F.L. & C.W.		3000	23
	Anderson, Oscar		3550	23
	Fleming, F. & C.	W $\frac{1}{2}$ SE $\frac{1}{4}$	2300	23
	" "		3600	23
	Hindsley, J.F.	NE $\frac{1}{4}$ SE $\frac{1}{4}$	1270	23
	Evans, D.W.		1000	23
25-20-13	Monypeny, J.W.	E $\frac{1}{2}$ NE $\frac{1}{4}$	2400	23
	Sterbens, M.J.		770	23
	Scott, Ada		770	23
	Conway, Mrs. J.W.		1480	23
	Sutton, Mrs. Geo.	S $\frac{1}{2}$ NW $\frac{1}{4}$	1900	23
	Hammerton, Ed		2000	23
	Cassaday, Estella	N $\frac{1}{2}$ NW $\frac{1}{4}$ SW $\frac{1}{4}$ less 32 ft.	830	23

Location S T R	Name	House Description	Assessed Valuation	School District
	Monypeny, J.W.		1880	23
	Hamman, Myrtle	W $\frac{1}{2}$ SE $\frac{1}{4}$	2550	23
	Evans, D.W.		1500	23
50-20-14				
	Knight, L.C.			
	Mrs. T. Gilbonse		2080	83
	Thomas, Warren W.		2150	83
	" " "		2000	83
	" " "	W $\frac{1}{2}$ NW $\frac{1}{4}$	5100	23
	Cooper, P.B.		2200	83
35-20-13				
	Rule, Wm.		80	23
	Evans, D.W.		300	23
	Edwards, R.L.		900	23
	Salb, Lelia Mae	W $\frac{1}{2}$ NE $\frac{1}{4}$	1850	69jt
	Gilligan, D.J.	NW $\frac{1}{4}$	3600	69jt
	Baker, Josephine		1300	69jt
	Hamman, Francis		1320	37
	Edwards, R.L.	SE $\frac{1}{4}$	3320	37
36-20-13				
	Monypeny, Hiram		480	23
	Lawler, M.O.	E $\frac{1}{2}$ NE $\frac{1}{4}$ & of Cr	1500	23
	Cummins, J.S.		1100	23
	Hamman, Myrtle		420	23
	Hammerton, Ed	NW $\frac{1}{4}$	4240	23
	Gasche, G.W.		1270	37
	Edwards, R.L.		640	37
	Gasche, G.W.		620	37
	" "		600	37
	Bailey, Ida	E $\frac{1}{2}$ SE $\frac{1}{4}$ & SW $\frac{1}{2}$ SE $\frac{1}{4}$	2050	37
31-20-14				
	Hyrstig, Wm. F.	NW $\frac{1}{4}$	3150	37
2-21-13				
	Baker, Marian	FR NE $\frac{1}{4}$	4600	3jt
	Frahn, Wm.		2900	3jt
	Hammand, John	S $\frac{1}{2}$ NW $\frac{1}{4}$	1600	3jt
	" "		3300	3jt
	Butler, L.C.		1700	3jt
	Hammand, John		1700	3jt

Location S T R	Name	House Description	Assessed Valuation	School District
1-21-13	Whitehill, G.H.		4100	37
	Tefft, Wm.		4500	37
	Butler, L.C.		3200	37
	" "		2800	37
6-21-14	Cummins, A.	NW $\frac{1}{4}$	4000	37
	Gasche, G.W.		2600	37
11-21-13	Bluma, Fred		3500	3jt
	" "	NE $\frac{1}{4}$	4100	3jt
	O'Mara, Jas.		1650	3jt
	Littleton Savings Bk.		1700	3jt
	Sutton, Mary E.		3150	3jt
12-21-13	Harris, V.B.		1700	37
	McKay, J.H.		1700	37
	Harris, V.B.	NW $\frac{1}{4}$	3700	37
	Finnerty, Chas.		3200	37
	Truelove, J.C.	SE $\frac{1}{4}$	3200	37
7-21-14	McKay, J.H.	Fr N $\frac{1}{2}$ NW $\frac{1}{4}$	1900	37
	" "		800	37
	Laws, J.R.	SE $\frac{1}{4}$ NW $\frac{1}{4}$	1000	37
14-21-13	O'Mara, Jas.	E $\frac{1}{2}$ SW $\frac{1}{4}$ NE $\frac{1}{4}$	2200	37
	" "		800	54jt
	Finnerty, A.	NW $\frac{1}{4}$	3850	54jt
	" "		2400	37
	O'Mara, Jas.		2700	37
13-21-13	Truelove, G.F.	W $\frac{1}{2}$ SE $\frac{1}{4}$ NE $\frac{1}{4}$	3000	37
	" Mabel		420	37
	Haehn, Velma True		400	37
	Sutton, Mary E.	NW $\frac{1}{4}$	3750	37
	Hessler, John		3350	37
	Heckler, Lilia	SE $\frac{1}{4}$	4400	37

