

A SURVEY
OF THE LOST SPRINGS, RAMONA, AND TAMPA (KANSAS)
RURAL HIGH SCHOOL DISTRICTS
WITH A VIEW TO CONSOLIDATION

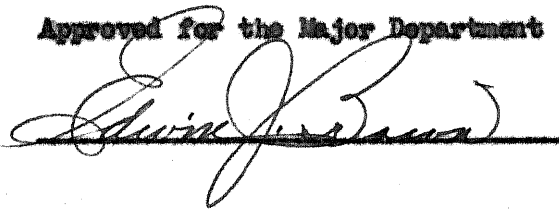
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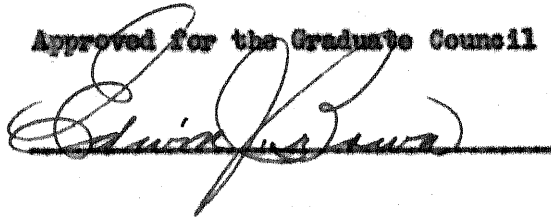
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PART I

INTRODUCTION

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One of the vital educational problems confronting the State of Kansas is the education of her farm children. This problem, which has always existed, has been growing more and more acute since the beginning of the present century. The reasons for this are many, but the more important factors are the decrease in rural population, poor crop conditions, and the changed road situation in Kansas. The organization of Kansas schools on the district system has ever been a problem.

A survey of the population figures for Kansas, shows that, while the total population was increasing from 1,470,495 in 1920, to 1,880,999 in 1930, the population increase was mainly in the cities. In 43 counties of the state a decrease was shown and, in the 62 counties showing an increase, the gain was in the cities, at the expense of the rural districts.¹

The principal cash crop of Kansas is wheat. In 1903 the value of this crop was \$52,062,062. This figure remained more or less constant until 1914, when the value of the wheat crop was \$151,143,795 and this figure was raised in 1920 to the top, \$261,763,164. From this high figure of 1920 the value of this one crop slumped until, in 1932, the cash value²

¹ Fifteenth Census of United States, Washington, D.C. Government Printing Office, 1931, Vol. 1, p. 401.

² Twenty-Eight Biennial Report of the State Board of Agriculture, Topeka, Kansas. State Printing Plant, 1932, pp. 236-237.

was \$30,935,887.

Although Kansas has been making progress in road building, this has not been in the agriculture areas. The Kansas road map shows 8,182 miles of improved roads, but all are state and county highways, and most of the superior county roads are in the counties with the larger cities.

The schools of Kansas are organized on the district system. This system is a carry-over from pioneer days, when the state legislature delegated to the local school districts the right to look after their schools. The schools that are in use today were built then, and at that time the area to be served by a school was determined by the mode of travel, which was on foot or by horse and buggy. The result of this is that in 1935 Kansas had 8,353 school districts operating schools. Of these 8,353 schools, 789 were high schools.³ To get a comparison in regard to numbers: California, a state with 5,677,251 people, had only 293 high schools during the same period.⁴

The Kansas legislature, in an attempt to improve this situation, passed, in 1915, what has come to be known as the rural high-school law. The purpose of this law was to allow rural districts to consolidate for high-school purposes, without disturbing the grade-school units.

This law, 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

³ W. T. Markham, Facts of Interest for the Fiscal Year Ending June 30, 1935. Kansas State Printing Plant, Topeka, Kansas, 1936, p. 3.

⁴ Fred Englehardt, W. E. Zeigel, W. M. Proctor, S. S. Mayor, District Organization and Secondary Education, United States Department of the Interior, Office of Education, Washington, D. C. Government Printing Plant, 1933, Bulletin 1932, No. 17, Monograph 6, p. 87.

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 of public instruction 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 a rural high-school as hereinafter provided.⁵

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 regulating rural high-school districts.⁶

This law has been amended several times. In 1917 the legislature passed a law forbidding formation of a rural high-school district unless the territory included in the district had a taxable valuation of \$2,000,000, said valuation to be determined by the tax assessor.⁷

Still another amendment allows the establishment of a rural high school district, in counties with a population between 18,000 and 20,000, and with an assessed property valuation of not less than \$45,000,000 or more than \$50,000,000, with a valuation of \$1,250,000 as determined by the tax assessor.⁸

⁵ 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. 3502.

⁶ Ibid., Chap. 72, Art. 37, p. 3513.

⁷ Kansas School Laws Revised 1933, Edited and Revised by W. A. Stacey, Kansas State Printing Plant, Topeka, Kansas, 1933, Chap. 17, Sec. 573, p. 167.

⁸ Ibid., Chap. 17, Sec. 573, p. 167.

A second provision allows a rural high school district to be organized 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 the rural high school district. Such a high school must show an average attendance of not less than forty pupils for the last year of the five.⁹

A school law of 1951, passed to apply specifically to Stevens County, places all territory not organized into high school districts into a new rural high school district.¹⁰

Following the passage of the rural high-school law of 1915, numerous schools of this type were established. Eight were established in 1915-1916, which number jumped to 161 in 1920-1921 and has steadily increased until, in the school year of 1935-1936, there are 312 rural high school districts, 309 of which are operating schools.¹¹

In Marion County, located in the east central portion of the state, there are four schools of the rural high-school type. These schools are located at Goessel, in the extreme southwest corner of the county, Lost Springs in the extreme northeast corner of the county, Ramona, adjacent to and west of the Lost Springs district, and Tampa, adjacent to, west, and some south of the Ramona district.¹²

⁹ Ibid., Chap. 17, Sec. 574, p. 167.

¹⁰ Ibid., Chap. 17, Sec. 577, p. 168.

¹¹ W. T. Markham, Facts of Interest for the Fiscal Year Ending June 30, 1935. Kansas State Printing Plant, Topeka, Kansas, 1935, p. 3.

¹² Gf. post., p. Map of Marion County, Kansas.

The first of these north Marion county districts to organize was Ramona in 1925. Previous to this time the district had maintained a city high school.

This city school, located in the second story of a two-story frame school house, was served by three teachers and enrolled 60 students. The school had no auditorium or gymnasium and was limited in all its physical features. Feeling the need of a better building, Ramona voted a rural high-school district.

This district, Marion county No. 1, was 39 square miles in area and had a taxable valuation in 1925 of \$2,525,979. The rural high-school opened in September, 1926, housed in a modern two-story brick building. The school had an enrollment of 54 pupils and a teaching force of five teachers. The school showed a small growth until 1931-1932, when the enrollment reached 63. Since that time there has been a steady decrease in the enrollment figures and in 1935-1936 the school had 42 pupils. The teaching force numbered four giving full time, and a fifth teacher giving half her time to the high school and the other half to the city grade school.

This decrease in enrollment is probably permanent. The population figures of the city and township show a decrease for the last decade. The population of the city in 1920 was 303, and of Colfax township, in which the high school is located, was 796. In 1930 the city population was 265, the township's 707, a loss of 129 for the ten years.¹⁵

¹⁵ Fifteenth Census of the United States, 1930. United States Printing Office, Washington, D. C., 1931, Vol. 1, p. 413

Lost Springs, the second district to organize, was an agricultural community until 1928. In that year oil was found in and around the city and Lost Springs went through a typical oil boom.

Previous to this time, Lost Springs was conducting a city high school, using the second floor of an old frame school building. This building had been condemned by the state department of education, and, with the increase in enrollment due to the oil industry, it was physically impossible to maintain school in the old building. To remedy this situation, a rural high-school district was organized in 1929. The district, as organized, included 46 square miles of territory and had a taxable valuation of \$2,868,000.

The first year the school operated in its new building it had an enrollment of 60 pupils and a teaching staff of five. This enrollment has decreased until, in 1935-1936, there were but 48 pupils. The faculty now (1937) numbers four teaching full time with a fifth teacher giving half time to the music department.

This loss in enrollment is not entirely due to the collapse of the oil industry. Census figures show the population of the city to have increased from 261 to 268 in the period from 1920 to 1930, and of Lost Springs township, in which the school is located, to have dropped from 859 to 785, or a loss of 44 in the agriculture population for that period.¹⁴

The last of the north Marion county districts to organize was Tampa. This city had been maintaining a city high school under conditions similar neighbors. The school was overcrowded, did not have an auditorium or

¹⁴ Ibid., p. 413.

gymnasium, and was very much in need of a new plant.

The Tampa district, organized in 1930, is the largest of the three. The district is 56 square miles in area and had a taxable valuation of \$3,000,000, at the time of organization.

