

SCHOOL SURVEY OF WAMEGO KANSAS

by

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## SCHOOL SURVEY OF WAMEGO KANSAS

### CHAPTER I

#### INTRODUCTION

The purpose of this survey of the Wamego school system is twofold. In the first place it is prepared as a thesis in partial fulfillment of requirements for a Master's degree in Education. Secondly, the writer intends that the material presented herein shall be of some assistance in subsequent efforts of persons in the Wamego community toward effecting a reorganization of the Wamego school system, including an enlargement of the district and the establishment of a rural high school.

The Committee on Standards and Tests of the National Education Association defined a school survey as "an inquiry concerning public education which seeks to acquaint the public with all of the educational agencies supported in whole, or in part, by public moneys, with respect to their organization, administration, supervision, cost, physical equipment, courses of study, teaching staff, methods of teaching, student body, and results as measured by the achievements of those who are being trained or have been trained therein."

This survey of the Wamego school system includes the following major headings: Introduction, Survey of Curricula Financial policy of the school board, Records and reports,

a study of retardation and elimination, a building program study, and a study of the teaching force.

Wamego, the largest town in Pottawatomie county, is located on the North bank of the Kansas River, sixteen miles East of Manhattan and fifteen miles West of St. Marys. The townsite was laid out in 1866. The first house was built in that year by George Simpson, who made Wamego his home until his death in 1912. Fig. 1 shows Main street of Wamego in 1879. Fig. 2 shows the same street as it is today.

The population of 1607 is composed principally of retired farmers. Two mills and two elevators, two banks, two lumber yards, two construction companies, three produce establishments, grocery stores, clothing stores, and hardware stores comprise the chief business interests of the town.

Size considered, Wamego is one of the most attractive towns of the State, being noted particularly for its beautiful park.

The water and light plant is municipally owned and ninety per cent of the telephone stock is locally owned. A modern hospital is owned and directed by the town. Other noteworthy features of the town are its class A schools, its system of paved streets and its well organized Churches.

The community's chief interests are agricultural, and the town is very favorably located from the standpoint of nearness to markets and good transportation facilities. The



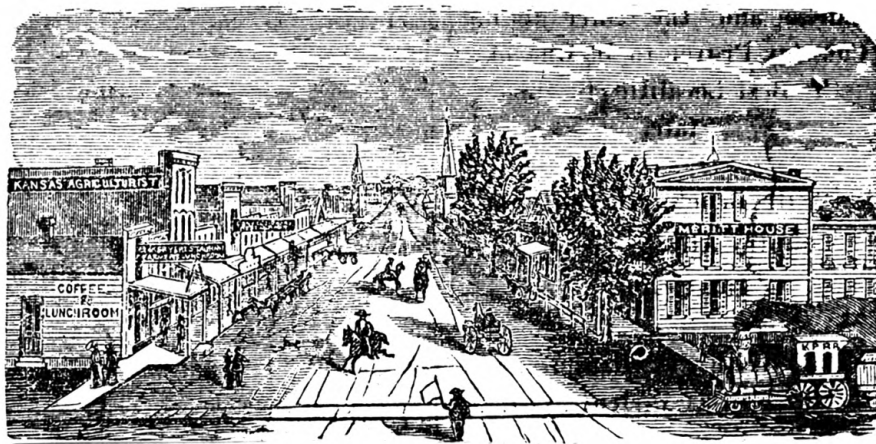


Fig. 1. Main Street of Wamego in 1879



Fig. 2. Main Street of Wamego as it is today

main line of the Union Pacific railroad serves Wamego and its trade area, and Wamego is the point of intersection of two transcontinental highways, numbers 40 and 11, from East to West and North to South respectively. State highway construction plans recently announced by Governor Reed call for the hard surfacing of both these highways completely across Pottawatomie county. Bus lines, both local and transcontinental, pass through Wamego.

Chief among the agricultural interests of the community are grain and livestock production and dairying. Table I gives the value for one year of farm products of the Wamego trade district.<sup>1</sup>

Table I. Values of Farm Products

Field crops	: \$2,000,000
Animals (swine and cattle):	1,200,000
Poultry and eggs	: 200,000
Butter	: 100,000
Milk and cream	: 85,000

The Wamego trade area includes the Waubunsee, St. George Louisville, Belvue and Kaw townships. Figure 3 shows this trade district.

<sup>1</sup>Figures represent estimated values.

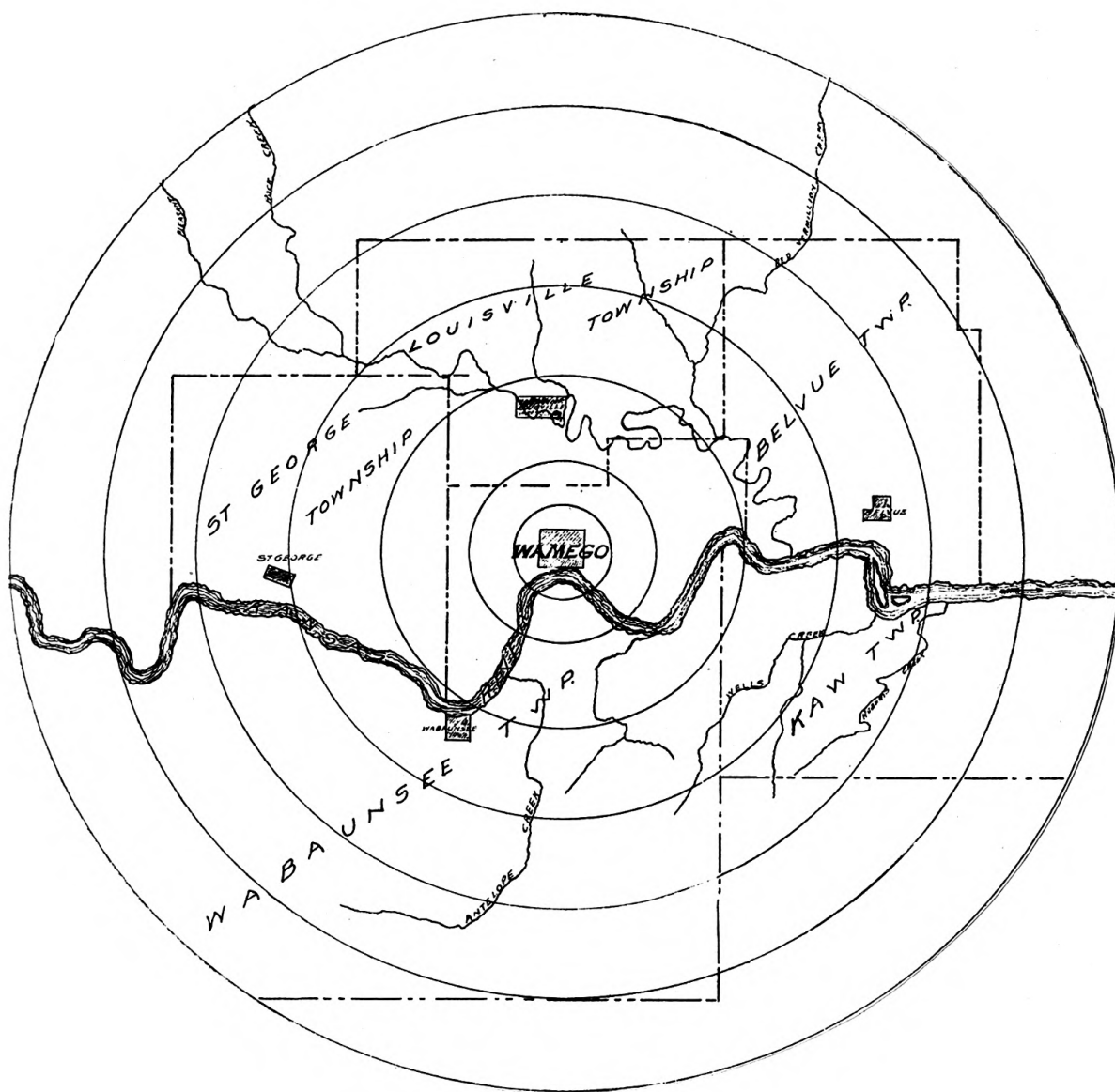


Fig. 3. Wamego's Trade District

Table II. shows property valuations in the Wamego trade area. The acreage in this trade area is 145,504 acres, and includes land in a radius of about eight miles, reaching in all directions with Wamego as the center.

Table II. Land Values

Name of Township	Total Assessed Value of Property
Belvue	\$1,961,590
Louisville	1,289,872
St. George	1,197,714
Wamego	1,511,242
Wabunsee	3,103,495
Kaw	1,943,975

These property valuations include real estate of the townships and personal property. Bank deposits at Wamego total \$1,750,000.

Shortly after the laying out of the town of Wamego in 1866 a one room school was established. In 1872 a two story stone building was erected at a cost of \$12,000. By 1882, six teachers were employed, including the principal, G. M. Donaldson.

The high school was established in 1887. There were

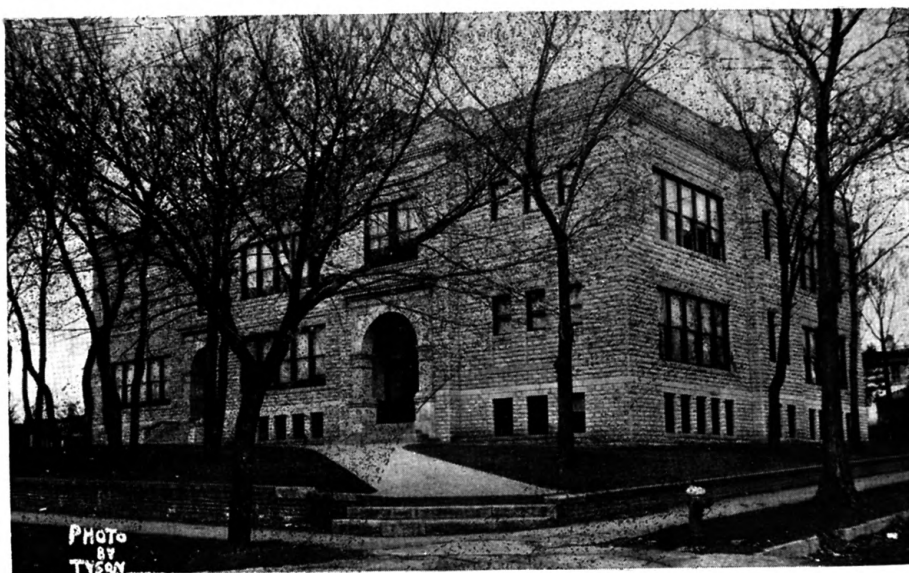


Fig. 4.. Wamego School Building

six people in the first graduating class in 1892, some of whom reside in Wamego at the present time.

A two story stone building houses both the grade and high schools. There are 240 pupils in the grades and 166 in the high school.

The present superintendent, Mr. J. E. Bowers, fills the combined position of principal and superintendent. There are eight grade teachers and ten high school teachers. Citizens of Wamego are very anxious to have good schools and are willing to pay for improvements. There is a growing feeling, however, that the high school facilities are not adequate. A state high school inspector at a meeting of the Wamego Commercial club in 1918 said, in effect, that the building housing the high school is not up to modern requirements and that the school retains its high classification principally by virtue of the quality of teaching done by the instructors.