Location			House	Assessed	School
S	T	R	Description	Valuation	District
23-21-13					
			Gasche, G.W.	5000	87
			Hassellbalch, Earl	2200	54jt
			Adm. St. Edwards, Nebr.		
			" Nelse	1700	87
			" "	3100	87
24-21-13					
			Butler, L.C.	3400	87
			" "	3150	87
			Smith, H.A.	1700	87
			" "	1700	87
			Keating, Francis	3300	87
26-21-13					
			Todd, David	3200	76
			Penn. Mutual Life	3950	54jt
			" " "	3200	76
			Rainbolt, Henry	2500	76
			Todd, David	1900	76
25-21-13					
			Knapp, G. F.	8900	76
			Knapp, C.	800	76
			Todd, David	800	76
			" "	1500	76
			Knapp, G.F.	2850	76

Year	Month	Day	Event
1900	1	1	...
1900	1	2	...
1900	1	3	...
1900	1	4	...
1900	1	5	...
1900	1	6	...
1900	1	7	...
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1900	1	10	...
1900	1	11	...
1900	1	12	...
1900	1	13	...
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1900	1	22	...
1900	1	23	...
1900	1	24	...
1900	1	25	...
1900	1	26	...
1900	1	27	...
1900	1	28	...
1900	1	29	...
1900	1	30	...
1900	1	31	...

APPENDIX B

THIS IS A SUMMARY OF THE DATA FOR THE YEAR 1900. THE DATA IS PRESENTED IN THE ORDER IN WHICH IT WAS RECEIVED.

THE DATA IS PRESENTED IN THE ORDER IN WHICH IT WAS RECEIVED. THE DATA IS PRESENTED IN THE ORDER IN WHICH IT WAS RECEIVED.

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APPENDIX B

PERSONAL PROPERTY AND CENSUS OF THE PROPOSED DISTRICT

LYON COUNTY

(This is compiled in the same order as the Real Estate property for purpose of convenience in comparison.)

S T R	Name	Personal Property	School District	Number
<u>34-19-13---Jackson Township</u>				
	Danford, D.D.	\$ 365	Cons.1	1
	Danford, Mrs. D.D.			2
<u>3-20-13</u>				
	Moore, T.H.	345	Cons.1	3
	Moore, Mabel			4
	Moore, Clifton			5
	Moore, Catherine	1270		6
	Waller, Signs	Lincoln, Nebr. 50	Cons.1	
<u>4-20-13</u>				
	Gorman, Thomas	2495	Cons.1	7
	Gorman, Mrs. Thomas			8
	Gorman, F.J.			9
	Owens, E.T.	1210	Cons.1	10
	Owens, Mrs. E.T.			11
	Smith, Will A.	645	Cons.1	12
	Smith, Mrs. Will			13
	Maxwell, J.S.	325	29	14
	Maxwell, Mrs. J.S.			15
<u>10-20-13</u>				
	Laws, Earl	400	Cons.1	16
	Laws, Mrs. Earl			17
	Steenis, L.H.	660	Cons.1	18
	Steenis, Mrs. L.H.			19
	Dill, John	1150	Cons.1	20
	Dill, Mrs. John			21
<u>9-20-13</u>				
<u>8-20-13</u>				
	Colwell, W. E.	120	Cons.1	22
	Colwell, Mrs. W.E.			23
	Coble, C.F.	230	29	24
	Coble, Mrs. C.F.			25
	Grieder, Vernal	1530	29	26
	Grieder, Mrs. V.			27