The school opened in September, 1930, with an enrollment of 65, with three teachers serving full time and a fourth spending half-time in the high school. This enrollment figure has remained stationary, but the number of teachers has been increased to five.

The enrollment of the school will probably drop, as the population figures of the town and district show the same general trend as those of the neighboring districts. The city shows an increase of 18 people for the ten year period, 1920-1930, and Blaine township, in which the school is located, a decrease of 20 for the same period.¹⁵

At the present time, all three of these communities are agricultural in character. Lost Springs has a small income from oil. In the nature and type of farming the three places are identical, which gives them a common economical interest.

In regard to population characteristics, the communities also find themselves on common ground, with the Germans being the predominant nationality in all three places. In addition to the Germans, Lost Springs has a strong element of Swedish, and Tampa has Irish and Bohemian families.

The religious makeup of the towns differs to a somewhat greater extent, although there is a strong Lutheran church following in each of them. In addition Lost Springs has an active Evangelical church, Ramona a

¹⁵ Ibid., p. 412.

River Brethren, and Tampa has a strong Roman Catholic parish.

THE PROBLEM

The purpose of this study is to determine whether it would be advisable and desirable to set up a new rural high-school district, either by consolidation or through the "cooperative school area" plan in the territory now served by the rural high-schools of Bonoma, Lost Springs and Tampa.

Criteria Listed To Determine Advisability

The criteria proposed to determine the acceptability of any new plan proposed are as follows:

The plan should:

1. Afford educational opportunities as good or better than those now offered in all of the schools involved.
2. Reduce the present costs, if the quality of education is not improved but is held constant.
3. Make a maximum use of present school facilities.
4. Be legally possible.
5. Be desirable from a physical viewpoint for all pupils concerned.

The following general principles are suggested as pertinent to the organization or reorganization of school units.

1. Units should be organized or reorganized, insofar as possible, on the basis of objective studies, rather than in terms of traditional

boundaries. Such studies should take into consideration all related factors, such as soil conditions, topography, climate, transportation facilities, and the social and economic interests of the people.

2. The prime objective in determining the size and arrangement of the local school unit should be the unimpeded development of a range of educational opportunities adequate to meet the needs of all children through at least the twelfth grade. An economical and efficient unit should be judged in terms of whether this objective is realized, rather than in terms of economy in cost alone.¹⁶

METHOD OF PROCEDURE

This study is based on inquiry into the following:

1. The history of the consolidation movement in the United States and Kansas.
2. The physical make-up of a good high school, the number of pupils the school should enroll, the number of teachers that should be employed, and the valuation that is necessary to maintain an efficient, economical high school.
3. A survey of the circumstances leading to the establishing of rural high-schools at Ramona, Lost Springs, and Tampa.
4. Significant data in regard to the area in square miles, valuation,

¹⁶ Howard A. Dawson, Reorganization of School Units, United States Department of the Interior, Office of Education, Washington, D. C., Government Printing Office, 1936, Bulletin 1935, No. 15, p. 15.

- levy, enrollment, number and qualifications of teachers, salaries of principals, teachers, and janitors, bonded debt, curricula, subjects offered, library service, club work, extra-curricular activities and physical equipment of the schools now existing.
5. An inquiry into the type of school that could best be substituted for these three schools.
 6. Statistical information in regard to area in square miles, valuation, enrollment, teachers, tax levy, extra-curricular activities, club work, curriculum, subjects offered, library service and physical equipment of the proposed consolidated high school.
 7. Detailed facts concerning the three communities of Ramona, Lost Springs, and Tampa in regard to economic, social, political, and religious conditions.
 8. A survey of the present road conditions.

SOURCES OF DATA

The greater part of the information for this study came from the High School Principals' Reports of the three schools studied which are on file in the County Superintendent's office in Marion, Kansas, and from a study of 13 selected schools, whose High School Principals' Reports are on file in the office of the State Superintendent of Public Instruction in Topeka, Kansas.

The financial figures quoted in this study are taken from the reports of the district clerks, on file with the County Superintendent, Marion,

Kansas. Many of the data came from personal observation of the author.*

TYPES OF DATA COLLECTED

The following types of data were obtained for this study from the reports on file with the county superintendent of Marion county:

1. Area of school districts in square miles.
2. Valuation of districts.
3. Bonded debt.
4. Levy in mills for operating expenses.
5. High school enrollments.
6. Number of teachers.
7. Educational qualifications of teachers.
8. Teaching load of teachers.
9. Library facilities.
10. Curricula of schools.
11. Classes offered by schools.
12. Cost of running schools.

The following data were obtained by personal observation and survey:

1. Road conditions.
2. Types, designs and availability of school buildings.
3. General characteristics of the people.

From a study of High School Principals' Reports on file at the office of the State Superintendent of Public Instruction, Topeka, Kansas, the

* The writer is indebted to the County Superintendent of Marion County, Kansas, and the State Superintendent of Public Instruction for many courtesies extended.

following were secured:

1. Valuation of district.
2. Maintenance cost of school.
3. Salary of principal.
4. Salary of teachers.
5. Salary of coach.
6. Number of pupils transported.
7. Distance transported.
8. Method of transportation.
9. Cost of transportation.
10. Curricula of schools.

PART II

THE CONSOLIDATION MOVEMENT

The history of consolidation in the United States begins in New England, where consolidation laws in Massachusetts appeared as early as 1838. This state abolished the district system of schools in 1882, but did not consolidate the attendance units.¹ Early educators prominent in the consolidation movement were Henry Banard and Horace Mann. The movement for consolidation west of the Alleghanies began in Ohio in 1882.)

The growth of consolidation in the United States has not been rapid, but it has been steady. During the period, 1919-1920 to 1927-1928, the number of consolidated schools for the 42 states increased from 11,890 to 17,004, with the number well over 17,500 by the close of the 1928 school year.² This steady growth was accompanied by a corresponding decrease in the number of schools. Georgia, Arkansas, Connecticut, Delaware, Indiana, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, North Carolina, Ohio, South Carolina, Tennessee, Texas, Virginia, and Washington closed 25 per cent or more of their schools during this period.³

The Kansas situation does not parallel this situation in the states

¹ K. M. Cook, Rural Education in the United States, Bureau of Education Bulletin, 1923, Washington, D. C., Government Printing Office, 1924, No. 36, p. 4.

² Timon Covert, Rural School Consolidation,

³ W. E. Sheffer, The Co-operative School Area in Kansas, Research Bulletin of the State Department of Education, Topeka, Kansas, State Printing Office, May, 1934, p. 22.

reported. (The people of Kansas have been very slow to part with the district system of schools. These local districts represent a large degree of decentralization and a large measure of self-determination, two things very dear to the average Kansan. In general, people are afraid of that which they do not understand and Kansas, a state born in strife and conflict, has a pioneer independence which tends to develop a very conservative attitude toward any change or unaccustomed form of co-operation.)

The first manifestation of interest in consolidation of schools in Kansas was the organization of the Lorraine Consolidated School in Ellsworth county in 1898. During the 32 year period from that date until 1930, there were 177 consolidated districts formed by the union of 551 smaller districts.⁴ Since 17 of these districts employed only one teacher each, and one maintained no school whatever,⁵ the improvement effected in rural consolidation through the consolidation movement is even less significant than seems at first apparent.) Of the total number of pupils enrolled in the consolidations, 4,066 were enrolled in high school grades.⁶

In any study of consolidation, the question of size of school is one that deserves special attention. If Kansas' present high schools are too small, the question naturally arises: How large should they be? Should they enroll 100, 200, 300, or 3000 pupils? What size high-school can best serve the economic interests of the community and, at the same time, give the children of that community a good education?

⁴ 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. 514.

⁵ Ibid., pp. 511-514.

⁶ Ibid., p. 515.

While many individuals and survey staffs have given their opinion on the minimum and optimum size of the school unit, most of the opinions lack statistical evidence to make them more than opinions. The State of Virginia was the first to make a statistical survey on this question. This study⁷ found the small high schools deficient in:

1. Training of teachers.
2. Teacher specialization.
3. Teacher experience.
4. Tenure of teacher and principal.
5. Teaching load.
6. Salaries.
7. Program of studies.
8. Organization of curriculum so as to meet individual needs.
9. Material equipment.
10. Per pupil cost of instruction.