The Wamego schools are lacking in building facilities, and classroom equipment is not complete. A modern school must keep pace with advancing standards and practices in education. As will be pointed out later, very little has been done in the way of intelligence and achievement testing, the library is wholly inadequate, there is practically no play apparatus for the grade school students on the school grounds, and more classroom space and classroom



equipment are needed.

Many patrons have expressed themselves in favor of a reorganization of the school district, an increase in the valuation of the district, and the erection of a modern rural high school building. This will be discussed in detail later in this thesis.

The Wamego schools retain the old 8-4 type of organization. While there is no apparent objection to this system in the community, its harmful results are doubtless felt even though they are not recognized.

One of the chief defects of this plan is that more students drop out after completing the eighth grade than would leave school under the 6-3-3 type of organization; the reason being that the student, after completing the junior high school, does not see such a long period of school attendance ahead of him as would be the case under the 8-4 plan after he has completed the eighth grade.

There is also a lesser gulf between transition periods under the 6-3-3 plan than under the 8-4 plan; a great advantage of the 6-3-3 plan being that the junior high school students attend classes and do their work under approximately the same conditions as do the senior high school students. Therefore they are better able to visualize senior high school conditions and advantages and consequently will be more encouraged to go on with their school work after the



ninth grade, than are the students under the 8-4 plan.

The need for the 6-3-3 plan, with its logical periods of integration, is brought out by Proctor (1925, p. 94), in the following criticism of the 8-4 plan:

"The chief indictment against the 8-4 plan lies in the abrupt nature of the gap that it leaves between elementary and secondary education. This gap exists in character of subjects taught, in methods of teaching, in social relations, in methods of study, and in discipline. It is responsible for a heavy elimination between the eighth and ninth grades, and for a very heavy mortality - an average of thirty per cent for the country at large - in the ninth grade."

The 6-3-3 plan takes care of the three stages in the development of the child much better than does the 8-4 plan. In infancy, the first stage in the child's growth, the child begins his education at the age of six. During the next six years his development both mental and physical is well taken care of in the graded school. At the age of twelve, however, as the child enters the second period in his development, adolescence, he undergoes extensive physical and mental changes. He is no longer satisfied to be merely imitative but with his developing self-consciousness and social mindedness he desires a greater scope for self-expression and initiative than can be afforded in the seventh and eighth grades. This state of mind at this age is the factor largely responsible for the many failures and cases of lack

of interest which exist under the 8-4 plan in the last two grades; and is the casual factor in leading to the introduction of the 6-3-3 plan with its junior high school.

Another reason for the widespread popularity of the junior high school is the conviction that the adolescent requires a higher type of instruction than that which is supplied in the grades. In the junior high school a greater scope of social contacts is afforded the student and he can take advantage of an enriched curriculum.

After completing the junior high school the student at the age of fifteen enters the last three years of his high school education, the senior high school. This change is a natural and easy transition for the child, since he has been used to conditions in the junior high school which parallel those of the senior high school.

At the present time, it would be impossible for the Wamego schools to change to the 6-3-3 plan on account of limited classroom space. When a new high school building is provided, however, the quarters now occupied by the high school may be used by the grades and junior high school students.

## CHAPTER II.

### SURVEY OF CURRICULA

There are many and varied conceptions and definitions

of aims of secondary education. Most of these, such as teaching the student to do better than which he will do anyway, teaching the student to distinguish the true from the false, teaching the student to do the thing which ought to be done at the time it should be done whether he wants to do it or not, while containing a great deal of truth, are not definite enough. A statement of objectives of secondary education which is tangible, definite and specific, and which has been accepted by educators as a standard has been set forth by the Commission on the Reorganization of Secondary Education of the National Educational Association in 1918. These objectives are: 1. Health, 2. Command of fundamental processes, 3. Worthy home membership, 4. Vocation, 5. Citizenship, 6. Worthy use of leisure, 7. Ethical character.

Bobbitt, (1924, p. 8) of the University of Chicago, uses the following classification of objectives of education: 1. Language activities, social intercommunication, 2. Health activities, 3. Citizenship activities, 4. General social activities, 5. Spare time activities, amusements, recreations, 6. Keeping one's self mentally fit, analogous to the health activities of keeping one's self physically fit, 7. Religious activities, 8. Parental activities, 9. Unspecialized non-vocational activities, and 10. The labors of one's calling.

These ten aims of education are divided by Mr. Bobbitt into some one hundred and sixty specific objectives.

It seems that they could be summed up in this statement: The objectives of secondary education are: to help the student to an understanding and appreciation of social, economic, scientific, and religious forces and institutions, and to assist him in fitting himself for participation in activities related to these phases of our national life; to help him discover for himself his aptitudes and capacities and to aid him in establishing self confidence and right attitudes.

The Wamego grade and high schools are meeting curriculum requirements laid down by the State. Sixteen units are required for graduation, as recommended by the State, and the course of study fulfills state requirements both in required and elective subjects.

According to State requirements an accredited school must offer at least five of the following six groups or departments of knowledge: English, mathematics, foreign language, science, social science, vocational, and fine arts. The Wamego high school includes all these departments. The Wamego course of study is patterned after the following plan recommended by the State:

1. Two majors of three units each:

The first major in English, 3 units . . . 3

The second major from one of	
the remaining groups . . . . .	
	3
2. Two minors of two units each:	
The first minor in social science	
(unless social science has been	
selected as second major ... . .	
	2
The second minor from one of the	
remaining groups . . . . .	
	2
3. One-half unit of constitution of the	
United States is required of all stu-	
dents before graduation. This one-half	
unit belongs to the social science group.	
4. The remaining units may be selected from	
any one or more of the six groups . .	
	.5
Total . . . . .	
	15

Courses offered at the present time by the Wamego High School are shown in Table III. Objectives of the courses named in Table III are considered in the following discussion.

The methods and management curriculum is designed to acquaint the normal training students with approved ways and means of handling classroom problems, both from the standpoint of presenting subject matter and of dealing with problems of discipline.

The object of the curriculum in psychology is to teach



fundamental facts concerning the brain and the mind and to inform the students, as prospective teachers, how to make use of the instincts and laws of psychology in their teaching work.

In normal training geography, the chief aim is to teach subject matter so that the prospective teachers will have facts about the world's geographic and economic structure and be better able to teach the subject to their pupils.

The chief aim of the reading course is to familiarize the normal training students with approved kinds, types, and methods of reading to elementary students in order that they may be able to teach the subject effectively. The same aim applies to arithmetic, grammar and agriculture, namely subject matter reviews in order to prepare for effective teaching of these subjects.

Science teaching has for its chief aim, according to the State course of study, the training of the students in clear and accurate thinking. A secondary aim is the mastery of subject matter.

In physics it is important to acquaint the students with physical laws, and by means of problems and laboratory exercises, to train them in careful thinking. The student of physics should seek to apply facts learned in the course to his everyday experiences.

In general science the objectives are the same as in-

Table III. Courses Offered by Wamego High School

<b>Normal Training</b>	Methods and Management Psychology Geography Reading	Arithmetic Grammar Agriculture
<b>Science</b>	Physics General Science Community Civics Physiology	
<b>History</b>	Modern History American History Civics Constitution	
<b>Language</b>	Latin I and II	
<b>Social Science</b>	Economics Sociology	
<b>English</b>	English I, II, III and IV	
<b>Mathematics</b>	Algebra I, II, and III, Geometry I, II, and III	
<b>Commercial</b>	Typing I and II Shorthand Bookkeeping Industrial Geography Commercial Arithmetic Penmanship Commercial Law	
<b>Music</b>	Glee Clubs Orchestra	
<b>Home Economics</b>	Domestic Science I and II Domestic Art I, II, III, and IV	
<b>Manual Training</b>	Manual Training I, II, III, and IV.	

licated for science. The course is planned so as to be of greatest possible benefit to the students who will not continue in high school and who will have no further training in science.

Community civics objectives are, in general, to bring the students to a realization of their opportunities and responsibilities as members of a family, of a community, and of society. This is accomplished by a study of community institutions and community organization.

The course in physiology seeks to supply information to the students concerning the structure and care of the human body. Stress is laid on hygienic practices particularly applicable to the student and his needs.

This quotation from Gordy (1924) explains quite effectively the aims of the history curriculum:

"History increases one's knowledge of himself and his fellows; develops sympathy and charity; makes us realize that nations, like individuals, must act in accordance with moral law; prepares for citizenship by the knowledge it imparts, by developing a certain kind of reasoning power, by fostering a high civic ideal."

In modern history one of the chief objectives is to stimulate interest in current affairs, world wide in scope. Modern history should give the student a "sympathetic interest in the great world movements of recent times and of today, for democracy and for social justice" according to



the State course of study.

American history aims are chiefly to acquaint the student with facts concerning the colonization and the geographic, political, and social development of America. The course should stimulate appreciation of American traditions and institutions and should foster patriotism.

Objectives of the course in civics are manifold. In the first place subject matter must be presented so that the student understands the mechanical functions of government. With such an understanding should be correlated an appreciation of the services of government so that the student possesses a knowledge of the functions and opportunities of our federative government.

The study of the Constitution has for its objective a development on the part of the student of a clear conception and appreciation of the rights and duties of American citizens.

Two years of Latin are offered by the Wamego high school. No other foreign language is offered at the present time.

According to the State Course of Study for High Schools the study of Latin is of vast importance as a grammatical, etymological, and literary foundation for the study of English and the modern languages of Europe, Mexico, and South America. It should therefore be one of the most popular of all high school subjects. Latin is truly a cultural subject,

one of the humanities, and every high school graduate should have had at least a year of this subject.

The study of economics has as its first aim, as expressed in the state course of study, to impart "certain important information not obtainable in any other field of thought." Secondly some facility should be acquired, through this study, in abstract and logical reasoning. The study should also encourage a sharpening of the powers of observation.

In sociology the chief aim is to bring upon the student the realization that he is a part of a great social organization, that he has rights, duties and responsibilities as a member, and to acquaint him in an elementary way with the chief problems and questions confronting society at the present time. Original thinking and questioning on the part of the students should be encouraged.

The aims of English instruction in the high school, as set forth by the State are: To effect the largest possible improvement in the students' writing; to learn how to read with skill and appreciation; to develop imagination, sympathy, and idealism; and to discover and develop any special abilities which the students may have in original composition or in oral interpretation.

The aims in mathematics are well expressed in the State Course of Study. These are: To develop the ability to

think and express thought clearly, accurately, and concisely; to cultivate the ability to draw correct conclusions from given data and to recognize what conditions necessitate a conclusion; to cultivate the powers of individual attention and prolonged concentration; to increase the ability to understand science and to investigate its undeveloped fields; to supply a content and training that will yield personal gratification to the student pursuing the subject; to create the power to deal with a case fairly or to look on both sides of an argument impartially.

The ability to use the typewriter well is invaluable to the student both in school and after school. The commercial departments of the Wamego high school find this a most popular course.

Shorthand is important as a vocational course. Those students who expect to enter commercial work find this course highly important. Its aims of course being the development of ability to take dictation quickly, accurately and legibly.

The bookkeeping course also is important for those students expecting to enter the commercial field. Objectives here include the development of a general understanding of methods of keeping books, and simple accounts, including a study of negotiable instruments.

