

A STUDY OF THE STATUS OF THE
RURAL HIGH-SCHOOL IN KANSAS

A THESIS

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CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

The purpose of this study is to determine the status of the rural high school in Kansas. This investigation has as its main purpose to analyze the status of the rural high school and to show the development of these schools.

One of the most significant features in the high-school development in Kansas has been the growth of the rural high school. Previous to the enactment of the rural high school law in 1915,¹ only a few high schools had been organized under the old township high school law. These now operate under the rural high-school law and are counted as rural high schools.

An expression by W. H. Carothers² shows the popularity of the rural high-school law of 1915. He wrote:

House bill No. 36, which provides for the establishment of rural high schools, is the final legislative step in the direction of the democratization of secondary education. It was the firm declaration and intention of the legislature "to do something for the rural schools."

¹ For law see page 8 of this study.

² W. H. Carothers, "High School Survey," Teaching, No. 18, Dec. 1, 1915. Kansas State Normal School, Emporia, Kansas. Page 9.

REVIEW OF RELATED STUDIES

C. B. Althaus and J. W. Twente³ have made one of the most extensive studies of the rural high school in Kansas. The purpose of their study was to bring together some facts regarding this type of school. Some of their materials were gathered by graduate students in education at the University of Kansas; some of their data were gathered several years ago. Their study was limited to an investigation of ninety-four rural high schools located in fifteen counties in Eastern Kansas.

The study was divided into three chapters: The Organization of Rural High Schools in Kansas, The Financing of Rural High Schools in Kansas, and The Reorganization of Rural High Schools in Kansas. The last chapter contained the following divisions: (1) The organization of new rural high schools. (2) The disorganization of rural high schools. (3) Simplification of the rural high course of study and adjustment of the teaching load. (4) Control of bonded indebtedness of rural high schools. (5) Need for a complete reorganization of the state school system.

³ C. B. Althaus and J. W. Twente, The Organization and Financing of Rural High Schools in Kansas, Kansas University Extension Division, Lawrence, Kansas. 1932. 48 pp.

Althaus⁴ made an earlier study of the organization and financing of special high school provisions in Kansas which reviews the laws by which the schools were created.

O'Brien and Smart⁵ have prepared a study on the organization and features of the Shawnee-Mission Rural High School. This is a study of one particular rural high-school district.

THE SCOPE OF THE STUDY

The scope of this study includes all four-year rural high-schools in Kansas. Statistics were gathered from the time of the first year of the organization of the rural high school in Kansas, 1915-1916. Five year periods were used to show the development of the schools. This plan provided that the statistics be gathered for the additional years 1920-1921, 1925-1926, 1930-1931. For the present status of the rural high school, statistics from the following years were used: 1931-1932 and 1932-1933.

⁴ Carl B. Althaus, The Organization and Financing of Special High School Provisions in Kansas, University of Kansas, Lawrence, Kansas. 1931. 90 pp.

⁵ F. P. O'Brien and T. J. Smart, Survey Report Dealing with the Establishment of a Rural High School (Shawnee Mission), University of Kansas, Lawrence, Kansas. 1923. 29 pp.

METHOD OF PROCEDURE

This investigation is based on inquiry into the following broad phases:

1. What has been the growth of rural high-schools in Kansas?
2. How does this growth compare with that of all high schools?
3. What has been the effect of legislation on the growth and development of the rural high-schools?
4. What are the facts in regard to area in square miles, valuation, levy, enrollment, number of teachers, principal's salary, and bonded indebtedness of rural high-schools in Kansas, 1915-1933?
5. What are the facts in regard to the same points for class "A", "B", "C", and "D" schools for the same period of time?
6. What is the location of rural high-schools in Kansas?

SOURCES OF DATA

The greater part of the information for this study came from the "High-School Principals' Reports"⁶ which are on file at the office of the state superintendent of education, Topeka, Kansas. These reports are filled out by the administrators each year; they furnish the most reliable

⁶ The type of work sheet used for assembling these data may be found in the appendix.

source of information. Data for the early years of rural high school organization were not available from the principals' reports; the Biennial Reports of the state superintendent of instruction were used to supply data for the years 1915-1916⁷ and 1920-1921.⁸

Splendid cooperation and courtesy were extended by the members of the staff in the state superintendent's office at Topeka, Kansas, in allowing the use of state files for gathering information. The privilege of search in storage rooms for early data and information was greatly appreciated.

TYPES OF DATA COLLECTED

The following types of data were obtained for this study from the "High-School Principals' Reports" now on file in the office of the state superintendent of public instruction, Topeka, Kansas, and from Biennial Reports where principals' reports were not available:

1. School rating "A", "B", "C", or "D."

⁷ W. D. Ross, Twentieth Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas. 1917. 427 pp.

⁸ Lorraine Elizabeth Wooster, Twenty-Second Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas 1922. 393 pp.

2. Area of school district in square miles.
3. Valuation of district.
4. Levy in mills.
5. High School enrollment.
6. Number of teachers.
7. Principal's salary.
8. Bond debt.

These data were taken from reports of principals of rural high schools.

PRESENTATION OF DATA

The data gathered in this study have been classified, and are presented in the form of tables and figures. Discussion accompanies each table. In the tables the medians and arithmetic mean or average are used as measures of central tendency. The first and third quartiles have been used to show dispersion.

CHAPTER II

DEVELOPMENT OF THE RURAL HIGH-SCHOOL IN KANSAS

In 1881, the legislature by special act authorized the organization of the first township high-school.¹ From 1881 to 1907 the legislature legalized the organization of sixteen township high-schools.² These high schools operated under these acts until 1921³ when the legislature placed them under the provisions of the rural high-school law.

It was not until 1911⁴ that the general township high-school law was enacted.

The first school to operate under the township high-school law was Spring township, Harper County. It comprised a territory of nine by seven miles and a valuation of \$2,000,000.⁵

The rural high-school law of 1915⁶ eliminated many of the difficulties which arose from the township high-

¹ C. B. Althaus and J. W. Twente, The Organization and Financing of Rural High Schools in Kansas, Kansas University, Lawrence, Kansas. 1932. P. 4

² Loc. cit.

³ Ibid., p. 8

⁴ Kansas School Laws Revised 1933, Edited and revised by W. A. Stacey, Kansas State Printing Plant, Topeka, Kansas, 1933, Ch. 17, sec. 568, p. 166.

⁵ Geo. A. Allen, Jr., Twenty-Seventh Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas. 1931. p. 24.

⁶ See page 8 of this thesis for law.

school law of 1911. The most outstanding limitations included the restriction of application to rural townships, or to townships having a town whose population did not exceed three hundred inhabitants. Boundaries of the district were determined by township lines and not by the limits of the community center.

The rural high-school law of 1915, as amended and contained in the statutes of Kansas, provides:

The legal electors residing in territory containing not less than sixteen square miles shall have authority to form a rural high-school district, whose boundaries shall have been approved by the county superintendent of public instruction and by the board of county commissioners of each county in which any part of such district shall be situated or by the state superintendent in case the county superintendents and boards of county commissioners of two or more counties shall fail to agree on the approval of the boundaries of the proposed district, and to establish, locate and maintain therein a rural high school as hereinafter provides.⁷

The law further states in Article 37 of the Revised Statutes of Kansas, 1923:

Township high schools heretofore organized and presently established under special acts are hereby declared to be rural high schools, and shall hereafter be governed by the laws relating to rural

⁷ Revised Statutes of Kansas, 1923, revised by Chester I. Long, F. Dumont Smith, and Hugh P. Farrelly, State Printing Plant, Topeka, Kansas. 1923. Chap. 72, Art. 35, p. 1205.

high-school districts."⁸

W. H. Carothers wrote concerning these laws:

The rural high-school provision as made by the Kansas legislature was a result of the greater emphasis placed on secondary education. The rural high-school was an agency through which secondary education could be extended."⁹

The rural high-school act was intended to make high-school privileges accessible to communities in which the ordinary school district could not maintain a secondary school. The law is based on the principle of consolidation for high-school purposes. It does not disarrange the elementary school units. The people residing in the rural high-school district may establish a school in which the course of study and facilities shall meet the needs of the local community.

By 1917 it was evident that local ambitions would lead territories without sufficient valuation to organize rural high-school districts.

The 1917 legislature passed a law forbidding the organization of a territory for a rural high unless the valuation was \$2,000,000 or more. Since that time several rural high-schools have been organized with high valuations.

⁸ Ibid., Chap. 72, Art. 37, p. 1208.

⁹ W. H. Carothers, "High School Survey," Teaching, No. 18, Dec. 1, 1915. Kansas State Normal School, Emporia, Kansas. p. 11.

One of the most outstanding of these is that of the historic Shawnee Mission, at Merriam, Kansas. At Silver Lake, Kansas, is another rural high-school with building and equipment equal to that of the first and second-class city schools.

Several amendments have been added to the laws of the state relative to the rural high-school. Those which relate to the territory and assessed valuation of the district provide that for the formation of high-school districts, the basis for organizing and operating them shall be the value of the property as determined by tax assessment.¹⁰

One of the provisions of amendment makes it possible for a rural high-school district to organize with a total property value as low as \$1,250,000.¹¹

A second provision allows a rural high-school district to organize with an assessed valuation of less than \$1,250,000, provided the territory contains an established high school which has been continuously conducted for five years next preceding the organization of a rural high-school district. Such a high-school must show an average attendance of not less than forty pupils for the last year

¹⁰ Kansas School Laws Revised 1933, Edited and Revised by W. A. Stacey, Kansas State Printing Plant, Topeka, Kansas. 1933. Chapter 17, Sec. 573-584, pp. 168-170.

¹¹ Ibid., Chap. 17, Sec. 573, p. 167.

of the five.¹²

A school law of 1931¹³ establishes a rural high-school district in all counties operating under Article 31, Chapter 72, Revised Statutes of Kansas for 1923, by which a high school may maintain a high school receiving aid from the portion of the county now organized into a rural high-school district. Such rural high-school district shall include all territory of the county not organized into a rural high-school district.

O'Brien and Smart in 1923 wrote concerning the rural high-school in Kansas:

During the operation of the rural high school law, since 1917, more than 250 rural high schools have been established in the state, and the number is growing rapidly. The popularity of this plan is very largely due to the fact that contiguous districts or parts of districts may organize for high-school purposes without any special regard to township or county boundary lines.¹⁴

Rural high schools are to be found in counties that operate under the Barnes law, in counties that maintain county high schools, and in counties that have neither Barnes-law schools nor county high-schools.

¹² Ibid., Chap. 17, Sec. 574, p. 167.

¹³ Ibid., Chap. 17, Sec. 577, p. 168.

¹⁴ F. P. O'Brien and T. J. Smart, Survey Report Dealing with the Establishment of a Rural High School (Shawnee Mission), University of Kansas, Lawrence, Kansas, 1923. p. 7.

were classified as A, B-rank 1, B-rank 2, B-rank 3, and approved. All rural high schools in the state, 1915-1916, were classified as B-rank 3. Figure 1 shows the growth in number of rural high-schools from eight in 1915-1916 to three hundred in 1932-1933.

For the school year 1917-1918 the classification was changed so as to be designated and accredited "A", "B", "C", or "D." Figure 1 shows the distribution according to classification for the total number of schools, 1915-1930 by five year intervals and for the years 1931-1932 and 1932-1933.

The classification and supervision of high-schools in Kansas was authorized at about the same time as were rural high-schools. On recommendation of the state department of public instruction, supported by the opinion of the teachers of the state, the legislature of 1915 passed an act which provides:

The State Board of Education shall have exclusive and sole authority to define official standards of excellence in all matters relating to the course of study and instruction in rural schools, graded schools and high schools, and to accredit those schools in which the specified standards are maintained.¹⁸

¹⁸ Jess W. Miley, Twenty-Fifth Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas. 1927. p. 21.

The rural high-school has greatly extended high-school education throughout Kansas. It is stated in the Onaga school survey, for 1927, that at one time there were 284 rural high-schools organized in Kansas.¹⁵

The number of rural high-schools has increased from eight in 1915-1916, the first year for the organization of rural high-schools in Kansas, to 302 schools in 1930-1931. In 1932-1933 there were 300 such schools in the state.

With the exception of 1915-1916, statistics for the several years used herein for purpose of comparison are gathered from the High-School Principals' Annual Reports required by law to be filed at the office of the state superintendent of instruction. Filed reports were not available for the year 1915-1916¹⁶ and 1920-1921.¹⁷ Statistics for these years have been gathered from the Biennial Reports of the state superintendent.

During the years 1915-1916 high schools in Kansas

¹⁵ Ibid., p. 5.

¹⁶ W. D. Ross, Twentieth Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas. 1917. 427 pp.

¹⁷ Lorraine Elizabeth Wooster, Twenty-Second Biennial Report of the State Superintendent of Public Instruction of Kansas, Kansas State Printing Plant, Topeka, Kansas. 1922 393 pp.