In the matter of numbers the study concludes:

By way of recapitulation considering the different conditions under which schools are operated, including administration, costs, and educational opportunities in the elementary schools from which pupils come, it is difficult, if not impossible, to say definitely just what size school can "provide the maximum of opportunity" for its pupils at a minimum per capita cost. After an analysis of the data contained within the scope of this study in the limit of these variables, however, one may be justified in concluding that schools with enrollments ranging somewhere from 150-250, which may be called the medium sized schools, can be made just as effective as the larger schools with approximately the same pupil cost.

⁷ M. S. Combs, Efficiency in Relationship to Size of High School, Survey for State Board of Virginia, School Review, The University of Chicago, 1928, Vol. 38, No. 9, pp. 644-647.

Attacking the problem from the viewpoint of the number of teachers required to maintain an efficient school, a survey made of 495 high-schools in Texas enrolling from 10 to 150 students and having from 3 to 14 teachers is significant. This survey found that the number of teachers in the high-school had far more to do with the teaching load than did the enrollment of the school. Teachers teaching outside of major and minor fields were found to be:

In three-teacher high-schools	66	$\frac{2}{3}$	per cent.
In four-teacher high-schools	49		per cent.
In five-teacher high-schools	45		per cent.
In six-teacher high-schools	35		per cent.
In seven-teacher high-schools	32		per cent.
In eight-teacher high-schools	25		per cent.

From these and other facts, the authors conclude that schools with eight teachers suffer no undue handicaps in presenting a good program.⁸

A study⁹ of 504 small four-year high-schools, ranging in enrollments from 10 pupils to 300, and 126 small four-year schools which had been mentioned to the authors as doing outstanding work by two or more educational authorities, and which the authors designate as the selected schools, leaves very little doubt as to the influence of size.

The results of the study show the 126 selected schools doing a much better piece of work than the unselected schools. Some of the latter ranked above the former but, as an entire group, the selected schools outrank the unselected.

⁸ D. M. Wiggins, F. T. Spaulding, When Are High Schools Too Small? The School Review, The University of Chicago, Oct., 1933, pp. 585-594.

⁹ E. N. Ferris, W. H. Gammitz, P. Roy Brammell, The Smaller Secondary School, Bulletin 1932, No. 17, National Survey of Secondary Education, Monograph No. 6, p. 233.

In summarizing their findings the authors state:

The selected schools are in larger districts than the unselected schools. They more often are in consolidated districts. They more often provide transportation and provide it to a large number of pupils. They retain pupils better. The length of the class period is greater. They more often provide the service of part time librarians, and these librarians are better trained than the librarians of the unselected schools. Their principals are better trained, both with respect to the total duration of training and the amount of work taken in the special field of education. The tenure of these principals is longer, the teaching load more reasonable, and their salaries higher. In material facilities the selected schools are better provided, particularly in such matters as size of grounds, service equipment, special rooms, space and equipment for library, equipment for motion and still pictures, and free text books. They are superior in respect to instruction in that they more often make use of teaching aids and materials, and have in recent years made certain additions to the curriculum. The selected schools are carrying on a greater range of supervisory activities. In extra-curriculum, in pupil guidance and accounting, in extending the educational services, and in the community relationships they have gone farther than have the unselected schools.

A second conclusion from the evidence of the whole study is in respect to the significance of the size of the school, as determined by enrollment. The conclusion from the present investigation is another way of saying that size is a more important factor than selection in making for constructive differences among small high schools.

The obvious implication from the finding is that the very small high-school ought to be kept as small a number as possible. . . . the normal and basic assumption should be that it is easier to provide a good school where a sizable enrollment is assured and that to maintain a good school with a small enrollment is always an uphill and often impossible task.

In the same study the authors answer the question of enrollments.

They found that in schools enrolling 75 pupils or less, the pupil teacher ratio is very low, being less than half of what is generally considered desirable as an economic ratio. In schools enrolling 76 to 150 pupils the ratio is three-fifths. Only in schools enrolling 150 or more pupils

does the average number of pupils per teacher approach or equal the ratio of 25-1, ordinarily considered to be economically desirable.¹⁰

From the evidence of these studies, the minimum size of a high-school should be not less than 150 pupils, with a teaching force of not less than eight.

Area and Taxable Valuation

The second point to consider is area and taxable valuation of the proposed district.

In any study of the minimum or optimum size of the district for carrying on education, it would seem desirable to define size of district in terms of measures which would be related to function. For example, the number of square miles in the district would be more significant in dealing with rural areas, than with densely populated districts.¹¹

This being a study of rural areas, the area of the school district becomes important. The question arises: What should be the deciding factors in determining the territory assigned to a rural high-school? Dogmatically, it may be said that the maximum territory assigned to a rural high-school depends primarily on the transportation question.

The cost of transportation varies greatly from community to community. There are a great many causes for this, the more important being: road conditions, density of population, labor costs and type of transportation.

¹⁰ Ibid., pp. 206-207.

¹¹ Paul E. Mirt, Research in School Finance

Evans¹² found that in determining costs of transportation, the average cost per bus mile or per pupil is of little value, . . . comparisons of total costs of projects of a given size are much more valid. Much of the expense involved is not dependent upon mileage.

There is, however, a very high relationship existing between the cost of transportation per pupil and the net cost of other school expenditures per pupil in average daily attendance, not including transportation. The correlation between these two items in the 48 states is .87. The formula for the cost of transportation is:¹³

Cost of transportation in dollars, per pupil, equals
 $\$1.913$ minus $.584$ times cost of other current expenses per
 pupil in average daily attendance.

The average cost of transportation in the United States is 85.26 per cent of the cost of current expenses not including transportation. For the state of Kansas the cost is 34 per cent.¹⁴

With this as a measure, a rural high-school should have a financial right to expand, and transport pupils, until its transportation costs are approximately one-third of its current expense.

The median cost of operation for Kansas high schools, enrolling 150 pupils, for the school year 1935-1936, is \$14,410. A third of this for

¹² Frank A. Evans, Factors Affecting the Cost of Transportation in California, Bulletin 1930, United States Office of Education, Government Printing Office, Washington, D. C., No. 29, p. 21.

¹³ H. A. Little, Potential Economies in the Reorganization of Local School Attendance Units. New York, Teachers College, Columbia University, 1934, p. 11.

¹⁴ Ibid., p. 15.

transportation allows \$4,803. A survey of Kansas shows Chapman Community High School, a school transporting many pupils, spending \$4,440 for this purpose. In school busses, Chapman transports 256 pupils over bus lines.¹⁵ The average mileage is 33.7.¹⁶

The survey also shows Burns Consolidated School, Marion county, Kansas, contracts for the transportation of 110 pupils, over routes averaging 19 miles, for a total cost of \$3240.00.¹⁷

These two schools, Chapman Community High School, immediately north, and Burns Consolidated School, south and east of the districts being studied, indicate that the Kansas transportation figure is sufficient for that purpose in the proposed district.

Taxable Valuation

The second point to consider in regard to the proposed area is the taxable valuation of the proposed district. The taxable valuation of a school district should be large enough to raise the amount of money needed to run the school, and stay well within the legal limit of six miles.

Kansas high schools of 150 enrollment, and with eight to eleven teachers, spent from \$10,135 to \$26,000 for current expenses during the school year of 1935-1936. The median figure was \$14,410.*

Taking this figure, adding a third more for transportation and then

¹⁵ State Superintendent's Office, Report on School Transportation.

¹⁶ Ibid.

¹⁷ Ibid.

* Author's study of reports in office of State Superintendent of Public Instruction, Topeka, Kansas.

allowing an extra \$1,000 as a contingent fund, produces an estimate of the amount of money necessary to run the high school. This amount is \$20,210.35. A six mill levy on a valuation of \$3,500,000 would produce this sum, but since this is a levy for high school purposes only it would be wiser to provide for a four mill levy and make the minimum valuation of the proposed district \$5,000,000.

Planning a high school district based on the facts brought out by the data presented in this chapter, would give a district of not less than \$5,000,000 valuation, and a high school with an enrollment of at least 150 pupils and a minimum teaching faculty of eight teachers.

To apply this recommendation to Kansas, where a vast majority of the high schools have small enrollments, high costs, limited facilities, and, through necessity, inefficient methods of teaching and supervision, would mean a reorganization in 491 high school districts, as shown by the following table.

TABLE I

ENROLLMENTS IN KANSAS HIGH SCHOOLS,
CITIES OF THE THIRD CLASS*

Enrollment	No. of Schools
1- 11	14
12- 20	15
21- 30	24
31- 40	50
41- 50	60
51- 75	128
76-100	104
101-125	55
126-150	44
151-175	12
176-200	20
201-225	8
226-250	2
251-275	4
276-300	2
300 and over	3

Read Table thus: The number of high schools in cities of the third class enrolling 1 to 11 pupils was 14.