Industrial geography is concerned of course with the economic resources and commercial activities of various parts

of the world. Aims here are chiefly the mastering of subject matter, coupled with a realization of the importance of the products of industry and of nature to man.

Commercial arithmetic, as the name implies, deals with propositions of a mathematical nature which arise in the ordinary course of business and which should be understood by anyone expecting to enter the business world. Objectives here again are chiefly those concerned with an understanding of subject matter. Clear and concise thinking, however, in this as in other mathematics courses, should be a goal and a result.

Penmanship is a subject which has enjoyed increased popularity in recent years. It goes without saying that it is a signal advantage for an individual to have an attractive and legible hand. This, then, is the object of the course, namely the development of skill in handwriting, looking toward a pleasing and legible style of writing.

Aims of commercial law are several. In the first place every high school student should have at least an elementary working knowledge of business law, because every one of them is concerned in business transactions of one kind or another.

This close connection with business is going to be increased as the students grow older, and it is of inestimable value to them. Objectives of the work, then, are to supply the student with information so that he may be able to use

care, caution, judgement and foresight in any business dealings he may have in the present or future, and to give him a practical and working knowledge of commercial practices.

The aim of the glee clubs and orchestra in the Wamego high school is two-fold. In the first place the student himself should be benefited by securing a knowledge and skill in singing or in playing an instrument together with other students, and he secures an appreciation of the value of music as a source of aesthetic beauty. In the second place, others in the school and persons in the community are benefited inasmuch as they secure enjoyment by hearing the orchestra and glee clubs perform.

Domestic science and domestic art have as objectives the training of girls for greater efficiency as homemakers, both from the standpoint of economy and practicability, and from an aesthetic standpoint.

The training of students in the use of tools is intended to enable them to make repairs about their homes, and in some cases serves as vocational training.

The vocational training value of manual training, supposed to be great at its introduction into the high schools two or three decades ago, is now considered very small. Bobbitt (1924, p. 199) says that manual training is not vocational training, and that it survives in our schools through the inertia of educational affairs.



On the basis of two years experience in the teaching of manual training in the Wamego schools, it is the opinion of the writer that the work should be confined to the grades or junior high school and taken out of the high school. From observation, the writer believes that students learn to use manual training tools best between the ages of twelve and fifteen. If this training is left until the later years of high school it is more difficult for the students to learn to manipulate the tools. Another reason for this opinion is that the students of junior high school age are more interested, more eager to learn to use their hands in wood-work construction, than are the high school students. It is just as true, in the opinion of the writer, that the time to teach manual training is the time when the student is most interested, as it is true that the time for the exercise and development of human instincts is the time when they appear.

The manual training department of the Wamego high school is not up to date. It is a typical example of the survival of an educational fad of twenty years ago. Equipment is meager, several students being obliged to use the same sets of tools, and there is no power machinery, with the exception of one electric lathe, purchased by the manual training teacher in 1929, and which the school board purchased from him later. If the work is to have any considerable value as vocational training, the equipment should be modernized by

the purchase of more tools and the installation of power machinery.

The shop work in connection with the course in vocational agriculture does have real vocational value. The shop at Wamego is well equipped and the work well worth while.

These objectives of courses are being met reasonably well by the Wamego high school; as well as can be expected when organization and equipment of the school are considered. There are, however, a number of changes which should be made.

In the first place, the administration of the school is not in accord with the best practice as developed in other schools of the state. For the past two years one man has served in the combined position of superintendent and principal. The State discourages this practice inasmuch as it believes that the elementary school and the high school should each have its administrative officer, and that he should devote as much of his time as necessary to the work of supervision and direction. He should devote all of his time to supervision as a general principle. Other schools of Kansas which have tried the plan of doing without a principal have found it unsuccessful and have abandoned the plan. In reorganizing the work of the Wamego schools the first and most important step should be the creation of adequate supervision by reestablishing the office of principal of the high

school.

The library of the high school is wholly inadequate. It is the custom to vote \$100 at the annual school meeting for the purchase of new books for the library. While more than twice this amount is spent some years for new books, the library is keeping pace neither with the growth in advancing method and theory of education nor with the development of the school. It is too small. Funds should be made available to enlarge the library both for the purchase of books and for adequate book cases and library service.

A plan in successful operation in some communities where there are no city libraries is to allow the public to borrow books from the school library, which is kept open evenings for that purpose. In all probability such a plan could be successfully instituted at Wamego. It would fill a community need, since Wamego has no public library. Possibly in this way more funds might be secured for the library and the number of volumes in the library be considerably increased.

A course in biology should be added to the high school course of study. A botanical laboratory should be established also. The physics department is in need of additional equipment in the way of more scientific apparatus. The floor of the physics room is cement, and, as this room is on the basement floor, is cold and often damp. This floor should be covered with maple floor or a high grade lineoleum.



The elementary school students at Wamego have practically no play apparatus on the playground. About seven years ago a child fell from a swing and broke an arm. The play equipment was removed then and the children have been without play material ever since, other than games of their own invention. This is wholly inexcusable and represents a type of educational thinking strange and foreign to modern progress. There are two basketball courts, but they can serve such small numbers as to be almost useless.

It is neither fair nor reasonable to deprive hundreds of children of their rightful aids to amusement and physical development simply because one or two meet with an accident. There are many falls in bathtubs resulting in broken arms, but people do not deny themselves the convenience of bathtubs. It is no more sensible to deny people the right to use bathtubs than to take play apparatus away from school children.

It is very desirable for the school board to provide immediately a reasonable number of modern pieces of play apparatus for the use of the grade students. The playground should, of course, be under the supervision of some teacher, during all school play periods.

Covering a period of two years, many school patrons and interested persons of Wamego were interviewed in order to determine whether or not the Wamego schools were fulfilling

the needs of the community. While some few persons expressed dissatisfaction, the general opinion was that the schools were functioning in a satisfactory manner. In view, however, of the foregoing facts such a favorable opinion could be based only upon ignorance of the real situation or lack of appreciation of a modern school.

A large number of school patrons interviewed expressed a desire for the addition of vocational agriculture to the curriculum. The addition of this work to the curriculum was discussed and a favorable vote taken at the school meeting in the spring of 1927. A vocational building was built and the work organized and added in 1928.

In a curriculum study it is important to have estimates by graduate students on the value of subjects taught. Questionnaires asking this and other questions were sent to 100 graduates from the classes 1922 to 1926 inclusive. (See sample form of questionnaire). Forty-three replies were received, constituting a 43 per cent return.

Replies as to type of occupation, question 1, were: professional, 11; homemaking, 8; business, 7; farming, 5; skilled trades, 4; college student, 3; teaching, 2; unskilled labor, 1; no answer, 2. (See Fig. 5.)

In answer to question 2, "Do you think that your high school education has helped you to any great extent in the work you are now doing", 36 answered in the affirmative, 4 in

Dear Wamego High School Alumnus:

Will you, as a graduate of the Wamego High School, please answer the following questions and mail them back to me in the inclosed self-addressed and stamped envelope?

I am making a survey of the Wamego High School in connection with some graduate work at the Kansas State Agricultural College, and desire some information from a selected group of Wamego High School alumni concerning the topics covered by the following questions. For the most part these questions can be answered simply by "Yes or No." I shall appreciate it if you will fill out this questionnaire and return it to me at your earliest convenience.

Thanking you in advance, I am,

Very truly yours,

H. Lee Kammeyer  
Wamego, Kansas

1. Please underline the type of work you are now engaged in: Farming, Homemaking, Professional, Business, Skilled Trades, Unskilled labor\_\_\_\_\_.
2. Do you think that your high school education has helped you to any great extent in the work you are now doing? \_\_\_\_\_
3. Do you have any regrets at all that you stayed in high school till you finished?\_\_\_\_\_
4. Please name the subject you took in high school that you think has been of most value to you after leaving high school. \_\_\_\_\_.
5. Do you think that the present curricula, or courses of studies, offered by the Wamego High School are filling the needs of the community? \_\_\_\_\_.
6. What other courses, if any, do you think should be added?\_\_\_\_\_
7. What courses, if any, do you think should be eliminated?\_\_\_\_\_
8. Do you think that a course in Vocations, or a study of the various trades, businesses and professions, should be added to the curricula? \_\_\_\_\_.

9. Do you think there is a need for vocational agriculture in this school? \_\_\_\_\_.

10. Would you favor establishing a vocational agriculture department in this school? \_\_\_\_\_.

11. Do you think that Wamego needs a new High School building? \_\_\_\_\_.

Please write any additional remarks you care to make on back of page.