Section 10 of the same act provides:

The state superintendent of public instruction may, with the advice and consent of the State Board of Education, appoint assistants, not exceeding four, who shall serve as supervisors of the public schools of the state, including rural, graded and high schools.¹⁹

The first two high-school supervisors were appointed under this law, July 1, 1915. Soon after this the state board adopted requirements for the ranking of each high school at its regular meeting after the close of the school year.

A study of Table I shows the growth of rural high-schools in Kansas. During the first year of its organization there were eight such high-schools. At the same time there was a total of 378 accredited high-schools in Kansas. The eight rural high-schools were 2.12 per cent of the total. Five years later rural schools comprised 35.42 per cent of the total. In 1932-1933 45.59 per cent of all accredited high schools in Kansas were rural high-schools.

The laws of 1915 and 1925 no doubt slowed up the growth in number of these schools. The two laws provided that schools could not be organized except that their assessed valuation and area should equal that determined by law. Further discussion of laws relating to district areas will be made in Chapter III.

¹⁹ Ibid., p. 22.

Causes which have contributed to the rapid growth of rural high schools are numerous. Perhaps one of the most important is the desire of rural people to provide high-school facilities for their children. The plan is popular because contiguous districts or parts of districts may organize for high-school purposes without special regard to township or county boundary lines. The increasing cost of school maintenance in more recent years has made necessary a plan which provides for larger valuations.

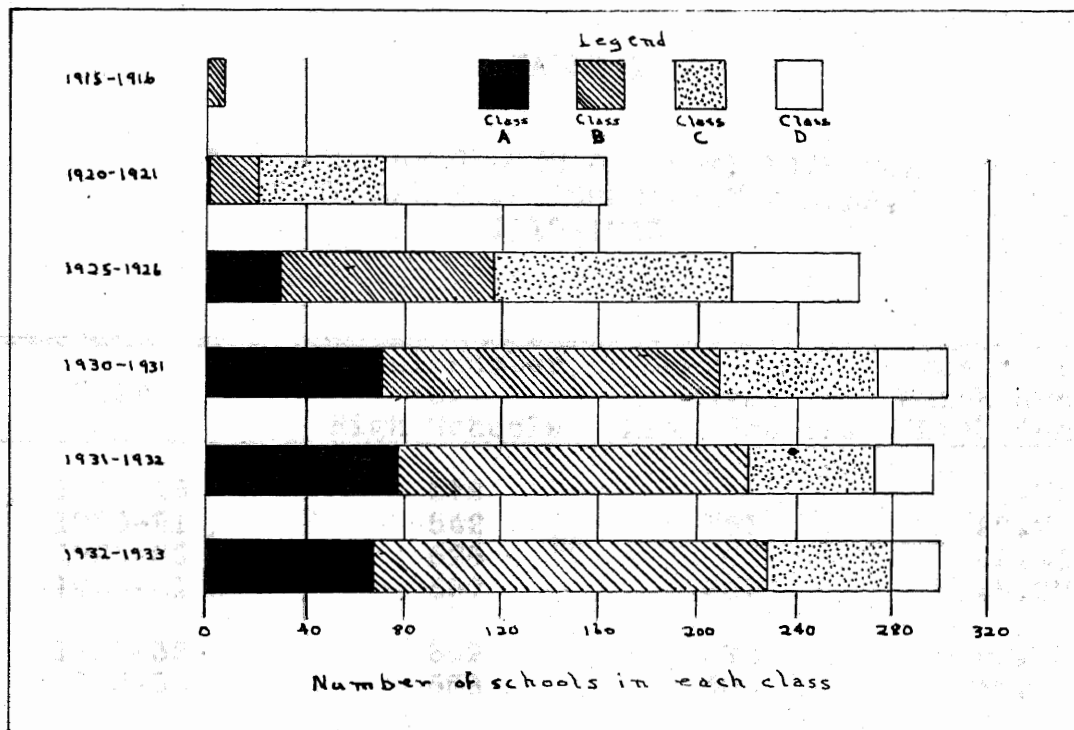


Figure 1

Classification of rural high-schools
in Kansas according to
number, 1915-1933.

Read figure thus: In 1915-1916 there were eight class "B" rural high-schools in Kansas. There were no other classifications that year.

TABLE I

COMPARISON OF GROWTH OF RURAL HIGH SCHOOLS
WITH ALL HIGH SCHOOLS IN KANSAS,
1915-1933

Year	Total Number of High Schools	Number of Rural High Schools	Percent of Total Which are Rural High Schools
1915-16	378	8	2.12
1920-21	542	161	29.70
1925-26	628	266	42.36
1930-31	657	302	45.97
1931-32	659	298	45.22
1932-33	658	300	45.59

Read table thus: In 1915-16 there were 378 high schools in the state; eight were rural high-schools. This is equal to 2.12 per cent of the total of 378.

SUMMARY

1. Rural high-schools have increased from eight in number in 1915-1916 to a total of 300 in 1932-1933.

2. In 1915-1916 rural high-schools comprised 2.12 per cent of all accredited high-schools in Kansas.

3. In 1932-1933 rural high-schools comprised 45.59 per cent of all high schools.

4. The present plan of classifying high schools originated in the same year as did the first organization of rural high-schools.

5. The rural high-schools were organized to fill the needs of rural people.

6. The laws regulating the organization of rural high-schools tended to check the "mushroom" growth of such schools.

CHAPTER III

AREA OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS, 1915-1933

The rural high-school law of 1915¹ provided that territory necessary for rural high-school organization should contain not less than sixteen square miles. Several amendments regarding boundaries of territories were made in 1917, 1921, and 1925. In 1925, because efficient high schools could not be maintained by authorized levies in some districts, a new law was made to provide that no high school could be organized whose assessed valuation did not equal \$2,000,000. This amendment of 1925 was a definite expression of financial motives for organizing rural high-schools.

The area of rural high-school districts was not listed in the Biennial Reports for the years 1915-1916. For this reason it has been necessary to omit the statistics on area for this particular school year.

Table II shows the area of class "A", "B", "C", "D", and all schools for 1920-1921. It will be noted that there was but one class "A" school in 1920-1921. The area of that school was 120 square miles. Of the 128 rural high-schools

¹ For text of laws relating to territory see pages 8, 9, chapter II, of this study.

reported, the high area was 272 square miles, the low was 16 square miles. The median area was 51.97 square miles. Each class of school advanced in the following manner: median for "D" schools, 45.5 square miles. "C" schools, 55.18 square miles; and "B" schools, 61.67 square miles.

In 1925-1926 the largest area for all rural high-schools in the state was 538 square miles. The median for all schools was 66.67 square miles; the first quartile was 35.87 square miles and the third quartile was 94.17 square miles.

It is interesting to note, Table III, that the greatest area was that of a class "B" school; second high was that of a class "D" school. The highest area of class "A" schools followed that of class "C" schools. The median area was highest for class "B" schools.

For all schools in 1930-1931 the highest area had increased to 666 square miles. The lowest area reported was 16 square miles by a class "D" school.

The median area for all schools dropped from 66.67 square miles in 1925-1926 to 59.67 square miles in 1930-1931. Table IV also shows that the highest median area was that of a class "A" schools.

Tables V and VI show that the recent trend in areas has been slightly increased. The median areas of all classifications except "D" were raised. Class "D" schools

remained unchanged.

"All schools" showed an increase to a median of 68.81 square miles, 1932-1933.

Althaus and Twente² found in 1929-1930 that the average area in square miles for rural high-schools in Kansas was 75.52 square miles; the median was 56.94 square miles. They compiled their statistics from the Twenty-Seventh Biennial Report of the State Superintendent of Public Instruction in Kansas.

The statistics for 1929-1930 were not used in this study, but in 1930-1931 from data taken directly from the principals' reports it was found that the average area for rural high-schools in Kansas was 77.5 square miles. The median from the same source was 59.67 square miles.

The area of the rural high-school district is not the most significant factor. The size of the territory might seem satisfactory, but oftentimes the shape of the district and the location of the school make poor transportation facilities.

² C. B. Althaus and J. W. Twente, The Organization and Financing of Rural High Schools in Kansas, Kansas University Extension Division, Lawrence, Kansas. 1932. p. 18.

TABLE II

AREA IN SQUARE MILES OF RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1920-1921

	A	B	C	D	All Schools
Number reported	1 ^a	17	43	67	128
Highest	120	180	272	251	272
Lowest		36	24.875	16	16
Range		144	247.125	235	256
First Quartile		41.25	38.54	31.35	37.28
Median		61.67	55.18	45.5	51.97
Third Quartile		83.75	73.66	67.5	73.03
Mean		72.65	71.8	56.57	65.62

Read table thus: The highest number of square miles in a class "A" school was 120, in a class "B" school 180, etc.

^a There was only one class "A" rural high-school in the state, 1920-1921.

TABLE III

AREA IN SQUARE MILES OF RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1925-1926

	A	B	C	D	All Schools
Number reported	32	85	96	51	264
Highest	242	538	251	300	538
Lowest	32.5	18.75	23	15.25	15.25
Range	209.5	519.25	228	248.75	522.75
First Quartile	55.45	54.83	38.82	37.61	36.87
Median	70	78.98	53.85	48.7	66.67
Third Quartile	123.33	109.82	74.62	74.17	94.17
Mean	93.75	94.41	63.33	66.67	76.52

Read table thus: The highest number of square miles for class "A" schools was 242; for "B" schools, 538; for "C" schools 251; for "D" schools, 300; and for all schools 538.

TABLE IV

AREA IN SQUARE MILES OF RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1930-1931

	A	B	C	D	All Schools
Number reported	72	138	65	25	300
Highest	537	666	300	182	666
Lowest	29.5	22	19.75	16	16
Range	507.5	644	280.25	166	650
First Quartile	50	37.38	35	33.61	34.83
Median	81.82	65.66	48	41.25	59.67
Third Quartile	118.82	98.21	68.33	59.17	97.37
Mean	95	81.74	64.61	52.2	77.5

Read table thus: The highest area in square miles for class "A" schools was 537; for class "B" schools, 666.

TABLE V

AREA IN SQUARE MILES OF RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1931-1932

	A	B	C	D	All Schools
Number reported	73	140	52	24	289
Highest	576	591	250	120	591
Lowest	20.6	9	19.75	16	1
Range	555.4	582	230.25	104	582
First Quartile	47.04	46.64	37.5	30.4	43.53
Median	75.2	65.82	51.31	38.75	64.86
Third Quartile	107.86	85	70	56	86.71
Mean	88.77	80.45	63.46	48	77.18

Read table thus: The highest area in square miles for class "A" schools was 576.

TABLE VI

AREA IN SQUARE MILES OF RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	66	149	48	18	281
Highest	666	580	294	93	666
Lowest	16	20	14	16	14
Range	650	560	280	77	652
First Quartile	51.25	48.65	35.56	33.13	38.79
Median	85	74.75	48.89	38.75	68.81
Third Quartile	127.5	99.18	70	44.38	102.26
Mean	112.27	90.2	67.92	40.56	87.49

Read table thus: The highest area in square miles for class "A" schools was 666.

SUMMARY

1. The median area in square miles for rural high-schools in Kansas, 1920-1921 was 51.97; in 1932-1933 it was 68.81.

2. The largest district area was that of a class "B" school until 1932-1933.

3. In 1932-1933 the largest area was that of a class "A" school, 666 square miles.

4. Areas of newly organized rural high-school districts have been influenced by regulations provided by amendments to the original rural high-school law.

5. Changes in area during the past few years, 1929-1933, have not been significant.

6. The average area for rural high-schools in Kansas, 1929-1930, as found by Althaus and Twente was 75.52 square miles. The median was 56.94 square miles. Their data were from the Biennial Report.

7. The average for rural high-schools in Kansas, 1930-1931, as found by the writer was 77.5 square miles. The median was 59.67 square miles. The writer's data were from the Principals' Reports.

CHAPTER IV

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS OF KANSAS, 1915-1933

It is apparent from Tables VII to XII inclusive, that the distribution of the district valuation for rural high-school extends over a comparatively wide range.

In 1915-1916 the highest valuation of a rural high-school district in Kansas was \$3,500,000., and the lowest valuation was \$1,228,000. The range was \$2,272,000., the median was \$1,825,000., and the average was \$2,060,714.29. All rural high schools in Kansas in 1915-1916 were classified as class "B" schools.

In 1920-1921 there was but one class "A" rural high-school in the state. Its district valuation was \$3,000,000. The highest valuation for all schools was \$8,931,060., and the lowest was \$499,000. The range was \$8,432,060. The median valuation for 1920-1921 was \$2,326,086.96. Fifty per cent of the districts had a valuation between \$1,589,285.71 and \$3,062,500. The mean was slightly higher than the median. It was \$2,401,315.79.