The first criteria for an efficient high school organization was an enrollment of 150 pupils. Table I shows 494 high-schools with an enrollment of less than this number.

* Kansas Educational Directory: 1935-1936 Statistical Information: Cities of the Third Class.

TABLE II

TEACHERS IN KANSAS HIGH SCHOOLS,
CITIES OF THE THIRD CLASS*

Number of Teachers	Number of Schools
1	18
2	31
3	75
4	118
5	105
6	102
7	39
8	29
9	17
10	8
11	9
12	2
13	3
14	0
15 or over	1

Read Table thus: The number of high schools in cities of the third class employing one teacher was 18.

The second criteria established in Part I for efficient high school organization was a minimum of eight teachers. Table II shows 486 high schools with less than this number.

* Kansas Educational Directory 1935-1936; Statistical Information: Cities of the Third Class.

PART III

THE PRESENT SITUATION IN THE AREAS UNDER CONSIDERATION

RAMONA

Ramona Rural High School, located in the city of that name, in Colfax township, Marion county, Kansas, has an area of 89 square miles and a taxable valuation of \$1,751,801.

The school is housed in a modern, two-story, brick building, constructed in 1925 at a cost of \$40,000. In the building are three recitation rooms, a science laboratory, a sewing room, a cooking room, a combined vocational agriculture shop and recitation room, a commercial room, a combined study hall and library, and an auditorium-gymnasium in one unit. The building is adequate for the present school needs of the territory served, except for the gymnasium, which is too small for present-day athletic programs. The plant is comparatively well equipped for school purposes, has its own water system, and uses gas and electricity.

There are three acres of ground included with the plant and the district has built a tennis court and base ball diamond on this property. The district owns a small house, which it rents to the vocational agriculture instructor.

The school spend \$6,487.15 for maintenance purposes during the school year of 1935-1936. The items on the district clerk's report of

expenditures were as follows:

TABLE III

DISTRICT CLERK'S REPORT, RAMONA RURAL HIGH SCHOOL, DISTRICT RURAL NUMBER I, MARION COUNTY, KANSAS.

General Control	\$ 147.42
Instruction	4117.00
Janitor's Salary	215.65
Instruction Supplies, Including Library	548.00
Supplies, Light, Fuel, Water, Repairs	613.00
Insurance	84.00
New Lands and Buildings	119.30
Building Repairs	635.79

Read Table thus: For general control the district spent \$147.42. Read in like manner for other items.

To maintain these expenditures the district levied a general tax of 3.7 mills. The district also had a bonded debt levy of 2.5 mills, making a necessary total levy for all purposes of 6.2 mills.

The enrollment of the school for the year 1935-1936 was 42, distributed as follows:

TABLE IV

ENROLLMENT, RAMONA RURAL HIGH SCHOOL, 1935-1936

Grade	Boys	Girls	Total
Nine	3	7	10
Ten	3	7	10
Eleven	10	3	13
Twelve	3	6	9
Total	19	23	42

Read Table thus: Grade nine enrolled 3 boys and 7 girls for a total of 10 students. Read in like manner for other grades.

The faculty included the principal, serving his first year. He is a graduate of Kansas State College, Manhattan, Kansas, and has a Master's degree from Boston University, Boston, Massachusetts. His major work in college was vocational agriculture and education, and he holds a Smith-Hughes certificate in the former. The principal is teaching a class in biology and one in vocational agriculture, with a total teaching load of 26 units.

The coach, serving his second year, is a graduate of McPherson College, McPherson, Kansas, where he specialized in commerce and physical education. He is teaching classes in algebra, general science, citizenship, psychology, and boys' physical training. His teaching load is 76 pupils, not including study halls.

The teacher of social science is a graduate of Kansas Wesleyan University, Salina, Kansas, with majors in social science and English. She is teaching her first year and has classes in English (3), world history, and journalism. Her teaching load is 43 pupils.

Home economics is taught by a graduate of Kansas State College, Manhattan, Kansas, with majors in home economics and commerce. Serving her first year, she has classes in home economics, commercial arithmetic, typewriting, and bookkeeping. Her teaching load is 54 pupils.

The music teacher devotes half her time to the rural high school and the other half to the city grade school. She is a graduate of Bethany College, Lindsberg, Kansas, with majors in music and English. She is serving her first year and has classes in music appreciation, orchestra,

and the glee clubs. Her teaching load is 44 pupils.

The school offers two curricula, the general and the business. Classes offered include: English (three years), journalism, algebra, world history, citizenship, constitution, economics, commercial arithmetic, bookkeeping, typewriting, general science, vocational agriculture, biology, home economics, and music.

The library contains 520 books, listed as follows:

Encyclopedia sets	3
Psychology	6
Mythology	1
Sociology	4
Economics	5
Civics-Government	3
Education	1
General Science	2
Mathematics	6
Physics	4
Chemistry	3
Physical Geography	1
Biology	5
Hygiene	6
Agriculture	43
Home Economics	10
Industrial Arts	0
Music	4
English	22
Atlas-Maps	63
Ancient, Medieval History	14
Modern History	3
English History	1
American History	15
Fiction	110

Periodicals taken by the library include: Current History, Good Housekeeping, Time, The Country Gentleman, and National Geographic. For the daily news the school subscribes to the Topeka Daily Capital.

For extra-curricular activities, Ramona is a member of the North Marion County League. This league carries on a program which includes One

Act Play, Literary, (Declamation, Oration, Written Dissertation, and Extemporaneous Speaking), Music Festival, Soft Ball, Baseball, Track, and Basketball. The school enters all these activities except Track.

In addition to this work, the school mimeographs a school paper, and maintains a small school orchestra. There are no club or home-room organizations.

LOST SPRINGS

Lost Springs Rural High School, located in the city and township of that name, Marion county, Kansas, has an area of 46 square miles and a taxable valuation of \$1,723,454.

The school is housed in a modern brick building. The plant, used by both high and grade schools, was built in 1930 at a cost of \$80,000. The grade school uses four rooms on the ground floor, leaving the high school a domestic science room, a manual training and finishing room, and an auditorium-gymnasium on the first floor. The second floor has a music room, a science laboratory, a typing room, a class room, the principal's office, and a combined library-study hall. The building, in size, is more than adequate for the number of pupils using it. The plant is equipped with its own water system, and uses gas and electricity. The school grounds are one city block in size.

The school spent \$7,270.96 for maintenance purposes during the school year 1935-1936. The report of the District Clerk shows the following major items:

TABLE V

DISTRICT CLERK'S REPORT, LOST SPRINGS RURAL HIGH SCHOOL,
DISTRICT, RURAL NUMBER 2, MARION COUNTY, KANSAS

General Control	\$ 10.00
Instruction	4859.62
Janitor's salary	600.00
Instruction supplies, including library	45.38
Supplies, light, fuel, water, repairs	795.81
Miscellaneous	
New Lands and buildings	
Building repairs	491.19
Transportation	122.57

Read Table thus: For general control the district spent \$10.00. Read in like manner for other items.

To maintain these expenditures the district levied a general tax of 4.6 mills. The high school paid for its share of the building within two years after completion of the building.

The enrollment for the year 1935-1936 was 48 pupils, classified as follows:

TABLE VI

ENROLLMENT LOST SPRINGS RURAL HIGH SCHOOL, 1935-1936

Grade	Boys	Girls	Total
Nine	8	5	13
Ten	5	3	13
Eleven	6	2	8
Twelve	8	6	14

Read Table thus: Grade nine enrolled 8 boys and 5 girls for a total of 13 students. Read in like manner for other grades.

The faculty includes the principal, serving his second year. A

graduate of Wichita Municipal University, Wichita, Kansas, with majors in Education and Mathematics, he is teaching classes in algebra, general science, and manual training. He is in charge of boys' athletics. His total teaching load is 65 pupils.

The Social Science teacher is a man, serving his fifth year in the school. He is a graduate of Southwestern College, Winfield, Kansas, with majors in history and mathematics. He teaches classes in geometry, sociology, agriculture, world history, and American government. His teaching load is 70 pupils.

The English teacher is a graduate of the College of Emporia, Emporia, Kansas. Teaching her first year, she had classes in English (3), home economics, and speech. Her teaching load is 70 pupils.