S	T	R	Name	Personal Property	School District	Number
			Mayes, Wm.	1575	29	28
			Mayes, Mrs. Wm.			29
			Phillips, J.R. Carleton, Ks.	460	29	
7-20-13						
			Klitzing, A.R.	380	29	30
			Klitzing, Mrs. A.R.			31
			Reeves, O.W.	120	29	32
			Reeves, Mrs. O.W.			33
			Reeves, Howard			34
			Whitaker, Guy	2780	68	35
			Whitaker, Mrs. G.			36
12-20-12						
			Davis, Charles	195	68	37
			Davis, Mrs. C.			38
			Poyser, C.E.	680	68	39
			Poyser, Mrs. C.E.			40
			Swarner, John, Jr.	1270	68	41
			Swarner, Mrs. John			42
			Swarner, John, Sr.			43
11-20-12						
			Colglazier, G.E.	580	68	44
			" Elizabeth			45
			Colglazier, Lee	400	68	46
			" Dorothy			47
			Colglazier, J.O.	640	68	48
			" Mary			49
			Edwards, E.O.	1385	68	50
			Edwards, Mrs. E.O.			51
			Edwards, Charles	70		52
			Mueller, Martin	980	68	53
			Mueller, Mrs. M.			54
			Sellers, Leslie	2105	68	55
			Sellers, Emma			56
10-20-12						
			Dickason, J.J.	635	68	57
			Dickason, Mrs. J.J.			58
			Dickason, Maurice	25		59
14-20-13---	<u>Elmendorf Township</u>					
15-20-13						
			Davis, W.E.	40	Cons.1	60
			Davis, Mrs. W.E.			61

S	T	R	Name	Personal Property	School District	Number
			Gibson, H.R.	225	Cons.1	62
			" , Mrs. H.R.			63
			Hannan, E.E.	990	Cons.1	64
			" , Mrs. E.E.			65
			" , Marvin			66
15-20-13						
			Hannan, Geo. W.	335	Cons.1	67
			Hannan, Jesse	655	Cons.1	68
			Harrington, Price	380	Cons.1	69
			Hill, Elmore	190	Cons.1	70
			Murphy, T.E.	40	Cons.1	71
			McCormick, J.E.	0	Cons.1	72
			" , Mrs. J.E.			73
			Hearts & Gibson	300	Cons.1	
			T.R. Jones Inc. Construction Co. located on Ella Mae Davis farm	6300	Cons.1	
16-20-13						
			Laramore, W.R.	0	Cons.1	74
			" , Mrs. W.R.			75
			Laws, Howard	965	Cons.1	76
			" , Mrs. H.			77
			Schultz, Arthur	195	Cons.1	78
			" , Mrs. A.			79
			Schultz, Fred	2595	Cons.1	80
			" , Mrs. F.			81
			" , Alvin			82
			Thomas, James W.	0		83
			" , W.K.	535	Cons.1	84
			" , Mrs. W.K.			85
			Benedict, Frank	0	Cons.1	86
			" , Mrs. F.			87
			Finnerty, Paul	180	Cons.1	88
			" , Mrs. P.			89
17-20-13						
			Becker, P.A.W.	2395	Cons.1	90
			" , Mrs. P.A.W.			91
			" , E.O.	120		92
			" , Emma			93
			" , Hugo			94
			" , Henrietta			95
			Peet, Irl	475	Cons.1	96
			" , Mrs. I.			97
			Trainer, W.	0	Cons.1	98
			" , Mrs. W.			99