The highest valuation was that of a class "C" school; the lowest was that of a class "D" school.

The valuation for rural high-school districts in 1925-1926 is shown in Table IX. The highest valuation was

\$12,208,971. which is the same as for the highest class "A" school. The highest valuations for class "B" and "C" school were very nearly alike--\$6,631,257. and \$6,241,993. respectively. The highest for class "D" schools was slightly more than one-half that of "B" and "C" schools.

The lowest valuation was that of a class "D" school, \$623,684. The median valuation for all schools, 1925-1926, was \$2,415,662.65.

The most significant change from 1925-1926 to 1930-1931 is the increase of high valuation for class "A" schools. In 1930-1931 this high was \$23,975,133. The low valuation was \$296,903. The difference in range for "all schools" for 1930-1931 periods of time was more than double that of five years earlier.

Table X shows the median valuation for 1930-1931 for "A" schools as \$3,555,555.56, for "B" schools as \$2,342,857.14, for "C" schools as \$1,837,500., for "D" schools as \$1,516,666.67, and for "all schools" as \$2,562,874.25.

Tables XI and XII for 1931-1932 and 1932-1933 show little significant change from statistics presented in Table X. The most outstanding exception is the lowest valuation, 1931-1932 which was reported as \$10,561. by a principal of a class "D" school. In 1932-1933 the low was \$600,000., and this was for a class "C" school. Figures 2 and 3 present data on median valuations according to classification and by years.

TABLE VII

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS BY CLASSIFICATION, 1915-1916

	A	B ^a	C	D	All Schools
Number reported		7			7
Highest		\$3,500,000.			\$3,500,000.
Lowest		1,228,000.			1,228,000.
Range		2,272,000.			2,272,000.
First Quartile		1,412,500.			1,412,500.
Median		1,825,000.			1,825,000.
Third Quartile		2,537,500.			2,537,500.
Mean		2,060,714.29			2,060,714.29

Read table thus: The highest valuation of a class "B" school was \$3,500,000.

^a All rural high-schools in Kansas, 1915-1916, were classified as "B" schools.

TABLE VIII

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS BY CLASSIFICATION, 1920-1921

	A	B	C	D	All Schools
Number reported	17	19	45	87	152
Highest	\$3,000,000.	\$4,000,000.	\$8,931,060.	\$4,395,735.	\$8,931,060.
Lowest		800,000.	1,026,000.	707,365.	499,000.
Range		3,200,000.	7,905,060.	3,686,370.	8,432,060.
First Quartile		1,421,575.	1,875,000.	1,513,392.86	1,589,295.71
Median		2,375,000.	2,613,636.36	2,125,000.	2,326,086.96
Third Quartile		3,104,166.67	3,275,000.	2,781,250.	3,062,500.
Mean		2,348,684.21	2,750,000.	2,209,533.33	2,401,315.79

Reed table thus: The highest valuation of a class "A" school was \$3,000,000.

a There was only one class "A" rural high-school in the state, 1920-1921.

TABLE IX

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS
BY CLASSIFICATION, 1925-1926

	A	B	C	D	All Schools
Number reported	32	79	91	51	253
Highest	\$12,208,971.	\$6,631,257.	\$6,241,993.	\$3,992,566.	\$12,208,971.
Lowest	2,018,400.	1,000,000.	880,352.	623,684.	623,684.
Range	10,190,571.	5,631,257.	5,361,641.	3,368,882.	11,585,287.
First Quartile	3,153,846.15	2,059,782.61	1,607,954.54	1,248,214.29	1,653,614.46
Median	3,769,230.77	2,489,130.43	2,119,565.22	1,693,181.82	2,415,662.65
Third Quartile	4,625,000.	3,272,058.82	2,762,500.	2,162,500.	3,278,301.89
Mean	4,281,250.	2,705,696.20	2,288,461.54	1,820,882.35	2,606,719.27

Read table thus: The highest valuation for class "A" schools was \$12,208,971.
For class "B" schools it is \$6,631,257.

TABLE X

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS
BY CLASSIFICATION, 1930-1931

	A	B	C	D	All Schools
Number reported	72	138	65	27	302
Highest	\$23,975,133.	\$6,396,758.	\$4,400,733.	\$3,160,978.	\$23,975,133.
Lowest	1,583,062.	296,903.	833,891.	694,834.	296,903.
Range	22,392,071.	6,099,855.	2,566,842.	2,466,144.	23,678,230.
First Quartile	2,384,615.33	1,873,333.33	1,325,000.	1,087,500.	1,451,923.08
Median	3,555,555.56	2,342,857.14	1,837,500.	1,516,666.67	2,562,874.25
Third Quartile	4,555,555.56	2,864,000.	2,256,818.18	1,912,500.	3,465,965.87
Mean	4,055,555.56	2,420,289.86	1,894,615.39	1,618,518.52	2,675,496.69

Read table thus: The highest valuation for class "A" schools was \$23,975,133.

TABLE XI

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS
BY CLASSIFICATION, 1921-1932

	A	B	C	D	All Schools
Number reported	77	143	53	25	298
Highest	\$15,357,176.	\$5,693,213.	\$6,228,887.	\$2,723,202.	\$15,357,176.
Lowest	1,103,406.	19,301.	27,000.	10,561.	10,561.
Range	14,253,770.	5,673,912.	6,201,887.	2,722,641.	15,346,615.
First Quartile	2,266,071.	1,644,862.64	1,108,333.23	1,029,062.50	1,461,981.98
Median	3,085,332.23	2,059,210.53	1,575,000.	1,234,375.	2,166,666.67
Third Quartile	4,275,000.	2,566,176.47	2,237,500.	1,593,750.	2,897,058.82
Mean	2,629,870.12	2,176,573.43	1,757,433.96	1,345,000.	2,422,613.79

Read table thus: The highest valuation for class "A" schools was \$15,357,176.

TABLE XIII

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS
BY CLASSIFICATION, 1921-1922

	A	B	C	D	All Schools
Number reported	77	143	53	25	298
Highest	\$15,357.176.	\$5,692,213.	\$6,328,887.	\$2,723,202.	\$15,357,176.
Lowest	1,103,406.	19,301.	27,000.	10,561.	10,561.
Range	14,253,770.	5,673,912.	6,301,887.	2,722,641.	15,346,615.
First Quartile	2,366,071.	1,644,862.64	1,108,323.23	1,029,062.50	1,481,981.98
Median	3,085,232.33	2,059,210.52	1,575,000.	1,224,375.	2,166,866.67
Third Quartile	4,275,000.	2,568,176.47	2,227,500.	1,595,750.	2,897,058.82
Mean	3,629,870.12	2,176,573.43	1,757,422.96	1,345,000.	2,422,818.79

Read table thus: The highest valuation for class "A" schools was \$15,357,176.

TABLE XII

VALUATION OF RURAL HIGH-SCHOOL DISTRICTS IN KANSAS
BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	65	145	45	17	272
Highest	\$15,357,156.	\$7,389,196.	\$3,284,111.	\$3,000,000.	\$15,357,156.
Lowest	1,418,343.	967,720.	600,000.	772,917.	600,000.
Range	13,938,813.	6,421,476.	2,684,111.	2,227,083.	14,757,156.
First Quartile	2,432,692.31	1,713,815.79	1,141,666.67	946,875.	1,606,557.38
Median	3,100,000.	2,176,829.27	1,566,666.67	1,162,500.	2,163,934.43
Third Quartile	4,229,166.67	2,756,578.95	1,925,000.	1,631,250.	2,950,000.
Mean	3,623,076.92	2,305,172.41	1,571,111.11	1,327,941.18	2,411,764.71

Read table thus: The highest valuation for class "A" schools was \$15,357,156.

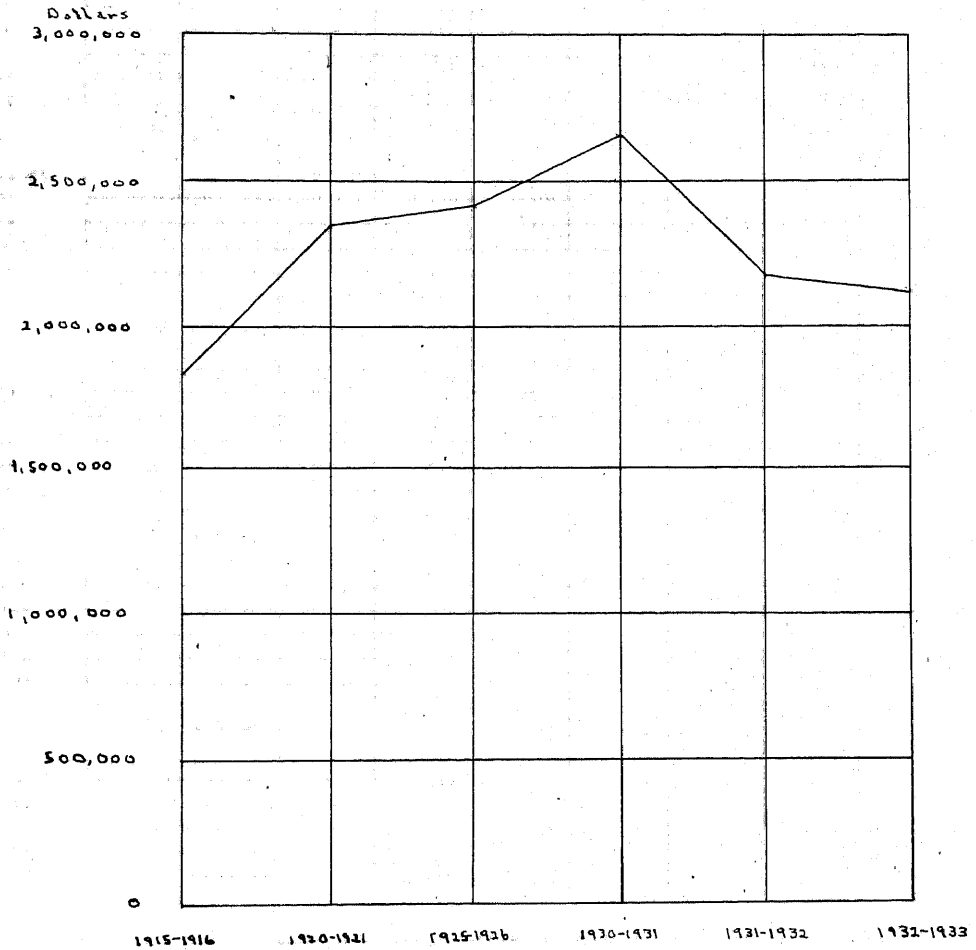


Figure 2

The median valuations for
rural high-schools,
1915-1933.

Read figure thus: In 1915-1916 the median valuation for all schools was \$1,825,000.

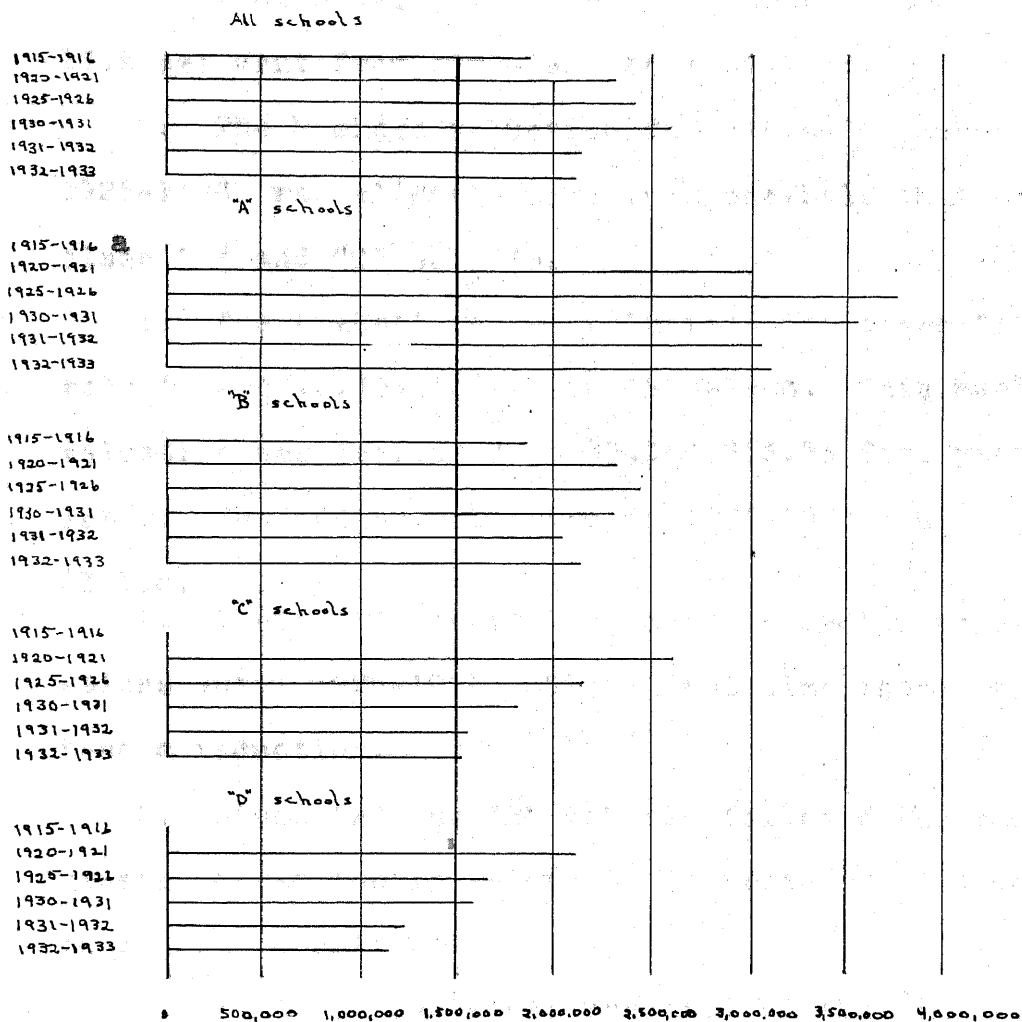


Figure 3

Median valuations of rural school districts according to classification, 1915-1933.