The business teacher is also teaching her first year in the school. A graduate of Bethany College, Lindsberg, Kansas, she has majors in history and commercial work. Her classes are in typewriting (2) and bookkeeping. Her teaching load is 48 pupils.

The music teacher is from Wichita Municipal University, Wichita, Kansas. She is teaching her first year, and has all the music work in both grades and high school. Her college work was in music and English.

The library contains books classified as follows:

Encyclopedia sets	2
Economics	18
Sociology	12
Civics-Government	10
Education	17
General Science	13
Physics	13
Physical Geography	6

Biology	4
Botany	8
Agriculture	24
Home Economics	12
English	62
Atlas-Maps	12
Ancient and Medieval History	14
Modern History	10
English History	18
American History	28
Fiction	90

Magazines listed by the library are: Current History, Good House-keeping, Industrial Arts, Literary Digest, Nature Magazine, Popular Science Monthly, Readers Digest, Review of Reviews, School Arts Magazine and Time.

In the field of extra-curricular activities, Lost Springs is a member of the North Marion County League. The school enters the One Act Play, Literary, and Music contests, and equips teams in Softball, Baseball, Basketball, and Track.

The school mimeographs a small school paper, and has an orchestra.

TAMPA

Tampa Rural High School, the largest of the three schools studied, located in Tampa, Elaine Township, Marion county, Kansas, includes 56 square miles of territory with a taxable valuation of \$1,934,444.

The school operates in a modern one-story, brick building, built in 1930 at a cost of \$60,000. The building contains four recitation rooms, a science laboratory, a vocational agriculture shop, a foods laboratory, a combination library-study hall and a large auditorium-gymnasium in one unit. The building is large enough for present school needs, except for the voca-

tional agriculture shop, which is too small. The building is surrounded by six acres of unimproved ground. The plant has its own water system, and uses gas and electricity.

The district spent \$8,910.00 for maintenance purposes during 1935-1936. The District Clerk's report shows:

TABLE VII

DISTRICT CLERK'S REPORT, TAMPA RURAL HIGH SCHOOL, DISTRICT
RURAL NO. 4, MARION COUNTY, KANSAS

Instruction	\$5440.00
Instructional supplies, including library	140.00
Janitor's salary	350.00
Supplies, heat, light, water, repairs	910.00
Insurance	272.00
Miscellaneous	4.80
Building equipment and repairs	635.79

Read Table thus: The district spent for instruction \$5440.00. Read in like manner for other items.

To operate the school, the district levied a general property tax of 2.9 mills, which, added to the bond tax of 2.2 mills, made a total levy of 5.1 mills.

The enrollment of the school was 65 for the school year 1935-1936.

Class enrollments were:

TABLE VIII

ENROLLMENT TAMPA RURAL HIGH SCHOOL, 1935-1936

Grade	Boys	Girls	Total
Nine	10	7	17
Ten	12	5	17
Eleven	5	6	11
Twelve	12	8	20
Total	39	26	65

Read Table thus: The ninth grade enrolled 10 boys, and 7 girls for a total of 17. Read in like manner for other grades.

The faculty of the school includes the principal, serving his fifth year. He is a graduate of the Kansas State Teachers College, Emporia, Kansas, with majors in history and education. He has classes in sociology, and citizenship, and coaches boys' athletics. His teaching load is 49 pupils.

The English teacher, serving her seventh year, is a graduate of Kansas University, Lawrence, Kansas, with majors in English and social science. She is teaching classes in English (3) and world history. Her teaching load is 50 pupils.

The vocational agriculture teacher is a graduate of Kansas State College, Manhattan, Kansas, and holds a Smith-Hughes certificate. He is giving full time to this subject and his enrollment is 25 boys.

The vocational home-making teacher is also a graduate of Kansas State College, Manhattan, Kansas. With majors in home-making and general science, she is teaching vocational home-making and general science. Her pupils number 45. Both of these teachers are serving their first year in the school.

The music teacher, serving her second year in the school, is a Bethany College, Lindsborg, Kansas, graduate. With majors in music and dramatics, she is teaching classes in music, speech, and journalism. Her teaching load is 75 pupils.

The school offers a college grade course and a vocational course. Classes offered include English (3), journalism, algebra, citizenship, sociology, economics, American history, typewriting, general science, vocational home-making, and vocational agriculture.

The school library contains 425 books, listed as follows:

Encyclopedia sets	3
Psychology	3
Mythology	1
Sociology	3
Economics	6
Civics-Government	7
Education	11
General Science	15
Mathematics	10
Physics	10
Chemistry	3
Physical Geography	10
Biology	7
Botany	4
Hygiene	5
Agriculture	30
Home Economics	2
Industrial Arts	3
Music	5
English	72
Atlas-Maps	9
Ancient and Medieval History	7
Modern History	3
American History	37
Fiction	30

Periodicals taken by the school are: Good Housekeeping, Literary Digest, Readers Digest, Popular Mechanics, The Country Gentleman, Collier's, McCall's, The American, and five strictly agriculture magazines.

For its daily news the library has the Kansas City Star.

The extra-curricular program of the school is the same as that of the other two schools studied. A member of the North Marion County League, the school enters the One Act Play, Music and Literary contests, and has teams in Softball, Baseball, and Basketball. The school mimeographs a small school paper.

SUMMARY

The three rural high-schools, studied in this chapter, show similar characteristics in regard to:

1. Enrollments
2. Number of teachers
3. Educational qualifications of teachers
4. Teaching load of teachers
5. Teacher tenure
6. Physical equipment
7. Libraries
8. Curricula
9. Subjects offered
10. Extra-curricular work

The three communities studied show similar characteristics in regard to:

1. Economic interests, all three being diversified farming communities.
2. Population, the Germans being predominate in

all three communities.

3. Social life

4. Religious life.

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PART IV

THE EFFECT OF THE PROPOSED PLAN

Restating the original problem: Would it be advisable to set up a new rural high-school district, either by consolidation or the "co-operative school area" plan, in the territory now served by the rural high schools of Ramona, Lost Springs, and Tampa?

Taking the schools as they now are and combining them produces a school district 141 square miles in area, with a taxable valuation of \$5,499,699.00. The opening enrollment of the school would be 155 students classified into 40 freshmen, 40 sophomores, 32 juniors, and 43 seniors.

For the purpose of comparison, offering the same classes in the proposed school as now are offered in the three schools, the following table is provided.

TABLE IX
SHOWING ENROLLMENT AND CLASSES FOR THE PROPOSED SCHOOL

Subject	Total Enrollment	Class Divisions
English IX	42	2
English X	45	2
English XI	58	1
Speech	10	1
Journalism	20	1
World History	33	1
Citizenship	28	1
Constitution	36	2
American History	36	2
Economics-Sociology	24	1
International Relations	25	1
Psychology	3	1
General Science	50	2
Vocational Agriculture	40	2
Physiology	8	1
Biology	8	1
Vocational Home-Making	38	2
Commercial Arithmetic	10	1
Bookkeeping	25	1
Typewriting	40	2
Industrial Geography	20	1
Commercial Law	10	1

Read Table thus: The total enrollment in the three schools in English IX is 42. This would make two divisions of the class. Read in like manner for other items.

This makes a total of 30 classes, with six double classes, a program which could be handled by seven teachers. The new school would not need to limit its organization to seven teachers, as the school could well offer a broad and well-rounded course of study. This it could do by adding two more teachers for a total of nine. This would allow the school to meet all the individual demands of the communities served, and still have a

faculty of six less than the three schools now employ.

With fewer teachers to hire, it would be possible to pay better salaries, thus getting teachers with better educational qualifications. Because of this tenure should be definitely improved. Part III of this study brings out the information that nine of the fifteen teachers now working in the three schools are serving their first year.

Physical Equipment

Another question to consider is: How would the proposed union affect the physical equipment of the schools?

In the survey of the schools in Part III, the data show the three schools giving practically the same course of study and teaching the same classes. This means duplication of equipment in many classes (especially sciences), such as vocational agriculture and home-making, physics, general science, and biology. Eliminating this duplication would allow for the purchase of more and better equipment, on the same budgeted expense as now shown.

This duplication is especially important in libraries of the schools studied. None of the schools makes a good showing in this department, and many of the books now on the shelves are old and out-dated. If the amount of money now divided among the libraries was expended upon one, it should make a great improvement in library facilities.

Extra-Curricular Activities

A third question asked would be: What effect would the plan have on the extra-curricular activities of the schools? The three schools studied

show a great similarity in this respect, but their programs are necessarily limited due to a lack of both students and supervising teachers. The schools now have small music groups in orchestra and glee clubs which, combined, should make for better bands and choruses. And, while all three have music teachers, each has to give so much of his time to other tasks that the music work suffers. The proposed school would be large enough to have a full-time music instructor.