S	T	R	Name	Personal Property	School District	Number
18-20-13			Burenheide, Henry	1615	68	100
			" , Mrs. H.			101
			" , Wilford			102
			Postlewait, G.J.	925	68	103
			" , Mrs. C.J.			104
			" , James			105
			" , Robert			106
13-20-12						
14-20-12			Dill, Anna E.	0	68	107
15-20-12						
22-20-13			Hurtig, Brothers	1560	Cons.1	
21-20-13						
20-20-13			Carson, Geo.	465	74	108
			" , Mrs. G.			109
			Casey, Hugh	745	Cons.1	110
			" , Mrs. H.			111
			Needles, Grant	415	74	112
			" , Mrs. G.			113
19-20-13			Printer, Milton	235	68	114
			" , Mrs. M.			115
			" , Ward			116
			" , Mrs. W.			117
			Watkins, E. E.	800	68	118
			" , Mrs. E.E.			119
24-20-12			Beaty, F.W.	1545	68	120
			" , Mrs. F.W.			121
			Shelman, L.L.	60	68	122
			" , Mrs. L.L.			123
23-20-12			Emmel, Henry	80	17	124
			" , Mrs. H.			125
			" , Marie			126
			" , Ferne			127

S	T	R	Name	Personal Property	School District	Number
22-20-12			Hdnes, O.V.	168	68	128
			" , Mrs. O.V.			129
			Walliser, L.L.	380	17	130
			" , Mrs. L.L.			131
			Welch, Kenneth	8805	17	132
22-20-12			Dirks, J.H.	210	Cons.1	133
			" , Mrs. J.H.			134
			Elliott, Ghas.	310	Cons.1	135
			" , Mrs. C.			136
			" , Julia			137
			Elliott, Joseph	1090	Cons.1	138
			" , Mrs. J.			139
27-20-13			Gilligan, D.J.	610	69jt	140
			" , Mary			141
			Goertz, Erwin	275	69jt	142
			" , Mrs. E.			143
			Rich, D.F.	895	69jt	144
			" , Helen			145
			Rich, W.B.	90	69jt	146
			" , Mrs. W.B.			147
28-20-13			McMurphy, Olin	90	69jt	148
			" , Mrs. O.			149
			Webster, Lee A.	5	69jt	150
29-20-13			Bigler, John	1305	74	151
			" , Mrs. J.			152
			Hoeh, R.W.	970	74	153
			" , Mrs. R.W.			154
			" , Merton			155
			Miller, J.Y.	0		156
			Mussleman, E.J.	635	74	157
30-20-13			Phillips, Walter	370	74	158
			" , Mrs. W.			159
			" , Lee			160
			Smith, Verl	295	74	161
			" , Mrs. Verl			162
			Sutton, E.E.	350	74	163
			" , Mrs. E.E.			164
			" , Ernest			165

S T R	Name	Personal Property	School District	Number
25-20-12	Baysinger, C.G.	290	74	166
	" , Mrs. C.G.			167
	" , Howard			168
	Seoggins, H.E.	1380	74	169
	" , Mrs. H.E.			170
	" , Wayne			171
	Stratton, C.O.	1095	17	172
	" , Mrs. C.O.			173
	" , Clayton			174
26-20-12	Counts, Fred	705	17	175
	" , Mrs.			176
	Dickason, Allen	1120	17	177
	" , Mrs. A.			178
27-20-12	Emeley, R.W.	975	17	179
	" , Mrs. R.W.			180
	Hannon, Fred	920	17	181
	" , Mrs. F.			182
34-20-13	Baker, E.S.	1905	69jt	183
	" , Mrs. E.S.			184
	Butler, L.C.	2100	69jt	185
	Baker, W.E.	135		186
	Gilligan, W.J.	475	69jt	187
	" , Mrs. W.J.			188
	" , Mary			189
	" , Gust			190
	" , Bernard			191
	Herrick, H.E.	135	69jt	
	" , Mrs. H.E.			192
	" , Glenn	190	69jt	193
	" , Mrs. G.			194
	Hockanson, Clarence	880	69jt	195
	" , Mrs. C.			196
	Vaughn, Harry M.	215	69jt	197
	" , Mrs. H.			198
	" , Bernice			199
	Walliser, W.W.	255	69jt	200
	" , Mrs. W.W.			201

