

A SURVEY OF THE EUNING RURAL HIGH SCHOOL

by

JESSIE FREDERICK WESTERDALE

B. S., Kansas State Teachers' College, Pittsburg, 1929

A THESIS

submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE AGRICULTURAL COLLEGE

1929

Doc
 not
 LD
 2668
 .74
 1929
 W42
 C.2

TABLE OF CONTENTS

	Page
INTRODUCTION	4
CHAPTER I. Purpose and Method of the Survey.	5
CHAPTER II. The Bushong Rural High School	7
Table I. Total Number of Graduates to Late from Lyon County Rural High Schools	11
Table II. Enrollment of Rural High Schools 1924-1928	12
Table III. Enrollment by Grades of Elementary Schools in Bushong High School Dis- trict	13
Table IV. Enrollment and Valuation of Rural High Schools in Lyon County	14
Table V. Statistical Data of the Bushong Rural High School	14
CHAPTER III. Comparison of Lyon County Rural High Schools	15
Table VI. Specific Survey of Lyon County High Schools	16
CHAPTER IV. Bushong Rural High School Finance	33
Figure I. Map of Bushong High School District	35
Table VII. Comparative Current Expenses	36
Table VIII. Current Expenses of Bushong High School 1924-1928	37
Table IX. Principals' Salaries 1924-28	38

	Table X. Teachers' Salaries 1924-1928. . .	59
	Table XI. Per Capita Cost Per Month on Enrollment	40
	Table XII. Per Capita Cost Per Month on Average Daily Attendance. . .	41
CHAPTER V.	The Curriculum of the Bushong Rural High School	42
	Course of Study	45
	Table XIII. Results of the County Scholarship Contest 1928 . .	48
	Table XIV. Suggested Program for Classes	50
CHAPTER VI.	Vocational Agriculture	50
	Suggested Vocational Agriculture Equip- ment	54
CHAPTER VII.	Conclusions with Some Recommendations. . .	57
BIBLIOGRAPHY		61
ACKNOWLEDGMENT		62

INTRODUCTION

Since direct procedure is of the utmost importance, the school survey is one of the best methods of discovering inefficiency. Thus, one may discover whether the community is putting forth its best efforts in the education of its children to make them realize their duty to, and their place in the community as its future leaders.

In this community, as in many others, the greatest enterprise is the school. Since this is a business enterprise, we shall endeavor to take an invoice as any sound business should be invoiced.

The system of this school in the past has been that of drifting along with frequent changes in faculty and an ever changing idea of what methods should be used. There is practically no system of record keeping, and the one book that has been kept has been only partially filled out. The failure of the public and the board to see the needs of the school has been a great handicap to its progress. The efficiency of this school system may be greatly increased by the facing of cold, hard facts.

CHAPTER I

PURPOSE AND METHOD OF THE SURVEY

The purpose of a survey is to reveal the practices of the various parts of the school. The content deals mainly with facts which are analyzed, described, and measured in order to show the efficiency of the school. It is hoped that, through the facts thus revealed the school may profit by constructive proposals for its administration.

The interpretation is partly a diagnosis of the material surveyed and partly a prescription showing how the problem can be worked out in the best possible manner for the benefit of both the school and the community.

This report is made to give information to the local community, to the present and future boards of education, to the future administrators and teachers of this school, and to the general public that they may better judge what should be the future policies of the system.

The content deals with the industries and people of the community; the organization of the school; the plan and plant of the school; its administration and supervision; the course of studies; the teaching staff; classroom instruction; classroom tests; science teaching; industrial

training; household arts instruction; physical training and play; enrollment, attendance, and pupil progress; the financial program; and other details that pertain to the welfare of the school.

Since this school has been run in the past by the "cut and try" method, this survey material should aid future administrators in making progress by giving a summary of what is needed and by showing how to obtain desirable results.

To determine these aims the author will give, among other facts, information concerning:

1. History
 - a. Establishment of the school.
 - b. Amount of money spent in the past.
 - c. Prevailing faults.
 - d. Growth of system up to present time.
2. Student body: its nationality, education of parents, and a study of home influences which handicap students.
3. The territory included in the district.
4. Population with comparisons for enrollment and possible growth of curricula.
5. A study of the curriculum and its evaluation, and a comparison with other schools in the county.

6. The financial program with analysis of the ability of the district to support the system, the way the money is now spent, and the results of such expenditure.
7. A summary of facts with some conclusions and recommendations for desirable changes.

The information for the content of this survey was secured from books, principals' term reports, The State Department of Education, County Superintendent's office, Report of the League of Kansas Municipalities, state and county scholarship tests, interviews, questionnaires, and suggestions from the Department of Education of the Kansas State Agricultural College. But more than from all other sources, information was obtained from actual contact with the school and personal knowledge of its operation.