Other extra-curricular activities such as football, debate, home-rooms, club work of all types, Y.M.C.A., Girls' Reserve, and G.A.A., found in schools similar to the one proposed, are lacking in the three schools studied. These activities, as well as many more, could and should be a very vital part of the school's curriculum.

Building Site

The question of a building suitable for the new district is most difficult to answer. All three of the schools in this study have modern buildings, which fill the needs of their own localities very well. None of the three is an ideal location for the proposed school.

Lost Springs has the largest and best building. This building is well-planned and is large enough to allow the proposed school to carry on a splendid program of both regular and extra-curricular activities.

Lost Springs is in the extreme northeast corner of the territory to be served by the new school. Due to a heavier enrollment in the southwest part of the district, this would mean an increase in transportation costs. The future growth of the school would in all probability be hindered by

the fact that Lost Springs is just three miles from the Herington district on the north and two miles from the Burdick district on the east.

A more serious problem in connection with the use of this building is the city grade-school. The grades use part of the building and have a bonded debt on their share of it. Locating in Lost Springs would necessitate the construction of a new grade school, which is not advisable at this time. The new district would either have to assume the bonded debt of the city district or pay for the new building.

The Ramona building, while large enough for present needs, would not accommodate an enrollment of 150 pupils and cannot be considered.

The Tampa building, with the exception of the vocational agriculture shop, is large enough for the initial enrollment. The school is used only for high school purposes, which eliminates the grade problem. Tampa is not centrally located, being in the southwest part of the proposed district. This would mean several long transportation routes, but due to the fact that Tampa is the largest school of the three, the transportation cost to that point would not be as great as it would be to Lost Springs.

South and west of Tampa is "tuition" territory,* which might prove beneficial to the new district in case students from this area were attracted to the school.

Highway Conditions

How would the condition of the roads affect the proposed plan?

* Tuition territory is land outside any organized high school district. The County Commissioners levy a small tax on this territory for the purpose of paying \$12.00 a month, per pupil, to any high school the student may choose to attend.

The main roads between the towns are almost all rock or gravel. Plans now being put into execution call for the finishing of these roads by the spring of 1937. The "feeder roads" are dirt and, in bad weather, are almost impassable. At such times, the school attendance is poor. However, it should be no more difficult to reach a centralized school than the one which the pupils now attend.

Transportation

How and at what expense could the transportation question be handled? The Revised Statutes of Kansas,¹ 1923, state:

The district board of consolidated school districts shall provide for the comfortable transportation of the pupils of said district who live two or more miles from the schoolhouse by the usually traveled road, in a safe and enclosed conveyance, or in lieu thereof said district board may make such allowances and payments to the parents, or other custodians of pupils who furnish their own transportation as the district board may deem just and proper, not exceeding 25 cents per day for each pupil transported, and shall establish such rules and regulations for carrying out the provisions of this section; Provided that said district board may establish regular routes for the transportation of such pupils.

This leaves to the district the decision as to how the children shall be transported. The legislature has proposed two methods of transportation: one, by district-owned busses; the other, by privately-owned cars. For the purpose of this study, the second method will be used, as that method will give a more exact transportation figure.

¹ Revised Statutes of Kansas, 1923, State Printing Plant, Topeka, Kansas, 1923, Chap. 72, Art. 6, Sec. 602.

Lost Springs would have 48 children to transport. The average driving distance would be 11 miles. The 25 cents per pupil rate would give Lost Springs a daily cost of \$12.00 and a total annual cost of \$2160.00.

Ramona would have 42 children to transport an average distance of six miles. Allowing the legal rate of 25 cents per pupil, would give Ramona a daily cost of \$10.50, or an annual cost of \$1890.00.

Tampa has 20 pupils living outside the two mile limit. The average driving distance of these pupils is four miles. These students are entitled to five cents a mile one way, or 20 cents a day. This would make Tampa's daily cost \$4.00, an annual cost of \$720.00.

Adding the three, Lost Springs \$2160.00, Ramona \$1890.00, and Tampa \$720.00, produces a total of \$4,770.00, which the proposed district might spend for transportation.

This is the maximum figure allowed by the law and could undoubtedly be reduced as shown by comparison with the neighboring Burns Consolidated School in the same county. This district spent \$5,240 for transportation purposes during the school year 1935-1936. The board contracted with private individuals for the carrying of 110 pupils. The average mileage is 19. This is practically the same number of pupils as the proposed school would transport, and the mileage in the Burns district is greater.

Bonded Indebtedness

In regard to the bonded indebtedness of the school studied, the

Kansas School Laws, Revised, 1933, read:²

. . . and said districts are hereby authorized and empowered to contract that the obligations existing at the time the consolidation is effected shall be paid by, and shall be a charge upon the property of the district that incurred the obligation, and that the said consolidated district shall not be liable for such obligation.

Two of the three schools, Ramona and Tampa, have a bonded debt and, under either of the plans, consolidation or the "cooperative school area," it would be necessary for the district contracting the debt to pay it. Ramona would retain its debt, and Tampa would be responsible for debts already incurred. Lost Springs High School has no bonded debt.

Legality

Is the proposed plan legal? It may be put into operation by one of two methods. The districts can vote to consolidate, as provided by the Kansas School Laws, Revised, 1933, or the voters of the districts may use the "cooperative school area" plan. The latter plan has never been used in this state by rural high-schools. In the opinion of Congressman Rees, the author of this law, and of W. T. Markham, State Superintendent of Public Instruction, the law is applicable to rural high schools.

Economic Aspect

The most important question in regard to the proposed district would be: Is the plan economically sound, and how will it affect the

² Kansas School Laws, Revised, 1933, Edited and Revised by W. A. Stacey, Kansas State Printing Plant, Topeka, Kansas, 1933, Chap. 8, Sec. 260, p. 74.

present situation? In Part I of this study, the criteria suggested for a rural high school which would serve its patrons to the best purposes and be economically sound were: an enrollment of not less than 150 pupils, no fewer than eight teachers, and a minimum taxable valuation of \$5,000,000. The proposed school would more than fulfill all three of these conditions.

In answer to the second part of the question, the survey of schools enrolling 150 pupils in Kansas showed the median budget to be \$14,410, not including transportation. Adding the transportation costs of \$4,770 and a \$1,000 contingent fund, the total budget is \$20,180. As they now operate the total budget of the three schools for maintenance is \$22,666.11.

The question of appropriation of expense among the schools is one which the boards of the districts involved would have to settle. One solution would be for each district to pay its own transportation costs, and to assume a proportionate share of the other operating expenses of the school.

The proposed maintenance budget of \$15,410, divided by the total enrollment of 156 pupils, gives a unit cost of \$99.42 per pupil.

Lost Springs, with an enrollment of 48, would pay 48 times \$99.42 or \$4772.16, plus transportation costs of \$2,160, making a total of \$6932.16.

Ramona, with an enrollment of 42, would pay 42 times \$99.42 or \$4175.64 plus transportation charges of \$1890.00, a total of \$6065.64.

Tampa, with an enrollment of 65, would pay 65 times \$99.42 or \$6,462.30, plus transportation costs of \$720.00, a total of \$7,182.30.

By this plan, each district would assume what seems to be a fair proportionate division of the running expenses of a school such as the one proposed. Far better educational opportunities would be afforded the children. Pupils would be transported to and from the school at the expense of the district--a practice not now in use by any of the three districts involved. At the same time, the budget of each district would be reduced.

SUMMARY

A rural high school to replace the three rural high schools of Lost Springs, Ramona, and Tampa is practical.

A district with a taxable valuation of \$5,409,699 would result. The desired enrollment of 165 pupils would be attained and a faculty of nine to serve the enrollment would be available. These teachers would be teaching in their particular fields, their tenure would tend to be longer, and their salaries to be higher. Improved equipment would result. In all departments, more and better facilities would be added. The library, so important in all high school work, would benefit greatly through consolidation, not only in content but also through the service of part-time librarians, trained for their work. With the added equipment, the range for extra-curricular activities would be broadened, all properly and intelligently supervised by members of the increased teaching staff.

There need be no heavy initial expense of building, since the added enrollment could be handled by one of the present schools. The district would be able to provide adequate means to transport all children living more than two miles from school. In the event of consolidation, each school carrying bonded indebtedness would retain its individual debt.