S T R	Name	Personal Property	School District	Number
33-20-13	Clawson, E.J.	255	69jt	202
	" , Mrs. E.J.			203
	Ditweiler, J.J.	1970	69jt	204
	" , Mrs. J.J.			205
	Lillian, E.E.	1675	69jt	206
	" , Mrs. E.E.			207
	" , Amos			208
	Vesey, G.	270	3jt	209
	" , Mrs. G.			210
32-20-13	Ackterberg, Ben	475	74	211
	" , Mrs. B.			212
	Nealey, C.E.	185	74	213
31-20-13	Madden, S.R.	1595	74	214
	" , Mrs. S.R.			215
	" , Roy			216
	Smith, Claybourn	410	74	217
	" , Mrs. C.			218
	" , Emory	120	74	219
	" , Mrs. Emory			220
	" , Jessie	0	74	221
36-20-12	Adams, Geo.	910	74	222
	" , Mrs. G.			223
	Mollvain, Rex	1595	17	224
	" , Mrs. R.			225
	Smith, F.O.	710	74	226
	" , Mrs. F.O.			227
	Smith, G.G.	790	17	228
	" , Mrs. G.G.			229
	" , Ellis			230
	Seoggin, H.E.	0	74	231
	" , Mrs. H.E.			232
	Zink, J.S.	940	74	233
	" , Mrs. J.S.			234
	" , Orvie			235
35-20-12	Brewer, G.W.	520	17	236
	" , Mrs. G.W.			237
	Brewer, W.E.	810	17	238
	" , Mrs. W.E.			239
	Parcell, Wm.	385	17	240
	Shaw, R.L.	735	17	241
	" , Mrs. R.L.			242

S T R	Name	Personal Property	School District	Number
34-20-12	Brewer, E.W.	1240	17	243
	" , Mrs. E.W.			244
	Conrade, P.J.	0	17	245
	Diebolt, Geo.	410	17	246
	InMasche, G.W.	305	17	247
	" , Mrs. G.W.			248
	InMasche, W.A.	210	17	249
	" , Mrs. W.A.			250
3-21-13	Hammond, John	1780	3jt	251
	Heacock, J.H.	80	3jt	252
	" , Mrs. J.H.			253
	Karr, H.C.	175	3jt	254
	" , Mrs. H.C.			255
4-21-13	Frahn, John, Jr.	1545	18	256
	" , Mrs.			257
	Kelley, P.J.	280	18	258
	" , Mrs. P.J.			259
	" , Doris			260
	" , George			261
	Muir, F.C.	740	3jt	262
	" , Mrs. F.C.			263
	" , Viola			264
	Muir, John	920	3jt	265
	Nicholas, Wm. L.	275	3jt	266
	" , Mrs. W.L.			267
	O'Connor, C.A.	1450	18	268
	" , Mrs. C.A.			269
	" , Helen			270
	" , John			271
	" , Anne Claire			272
5-21-13	Lewis, G.D.	0	18	273
	" , Mrs. G.D.			274
	Mautz, O.T.	670	18	275
	" , C.T.			276
	" , Mrs. C.T.			277
6-21-13	Courrier, Ernest	150	18	278
	" , Mrs. E.			279

S	T	R	Name	Personal Property	School District	Number
			Grieder, Walter	950	74	280
			" , Mrs. W.			281
			Hoyt, C.F.	485	18	282
			" , Mrs. C.F.			283
			" , Glatis			284
			Swarner, Geo.	0	18	285
			" , Mrs. Geo.			286
		1-21-12	Becktel, H.J.	405	78	287
			" , Mrs. H.J.			288
			Brewer, L.J.	1890	78	289
			" , Mrs. L.J.			290
			Walliser, Mrs. Bessie	80	17	291
			" , Mary Jane			292
		2-21-12	Farthing, Otis	115	78	293
			" , Mrs. O.			294
			Zink, James	140	78	295
			" , Mrs. J.			296
			" , Vernon			297
			" , Mrs. V.			298
		3-21-12	DeLair, Ralph		78	299
			" , Mrs. R.			300
			H. W. Cardwell & Co.	4675	78	
			R.D. Carpenter	2950	78	
		10-21-13	Jones, L.L.	485	3jt	301
			" , Mrs. L.L.			302
			" , Hugh			303
			Paulsen, Soren	200	3jt	304
			" , George			305
			" , Ella			306
			Zink, Bud O.	205	3jt	307
			" , Mrs. Bud			308
		9-21-13	Brown, G.W.	60	3jt	309
			" , Mrs. G.W.			310
			Leu, Eli	430	18	311
			" , Mrs. E.			312
			O'Connor, F.J.	215	18	313
			" , Mrs. F.J.			314
			" , John			315