Read figure thus: The valuation for all schools, 1915-1916, was \$1,825,000.

^a Schools in 1915-1916 were classified as "B" schools.

SUMMARY

1. Median valuations for all schools were cut 15.6 per cent from 1929-1930 to 1932-1933.
2. The highest valuation for class "D" schools, 1925-1926, was slightly more than one-half that of class "B" and "C" schools.
3. The highest median valuation for class "A" schools was \$3,769,230.77 in 1925-1926. This median valuation was decreased to \$3,080,333.33 five years later. The median valuation in 1932-1933 was \$3,100,000.
4. Class "B" schools increased in median valuations until 1925-1926. Since that time there has been a reduction.
5. Class "A" and "B" schools followed the same general direction in regard to increase and decrease in median valuations.
6. The year 1920-1921 was that of the highest median valuations for both class "C" and "D" schools.
7. Neither class "C" nor class "D" has made an increase in median valuations since 1920-1921.
8. The median valuation for class "C" schools in 1920-1921 was \$2,613,636.36. In 1932-1933 it was \$1,566,666.67.

9. The median valuation for class "D" schools in 1920-1921 was \$2,125,000. In 1932-1933 it was \$1,162,500.

CHAPTER V

TAX LEVY IN RURAL HIGH-SCHOOL DISTRICTS OF KANSAS, 1915-1933

A study of the financial support of the rural high-school shows that under the existing system there is great variability in the burden carried by different schools. Some districts carry a burden which is excessive while others bear their burden with ease. This inequality is due in part to the lack of cost borne by the state.

In 1915-1916 for all rural high-schools the maximum levy was 2.8 mills, the minimum levy was .71 mills. The median levy for all schools was 1.8.

Five years later the maximum was 24 mills for all schools; the minimum was .64 mills. The median for 1920-1921 was 4.19 mills, a little less than three times that of 1915-1916.

The maximum levy for 1925-1926 was 51 mills for all schools; the minimum was 1 mill. The median levy had increased to slightly more than that of 1915-1916. In 1925-1926 it was 5.41 mills.

In 1930-1931 the highest levy was 15.55 mills; some schools reported no levies. The median was 4.51 mills. For the next two immediate years, 1931-1932 and 1932-1933, there was a slight reduction in levies. Tables XVII and XVIII show the statistics for these recent years.

A review of Tables XIII to XVIII also show the differences in regard to levies in mills for schools of different classifications.

In 1915-1916 there were no schools other than class "B" schools. The same results are found for these schools as are found for all schools of that year.

Of 133 schools in 1920-1921, there was only one of "A" classification. The levy in the single district was 3.5 mills. The highest levy was that of 24 mills found in a "D" school. The median levies were lowest in class "C" schools.

Class "D" schools also had the high levy in 1925-1926. The highest median levy was in class "B" and the lowest in class "D" schools. The levies were 5.64 mills and 4.71 mills respectively.

For the recent years of 1930-1931, 1931-1932, and 1932-1933, it has been found that class "A" schools have the highest median levy in mills; class "D" schools have the lowest median levy. Schools in the higher classifications have grown in numbers at the expense of the class "D" schools. The levy was large enough to meet only the minimum requirements of the state department in the majority of these "D" schools.

Table I on page 17, shows the growth and loss in number of schools in each of the four classes of rural high-schools, 1915-1933.

Figure 4 shows the relationship of levies to valuation, 1915-1933. It is interesting to note that for the early years valuations and levies increased. In 1925-1926 with the flattening out of valuations, levies increased. In 1930-1931 with a marked increase in valuation, it is noted that levies show a substantial reduction. In more recent years, 1931-1933, with median valuations at slightly more than \$2,000,000. valuation for all schools, the levy has remained rather constant at a median slightly more than four mills for all schools.

TABLE XIII

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1915-1916

	A	B ^a	C	D	All Schools
Number		6			6
reported					
Highest		2.8			2.8
Lowest		.71			.71
Range		2.09			2.09
First Quartile		1.1			1.1
Median		1.8			1.8
Third Quartile		2.7			2.7
Mean		1.83			1.83

Read table thus: The highest levy for class "B" school was 2.8 mills. The lowest was .71, and the range 2.09 mills.

^a All rural high-schools in Kansas, 1915-1916, were classified as "B" schools.

TABLE XIV

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1920-1921

	A	B	C	D	All Schools
Number reported	1 ^a	20	40	72	133
Highest	3.5	11.	16.075	24	24
Lowest		2.5	1.2	.64	.64
Range		8.5	14.875	23.36	23.36
First Quartile		3.9	2.63	2.69	2.79
Median		5.	4.	4.1	4.19
Third Quartile		7.	4.72	6.4	5.99
Mean		5.7	4.3	5.25	5.06

Read table thus: The highest levy for class "A" schools was 3.5 mills.

^a There was only one class "A" rural high-school in the state, 1920-1921.

TABLE XV

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1925-1926

	A	B	C	D	All Schools
Number reported	27	78	82	49	236
Highest	9.	45.	35.	51.	51.
Lowest	1.66	1.	1.5	1.	1.
Range	7.34	44.	33.5	50.	50.
First Quartile	4.94	4.25	4.33	2.84	3.86
Median	5.13	5.64	5.4	4.71	5.41
Third Quartile	6.13	7.12	6.77	6.65	6.9
Mean	5.14	6.85	6.05	6.42	6.36

Read table thus: The highest levy for class "A" schools was 9. mills.

TABLE XVI

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1930-1931

	A	B	C	D	All Schools
Number reported	72	138	65	27	302
Highest	11.5	5.5	3.25	6.	15.55
Lowest	.53	0	0	0	0
Range	10.97	5.5	3.25	6.	15.55
First Quartile	3.	3.61	2.85	2.29	3.19
Median	4.41	4.9	4.16	3.75	4.51
Third Quartile	5.8	6.07	5.19	5.21	5.81
Mean	4.61	4.96	4.1	3.71	4.6

Read table thus: The highest levy for class "A" schools was 11.5 mills.

TABLE XVII

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1931-1932

	A	B	C	D	All Schools
Number reported	70	132	51	22	275
Highest	10.61	19.8	7.9	10.	19.8
Lowest	.387	.23	.87	.29	.23
Range	10.223	19.57	7.03	9.71	19.57
First Quartile	2.77	2.72	2.56	2.13	2.69
Median	4.21	4.05	4.19	3.33	4.01
Third Quartile	5.81	5.84	5.63	4.5	5.73
Mean	4.36	4.47	4.06	3.64	4.35

Read table thus: The highest levy for class "A" schools was 10.61 mills.

TABLE XVIII

LEVY IN MILLS IN RURAL HIGH-SCHOOL DISTRICTS
IN KANSAS BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	63	144	50	17	274
Highest	20.5	11.	19.8	10.5	20.5
Lowest	0	0	0	0	0
Range	20.5	11.	19.8	10.5	20.5
First Quartile	2.63	2.64	2.5	2.42	2.55
Median	4.55	4.07	3.89	3.5	4.09
Third Quartile	6.19	5.42	6.11	4.58	5.67
Mean	5.06	4.1	4.68	3.79	4.34

Read table thus: The highest levy for class "A" schools was 20.5 mills.

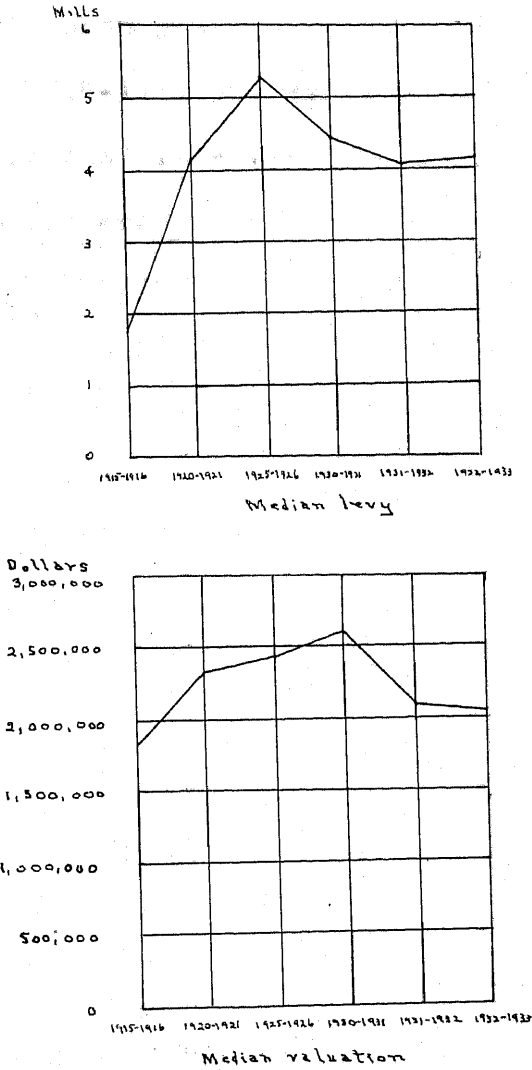


Figure 4

Comparison of median valuations and levies, 1915-1933.

Read figure thus: In 1915-1916 the median levy was 1.8 mills, the median valuation was \$1,825,000.

SUMMARY

1. Responsibilities for the support of rural high-schools show great variability.

2. In 1915-1916 the maximum levy for all rural high-schools was 2.8 mills, the minimum was .71 mills, and the median was 1.8 mills.

3. In 1920-1925 the maximum levy for all rural high-schools was 24 mills, the minimum was .64 mills, and the median was slightly less than three times greater than that of 1915-1916.

4. The maximum levy in 1925-1926 was 51 mills, the minimum was 1 mill, and the median 5.41 mills. Five years before the median levy had been 4.19 mills.

5. Maximum levies dropped to 15.55 mills in 1930-1931. Some schools reported no levies. The median was 4.51 mills.

6. Statistics for levies, 1931-1932 and 1932-1933, show little change from those of 1930-1931.

7. Levies and valuations have not shown definite reactions in regard to each other for all years, 1915-1933.

CHAPTER VI

DISTRIBUTION OF ENROLLMENT IN RURAL HIGH-SCHOOLS OF KANSAS, 1915-1933

Of the eight class "B" rural high-schools, 1915-1916, the highest enrollment in one school was 72, the lowest was 24, the median was 36, and the middle fifty per cent of the schools had an enrollment between 38.67 and 26.67. No other classification of rural high-school existed in Kansas at this time.

In 1920-1921 the only class "A" school had an enrollment of 84. The median for class "B" schools was 70. For class "C" schools the median was 50, and for class "D" schools the median was 32.5. The median for all schools was 41.77.

The largest enrollment was that of a class "B" school which was 150. An enrollment of nine was the lowest. This number was of a class "D" school.

Class "A" schools led in enrollment in 1925-1926. The highest enrollment for this year was 274, the lowest for all schools was 7, and class "A" schools had the largest median enrollment of 108.33. Class "D" schools showed the smallest enrollment with a range from 75 to 7. The median enrollment for this class school was 33.06.

Class "A" and "B" schools show increases in enrollment for more recent years, 1930-1933. Class "C" and "D"

schools have been rather constant as shown in enrollment statistics.

The median enrollment for class "A" schools in 1932-1933 was 118. This is a significant increase from 84 which was the enrollment of that first class "A" school, 1920-1921.

Tables XIX to XXIV show statistics for the schools in five year intervals 1915-1916 to 1930-1931, and for the more recent years, 1931-1932, and 1932-1933.

Figure 5 shows the median enrollment for all rural high-schools in Kansas, 1915-1933. It is interesting to note the growth in enrollment of all classes of schools. The only exception is that of 1931-1932 when there was a slight decrease in median enrollment.