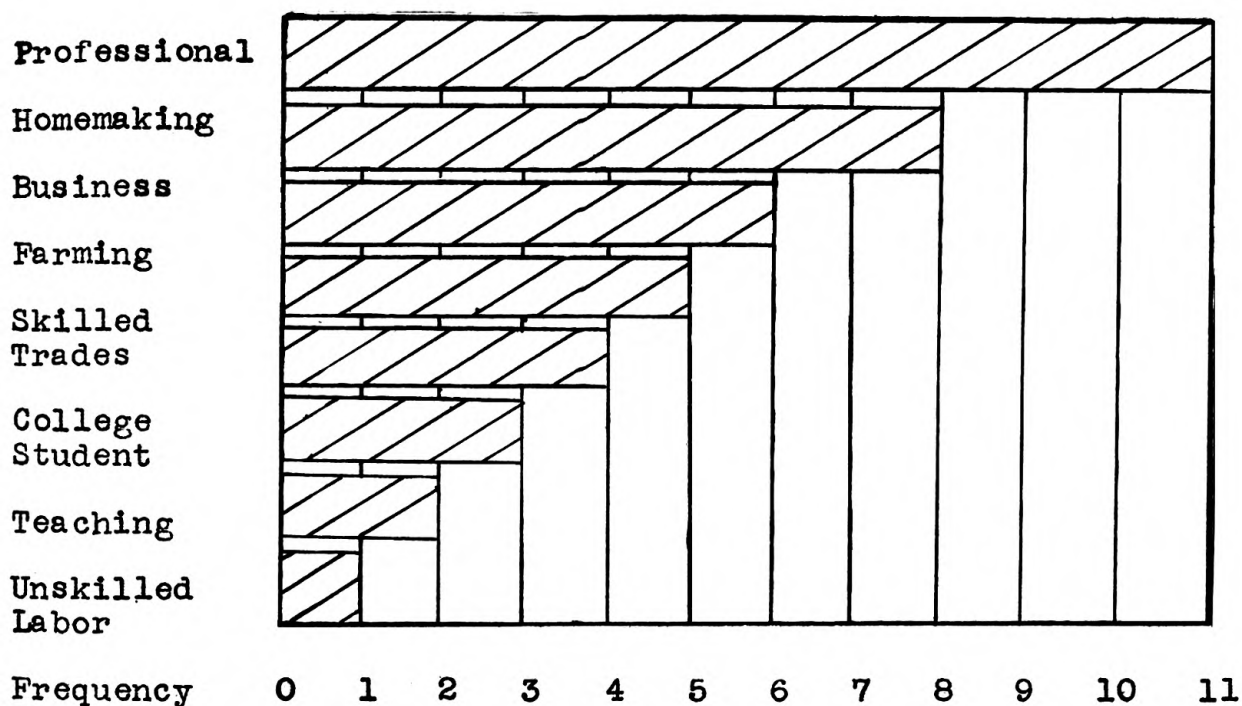


Fig. 5. Showing Vocations of Graduates of the Wamego High School

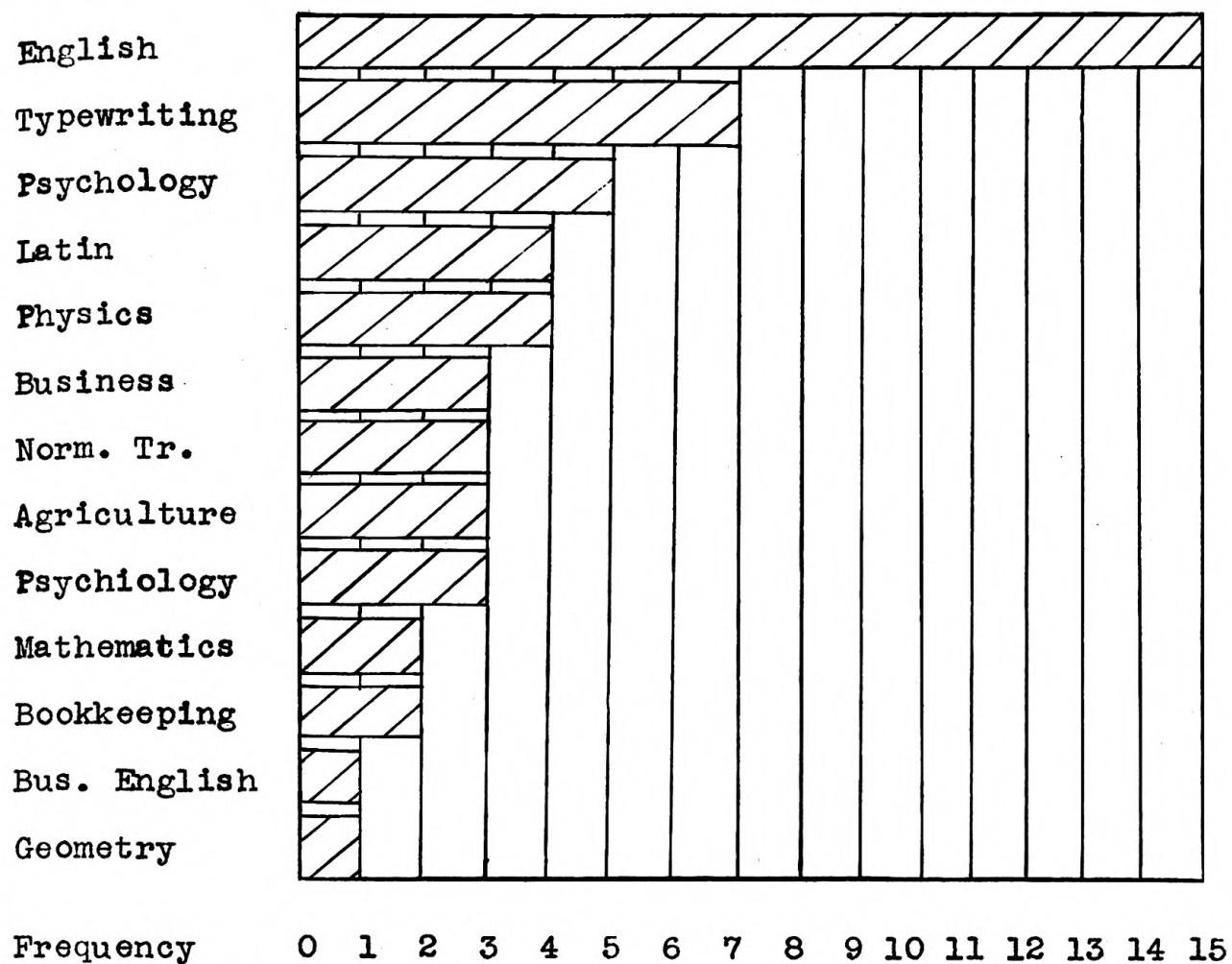


Fig. 5. Showing Subjects Listed as of Most Importance to Life Work (Several Persons Listed More Than One Subject)



the negative and 3 did not indicate an answer.

Not a single person, in answer to question 3, had any regret that he remained in high school until he was graduated. All forty-three answered in the affirmative.

The following subjects, with their frequencies, were given in reply to question 5 which called for the subject of most value to person replying in the work he is now doing: English, 15; typewriting, 7; psychology, 5; Latin, 4; physics, 4; business course, normal training, agriculture, physiology, each 3; mathematics and bookkeeping, each 2; business English, and geometry, each 1. Two persons did not answer and one said "No preference." (See Fig. 6.)

Opinions as to whether or not the curricula of the Wamego high school were filling the needs of the community, question 5, were nearly equally divided; 20 answering no and 19 yes, with 4 failures in noting opinions.

In answer to question 6, asking what courses should be added to the curricula, a wide variety of answers were received. Five persons specified "vocations;" 4, "vocational agriculture;" 3 wanted an enlarged business course, 2 asked for "trades" and 2 for "chemistry." The following replies each had frequencies of 1: mythology, botany, logic, physical education, mechanical and shop work, Bible study, public speaking, art appreciation, kindergarten, Spanish, and more shorthand.

Replying to question 7, 26 persons believed that no courses should be eliminated, 15 did not answer, 1 wanted geometry removed and 1 wished to eliminate foreign language.

Concerning question 8, alumni replying were nearly unanimous in desiring a course in vocations. Forty wanted such a course, 1 did not, and 2 did not designate.

Question 9, asking whether or not a need for vocational agricultural work exists, received 40 affirmative replies and 3 negative replies. The same number and character of replies were accorded question 10, which called for votes for and against establishing a department of vocational agriculture.

Thirty-five of those answering the questionnaire believed a need does exist for a new high school building, question 10. One said, "Not for a few years;" 2 said, "Yes, if more courses are added" and 4 did not express an opinion.

### CHAPTER III

#### THE FINANCIAL POLICY OF THE SCHOOL BOARD

The school board of Wamego is conservative in its attitude toward expenditures. That is to say, it does not spend money unnecessarily. At the annual school meetings the board is inclined to favor a school fund appropriation calculated to be just sufficient to meet school needs.

Following are the expenditures of the Wamego school board for the past seven years.

Table IV. School Expenditures  
for Seven Years

1920-21	:	\$21,153.86
1921-22	:	27,610.02
1922-23	:	30,758.25
1923-24	:	27,116.25
1924-25	:	27,259.05
1925-26	:	26,591.03
1926-27	:	34,672.27
1927-28	:	27,719.38

The new vocational agricultural building accounts for the unusually heavy expenditure for 1926-27. Ground was purchased for the building in that year at a cost of \$2,500. The cost of the building, \$3,364, and the purchase price of the land was taken out of the 1928-29 fund.

This table shows an almost static condition of high school expenditures since 1922, the year 1926-27 excepted. This is a very undesirable condition in that it indicates a lack of growth and advancement.

A study of teachers' salaries and their experience was



made in order to determine whether or not any relationship exists between salary and experience in the Wamego school system. Tables V and VI, showing this comparison for grade and high school teachers, proves that no such relationship exists.

Table V. Salary and Experience Table of  
High School Teachers

Name	Dept.	Yrs. Experience	Salary per month
J. E. Bowers	Supt.	18	\$280
H. A. Myers	Voc. Ag.	7	200
H. L. Kammeyer	Science	4	180
Lora Todd	English	7	160
James Shea	Man. Tr.	2	160
C. C. Spangler	Coach	1	160
Freda Smith	Math.	4	155
May Allen	Music	4	155
J. Edeleblute	Home Econ.	3	155
Bertha Krahe	Commercial	3	150
Median salary, exclusive of Supt. and Voc.Ag. tchrs.159.27			

There is no salary schedule whatever in use at the present time in the Wamego schools. Grade teachers are started at a salary of \$75 per month. The second year they usually

are raised to \$80 per month. As will be noted in referring to Table VI, there are two teachers with eleven and twelve years experience respectively who receive a salary of \$95. This is only \$15 more than teachers with one or two years experience. It is significant to note that these two teachers receiving \$95 have four and two years respectively of college training, one holding a Bachelor's degree, while two teachers whose salary is \$80 have been out of high school only one and two years. This failure on the part of the school board to recognize advanced training and experience indicates a need for a salary schedule, so that professional training of teachers would be encouraged.

Table VI. Salary and Experience Table  
for Grade Teachers

Name	Grade	Years Experience	Salary
Childers	1	18	\$120
Hatcher	2	1	75
Regnier	3	12	95
Grieves	4	9	95
Tucker	5	3	80
Boell	6	11	95
Beeson	7	16	110
Bigelow	8	6	100

Table VI (Continued)

Median salary for grade teachers 96.25

The valuation of the Wamego school district, number nineteen, is high in comparison with other graded school districts of Pottawatomie county, as shown in Table VII. The tax levy is second highest in the county.

Table VII. Graded School District Valuations  
and Tax Levies of Pottawatomie County

Dist. No.	School Enrol- ment	Valuation	Levy in Mills	Value of property	Total Expenses
7	52	427744	9.55	8000	4921.20
10	94	462738	10.	8000	5922.08
12	77	533790	6.65	3500	4134.28
14	138	1224539	6.15	30000	10582.90
17	97	660214	9.05	4000	6545.53
19	386	2005701	12.45	75000	34672.27
38	45	525654	5.75	5000	3882.93
39	216	1145763	10.45	15000	12675.91
59	67	481485	15.35	12000	9869.73
67	94	518469	6.75	4000	7963.52
100	32	286017	10.05	500	10237.79
113	44	1011200	2.05	2500	4414.46
Un.1	78	628573	5.75	15000	4045.31
Un.3	123	712308	3.55	Rented	2610.55

Table VIII shows valuations and tax levies of the rural high schools in Pottawatomie county.

By state requirement the tax levy should not exceed 20 mills. The tax levy in the Wamego district, number 19, for 1928-29 is 14.95 mills.

When the Wamego tax levy is compared with other representative districts of the State, however, Wamego is third lowest in the group of nine districts, indicating that the Wamego schools are not as well supported as the average school of its size, in terms of tax levy. A levy of 16 mills is not at all excessive for Wamego. This relationship is shown in Table IX.

Table VIII. Valuations and Tax Levies of Rural High Schools of Pottawatomie County

R.H.S.				
1	1230886	6.00	Rented	7651.28
3	1513458	5.30	19000	6674.97
4	1584737	2.70	Rented	4006.06
5	2097489	6.50	Rented	16244.99
6	1649020	6.00	Rented	9147.07
7	1513025	5.10	Rented	19664.45
8	1769162	2.10	Rented	4980.57
Jt.1	778103	5.50	Rented	7729.23
Jt.2	1478238	6.00	50000	13829.72
Jt.3	2353413	6.30	60000	10335.74

The per student cost in the Wamego high school in 1928 was \$114.50. This is a very low figure as is shown in Table X. In this list of nineteen districts Wamego ranks fourteenth in low per student cost. This, also, shows that the Wamego

district is not spending as much for education as might well be expected, as its per student cost is \$12.16 per student below the average of schools of this group.