S	T	R	Name	Personal Property	School District	Number
			O'Mara, John	350	3jt	316
			" , Pat			317
			" , Nona			318
			" , Mollie			319
8-21-13			Laws, Mrs. Mary	655	18	320
			" , Helen			321
			" , Margaret			322
7-21-13			Heacock, E.W.	320	18	323
			" , Mrs. E.W.			324
15-21-13			Gleason, W.T.	240	54jt	342
			" , Mrs. W.T.			343
			McCullough, Ray	265	54jt	344
			" , Mrs. R.			345
			Smith, E.E.	335	54jt	346
			" , Mrs. E.E.			347
16-21-13			Davis, J.W.	500	54jt	348
			" , Mrs. J.W.			349
			Laws, James E.	370	54jt	350
			" , Mrs. J.E.			351
			Smith, F.C.	615	54jt	352
			" , Mrs. F.C.			353
			Thomsen, John	215	54jt	354
			" , Mrs. J.			355
17-21-13						
18-21-13			Carson, Joe	605	116	356
			" , Mrs. J.			357
			Gardner, R.O.	1525	116	358
			" , Mrs. R.O.			359
			" , Inez			360
			" , Carol			361
22-21-13			Crowley, John	70	54jt	368
			" , Mary			369
			McGee, T.S.	680	54jt	370
			" , Mrs. T.S.			371
			" , Claud			372

S I R Name Personal Property School District Number

373	54jt	2600	Thomson, Chrls	30-21-13
374			" Mrs. C.	
375			" Carlie	
376			" Clara	
377	54jt	335	Wilson, Leo G.	
378			" Mrs. Leo	
379			Blyson, Charley	
380	54jt	770	Gardner, Mrs. P.P.	21-21-13
381			" L.B.	
382			" Mrs. L.B.	
383	54jt	420	Holden, William	
384	82	2075	Gardner, S.R.	20-21-13
385	385		" Mrs. S.R.	
386	82	115	Martins, H.L.	
387			" Mrs. H.L.	
388	116	50	Link, J.A.	19-21-13
389			" Mrs. J.A.	
390	54jt	2395	Thomson, Carl	27-21-13
391			" Mrs. C.	
392	54jt	370	Paulsen, L.A.	28-21-13
393			" Mrs. L.A.	
394			Paulsen, H.C.	
395			" Mrs. H.C.	
396	82	755	Plummer, Frank	29-21-13
397			" Mrs. F.	
398			" Mary Francis	
399			" Elizabeth	
400			" Richard	
401		250	Shepherd, Paul	
402		2180	" Charles	
403	82	180	Getser, A.W.	30-21-13
404	82	435	Hester, John	
405			" Mrs. J.	
406			" Olive	