TABLE XIX

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1915-1916

	A	B ^a	C	D	All Schools
Number reported		8			8
Highest		72			72
Lowest		24			24
Range		48			48
First Quartile		26.67			26.67
Median		36			36
Third Quartile		38.67			38.67
Mean		37.5			37.5

Read table thus: The highest enrollment in a class "B" school was 72; the lowest was 24. The range was 48.

^a All rural high-schools in Kansas, 1915-1916, were classified as "B" schools.

TABLE XX

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1920-1921

	A	B	C	D	All Schools
Number reported	1 ^a	22	48	90	161
Highest	84	119	150	81	150
Lowest		34	22	9	9
Range		85	128	72	141
First Quartile		48.75	37	23.09	29.11
Median		70	50	32.5	41.77
Third Quartile		92.5	63.33	44.32	57.38
Mean		72.73	52.91	35.06	45.93

Read table thus: The highest enrollment for a class "A" school was 84.

^a There was only one class "A" rural high-school in the state, 1920-1921.

TABLE XXI

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1925-1926

	A	B	C	D	All Schools
Number reported	28	79	93	49	249
Highest	274	124	198	75	247
Lowest	22	20	17	7	7
Range	252	104	181	68	267
First Quartile	88.89	55.54	41.09	26.63	38.63
Median	108.33	69	52.34	33.06	57.75
Third Quartile	133.33	88.06	65.65	41.25	80.7
Mean	120.54	71.58	56.37	36.17	64.31

Read table thus: The highest enrollment for a class "A" school was 274.

TABLE XXII

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1930-1931

	A	B	C	D	All Schools
Number reported	71	136	65	27	299
Highest	535	140	107	55	535
Lowest	22	21	9	15	9.
Range	513	119	98	40	526
First Quartile	85.76	47.1	36.62	25	45.65
Median	107.27	58.93	44.77	34	64.22
Third Quartile	135.26	75.22	55.94	43	87.63
Mean	116.9	62.57	48.23	34.59	65.35

Read table thus: The highest enrollment for a class "A" school was 535.

TABLE XXIII

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
 BY CLASSIFICATION, 1931-1932

	A	B	C	D	All Schools
Number reported	72	136	52	25	285
Highest	554	140	101	112	554
Lowest	33	11	14	17	11
Range	521	129	87	95	543
First Quartile	82.94	47.83	34.17	26.5	36
Median	104.12	59.67	44.62	39	62.55
Third Quartile	138.89	76	57.5	48.21	95.53
Mean	120.56	62.87	47.12	41	71.84

Read table thus: The highest enrollment for class "A" schools was 554.

TABLE XXIV

ENROLLMENT IN RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	69	157	51	20	297
Highest	616	162	92	61	616
Lowest	41	30	16	14	14
Range	575	132	76	47	602
First Quartile	95	52.5	36.38	21.25	43.37
Median	118	66.48	43.93	30	69.51
Third Quartile	148.64	69.91	50.42	40	98.25
Mean	144.78	69.65	46.42	31	77.41

Read table thus: The highest enrollment for class "A" schools was 616.

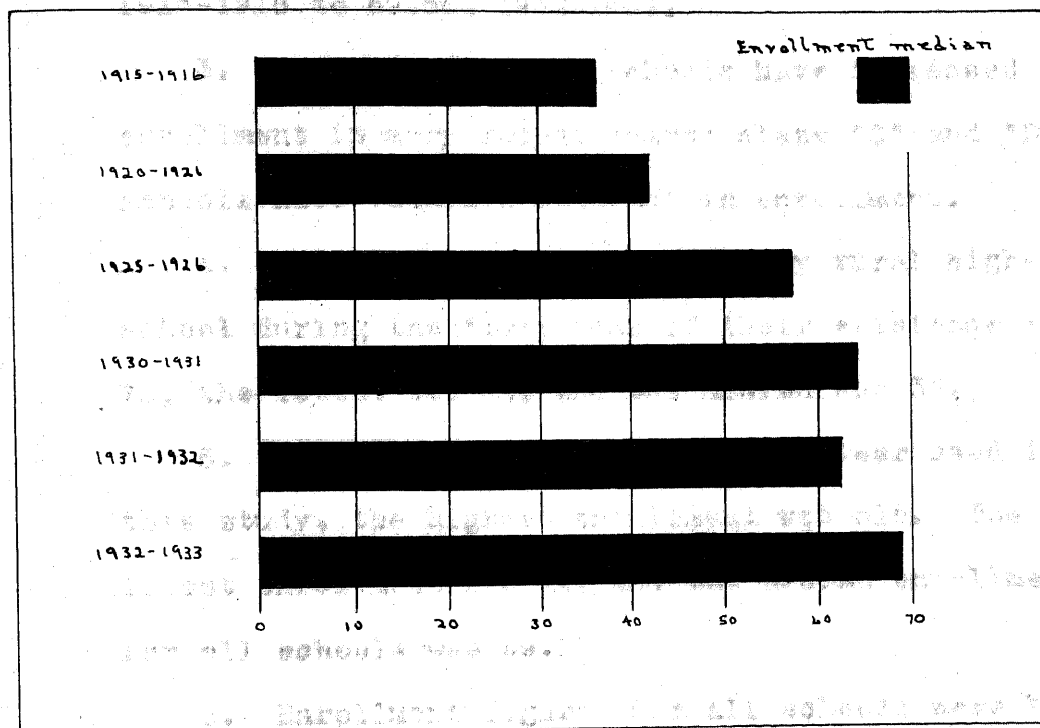


Figure 5

The median enrollment for
all rural high-schools, 1915-
1933.

Read figure thus: The median enrollment for 1915-1916
was 36; for 1920-1921, it was 41.77.

SUMMARY

1. The size of all rural high-schools in Kansas has made an increase with the exception of 1931-1932.

2. The median enrollment has increased from 36, 1915-1916 to 69.51, 1932-1933.

3. Class "A" and "B" schools have increased in enrollment in more recent years; class "C" and "D" schools have remained constant in enrollment.

4. The highest enrollment in any rural high-school during the first year of their existence was 72, the lowest was 24, and the median was 36.

5. In 1932-1933, the most recent year used in this study, the highest enrollment was 616. The lowest enrollment was 14, and the median enrollment for all schools was 69.51.

6. Enrollment figures for all schools were highest in 1932-1933.

CHAPTER VII

DISTRIBUTION OF TEACHERS IN RURAL HIGH-SCHOOLS OF KANSAS, 1915-1933

Tables XXV to XXX inclusive, show how the teaching force in class "A", "B", "C", and "D" schools is distributed.

In class "A" schools the largest number of teachers was 23 in one school, 1932-1933. For the same year there was a low figure of 4 in one school. This was the lowest number of teachers found in any class "A" school for the years used in this study.

The highest number of teachers in a class "B" school was 14 in 1930-1931. Since that time there has been a reduction to 9 for the highest number in class "B" schools in 1932-1933.

Twelve teachers were used in one class "C" school in 1925-1926. In 1932-1933 the highest number was 5 teachers.

One class "D" school had 6 teachers in 1931-1932. A year later, 1932-1933, the highest number of teachers in a class "D" school was 3. The lowest number of teachers for class "D" schools has been 2 for several years. In 1925-1926 there was a low of one teacher.

The highest median 7.64 for class "A" schools was that of 1932-1933. For class "B" the highest median, 5.45, was that of 1930-1931. Class "C" schools had their highest

median, 4.49, in 1925-1926; and the highest for class "D" schools was 3.09, 1925-1926.

For all schools the median number of teachers was highest in 1931-1932 with a median of 5.42. This number is very near to that of 1930-1931 and 1932-1933.

The lowest median number of teachers for all schools was 3.02 in 1915-1916.

The median number of teachers for all schools made a gradual increase from 1915-1916 to 1931-1932. In 1932-1933 there was a slight reduction in the median number.

For class "A" schools there was a definite increase to 1930-1931. In 1931-1932 the median number decreased slightly, but in 1932-1933 the median number advanced to slightly beyond that of 1930-1931.

The median number of teachers for class "B" schools has followed another course. It grew gradually from 3.02 in 1915-1916 to 5.45 in 1930-1931. Since that time there has been a gradual decrease in median number of teachers in rural high-schools in Kansas.

Class "C" schools show a slight increase in median number of teachers for the first ten years of the organization of the rural high-school. Since 1925 there has been a constant and gradual decrease from 4.49 to 3.19.

It is significant to note that class "D" schools grew and lost in number of teachers along the same lines as

did the "C" schools. The peak for both class "C" and "D" schools was reached in 1925-1926, with a gradual less since that time.

Figure 6 shows the median number of teachers for all classifications of rural high-schools in Kansas from 1915 to 1933. For "all schools" the median number advanced until 1931-1932 when there was a drop. The year 1932-1933 shows that the median number has advanced to slightly beyond that of 1930-1931.

TABLE XXV

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1915-1916

	A	B ^a	C	D	All Schools
Number reported		8			8
Highest		3			3
Lowest		2			2
Range		1			1
First Quartile		2.07			2.07
Median		3.02			3.02
Third Quartile		3.06			3.06
Mean		2.67			2.67

Read table thus: The highest number of teachers in a class "B" school was 3; the lowest was 2.

^a All rural high-schools in Kansas, 1915-1916, were classified as "B" schools.

TABLE XXVI

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1920-1921

	A	B	C	D	All Schools
Number reported	1 ^a	22	53	85	161
Highest	6	7	5	5	7
Lowest		3	3	1	1
Range		4	2	4	6
First Quartile		4.1	3.14	2.17	3.05
Median		4.23	4.06	3.07	3.35
Third Quartile		5.14	4.16	3.2	4.24
Mean		4.67	4.31	2.9	3.56

Read table thus: The highest number of teachers in a class "A" school was 6.

^a There was only one class "A" rural high-school in the state, 1920-1921.

TABLE XXVII

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1925-1926

	A	B	C	D	All Schools
Number reported	30	86	94	52	262
Highest	12	8	12	6	12
Lowest	6	2	3	1	1
Range	6	6	9	5	11
First Quartile	6.34	5.02	3.98	2.27	4.00
Median	7.25	5.32	4.49	3.09	4.87
Third Quartile	9.08	6.19	4.99	4	6.17
Mean	7.88	5.44	4.52	3.1	5.16

Read table thus: The highest number of teachers in a class "A" school was 12.

TABLE XXVIII

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1930-1931

	A	B	C	D	All Schools
Number reported	71	136	65	27	299
Highest	22	14	7	4	22
Lowest	4	3	2	2	2
Range	18	11	5	2	20
First Quartile	6.68	4.86	3.32	2.12	4.36
Median	7.52	5.45	4.17	3.05	5.4
Third Quartile	8.92	5.98	4.5	3.17	6.81
Mean	8.16	5.6	4.2	2.83	5.72

Read table thus: The highest number of teachers in a class "A" school was 22.

TABLE XXIX

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1931-1932

	A	B	C	D	All Schools
Number reported	72	141	53	25	291
Highest	22	13	7	6	22
Lowest	4	2	2	2	2
Range	18	11	5	4	20
First Quartile	6.46	4.65	3.29	2.23	4.36
Median	7.27	5.35	4.1	3.02	5.42
Third Quartile	8.78	5.98	4.49	3.19	6.84
Mean	7.96	5.42	4.16	3.16	5.73

Read table thus: The highest number of teachers in a class "A" school was 22.

TABLE XXX

NUMBER OF TEACHERS IN RURAL HIGH-SCHOOLS IN KANSAS
BY SCHOOL CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	67	158	53	20	298
Highest	23	9	5	3	23
Lowest	4	4	3	2	2
Range	19	5	2	1	21
First Quartile	6.8	4.36	3.07	2.04	4.37
Median	7.64	5.19	3.19	2.09	5.39
Third Quartile	8.79	5.26	4.12	3.04	6.81
Mean	8.28	5.25	3.69	2.45	5.72

Read table thus: The highest number of teachers in a class "A" school was 23.