Table IX. Valuations and Tax Levies of  
Representative Districts of Kansas

City	Taxable Value	Levy in mills
Wamego	2,005,701	14.95
Ashland	1,576,014	20.
Downs	2,000,242	10.
Erie	1,391,204	16.
Highland Park	1,495,026	14.9
Medicine Lodge	1,677,481	19.25
Stockton	1,229,331	30.31
Phillipsburg	2,235,635	15.
Howard	1,624,735	16.8

#### CHAPTER IV

##### RECORDS AND REPORTS

The McAllister Loose Leaf Record system is used in the Elementary school. See Fig. 7. Many of these records are kept in an open cupboard in a hallway where they are accessible to anyone and where they would be destroyed in case of fire. The records of an educational institution are invaluable. They represent the accomplishment of hundreds of students who have taken work there and school officials might

be called upon at any time to provide these students with transcripts of grades. Since these records cannot be replaced if lost, they should be given the greatest care.

The high school records are kept locked in a safe where the fire hazard is small and where they are not in danger of being tampered with, as are the elementary records. The elementary records likewise should be well cared for.

All these records should be carefully preserved and guarded because they are of no value whatever if left exposed where the grades can be changed and other forgeries perpetrated.

Since there is not sufficient room in the present safe to care for these school records, a fireproof and theftproof vault of sufficient size should be provided where they can be preserved permanently.

In the elementary school each teacher keeps her own records and transcribes them on the permanent record. In the high school the teachers record grades on a temporary card and these grades are transcribed by the librarian to the McAllister cards. The names of the students on the permanent records for the high school are in alphabetical order, and records covering eight years are contained in one loose leaf book.

Both in the elementary school and in the high school, the teachers transcribe grades every six weeks from their



McALLISTER LOOSE-LEAF RECORD SYSTEM

## ATTENDANCE AND SCHOLARSHIP RECORD—HIGH SCHOOL

Form No. 5

FOR THE YEAR BEGINNING		19	PRINCIPAL																				PAGE					
		MO.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	HALF-DAYS				TARDY	TRUANT
			ON ROLL	OFF ROLL	ATT.	ABS.																						
COURSE	YEAR OR GRADE	1st																										
		2nd																										
PUPIL'S SURNAME	GIVEN NAME	3rd																										
		4th																										
		5th																										
NAME OF PARENT OR GUARDIAN		6th																										
		7th																										
RESIDENCE	WHITE COLORED MALE FEMALE	8th																										
YEAR, MONTH, DAY BIRTH	PHCNE (Cancel terms that do not apply)	9th																										
		10th																										
DATE AND SOURCE OF ENTRANCE		SUBJECT	MONTHLY STANDING					NO. OF WKS.	No. Recitation Periods Per Week	GRADE	NO. OF CRED- ITS	TEACHER'S SIGNATURE	CLASSICS READ IN CLASS, use BLACK Ink; OUT OF CLASS, RED Ink.															
ASSIGNMENT OF SUBJECTS:			1st	2nd	3rd	4th	5th																					
		FIRST SEMESTER																										
		SECOND SEMESTER																										

Fig. 7. McAllister Record System

class books to report cards which are taken home by the student, signed by a parent and returned. School reports to the county superintendent and to the State Department are made at regular and stated intervals by the superintendent of schools.

Table X. Nineteen High School Districts  
Ranked According to the Average Current Expense  
Cost Per Pupil Enrolled. (1925-26)

City	Per Student Cost	Rank
Glasco	\$177.50	1
Miltonvale	174.85	2
Ellis	144.00	3
Jewel City	141.97	4
Halstead	137.45	5
Kanopolis	133.75	6
Hanover	131.52	7
Wellsville	127.12	8
Oskaloosa	128.10	9
Enterprise	125.00	10
Onaga	121.25	11
Tonganoxie	118.60	12
Bucklin	117.00	13
Wamego	114.50	14
Buffalo	113.33	15
Alma	110.00	16
Little River	103.30	17
Toronto	98.04	18
Moline	89.29	19

There is a need for a systematic testing program, both intelligence and achievement, and a need for a more complete type of records for the Wamego schools. At the present time

no records of intelligence quotients, aptitude or achievement records or data for vocational guidance exist. In point of fact no aptitude or achievement tests have been given in the elementary school in the past four years. The high school students were given one intelligence test in 1926. The high school took part in a testing program sponsored by the State Teachers' College in Emporia, and in a county testing program since that time. No record of any kind was kept concerning these tests, however, and the whole value of them were lost. This shows a definite lack of efficiency on the part of administrative officers of the school.

There seems to be no record of any attempt to work out a vocational or educational guidance plan in the Wamego schools. The only service of an educational guidance nature which has been offered to Wamego students in the past four years is the advice that may be given during enrollment activities at the beginning and middle of the year. There is not sufficient time then for very complete individual attention. Nothing of a vocational guidance nature has been done in the past four years unless some of the teachers have touched upon it in their classes. During this time the high school students have had very few opportunities to hear outside speakers. With the exception of an occasional talk by a local Pastor most of the student assemblies consist of entertainment supplied by the school itself. Without doubt the high school

students should have frequent opportunities to hear inspirational talks by outside speakers. Because of the nearness to the Kansas State Agricultural College where many capable speakers are available, arrangements for these talks should be a simple matter.

There should be instituted in the Wamego schools a systematic testing program wherein each pupil in the elementary school and high school is tested once each year in achievement. Permanent records of these tests and of intelligence quotients should be filed in an approved manner in the form of a case history card which includes data useful in assisting the superintendent, principal, or counsellor in his educational and vocational guidance.

Educational and vocational guidance work in secondary schools is fast assuming a place of great importance. In this connection Davis (1914, p. 24) says:

"Our responsibility for the welfare of our pupils does not cease when they drop out of school, or even when they have been graduated. We are under obligation to see that they start out upon the right path, as far as we are able to discern it, when they leave the schoolhouse door. The shipping department of a great factory is not the least important of the departments. Our schools have often been called factories with more or less aptness, and we have been running for a long time with a very incomplete shipping department. Our aim has been to ship all of our product to the colleges. We have sifted out about ninety per cent as culls, thrown them upon the waste heap, and packed the chosen ten per cent in de luxe wrappers of sheepskin and labeled them 'for college recommen-

dation." The ninety per cent now demands attention. The waste product must be turned into profit. The demands of the industrial markets must be studied: our experts must show us the best use of this redeemed product, and aid us in placing it upon the market, to the greatest advantage of all concerned. This is the application of the principle of business efficiency to the public school system."

## CHAPTER V

### RETARDATION AND ELIMINATION STUDY

In a survey of a school system it is important to find out what amount of retardation and elimination exists in the elementary school and in the high school. Records of the Wamego schools were carefully examined to find out how much retardation and elimination exists in the system. Records were examined for each grade for the past five years, 1923-28 inclusive. The total number in the classes, the number retained and the number leaving school to go to other systems were noted. These are tabulated in Table XI.

An inspection of Table XI will show that there is a considerable amount of retardation in the elementary school; more than there should be. This amount of retardation is shown in per cent in Table XII.

The three factors usually responsible in cases of retardation are deficient native ability, illness and economic conditions, and inefficient teaching and supervision. In all probability students in the Wamego school system rank



Table XI. The Number of Students Retained in  
the Grades in the Past Five Years and  
the Number Moved from the District

Grade	1	2	3	4	5	6	7	8
<u>1923-1924</u>								
Retained	8	2	2	1	0	0	3	2
Moved	9	4	6	5	3	4	3	4
Total in Class	44	31	34	38	34	31	37	27
<u>1924-1925</u>								
Retained	1	2	0	3	1	4	1	2
Moved	2	6	8	3	5	3	1	0
Total in Class	24	31	33	29	32	35	34	32
<u>1925-1926</u>								
Retained	1	3	0	0	2	3	6	0
Moved	4	5	3	7	4	1	2	6
Total in Class	33	30	31	29	29	31	33	32
<u>1926-1927</u>								
Retained	6	2	0	2	4	2	6	2
Moved	7	5	4	5	5	2	1	6
Total in Class	44	29	27	28	32	31	31	26
<u>1927-1928</u>								
Retained	8	1	0	2	3	1	0	2
Moved	3	5	5	4	8	3	4	2
Total in Class	42	36	24	33	31	29	29	34



Table XII. The Per Cent of Students Retained  
in Grades in the Past Five Years and the  
Per Cent Moved from the District

Grade	1	2	3	4	5	6	7	8
<u>1923-1924</u>								
Retained	18.4	6.5	5.8	2.6	0	0	8.1	7.4
Moved	20.4	12.9	17.6	13.1	8.8	12.9	8.1	14.8
<u>1924-1925</u>								
Retained	4.1	6.4	0	10	3.1	11.5	2.9	6.2
Moved	8.2	19.3	24.2	10	15.6	8.6	2.9	0
<u>1925-1926</u>								
Retained	3	10	0	0	6.9	9.7	18.1	0
Moved	12.1	16.6	9.7	24.1	13.8	3.2	6	18.7
<u>1926-1927</u>								
Retained	11.3	6.9	0	7.1	15.6	6.5	7.7	19.3
Moved	15.9	17.2	14.8	17.8	18.7	6.5	23.1	3.2
<u>1927-1928</u>								
Retained	19	3	0	6.1	9.7	3.4	0	5.8
Moved	7.1	13	20.8	12.1	25.8	10.4	17.2	5.8
Mean per cent re- tarded in the past five years	11.6	6.56	1.12	5.16	7.06	7.36	7.36	7.76

in native ability much the same as students in Manhattan, in Kansas City, in New York and in California. In other words they are, as a whole, a typical cross-section of American youth as far as native ability is concerned. There should

not be, therefore, more retardation due to this cause, than there exists on the average in other systems.

The chances are that students in the Wamego schools are not more exposed to disease than are students of an average community and that they are not more predisposed to illness than are average children. Wamego students come from homes which are at least on a par economically with the average American home.

It would seem, then, with these two factors eliminated, which might cause retardation, that the excessive retardation in the Wamego schools indicates lack of efficiency in the administration of the school.

One possible solution for the retardation problem in Wamego is an opportunity room. Proctor (1925, p. 113) says that: "Ability grouping within grades or classes is feasible only in large school systems and in large schools within those systems," so probably it would be unwise to require each grade teacher in Wamego to give special training to sub-normal pupils. In view of the large amount of retardation shown in Wamego, it seems that it would be feasible to employ a special teacher to take charge of under-age pupils and especially bright pupils in a special room.

This teacher should show particular attention to the especially gifted child. In the usual lock-step rate of progression, it is found that children of this type tend to show

Table XIV. Number of One-subject Failures  
and Number of Drop-Outs in High School  
For the Past Three Years

	Freshmen		Sophomores		Juniors		Seniors	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<u>1925-1926</u>								
Failures	17	13	14	5	11	0	0	0
Drop Outs	7	3	3	1	1	2	1	0
Total in Class	35	30	23	21	19	21	11	26
Total number of students for year - - 186								
<u>1926-1927</u>								
Failures	19	7	13	13	9	3	0	1
Drop Outs	7	1	4	3	5	1	3	0
Total in Class	23	28	25	24	24	22	12	20
Total number of students for year - - 178								
<u>1927-1928</u>								
Failures	8	26	14	31	9	13	0	0
Drop Outs	2	3	2	4	7	0	1	0
Total in Class	15	32	13	29	24	23	17	19
Total number of students for year - - 172								
Per cent of failures for each of three years	18.4		22.2		11.28		.031	



Table XIII. (Continued)

Chronolog- ical Age	:	1	:	2	:	3	:	4	:	5	:	6	:	7	:	8	:	Total
15														1		2		3
15 $\frac{1}{4}$																		
15 $\frac{1}{2}$																		
15 $\frac{3}{4}$																		
16																1		1
Total		40		31		24		29		30		28		28		35		245

a lack of interest in their work. The teacher could prepare this type of pupil for more rapid promotion. While this plan has been successful especially in large cities such as Oakland, Berkeley and Denver, in all probability it could be successfully applied also in a system as small as Wamego. In a large system a parental or industrial school is often founded. In small systems opportunity rooms are the common way of providing training of this kind. Some such plan is certainly needed since no children have been accelerated in Wamego in the past four years.