The proposed plan is legal if put into operation by a vote to consolidate or by the "cooperative school area plan." It is economically sound, since all criteria in Part I can be fulfilled, thus establishing a more efficient school than those now operating and for approximately \$2500 less annually than is now spent for maintenance by these districts. The division of expense would be settled by the boards of the districts involved. Part IV suggests one plan by which each assumes its own transportation cost plus its enrollment times unit cost per pupil.

In conclusion, a statement made by State Superintendent W. T. Markham is well worth considering in light of the problem as a whole. He says:⁵

Under the present plan of school organization there are too many small and inefficient four-year high schools. These small schools are inefficient both from the standpoint of cost of operation and quality of instruction.

Some citizens fear that reorganization of school districts into larger units would destroy local control and transfer all powers to county or state headquarters, and thus lay the basis for the development of huge county and state bureaucracies in education. In discussing this point, the term "local government" must be defined in the light of present day social conditions. An area the size of a county is today as "local" as was the smallest district in the earlier history of our state.

Schools, with a well balanced plant and programs in dis-

⁵ Kansas Teacher, Vol. XLII, No. 3, January, 1936, pp. 16-17.

tricts which have been made larger and financially stronger, will have a greater socializing influence in the community than ever before. Such schools will be close to the life of the people and organization thereof will permit of the retention of our time-honored principles of local government.

The real issue is: Are the school districts now organized on a sound basis in the interests of the children and the taxpayers?