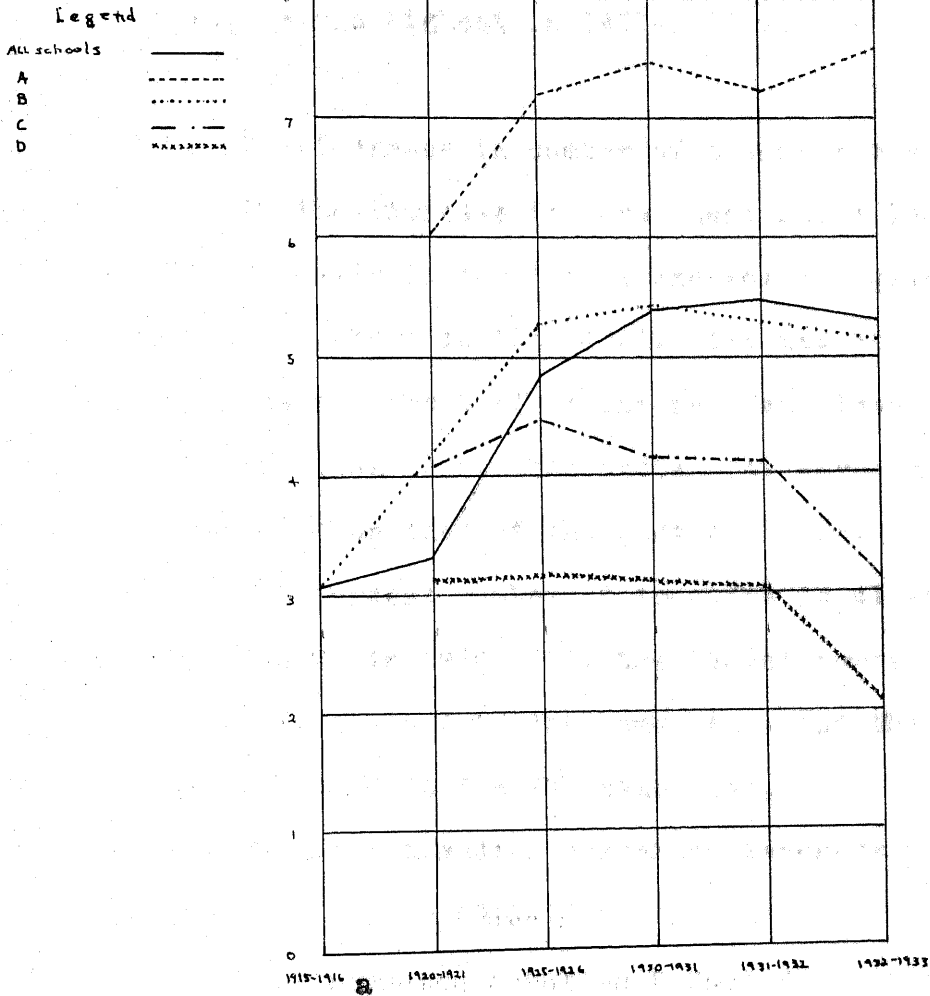


Figure 6

Median number of teachers
in rural high schools
by classification,
1915-1933.

Read figure thus: The median number for all schools increased from 3.02, 1915-1916, to 3.35, 1920-1921.

^a In 1915-1916 rural high-schools were classified as "B" only.

SUMMARY

1. For all rural high-schools the median number of teachers was highest in 1931-1932 with a median of 5.42.

2. The increase in number of teachers has followed closely the increase in enrollment until 1932-1933.

3. The gain in enrollment exceeds the gain in number of teachers in 1932-1933. The median number of teachers was one-half of one per cent less than for the previous year. The median for enrollment was 11% greater than that of the previous year.

4. The largest number of teachers in class "A" schools was 23 in 1932-1933, the lowest number for the same class was 4 in the same year, and the highest median was 7.64 for the same year.

5. The lowest median number of teachers for all schools was 3.02 in 1915-1916.

6. The increase in median number of teachers was evident until 1932-1933.

7. The median number of teachers has not increased or decreased among all classifications in parallel lines.

8. The median number of teachers in class "C" and "D" schools shows a marked decrease.

CHAPTER VIII

SALARIES OF PRINCIPALS AND BOND DEBT OF RURAL HIGH-SCHOOLS OF KANSAS, 1932-1933

Data for 1932-1933 were used for the investigation concerning principals' salaries and bonded indebtedness of the rural high schools in Kansas.

The highest salary received by a principal for the school year of 1932-1933 was \$3000. The lowest for the same period was \$900. The highest salary paid by a class "A" school was \$3000.; the lowest was \$1,350. The median salary for class "A" schools was \$2,025. Tables XXXI and XXXII show the distribution of salaries for principals of the rural high schools.

The highest salary paid a rural high-school principal by a class "B" school in 1932-1933 was \$2700. The median for principals of class "B" schools was \$1752.50.

For class "C" schools the highest salary was \$2250.; the lowest was \$900.; the median was \$1,542.31. For class "D" schools the highest salary was \$1800. This was less than the median salary for class "A" schools by slightly more than forty-two dollars. The lowest salary was the same as the lowest for class "C" schools, or \$900.; the median was \$1400. A study of the medians shows a distinct tendency toward salary increase with the classification of the school. In Kansas, 1932-1933, salaries of principals ranged from

\$900 to \$3000. The median salary was \$1749.21. The middle 50 per cent of the administrators received salaries ranging from \$1,513.56 to \$1,971.21.

Ferriss wrote of rural high-schools in New York:

A median salary of \$1750 for principalship positions with one-fourth under \$1500 is too low to attract and hold men of desirable training and ability to work in the rural high school.¹

BONDED INDEBTEDNESS

The rural high-school law of 1915 required that the voters of a proposed rural high-school should at the same time vote on a bond issue.

In 1917 the legislature amended the earlier law. This amendment provided that a bond election need not be submitted at the same time as the question of rural high-school organization.

Since the beginning of the rural high-school movement these schools could issue bonds if the people so voted. The outcome of this privilege is presented in Tables XXXIII and XXXIV which show the bond debt for rural high-schools in Kansas, 1932-1933. The principals from 163 rural high-schools in the state reported to the state superintendent

¹ Emery N. Ferriss, Rural School Survey of New York State, n. n. Ithaca, New York. 1922. p. 121.

of instruction bond debts ranging from \$1000. to \$166,000. Principals from 110 schools reported no debt. Table XXXIII shows the bond debt of schools which reported a debt. The median for all rural high-schools which reported a debt was \$23,157.14. For class "A" schools the median was \$27,833.33, for "B" schools it was \$22,304.35, for "C" schools it was \$16,000., and for "D" schools it was \$12,125.

Table XXXIV shows both the schools which reported a bond debt and those which reported no bond debt. The median for all rural high-schools was \$11,904.07. For class "A" schools the median was \$13,634.55, for "B" schools it was \$12,241.38, for "C" schools it was \$5,250., and for "D" schools it was \$1,538.46.

TABLE XXXI

DISTRIBUTION OF SALARIES FOR ADMINISTRATORS
OF RURAL HIGH-SCHOOLS IN KANSAS, 1932-1933

	A	B	C	D	All Schools
Number reported	66	153	51	20	290
Highest	\$3000	\$2700	\$2250	\$1800	\$3000
Lowest	1350	1140	900	900	900
Range	1650	1560	1350	900	2100
First Quartile	1842.31	1563.10	1397.22	1125	1513.56
Median	2025	1752.50	1542.31	1400	1749.21
Third Quartile	2270	1895.83	1675	1587.50	1971.21
Mean	2069.70	1762.42	1548.04	1377.50	1766.90

Read table thus: The highest salary for a principal of a class "A" school was \$3000., the lowest was \$1350., the range was \$1650.

TABLE XXXII

SALARIES OF 290 RURAL HIGH-SCHOOL PRINCIPALS
IN KANSAS, 1932-1933

Amount Received	Number of Principals
\$3000--\$3199	1
2800-- 2999	0
2600-- 2799	4
2400-- 2599	13
2200-- 2399	12
2000-- 2199	33
1800-- 1999	66
1600-- 1799	63
1400-- 1599	59
1200-- 1399	29
1000-- 1199	7
800-- 999	3
Total -----	290
Median -----	\$1749.21
First Quartile -----	1513.56
Third Quartile -----	1971.21

Read table thus: One principal received an annual salary of \$3000-\$3199; no principals received a salary of \$2800-\$2999; etc.

TABLE XXXIII
 BONDED INDEBTEDNESS OF 163 RURAL HIGH-SCHOOLS^a IN KANSAS
 BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	44	90	22	7	163
Highest	\$166,000.	\$150,000.	\$70,000.	\$25,000.	\$166,000.
Lowest	4,000.	1,000.	2,000.	2,000.	1,000.
Range	162,000.	149,000.	68,000.	23,000.	165,000.
First Quartile	12,066.67	10,375.	7,500.	9,125.	10,147.96
Median	27,833.33	22,304.35	16,000.	12,125.	23,157.14
Third Quartile	52,400.	32,500.	29,000.	20,375.	37,618.42
Mean	37,750.	26,444.44	20,545.45	13,892.86	28,972.39

Read table thus: The highest bond debt of class "A" schools was \$166,000., the lowest was \$4000., and the range was \$162,000.

^a Data for those schools which did report a bond debt.

TABLE XXIV

BONDED INDEBTEDNESS OF ALL RURAL HIGH-SCHOOLS IN KANSAS
BY CLASSIFICATION, 1932-1933

	A	B	C	D	All Schools
Number reported	60	142	51	20	273
Highest	\$166,000.	\$150,000.	\$70,000.	\$25,000.	\$166,000.
Lowest	0.	0.	0.	0.	0.
Range	166,000.	150,000.	70,000.	25,000.	166,000.
First Quartile	6,818.18	6,120.69	2,625.	769.23	5,952.02
Median	13,634.55	12,241.38	5,250.	1,538.46	11,904.07
Third Quartile	40,000.	25,445.43	14,437.50	12,000.	25,025.51
Mean	27,250.	22,172.53	11,186.27	5,700.	19,752.75

Read table thus: The highest bond debt of class "A" schools was \$166,000., the lowest was 0.

SUMMARY

1. Salaries of the administrators range from \$900. to \$3000.
2. The median salary is \$1749.21.
3. The middle 50 per cent of the administrators receive salaries ranging from \$1513.56 to \$1971.21.
4. The bonded indebtedness for schools which reported a debt ranged from \$1,000. to \$166,000.
5. The median bond debt for all schools is \$11,904.07.
6. The median bond debt for class "A" schools is nearly nine times greater than that of "D" schools.

CHAPTER IX

LOCATION OF RURAL HIGH-SCHOOL IN KANSAS, 1915-1933.

Althaus and Twente in their study of the rural high-school in Kansas wrote:

There are four rural high schools having less than fifty pupils located less than five miles from a high school having over one hundred pupils, fifty rural high schools with less than fifty pupils located from five to ten miles from another high school having over one hundred pupils and ninety-four rural high schools having less than seventy-five pupils located less than ten miles from another high school having over one hundred pupils. In other words Kansas has a number of small rural high schools located within a comparatively short distance from larger high schools. Undoubtedly many of these rural high schools are inferior schools and much better educational facilities are available at the larger high schools. Yet under our present plan of school organization, pupils in most cases are obliged to attend the small inferior school.¹

Figures 7 to 10 in the form of spot-maps of Kansas, show the location of the rural high-schools for the years 1915-1930.

Figure 10 showing the number of rural high-schools in Kansas, 1930 shows certain areas where the location of rural high-schools indicates somewhat of the same situation to which Althaus and Twente² referred.

¹ C. B. Althaus and J. W. Twente, The Organization and Financing of Rural High School in Kansas, Kansas University Extension Division, Lawrence, Kansas. 1932. p. 44.

² See page 86.

The reader by a study of this figure can no doubt determine several areas in East Central Kansas where rural high schools could profitably be consolidated. Many of the school buildings are located no more than 5 to 7 miles from each other.

Figure 7 shows the rural high-schools of 1915-1916; of the schools so organized at that time, Gove County led with three of the eight. These were located at Gove, Grinnell, and Quinter, Kansas. Reno County had organized within its borders two rural high-school districts. Each of the following counties possessed one such school: Jefferson, Kiowa, and Stafford.

In 1920-1921 Reno County led in the organization of these school districts with eleven such organizations. Pottawatomie County had organized seven such school districts.

Other counties which show a significant growth in rural high-schools in 1920-1921 are Doniphan, Greenwood, Leavenworth, and Saline.

In 1925-1926 Reno continued to lead the counties in number of rural high-school districts with eleven districts. Doniphan had organized ten rural high-schools, and Greenwood contained eight districts. Brown County had organized seven rural high schools between 1920-1921 and 1925-1926.

Reno, Doniphan, and Pottawatomie Counties each had

ten organized rural high-school districts in 1930-1931. Greenwood County had organized within its boundaries eight districts. Seven districts existed in each of the following counties: Brown, Jackson, Jefferson, Jewell, Kingman, and Lyon.