An age-grade table showing the number of pupils that are accelerated, normal, and retarded, is shown in Table XIII, ages taken as of September, 1927.

High school records for the past three years, 1925-1928 inclusive, were inspected carefully to determine the number

retardations and eliminations in each class during that period. Table XIV shows the number of one subject failures and the number of drop-outs in the high school during the years 1925-1928 inclusive.

It is of interest to note that the highest percentage of failures of any class occurred during the junior year. It should be borne in mind that these percentages represent the ratio of failures in one subject to the number of students in the school. This is somewhat misleading, as each student carried, on an average, four subjects. Thus, if out of 100 students twenty failures are recorded, it might mean that five students failed in all four of their subjects, constituting a real percentage failure of five as against an apparent twenty.

As in the elementary school, high school retardations are due to lack of ability, illness and economic conditions, and inefficient teaching and supervision. Failures in the Wamego high school, as in other systems, are caused by these three factors.

As a remedy for this situation the high school teacher should place more stress on motivation. In other words, the teacher should endeavor to cause the student to develop an interest in his work. Superior teaching will cause interest in subject matter. Individual attention, personal interviews, and the giving of special work to students will also aid the



high school teacher in reducing retardation.

Table XV, an age-grade table for high school students, shows the number of students and their ages, in each class, that are accelerated, normal and retarded, as of September, 1927. As this table shows, the minimum age in the freshman class was 13, while the maximum age for seniors was 19. This table shows a small amount of overageness.

Table XV. Age-Grade Table For High School  
Students Showing Numbers that are  
Accelerated, Normal, and Retarded

Chronolog- ical age	Class				Total
	:Freshmen	: Sophomores	:Juniors	: Seniors:	
13	9				9
14	24	9			33
15	8	24	11	2	45
16	4	6	21	8	39
17	2	3	12	18	35
18			2	7	9
19				2	2
Total	47	42	46	37	172

In considering retardation and elimination in the high school a brief set of questions was given to the students, asking them whether or not they expected to finish high school and whether or not they expected to attend college.

It is of interest to note, in Table XVI, that all of the girls expect to finish high school and that slightly more than one-half expect to go on to college, while nearly all the boys expect to finish high school and about two-thirds expect to go on to college.

Table XVI. Per Cent of Students who Expect to  
Finish High School and Per Cent  
Expecting to Attend College

Finish high school	Yes	No	Undecided	Total
Boys	31.8	1.8		
Girls	66.3			99.9
Attend college				
Boys	20.9	9.	3.7	
Girls	36.3	20.9	9.	99.9

These students were also asked their occupational preference. It is of interest to note, in Table XVII, that while the fathers of 42.8 per cent of the students are farmers, only 4.5 per cent of the students indicated farming as their occupational preference. It is also noteworthy that while only 4.5 per cent listed their fathers' occupation as professional, 30.9 per cent expect to enter professional work.

Table XVII. Fathers' Occupations and Occupational Preference of High School Students  
(in percentage)

Occupation of father		:	Occupational preference of pupils	
		:	Boys	Girls
Farmer	42.8	Professional	8.1	22.8
Dairyman	1.8	Business	7.2	23.7
Engineer	2.8	Engineering	1.8	
Mechanic	9.	Skilled trades	1.8	
Laborer	11.8	Farming	3.6	.9
Merchant	2.7	Homemaking		3.6
Business	15.4	Laborer	.9	
Professional	4.5	Aviation	5.5	
Mail service	.9	Radio work	2.8	
Other occupations	8.1	Nursing		6.3
		Undecided	2.8	8.1
Total	100.	Total	100.	

Nearly 40 per cent of the high school students live in the country, as shown in Table XVIII.

Table XVIII. Percentage of Students Living in Town and Country

	Per cent		Per cent
Live in town	60.9	Live in Pott. county	88.1
Live in country	39.1	Live in Wab. county	11.8
Total	100.	Total	99.9

## CHAPTER IV

### BUILDING PROGRAM

The elementary school and the high school are now housed in one building, remodeled in 1911 from an older structure. While most of the rooms are well lighted and of fair size, too much space is devoted to halls, as examination of Figs. 8 and 9 will disclose. This is waste space and restricts floor area for classrooms. Three departments, home economics, science and manual training, are on the basement floor, well underground. (See Figs. 10 and 11.) These rooms receive very little sunlight, do not afford good ventilation, are damp, and could not be classed as healthful. Odors of sewage sometimes permeate the air in the home economics room. The science room is too small adequately to accomodate laboratory classes.

School assemblies are held in a study hall containing 98 desk seats. Students must sit together in assemblies as the whole student body of 166 students attends these meetings. It is necessary for two or more students, at different times, to occupy a single desk in study halls. It is both hard to see and to hear a program from the back of this room as there is neither stage nor platform.

It is necessary to hold all school and class plays and

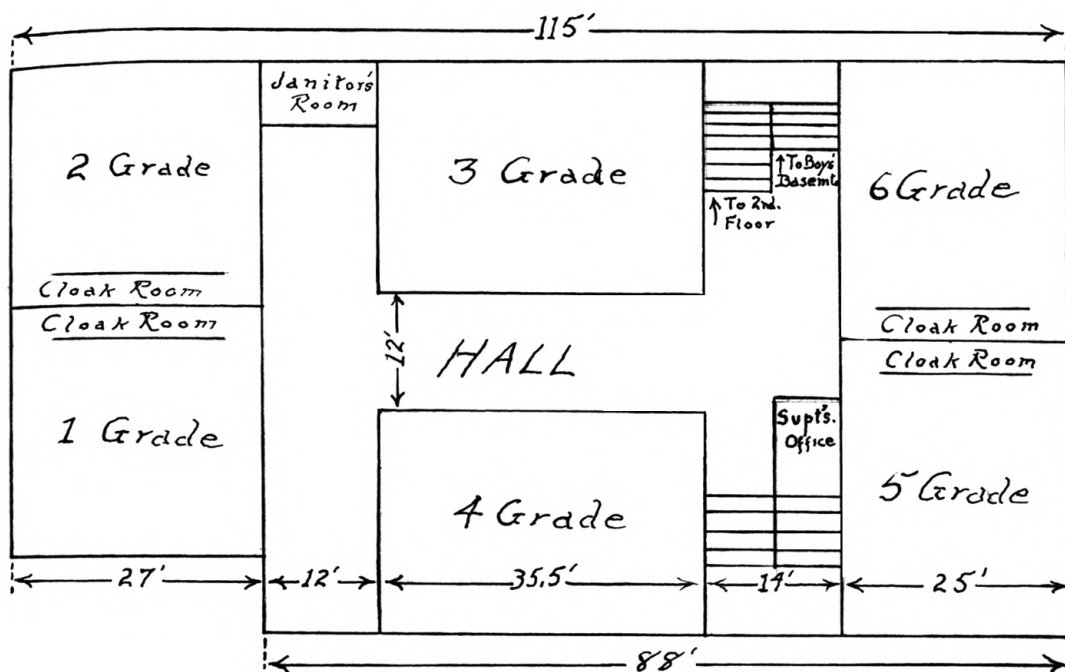


Fig. 8. Floor Plans, Dimensions and Assignments of Space for the First Floor of Building

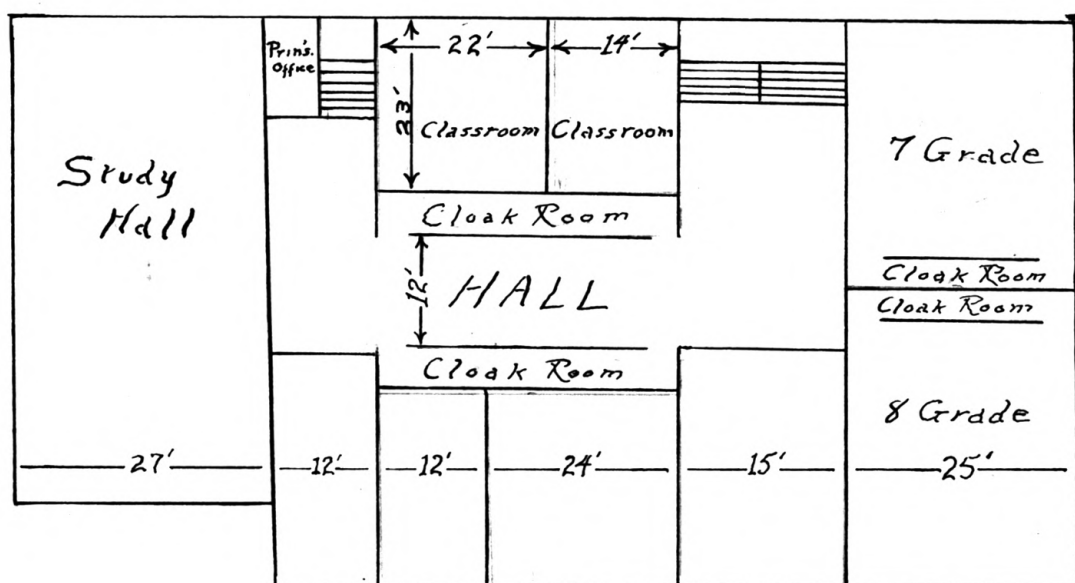


Fig. 9. Second Floor Plan



Fig. 10. Home Economics Room



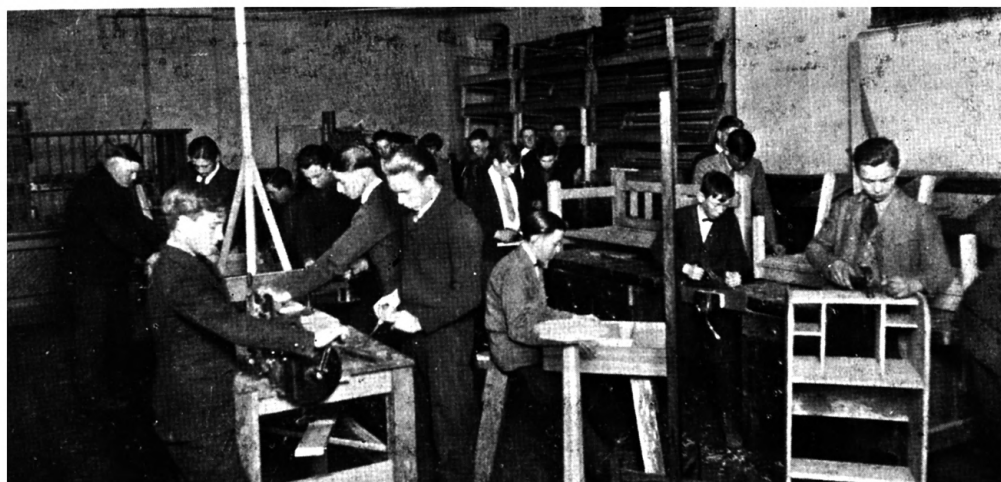


Fig. 11. Manual Training Room

commencement exercises in the local theatre building. The rental charge of \$45 for each night is a severe drain on any profits made by these functions, and is a source of discouragement to classes and other organizations which attempt to secure funds in this manner.