S	T	R	Name	Personal Property	School District	Number
			Jeanneret, Charles	120	82	407
			" , Mrs. C.			408
			" , Harold		82	409
			" , Mrs. H.			410
			McCauley, R. A.	260	116	411
			" , Mrs.			412
<u>COFFEY COUNTY</u>						
<u>35-19-13---Lincoln Township</u>						
			Craig, T.E.	1015	Cons.1	1
			" , Mrs. R.E.			2
			Rayl, R.W.	1520	Cons.1	3
			" , Mrs. R.W.			4
		2-20-13	Colglazier, W.D.	510	30	5
			" , Mrs. W.D.			6
			Gorman, J.E.	310	Cons.1	7
			" , Mrs. J.E.			8
			Gorman, D.M.	130	Cons.1	9
			" , Mrs. D.M.			10
		1-20-13	Niver, R.J.	540	30	11
			" , Mrs. R.J.			12
		6-20-14	Glaun, C.R.	410	81	13
			" , Mrs. C.R.			14
			Shaner, S.J.	80	81	15
			" , Mrs. S.J.			16
			Sleed, Chris	820	81	17
			" , Mrs. C.			18
		5-20-14	Coble, Lide	0	81	19
			Hoch, T.L.	570	81	20
			" , Mrs. T.L.			21
			" , Alice			22
			Slead, J.H.	1620	81	23
			" , Mrs. J.H.			24
		11-20-13	Bingham, Karl	260	30	25
			" , Ida Mae			26

S I R Name Personal Property School District Number

27	Cons. 1	2200	Evans, H. Z.	
28			"	
29	Cons. 1	1870	Gorman, Bros.	
30			"	
31	30	150	DeFord, Lewis	
32	30	250	McDonald, Mrs. Mary	
33	30	680	Noell, H. A.	
34	30		"	
35			"	
36			Noell, Loda	
37			"	
38	30		Wolgamuth, H. S.	
39			"	
40	30	530	Heacock, R. B.	
41			"	
42	30	20	Heacock, S. L.	
43			"	
44			"	
45	81	880	Combs, Alvin	
46			"	
47	81	290	Hodges, Homer	
48			"	
49	81	80	Lyons, John	
50			"	
51			"	
52	81	2100	Reh, Ed	
53			"	
54	Cons. 1	0	Herrick, W. C.	
55			"	
56	30	820	Reh, Francis	
57	Cons. 1	2090	Reh, P. R.	
58			"	
59	Cons. 1	280	Sylvestre, S. G.	
60	30	430	Wentworth, Cora	
61			"	
62			"	

14-20-13

8-20-14

7-20-14

12-20-13

S T R	Name	Personal Property	School District	Number
15-20-13	Bowen, Flora	150	30	63
	Cunningham, C.	310	30	64
	" , Mrs. C.			65
	Hanman, Homer	660	30	66
	" , Mrs. H.			67
	Hoover, Frank	20	30	68
	" , Mrs. F.			69
	Patrick, L.R.	300	30	70
	" , Mrs. L.R.			71
	" , Shirley			72
	Rummel, C.A.	1010	30	73
	" , W.T.			74
	" , Mrs. W.T.			75
18-20-14	O'Donnell, Ed	470	17	76
	Traw, H.L.	100	17	77
	" , Mrs. H.L.			78
17-20-14	Boes, W.J.	640	17	79
	" , Mrs. W.J.			80
	Gilkison, O.H.	810	17	81
	" , Mrs. O.H.			82
	Harbour, E.	520	17	83
	" , Mrs. E.			84
	Hanman, Geo. W.	110	17	
	Statesman, J.L.	460	17	85
	" , Mrs. J.L.			86
23-20-13	Decker, Mrs. K.	1170	23	87
	" , Frank			88
	" , Gertrude			89
	Finnerty, Joseph	1530	Cons.1	90
	" , Mrs. J.			91
	Hanman, C.E.	740	23	92
	" , Mrs. C.E.			93
	Perry, F.W.	0	23	94
	" , Mrs. F.W.			95
	" , Frankie			96
	Scoggins, R.G.	390	23	97
	" , Mrs. R.G.			98