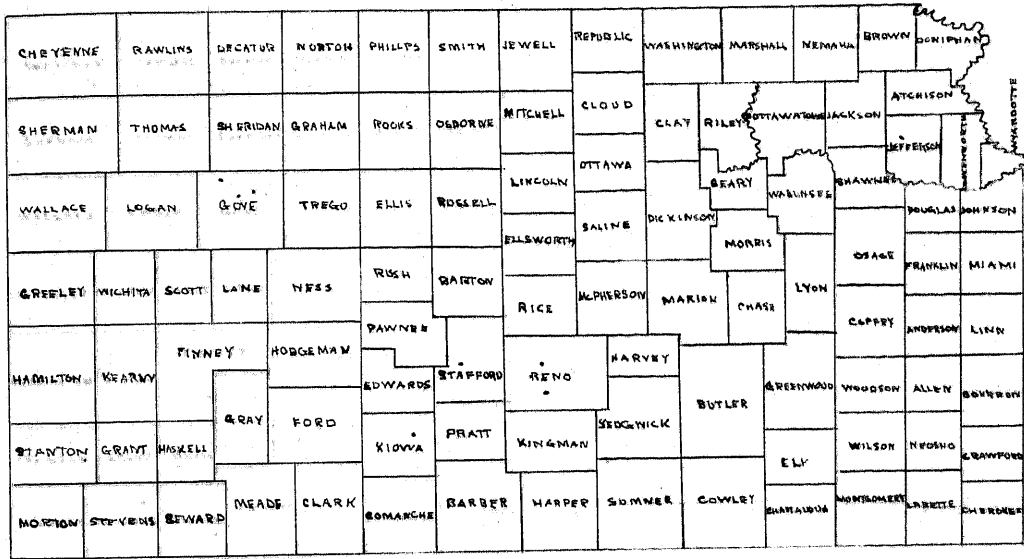


Figure 7

Spot map of Kansas showing location of rural high-schools, 1915-1916.

Read figure thus: Each dot represents one rural high-school.

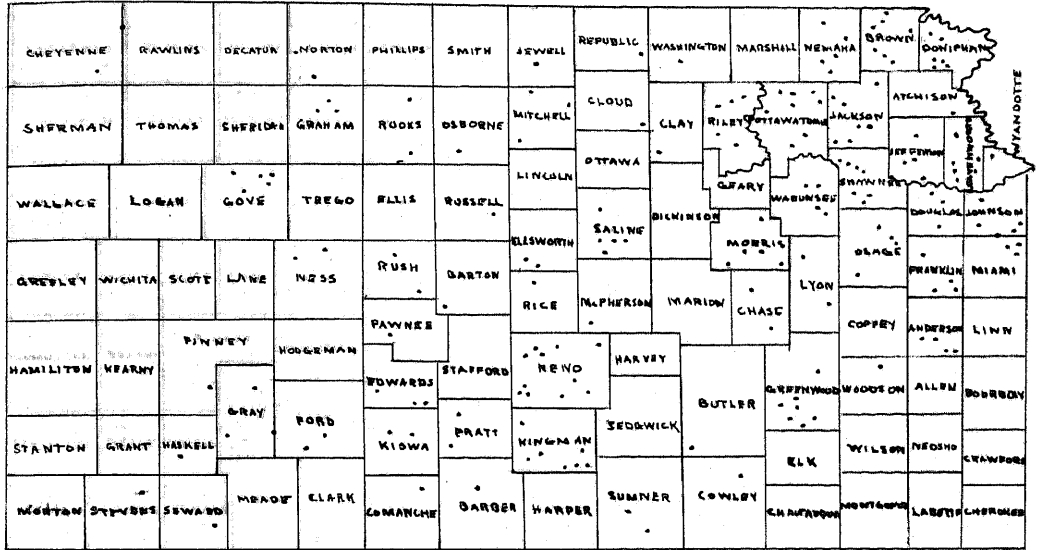


Figure 8

Spot map of Kansas showing location of rural high-schools, 1920-1921.

Read figure thus: Each dot represents one rural high-school.

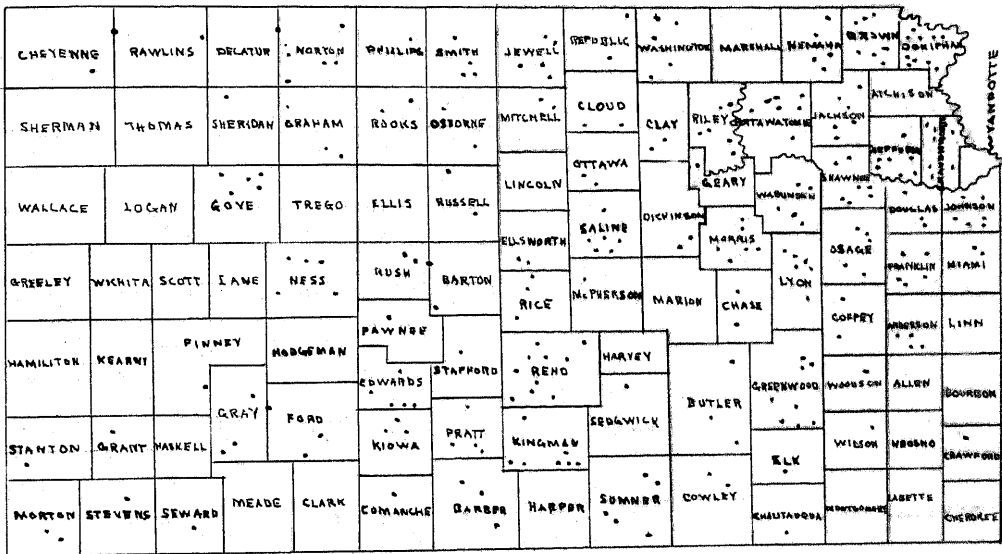


Figure 9

Spot map of Kansas showing location
of rural high-schools,
1925-1926.

Read figure thus: Each dot represents one rural high-school.

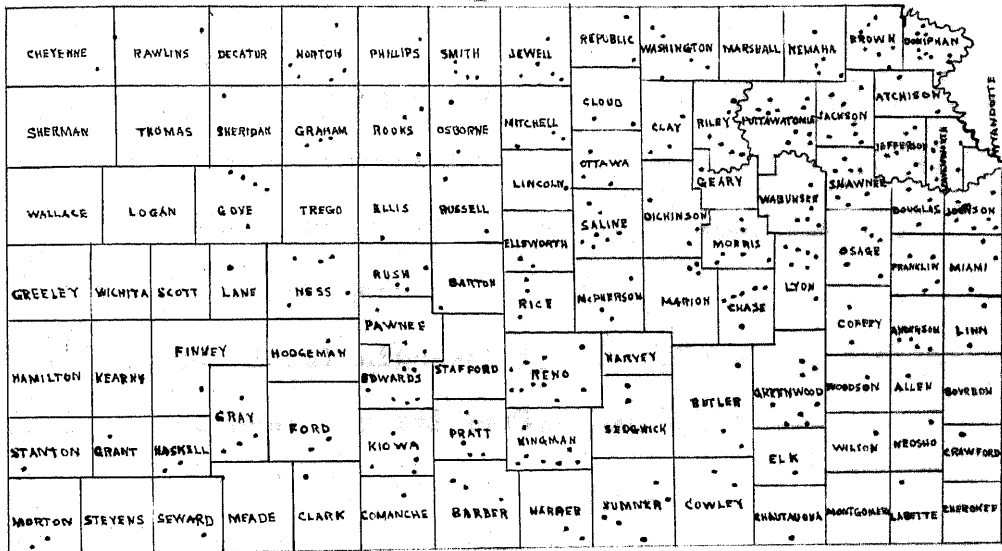


Figure 10

Spot map of Kansas showing location
of rural high-schools,
1930-1931.

Read figure thus: Each dot represents one rural high-school.

SUMMARY

1. Gove County led in the number of rural high-school districts in 1915-1916.

2. Reno County led in number of rural high-school districts in 1920-1921, 1925-1926, and 1930-1931.

3. Other counties which have organized at least seven such districts are Pottawatomie, Doniphan, Greenwood, Brown, Jackson, Jefferson, Jewell, Kingman, and Lyon.

4. Rural high-schools in Kansas are centralized in the East Central portion of the state.

CHAPTER X

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This investigation has as its main objective the study of the status of rural high-schools in Kansas. The purpose has been to present an analysis of the status of the rural high-schools of the state and to make comparisons of the findings of certain years with those of other years in the development of this type of school.

Most of the information gathered for this study came from the High School Principals' Reports which are filed in the office of the state superintendent of instruction at Topeka, Kansas. Data for the years 1915-1916 and 1920-1921 were gathered from the Biennial Reports of the state superintendents.

The scope of this study included all four-year accredited rural high-schools of the state. Findings in five year periods for the years 1915-1916, 1920-1921, 1925-1926, 1930-1931 were used. To these findings were added those of more recent years, 1931-1932 and 1932-1933. All rural high-schools were further divided into their proper classification as determined by the state department of education, and each class was studied separately.

Data was studied in regard to development and number of rural high-schools, area, valuation, levy, enrollment,

teaching force, principal's salary, bond debt, and location of schools.

The statistics presented in this study have made available data on rural high-schools for certain regular periods since the organization of such schools in Kansas. These figures serve as an index of the importance of the rural high-school from 1915-1916 to 1932-1933.

Certain limitations of this study included that of incomplete data for the years other than 1915-1916, 1920-1921, 1925-1926, 1930-1931, 1931-1932, 1932-1933. Only statistics were used for certain years because of the great amount of available data for late years and because of the absence of data from original sources for the earlier years.

Because of the necessity for using data from the Biennial Reports for a part of this study, there were some conditions and circumstances which prevented this investigation from being as perfect as could be wished. The broad scope of this study prohibited more intensive investigation into the subjects of district area, district valuation, tax levy, and other administrative phases.

1. It was shown, first, regarding the development of rural high-schools, that they have grown in number from eight in 1915-1916 to a total of 300 in 1932-1933; this growth has been from 2.12 per cent of all high-schools, in 1915-1916 to 45.59 per cent of all high-

schools in 1932-1933.

2. The present plan of classifying high-schools originated in the same year as did the first organization of rural high-schools.

3. The median area in square miles for rural high-school districts in Kansas, 1920-1921, was 51.97; in 1932-1933 it was 68.81.

4. Areas of newly organized districts necessarily have been larger because of legislative action to discontinue the organization of small districts.

5. There has not been a significant change in median areas of rural high-school districts in recent years.

6. Median valuations for all rural high-schools were cut 15.6 per cent from 1930-1931 to 1932-1933.

7. The highest valuation for class "D" schools, 1925-1926, was slightly more than one-half that of class "B" and "C" schools.

8. Class "A" and "B" schools followed the same general direction in regard to increase and decrease in median valuations.

9. While the median valuations for class "A" and "B" schools increased slightly in 1932-1933, the median valuations of class "C" and "D" continued to decrease.

10. Responsibilities for the support of rural high-schools show great variability.

11. Levies and valuations have not shown definite reactions in regard to each other for all years, 1915-1933.

12. Rural high-schools have made a constant growth in enrollment with the exception of 1931-1932; the median enrollment has increased from 36 in 1915-1916 to 69.51 in 1932-1933.

13. Class "A" and "B" schools have increased in enrollment in more recent years; class "C" and "D" schools have remained constant in enrollment.

14. Salaries of administrators range from \$900. to \$3000., 1932-1933; the median salary was \$1749.21; and the middle 50 per cent of the administrators received salaries ranging from \$1513.56 to \$1971.21.

15. The median bond debt for class "A" schools was more than nine times greater than that of "D" schools.

16. The increase in number of teachers has followed closely the increase in enrollment until 1932-1933; the gain in median enrollment in 1932-1933 was 11 per cent over that of the previous year. The median number of teachers lost one-half of one per cent from the previous year.

17. The median number of teachers has not increased or decreased among all classifications in parallel lines.

18. Gove County led in the number of rural high-school districts in 1915-1916; Reno County led in number of rural high-school districts in 1920-1921, 1925-1926, and 1930-1931.

19. Rural high-schools in Kansas are centralized in the East Central portion of the state.

CONCLUSIONS

1. The rural high-school has developed into a significant type of high school in a comparatively short time, but in recent years the numerical growth of these schools has not been important. This is evidenced by:

- a. The few high schools under the township law. (Page 7; Figure 7, page 83.)
- b. Rapid growth after the rural high-school law of 1915. (Pages 8-12; Table I, page 17; Figure 1, page 16; Figures 8-10, pages 84-86.)
- c. Improvement in classification of rural high-schools. (Figure 1, page 16.)
- d. Comparative growth of rural high-schools with all high-schools. (Table I, page 17.)
- e. Little change in numbers of rural high-schools in recent years. (Table I, page 17.)

2. Areas and valuations of newly organized rural high school districts have been influenced by regulations provided by amendments to the original rural high-school law. This is indicated by:

- a. Laws to prohibit formation of small districts with insufficient valuations to support adequate schools. (Pages 19-20.)
- b. Area of rural high-school districts 1920-1921, 1925-1926, 1930-1931, 1931-1932, and 1932-1933. (Tables II-VI, pages 22-26.)
- c. Increase in median areas for rural high-schools in Kansas 1920-1933. (Pages 20-21; Tables II-VI, pages 22-26.)
- d. Little change in areas and valuations during past few years, 1930-1933. (Tables IV-VI, pages 24-26; Tables X-XII, pages 33-35.)
- e. Median valuations, 1915-1933. (Pages 28-29; Tables VII-XII, pages 30-35; Figure 2, page 36; Figure 3, page 37.)
- f. Class "C" and "D" schools are not increasing in median valuations or size of districts since 1920-1921. (Tables II-VI, pages 22-26; Tables VIII-XII, pages 31-35.)