Athletic facilities are very inadequate. School basketball games are played in a barn-like structure located in an alley three blocks from the high school and near the business section of Wamego. This building is owned by an hardware store and is used as an implement shed except during the basketball season when it is rented to the high school. This place is hard to heat and many practice hours are spent in a cold room, often resulting in illness of the players. Rent for the use of this shed costs the school board \$400 per year. Dressing rooms and shower baths in the building are both inadequate and insanitary. (See Fig. 12.) Drainage is poor and the shower room is often foul smelling. There are no bathing facilities whatever for girls teams. The county basketball tournament is held annually and accommodations for these visitors certainly should be improved to say nothing of the need for better conditions for the benefit of local players.

A new high school building with a modern auditorium and basketball court combined would eliminate the annual payment



Fig. 12. A Corner of the Boys' Shower Room

of approximately \$700. in rentals, and would contribute both to the convenience and to the health of students.

At the present time no rest room for teachers or students is provided in the grades or high school. In case of illness or accident there is no place for emergency treatment, not even a couch. At least a cot might be provided in the principal's office in the present building. Plans for a new building should include a rest room for the students, and one for the teachers.

Toilet facilities in the Wamego schools are disgraceful. The same toilets are used by both the elementary and high school students and the teachers. The equipment in the girls' and in the boys' basement has been in use so long that middle aged residents of the community remember them as being old when they went to school. In the boys' basement there is no privacy as there are no doors on the compartments. The seats are cracked and broken in many cases and are extremely insanitary. (See Fig. 13.) This open stall-like arrangement, lacking altogether in privacy, is not only insanitary and an excellent breeding place for disease germs, but as can be seen in the photograph, it is an offense to the moral sensibilities of the students. This situation is intolerable, and whether or not a new building is provided in the near future these antiquated toilets should be

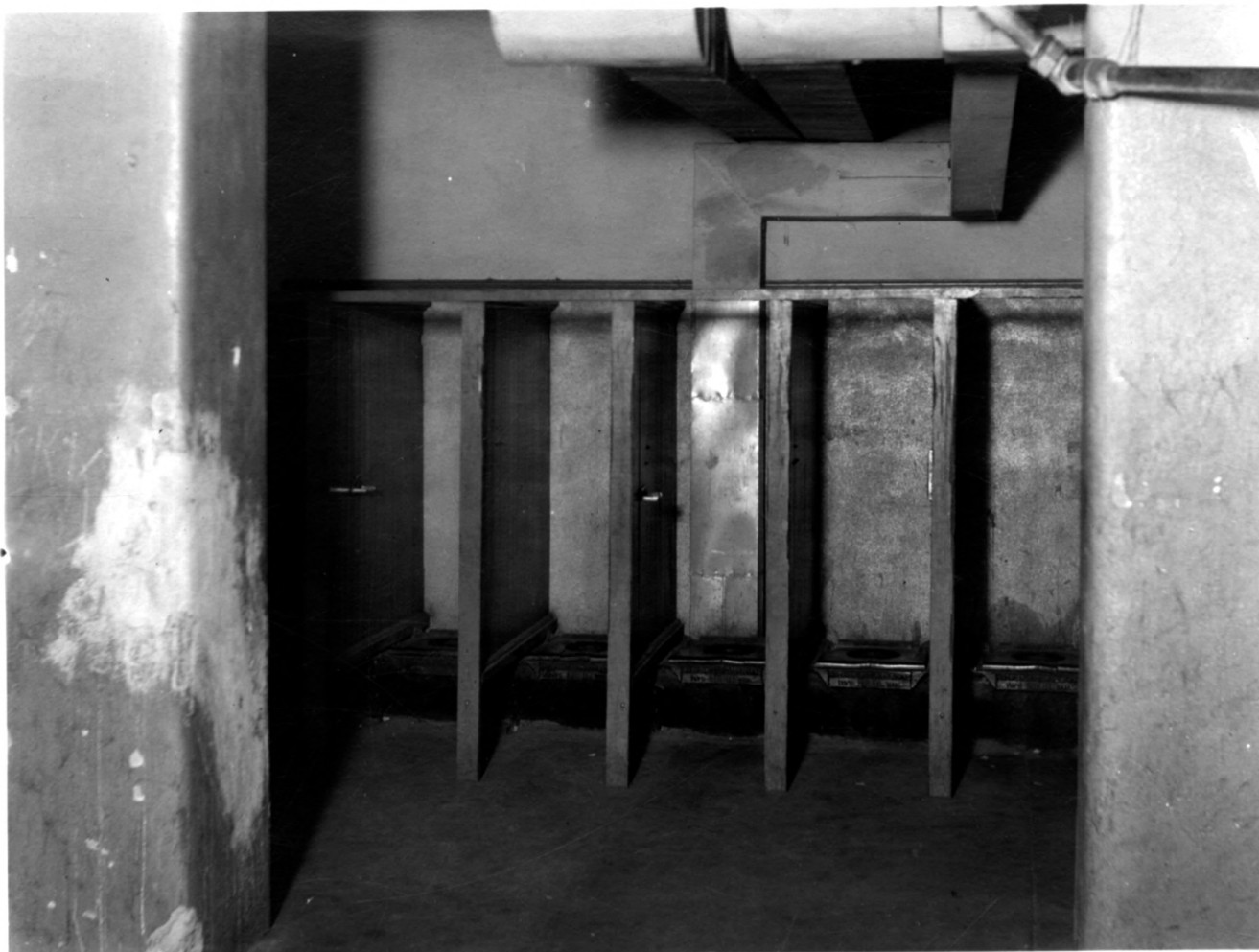


Fig. 13. Boys' Toilet, Showing Disgraceful Conditions

replaced immediately by new and modern equipment. No city can afford longer to tolerate this offense to decency and morality.

There are no lockers in the high school at the present time. Senior students keep their books in an open pigeon hole rack arrangement in the hall. (See Fig. 14) Temptation to theft and wrong appropriation is evident. This leads to the inculcation of wrong ideals in every way. Members of the other classes keep their books in open desks in the study hall, two students being assigned to each desk. Under this makeshift arrangement many books are lost or disappear during the year. Some students have had to buy as many as two or three copies of the same book. Paper, pencils, and clothing also disappear. Here in the public high school are conditions inviting wrong doing. The moral responsibility for this cannot be shifted. It rests primarily with the Superintendent and Board of Education. Adequate locker space and lockers are imperatively demanded.

There are only nine rooms available as classrooms for the 166 high school students. Of these one has seating capacity for only sixteen students.

Table XIX shows high school enrollment for the past five years.





Fig. 14. "Lockers" Used by Seniors

Table XIX. High School Enrollment

1924-25	173
1925-26	186
1926-27	178
1927-28	172
1928-29	166

With the exception of the year 1925-26 there has been a steady fall in the enrollment. This lack of growth is a danger sign. In period during which high school enrollments have constantly increased over the country the enrollment of the Wamego High School has decreased. It means that the school is not making the appeal it should to its community and that means it is not adequately serving its constituency. This is a problem for the administrative officers - the Board and the Superintendent.

The Wamego high school is a Class A school, the highest classification in Kansas. Belvue, seven miles East, and Louisville, three miles North, maintain Class D schools. The tax valuation of the Louisville district, according to the current State High School Directory, is \$1,450,000; the levy is three mills; there are 45 students in the high school and 71 in the grades. The tax valuation of the Belvue district is \$450,000; the elementary school enrollment is 51; the high school enrollment is 24. The levy is eleven mills. If

high school students from these two communities could be drawn to Wamego these communities could provide the students with a better type of education at an approximately the same or a lower cost than they are paying at the present time.

In order to secure proper valuation, between seven and ten million dollars, there should be added to the present district, valuation \$2,005,701, a large part of Louisville township on the North with a valuation of \$1,900,000 for the entire township, and land four and one-half miles South of the Kansas River in Waubunsee county. School district 41, part of 102 on the South and West, and school districts 73 and 32 on the East, should also be added to the Wamego district in order to give a proper valuation for a rural high school district. Efforts are now under way to take in this territory and to establish a rural high school district.

Fig. 15 shows the territory to be included in the proposed rural high school district.

Fig. 16 shows the Wamego school district, No. 19, as it is at the present time. Homes of students now in the Wamego high school are marked in black circles.

#### STUDY OF THE TEACHING FORCE

There are eight grade teachers and ten high school teachers in the Wamego schools at the present time. This