S	T	R	Name	Personal Property	School District	Number
24-20-13			Gorman, Matt	1380	23	99
			" , Mike			100
			" , Helen			101
			Smith, Clarence	180	23	102
			" , Mrs. C.			103
			Sterbenz, E.F.	50	23	104
			" , M.J.	800		105
19-20-14			Applegate, C.O.	100	17	106
			" , Mrs. C.O.			107
			Smith, L.J.	180	17	108
			" , Mrs. L.J.			109
			Smith, M.E.	640	23	110
			" , Mrs. M.E.			111
			Stupl, J.O.	1120	30	216
			" , Mrs. J.O.			217
20-20-14			Cunningham, H.C.	500	17	112
			" , Mrs. H.C.			113
			Mauck, J.H.	40	17	114
			" , Mrs. J.H.			115
26-20-13			Fleming, C.W.	970	23	116
			Hindsley, J.F.		23	117
			" , Mrs. J.F.			118
25-20-13			Cassody, Mrs. Stella		23	119
			" , Maude			120
			Hoover, Mort	580	23	121
			" , Mrs. M.			122
			" , Merle			123
			Monypeny, Hiram	1480	23	124
			" , Mabel			125
			Sutton, Mrs.		23	126
			" , Pearl			127
30-20-14			Rayl, J.O.	80	33	128
			" , Mrs. J.O.			129
			" , Ralph	740		130

S	T	R	Name	Personal Property	School District	Number
			Shellman, L.S.	60	23	131
			" , Mrs. L.S.			132
			Stewart, J.W.		23	133
			" , Mrs. J.W.			134
			Williamson, Harvey	1150	63	135
			" , Mrs. H.			136
35-20-13			Edwards, R.L.	1090	37	137
			" , Mrs. R.L.			138
			" , Morris			139
			Gilligan, John	280	69jt	140
			" , Mrs. J.			141
36-20-13			Hawkins, Ernest, Jr.	170	23	142
			" , Mrs. E.			143
			Hammerton, Ed.	580	23	144
			" , Mrs. E.			145
			Janak, Joseph	210	37	146
			" , Mrs. J.			147
			Lawler, M.O.	280	37	148
			" , Mrs. M.O.			149
			" , Manie			150
31-20-14						
2-21-13			Frahn, Willie	415	3jt	151
			" , Mrs. W.			152
			Pieratt, Ralph	900	3jt	153
			" , Mrs. R.			154
1-21-13			Tefft, Wm.	505	37	155
			" , Mrs. W.			156
6-21-14						
11-21-13			Bluma, Fred	1395	3jt	157
			" , Mrs. F.			158
			" , Frederick			159
			" , Lawrence			160
12-21-13			Crouch, Eddie	380	37	161
			" , Mrs. E.			162

S	T	R	Name	Personal Property	School District	Number
7-21-14			Laws, Kline	475	37	165
14-21-13			Finnerty, Chas.	485	54jt	169
			" , Mrs. C.			170
			" , Wm.	6050		171
			O'Mara, Jas.	735	87	172
			" , Mrs. J.			173
			" , Lizzie			174
			" , John			175
15-21-13			Mallory, Tom	765	87	176
			" , Mrs. T.			177
			" , Lawrence			178
			Smith, Ernest	200	87	179
			" , Mrs. E.			180
			Truelove, Fred	1390	87	181
			" , Mrs. F.			182
			" , Lloyd	150		183
23-21-13			Paxson, Lloyd	1630	54jt	192
			" , Mrs. L.			193
24-21-13						
26-21-13			Paxson, Burt	890	54jt	194
			" , Mrs. B.			195
25-21-13			Knapp, Frank	6730	76	196
			" , Mrs. F.			197

Name	School District	Number
The following were found in the Trustee's Census Book but there was no personal tax sheet for them; therefore, I could not locate them on farms.		
Bell, Lucy	30	1
Briggs, B.A.	17	2
" , Mrs. B.A.		3
Carlton, C.E.	30	4
" , Mrs. C.E.		5
Conway, Veronica	23	6
" , Gertrude		7
Cochran, Geo.	30	8
Fullen, Lizzie	Cons.1	9
Garland, S.G.	Cons.1	10
" , Mrs. S.G.		11
Hovious, Birdie	Cons.1	12
Johnson, Otto	Cons.1	13
" , Mrs. O.		14
Lantz, Elizabeth	23	15
Rupart, J.E.	Cons.1	16
Sterbens, W.A.	23	17
" , Mrs. W.A.		18