North

Romana

Lost Springs

Tampa

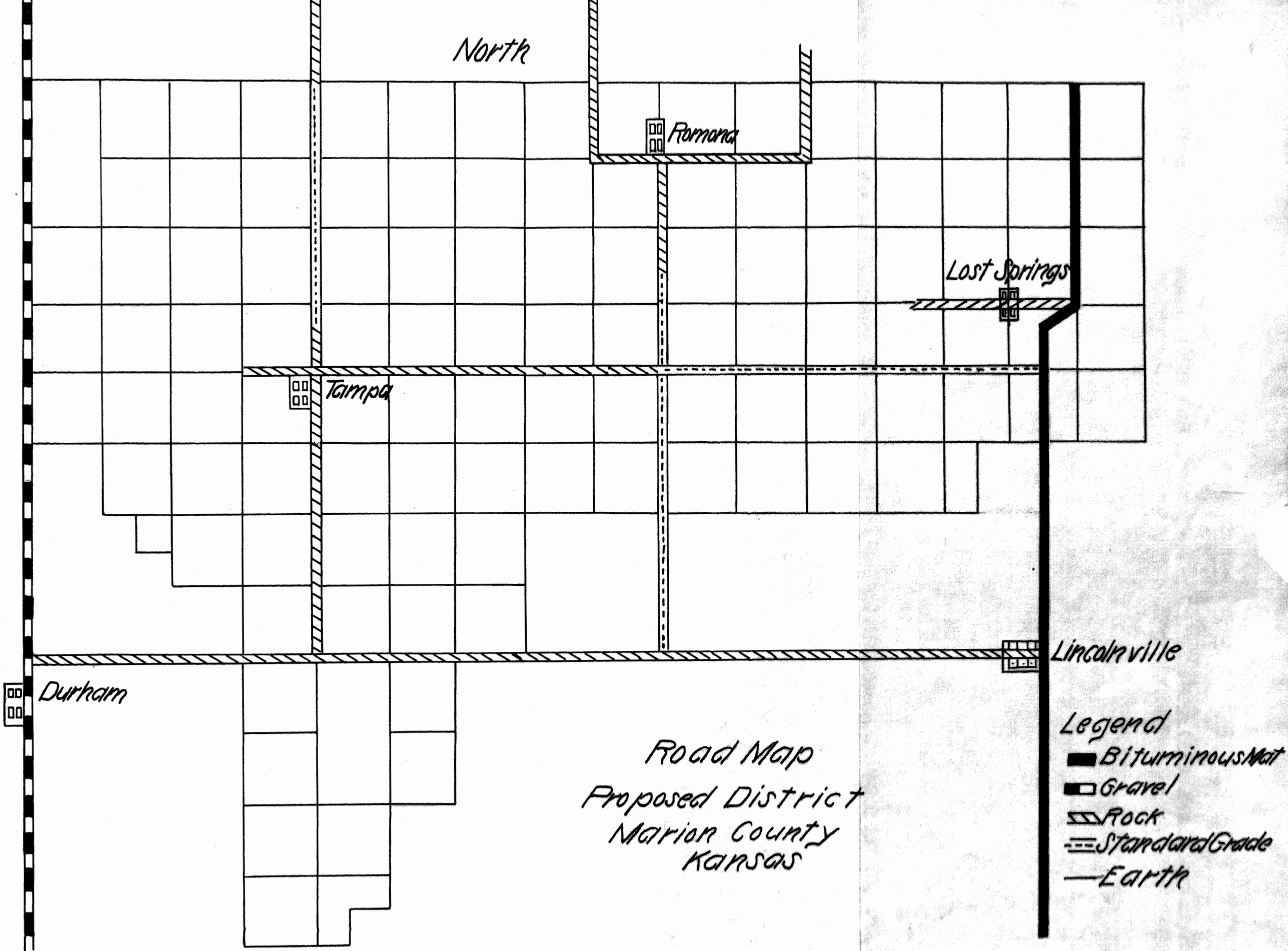
Lincolnville

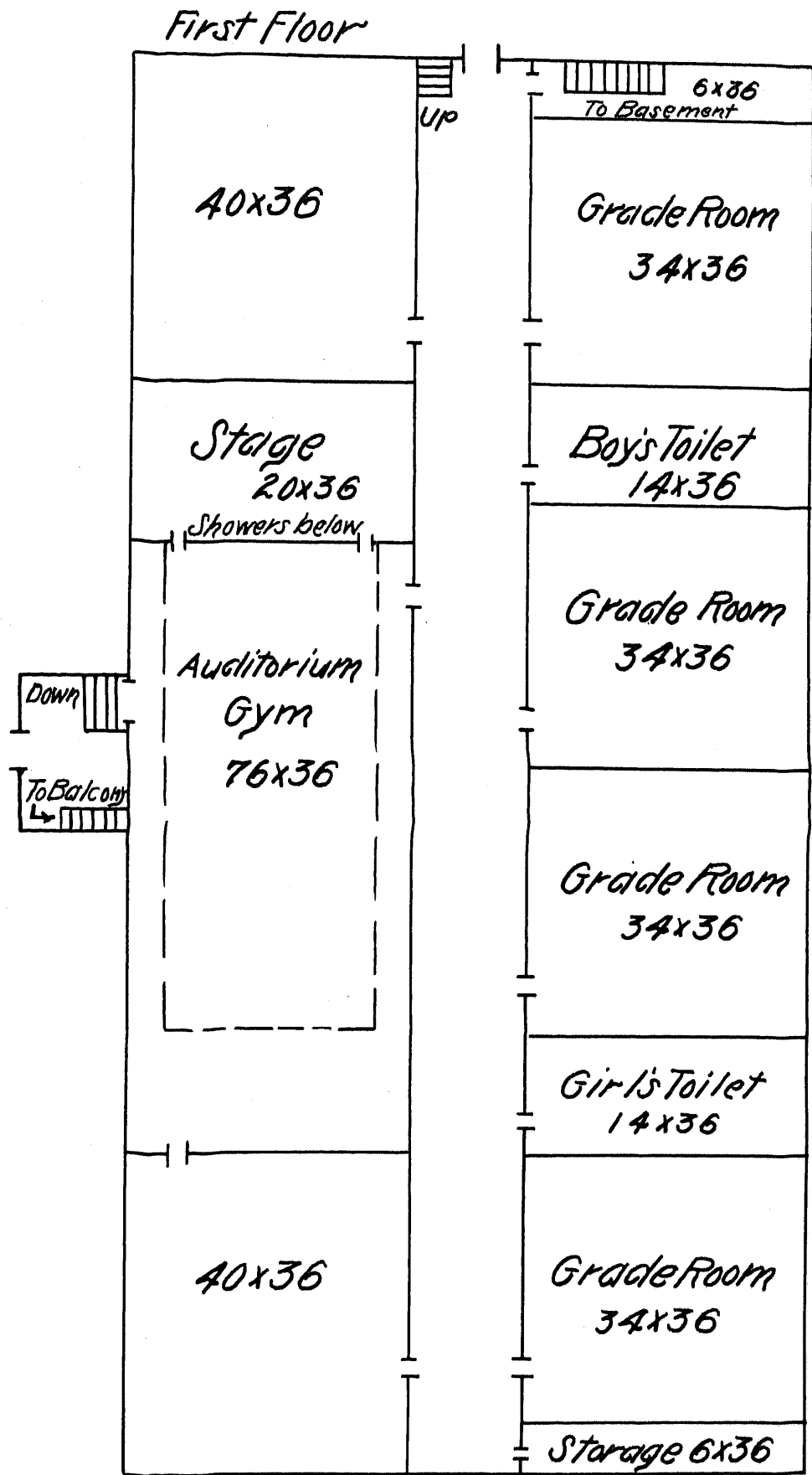
Durham

Road Map
Proposed District
MARION COUNTY
KANSAS

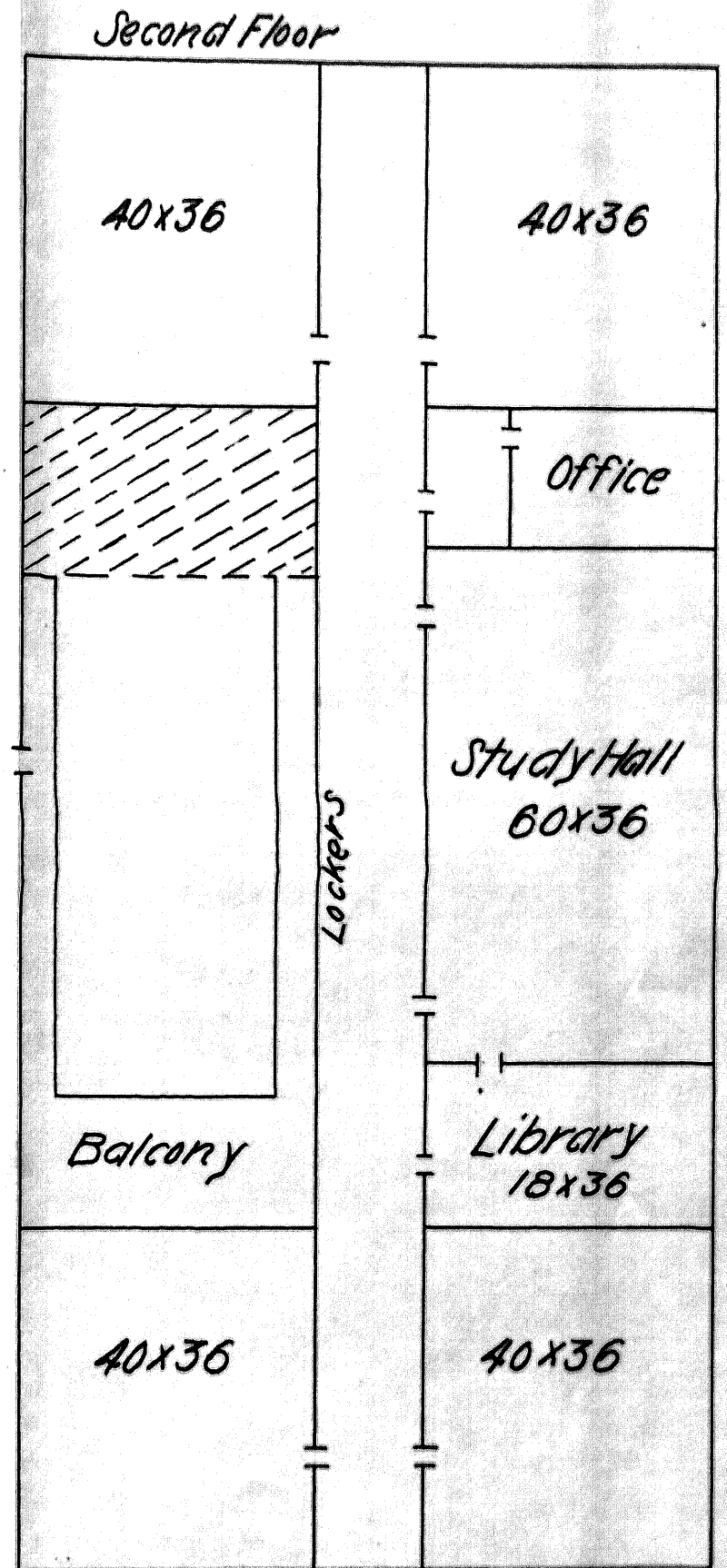
Legend

- Bituminous Mat
- ▣ Gravel
- ▨ Rock
- ▤ Standard Grade
- Earth



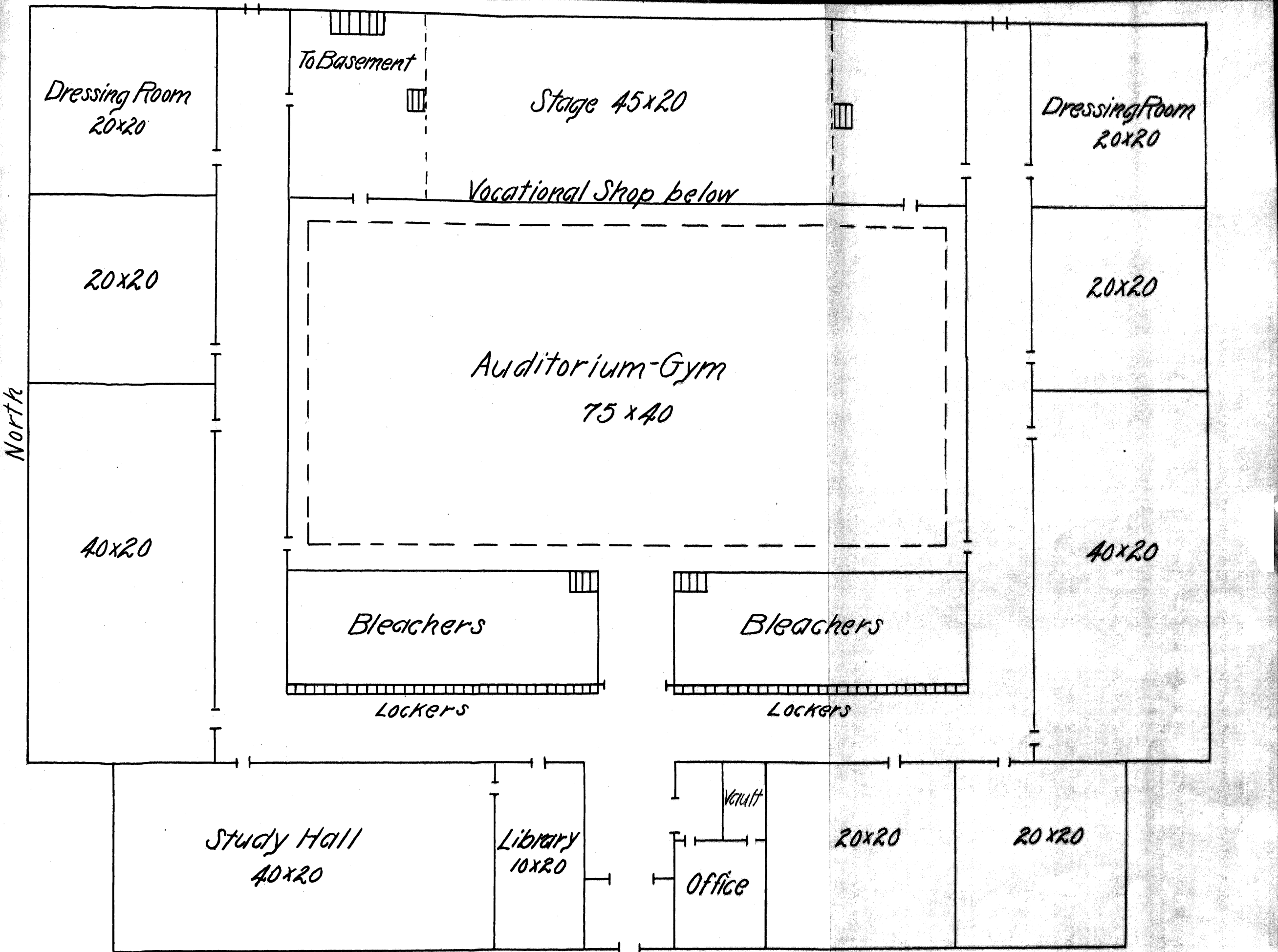


North



*Lost Springs Rural High School
Marion County Kansas*

Scale - 1 in = 20 ft.



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