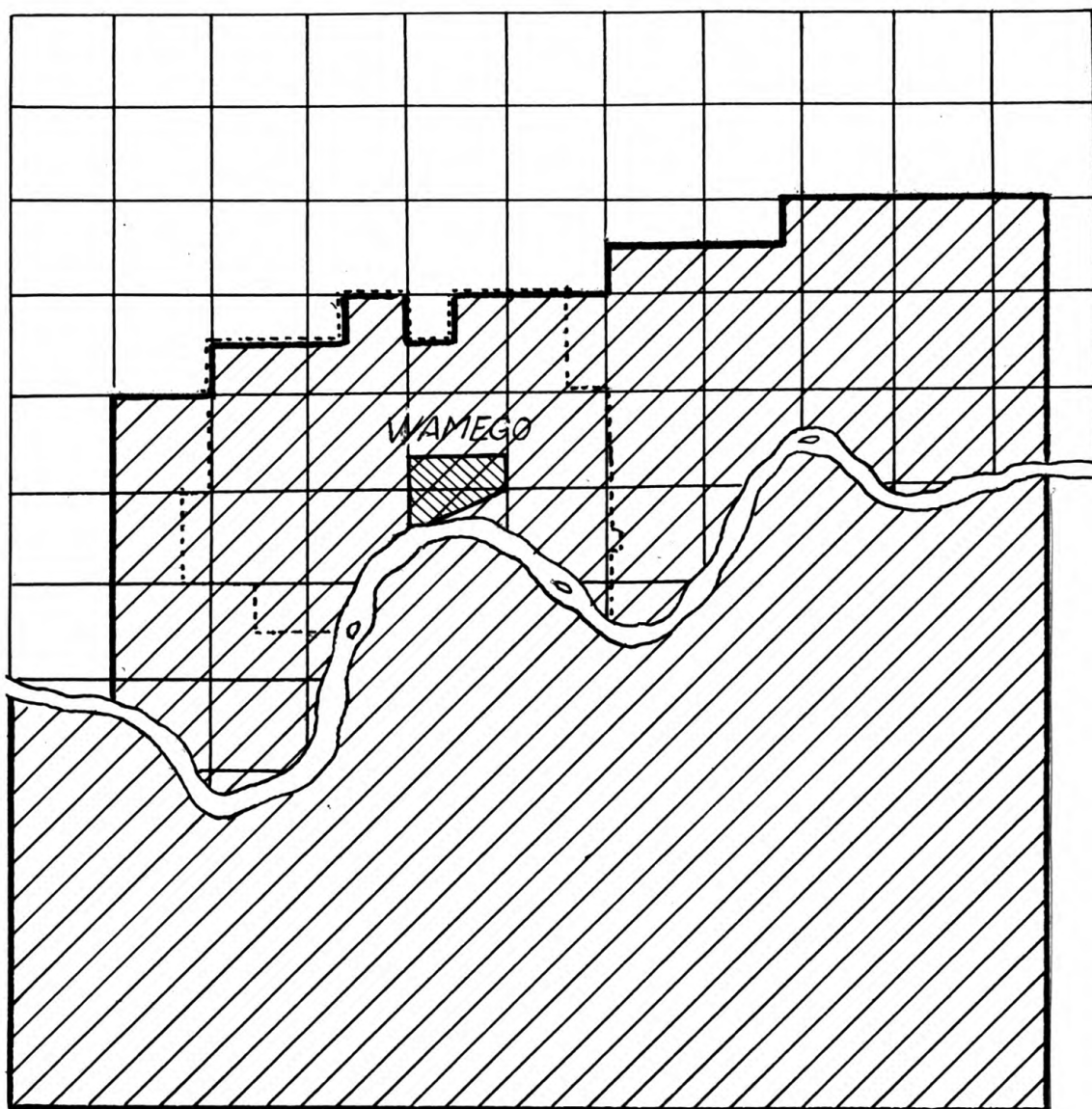


Fig. 15. Territory to be included in the Proposed Rural High School District

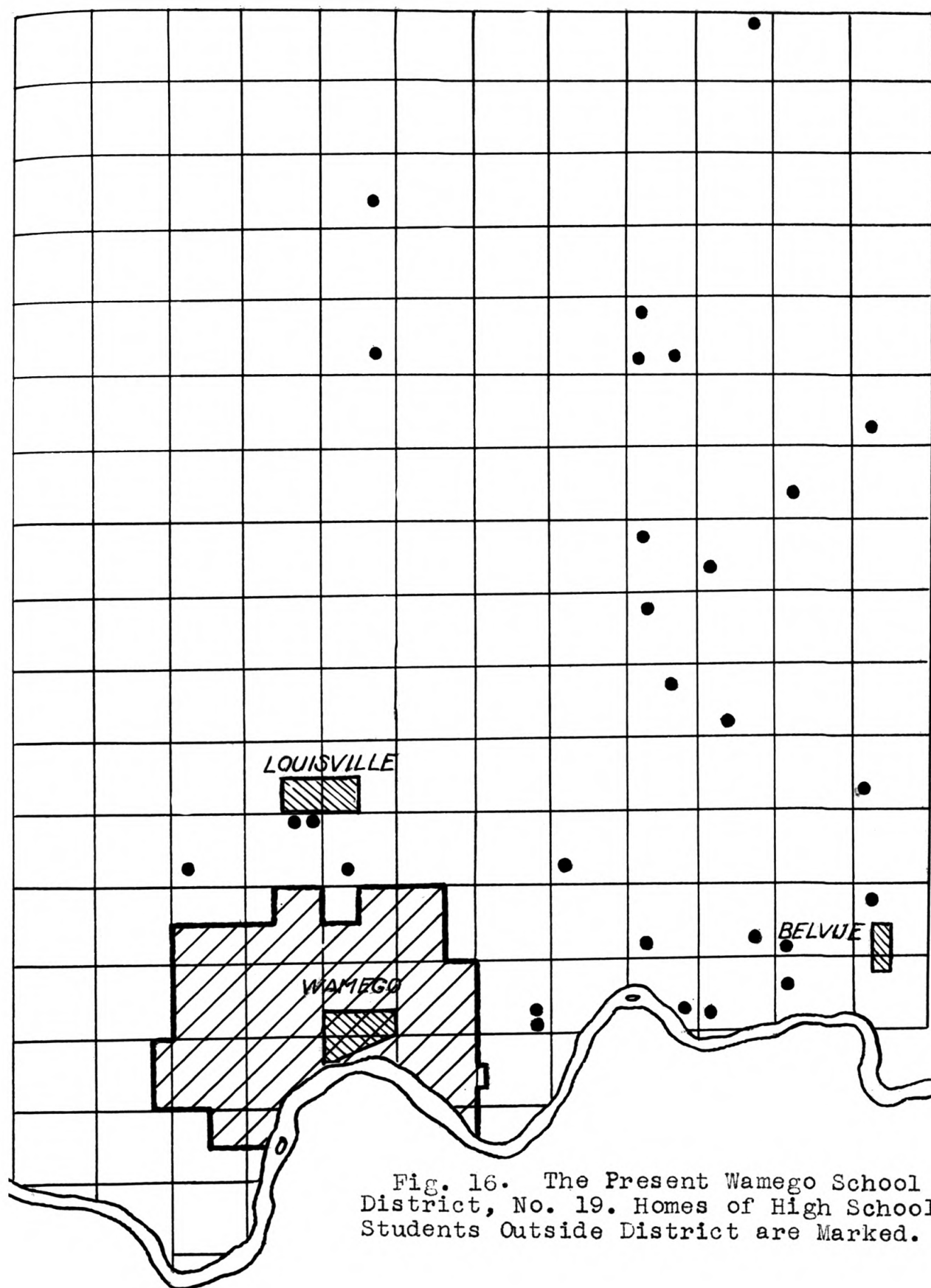


Fig. 16. The Present Wamego School District, No. 19. Homes of High School Students Outside District are Marked.

is not a good index. It is wholly outside of the rule of reason that the high school teaching force should be greater than the elementary teaching force.

A schedule of high school classes, in effect during the Spring term, 1929, is shown in Table XX.

All of the grade teachers have some college credit. The eighth and fifth grade teachers hold Bachelor's degrees. Teachers of the first, third, fourth, sixth and seventh grades have completed correspondence and extension work equivalent to two years of college work. The second and fifth grade teachers respectively have had one and three summers at the State Teachers' College in Emporia. These teachers deserve much commendation for their industry and fair preparation. The desire to advance in their profession, and to keep abreast of improvements in secondary education indicates a healthful professional attitude on their part.

In the high school seven teachers have the degree of Bachelor of Arts, two have the degree of Bachelor of Science, and one, the commercial teacher, has had but two years of college work. Of the high school teachers only two have post-graduate credit. The music teacher has spent one summer in college and the science teacher has spent four summers in college. This absence of graduate training shows a lack of inspiration and ambition on the teachers' part. A teacher



Table XX. High School Schedule of Classes

Periods	Bowers	Spangler	Myers	Kammeyer	Shea	Todd	Smith	Krahe	Allen	Edelblute	Hill
8:38 - :	:	:	:	:	:	:	:	:	:	:	:
9:08 :	:	:	:	:	:	:	:	:	:	:	:
9:11 - :	:	Modern	Voc.	:	Man.	Eng.	Alg.	Type.	Grade	Dom. Art	Study
9:51 :	:	History	Ag.	:	Tr. II	IV	I	I	Music	II	Hall
9:54 - :	N. T.	:	"	Physics	"	Eng.	"	Type.	"	"	"
10:34 :	Meth.	:	:	Lab.	:	II	:	II	:	:	:
10:37 - :	:	American	"	Physics	Man.	Eng.	:	Type.	Latin	Dom. Sci.	"
11:17 :	:	History	:	:	Tr. I	I	:	I	II	:	:
11:20 - :	:	Civics	"	Com.	"	Eng.	Geom.	Ind.	Grade	"	"
12:00 :	:	:	:	Civics	:	III	:	Geog.	Music	:	:

N O O N

1:05 - :	:	Civics	Agr.	Com.	Eng.	:	Geom.	Short	Grade	:	"
1:45 :	:	:	:	Law	I	:	:	Hand	Music	:	:
1:48 - :	N. T.	:	Lab.	Com.	Man.	Eng.	Solid	Book-	"	Dom. Art	"
2:28 :	Read.	:	:	Civics	III	III	Geom.	kpg.	:	:	:
2:31 - :	:	Amer.	:	Soc.	"	Eng.	N. T.	"	Latin	:	"
3:11 :	:	Hist.	:	:	:	II	Arith	:	I	"	:
3:14 - :	:	Ath.	:	:	"	:	:	:	Glee	:	:
3:54 :	:	:	:	:	:	:	:	:	Clubs	:	:

who does not endeavor to improve his general culture and his teaching technique, does not have a proper professional attitude, and does not exert the wholesome influence on his students and community that teachers of the type who seek further training would exert. A progressive teacher endeavors to secure additional college training so as to keep abreast of improvements in education and to increase his general information.

Six high school teachers hold three year state certificates, and four hold life certificates.

There seems to be a tendency on the part of Wamego high school teachers to neglect professional training. Some of them subscribe to educational journals, including Musical America, Industrial Arts, commercial magazines, and the Kansas Teacher. There is very little other definite effort toward professional improvement. No professional improvement plans are taken up in teachers' meetings, which are held very infrequently.

On the other hand the elementary teachers all have been active in professional improvement. They have cooperated in extension courses, attending night classes taught by extension workers from the Kansas State Agricultural College, and have taken correspondence and resident work.

Educational magazines, subscribed to by grade teachers include: The Normal Instructor, Popular Education and Pri-

mary Educator, The Progressive Teacher, American Childhood, Child Life, and The Pathfinder.

Tables of teachers' salary and experience are given in Tables V and VI.

In the elementary school, teachers hold their positions longer than the high school teachers. Tenure of the present grade teachers ranges from one to sixteen years, the average being eight years. The present high school teachers have held their present positions from one to four years, the average being two and seven-tenths years. From examination of past teacher tenure it is unusual for a high school teacher to remain longer than four years in the Wamego high school. Few principals have remained longer than one year.

This short tenure of office in the high school indicates a school of low morale and either poor conditions under which to work or else the Board or Superintendent act on re-employment from other than professional and administrative principles.

### CONCLUSION

From the foregoing analysis of the Wamego schools system several conclusions may be drawn. These are:

1. A change should be made from the present 8-4 type of organization to the 6-3-3 type.
2. The high school library should be enlarged and made available to members of the community.
3. Playground apparatus for the use of grade school pupils should be installed on the school grounds.
4. Manual training should be emphasized in the grades and junior high school, rather than in the high school only.
5. There should be a superintendent in charge of the schools, and a principal in direct charge of the high school.
6. A course in biology should be included in the high school course of study.
7. The school board should adopt a more liberal financial policy; one looking to the steady growth and improvement of the schools.
8. A salary schedule should be established in order to secure and retain good teachers in the grades and high school.
9. A more efficient plan of keeping high school records should be adopted, and a systematic intelligence and achievement testing program should be instituted.
10. An educational and vocational guidance program should be organized.
11. An opportunity room should be established to lower the present excessive retardation and to care for the

superior student.

12. Lockers for high school students should be provided.

13. Toilet facilities in the school and athletic quarters should be improved.

14. The science room should have a wood or heavy linoleum floor over the cement floor.

15. Additional physics apparatus should be provided.

16. The present school district should be reorganized and a rural high school district formed in order to afford better educational opportunities for nearby districts and communities.

17. A new and modern building should be provided for the high school.

18. A gymnasium should be constructed which may be a part of the new high school plant but which should not form an organic part of the high school building.

19. Where classes in the grades reach as many as forty students the class should be divided and another teacher hired.

## ACKNOWLEDGEMENT

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