3. Under the existing system there is great variability in the financial responsibility for the support of rural high-

schools. This is shown by:

- a. Difference in levies for different years.
(Pages 40-42; Tables XIII-XVIII, pages 43-48.)
- b. Difference in levies for schools of different classifications. (Pages 40-42; Tables XIII-XVIII, pages 43-48.)
- c. Levies and valuations have not shown definite reactions in regard to each other for all years, 1915-1933. (Figure 4, page 49.)

4. The enrollment of rural high-schools has made continuous increase, but class "C" and class "D" schools have remained constant while class "A" and class "B" schools have increased in enrollment. This is revealed by:

- a. The median enrollment in 1932-1933 was nearly double that of 1915-1916. (Table XIX, page 53; Table XXIV, page 58; Figure 5, page 59.)
- b. Continuous increase in five-year intervals. (Tables XIX-XXII, pages 53-56; Figure 5, page 59.)
- c. Constant enrollment of class "C" and "D" schools. (Tables XX-XXIV, pages 54-58.)
- d. Continuous increase in enrollment of class "A" and class "B" schools; with exception of 1931-1932. (Tables XIX-XXIV, pages 53-58.)
- e. Enrollment has increased for recent years,

1930-1933. (Tables XXII-XXIV, pages 56-58.)

5. The median number of teachers has not increased or decreased among all classifications in parallel lines.

This is shown by:

- a. Greatest median number of teachers in 1931-1932. (Tables XXV-XXX, pages 64-69.)
- b. Increase of teachers following increased enrollment until 1932-1933. (Tables XIX-XXIV, pages 54-58; Figure 6, page 70.)
- c. A decrease in median number of teachers in class "C" and "D" schools. (Tables XX-XXIV, 54-58; Figure 6, page 70.)
- d. Evident increase for class "A" schools in 1932-1933. (Figure 6, page 70.)
- e. The median number of teachers for all schools most closely approaching that of class "B" schools, 1915-1933. (Figure 6, page 70.)

6. There is definite relationship between salaries of principals and classification of rural high-schools. This is evidenced by:

- a. Distribution of salaries for principals of rural high-schools. (Table XXXI, page 75; Table XXXII, page 76.)
- b. Highest and lowest median salaries according to classification, 1932-1933. (Page 72; Table

XXXI, page 75.)

7. Bonded indebtedness decreases through each classification of rural high-schools from class "A" to class "D."
 - a. Median, interquartile range, and mean bonded indebtedness of schools having such a debt.
(Table XXXIII, page 77.)
 - b. Median, interquartile range, and mean bonded indebtedness of all rural high-schools. (Table XXXIV, page 78.)

8. Recognized direction and counsel have not been of sufficient amount to give assurance that the organization of these schools has been wisely planned. This is revealed by:
 - a. Rural high-schools located no more than five to seven miles from each other. (Figure 10, page 86.)
 - b. Location in regard to larger high-schools.
(Page 80.)
 - c. Centralization in East Central portion of state.
(Figure 10, pages 83-86.)
 - d. Rapid growth in various counties. (Figures 7-10, pages 83-86.)

RECOMMENDATIONS

There are a few recommendations deemed advisable by the writer:

1. To insure the existence of an effective type of rural secondary education, plans should be made for a continuous scientific study of the rural high-school with regard to consolidation, financial support, and administration.
2. Sufficient salaries and opportunities should be provided to the rural high-school principals to attract and hold a capable and efficient administrator.
3. Larger property valuations are necessary to maintain efficiently many of the rural high-schools.
4. Under present economic conditions and transportation facilities, several of the small class "D" schools should be discontinued.
5. Responsibilities for the support of rural high-schools should be made more uniform.

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1100 1100

To the principal of Super...

The first part of the report...

The second part of the report...

APPENDIX

1. The first part of the report...

The second part of the report...

STATE OF KANSAS

DEPARTMENT OF EDUCATION

HIGH SCHOOL PRINCIPAL'S REPORT

To the Principal or Superintendent:

This blank should be filled out and sent to us during your second week of school. It is spaced for the use of a standard typewriter, and it is preferred the report be typewritten, if convenient.

Please see that every blank space is filled with an answer, so that it may be known the call for data or information required has not been overlooked or disregarded. Please fill the duplicate form and keep it on file. Sincerely yours, Geo. A. Allen, Jr., State Superintendent.

- Location, city.....
- County.....
- Name of school.....
- Superintendent.....
- Principal.....
- Population of city.....
- School enumeration.....
- Valuation of district.....
- Bonded debt.....
- Number of mills levied for general purposes.....
- Mills levied for all purposes.....
- Number teaching full time in high school.....
- Number teaching part time in high school.....
- Does superintendent teach any class?.....
- If so, how many?.....
- Total number grade teachers.....
- Total enrollment in high school.....
- Total enrollment in grades.....
- Type of high-school organization--1 year, 2 year, 3 year, 4 year, 3-3 year plan--underscore form used.

SCHOOL ENROLLMENT.

	(a) High School			(b) Elementary School	
	Boys	Girls	Total	Grades	Grades
.....7				Kindergarten,
.....8				1.....	5.....
.....9				2.....	6.....
.....10				3.....	7.....
.....11				4.....	8.....
.....12					

Postgraduates.....

Specials.....

Number of high-school students from outside the school district--Boys..... Girls.....

HIGH SCHOOL--Organized under what law--
Barnes, Community, Township, Union, Rural, City,
Consolidated.....

BOARD OF EDUCATION (give name of each member):
President.....
Clerk.....
Treasurer.....

Date of opening of school this year.....

Number of weeks in school year.....

What is the length of school year in the grades, (Give in months.).....

Are recitation periods at least forty minutes long, exclusive of time required for passing of classes?.....

.....

What is the length of the study period?.....

What is the length of all laboratory periods?.....

What length of period each day is given to--
Penmanship?.....
Typewriting?.....
Manual Training?.....
Sewing?.....
Cooking?.....

- Music?.....
- Drawing?.....
- Other subjects not requiring study and preparation
for a recitation?.....
- How many units do you require for graduation?.....
- If only fifteen, are they made up on credits earned in
regular classroom work?.....
- How many pupils in your school are carrying more than four
studies?.....
- How many are carrying more than five?.....
- On what basis do you admit students from other schools to
advanced standing in your school?.....
-
- What grade is required for passing?.....
- Number graduated last year.....

INFORMATION REGARDING LAST GRADUATING CLASS

In Higher Institutions.

	Kansas		Other states.	
	Boys	Girls	Boys	Girls
State University.....				
Agricultural College.....				
Teachers College.....				
Other Colleges.....				
Dental Schools.....				
Commercial Schools.....				

In Gainful Occupations.

	Boys.	Girls.
Trades.....		
Farming.....		
Business.....		
Teaching.....		
At Home.....		
Unknown.....		

GROUNDS.

How large is the school ground?.....
 Is it well drained?.....
 Does the school own a separate athletic field; if so, how
 many acres?.....

BUILDING AND EQUIPMENT.

Is your building stone, brick, concrete, frame, or tile?.....
 When was it built?.....
 Is the interior of building (walls, floors, windows, etc.)
 clean?.....
 How are walls finished?.....
 How often are windows washed?.....
 How often are floors scrubbed?.....
 How is janitor service provided?
 a. Regularly employed janitor.....
 b. Student janitor.....
 What system of heating is provided?
 a. Steam.....
 b. Hot air.....
 c. Stoves.....
 d. Combination.....
 Is the heating system satisfactory?.....

What system of ventilation is used?

- a. Force fan.....
- b. Gravity.....
- c. Windows only.....

Is the ventilating system satisfactory?.....

Does the plan for natural lighting of room provide for unilateral lighting?.....

If not, where is light admitted--rear, left, right, front?.....

What system of artificial lighting is provided?

- a. Electricity.....
- b. Gas.....
- c. Lamps.....

What is source of water supply?.....

- a. City.....
- b. School well or cistern.....
- c. Carried from private well or cistern.....

Do you have sanitary drinking fountains?.....

Are the fountains kept clean?.....

What toilet facilities are provided?.....

- a. Water-flushed.....
- b. Dry system.....
- c. Chemical.....
- d. Outside toilets.....

Is the toilet system satisfactory?.....

Are toilets kept scrupulously clean?.....

Method of cleaning employed?.....

Total number of rooms used for high-school purposes.....

Number of rooms used exclusively for--

- a. Recitation.....
- b. Science work.....
- c. Sewing.....
- d. Cooking.....
- e. Manual training.....
- f. Commercial work.....
- g. Vocational agriculture.....
- h. Vocational home economics.....
- i. Study.....

How are recitation rooms seated?

- a. Single desks.....
- b. Double desks.....
- c. Desk arm chairs.....
- d. Recitation benches.....
- e. Tables and chairs.....

Is each room provided with maps, charts, and other appliances likely to be needed in conducting recitations held in that particular room?.....

- Is there a room seated with standard commercial desks?.....
- Are your laboratories equipped with standard laboratory tables? If not, give a statement as to the type of tables used.....
-
-
- Are chemicals and apparatus kept in separate cases?.....
- Are the cases in your laboratories ample for keeping all apparatus in good order?.....
- Can these cases be kept locked?.....
- Are your laboratories supplied with--
- Individually?.....
 - In groups of two?.....
 - In groups of three?.....
 - In groups of four?.....
- Is there sufficient physics apparatus to perform at least thirty-five of the experiments suggested in the State Course of Study for High Schools?.....
-
- Is there sufficient equipment for agriculture to carry out the laboratory work suggested in the State Course of Study?.....
- Is your manual-training room equipped with single or double benches?.....
- How many pupils can be accommodated at one time?.....
-
- Is the heat in your cooking laboratory supplied by--
- Electricity?.....
 - Gas?.....
 - Oil stoves?.....
 - Alcohol stoves?.....
 - Coal range only?.....
- Is your cooking laboratory equipped with standard domestic-science tables?.....
- How many tables?.....
- How many girls can be accommodated at one time?.....
- How many sewing machines are provided for the sewing laboratory?.....
- Is there a fee of any kind charged in manual training or cooking?.....
- Is your school library convenient to the study room?.....
- Is your library a separate unit, or is it a part of the study hall?.....
- Is full-time librarian employed?.....
- Name of full-time librarian.....
- Number of volumes in library.....
- Number added during year.....
- Can the cases containing the books be locked?.....
- Is there a system established for checking out the books at all times?.....

- Is there a card index of your library?.....
- Is it the policy of your board of education to provide a fund from which annual additions and renewals can be made to the library and laboratory?.....
If so, how much?.....
- Is the library open to general public?.....
- Underline the subjects which you feel are amply covered by usable, up-to-date reference books in your library, being sure to give the number in each:
- | | |
|--------------------------|---------------------------|
| English..... | ; Ancient history..... |
| Modern history..... | ; English history..... |
| American history..... | ; Civics..... |
| Economics..... | ; Elementary science..... |
| Physical geography | ; Botany..... |
| Zoology..... | ; Chemistry..... |
| Physics..... | ; Agriculture..... |
| Sewing..... | ; Cooking..... |
| Physiology..... | ; Psychology..... |
| Normal training..... | ; Foreign languages..... |
| Commercial subjects..... | ; Art.....; Music..... |
- Have you elementary grades as part of your school organization? If so, are there any elementary classes being taught in a basement?.....

SCHOOL ACTIVITIES.

- Are any of the following in your school?
- a. Parent-Teacher Association.....
 - b. Literary societies.....
 - c. Y. M. C. A.
 - d. Y. W. C. A.....
 - e. Boy Scouts.....
 - f. Debating teams.....
 - g. Dramatic club.....
 - h. Glee club.....
 - i. Choruses.....
 - j. Military organization.....
 - k. Dean of girls.....
 - l. Dean of boys.....
 - m. How many school or class plays are given each year?.....
 - n. Does your school participate in scholarship contests?.....
 - o. Do the proceeds of such entertainments go to a school fund or to the students?.....

ATHLETICS.

- Do you have an organized athletic association?.....

Who coaches athletic teams?

- a. Boys?.....
- b. Girls?.....

Does your schools have teams in--

- a. Football?.....
- b. Soccer?.....
- c. Basket ball?.....
- d. Baseball?.....
- e. Tennis?.....

Does your school participate in track and field contests?...

In athletics are you governed by the constitution, rules
 and by-laws of the Kansas State High-school Athletic
 Association?.....

.....

.....

.....

Date.....

Signature.....

Title.....