CHAPTER II

THE BUSHONG RURAL HIGH SCHOOL

The Bushong High School, with 49 pupils, has four teachers. They are: J. F. Westerdale, Superintendent, who was graduated from the Pittsburg Teachers College; S. O. Jones, also of the Pittsburg Teachers College; Bertha G. Worster, of the Kansas State Agricultural College; and Ethel C. Lrni,

of the University of Kansas. The valuation of the property in the school district is \$1,635,475. The tax for the school is fifty-two and one-half cents on each \$100 valuation. The area in the district is fifty-six and one-half square miles.

The area of the school grounds is three-fourths of an acre. The building, steam heated and equipped with bubbling drinking fountain, blackboards, and private office, is owned by the district and is in good condition, except that the walls need painting. A gymnasium; good furniture; manual training, domestic science and sewing laboratories with equipment; a library, well catalogued; a piano; and playing grounds are some of the greater features of the school. Bushong High School is the only high school in the county that has classes in craftsmanship, which includes all kinds of handiwork for girls.

Thirty-three courses are offered in 1928-1929 for the four classes. Sixteen pupils are carrying more than four hours work, and all others except one are carrying four hours. The maximum for any pupil is five hours.

The school building has an auditorium, with a seating capacity of 300. There is also a gymnasium. The chairs may be taken out for basketball games. Four curtains and three sets of scenery are used for productions on the school

stage. The stage has a splendid lighting effect with a private switchboard including three one-thousand watt rheostats for the control of the red, white, and blue foot and fly lights. The balcony offers a splendid place for a moving picture booth and plans are under way to offer visual education next year. Plans are also being made to offer vocational agriculture in the near future.

Hushong is an incorporated town of 166 inhabitants, lying in the flint hills of Lyon county, in southeastern Kansas. The town is situated on the main line of the Missouri Pacific railroad and had its beginning as a shipping point for the cattle which graze on the nearby hills. Its name was chosen in honor of a popular baseball player of that day, with the hope that the town might be as successful as the man for whom it was named.

From 1896, when the first depot was built, until the present time, the town has grown through fire and epidemic until there is now a post office, book store, elevator, a graded school, a Methodist Episcopal Church, four grocery stores, two cafes, a blacksmith shop, a barber shop, a bank, three poultry and cream stations, a hardware store, a hotel, and a doctor's office.

The rural high school was organized in 1914 and bonds of \$8,000 were voted for a building. The construction was

begun in 1916 and the main building was finally completed and cost \$15,000. In 1925 a \$14,000 gymnasium and auditorium was added to the east side of the original structure.

Lyon county has seven rural high schools; Neosho Rapids, Reading, Miller, Admire, Allen, Bushong, and Americus. The other two schools in third class cities are: Hartford, which is consolidated, and Olpe, which is a Catholic parochial high school. The courses in these schools vary but they all maintain the college preparatory course. Graduates of these schools are eligible for admission to the colleges of the state. Only Reading and Hartford offer the normal training course. There are 101 one-room schools in this county; four two-teacher schools; three three-teacher schools; four four-teacher schools; and one with five teachers. The high schools have, for 1927, the following enrollment: Hartford, 118; Americus, 98; Reading, 80; Admire, 64; Miller, 48; Bushong, 51; Allen, 37; Neosho Rapids, 32; Olpe, 30; total 567. The enrollment in the rural schools of the county including the rural graded schools is 1,936. Enrollment in the graded schools outside Emporia is 810.

Emporia is a second class city whose Superintendent is L. A. Lowther. It has seven ward schools, whose enrollment

is 1,479; two high schools, the Lowther Junior High School, enrollment 606, with Humphry W. Jones as Principal; and the Senior High School, enrollment 632, with Rice E. Brown as Principal. Total enrollment in the elementary schools is 3,263; in the high schools, including Junior high the enrollment is 1204. Lyon county graduated 155 eighth grade pupils in 1927 from the rural schools, and 73 from the elementary schools of the third class cities.

Table I. Total Number of Graduates from Rural High Schools of Lyon County to Date - 1928

School	Graduates
Admire	75
Allen	87
BUSHONG	102
Miller	60
Necoho Rapids	54
Reading	96

The above table shows that Bushong has more graduates to date than any other rural high school in the county. This is because it is an older school.

Table II. Number Enrolled in Eight Different High Schools from 1924 to 1928

Town	1924	1925	1926	1927	1928	Average
Admire	50	51	61	64	51	56.4
Allen	42	66	53	37	38	47.2
Americus	72	77	101	98	51	47.2
BUSHONG	41	53	59	51	48	50.4
Hartford	112	132	132	118	115	115.2
Miller	21	39	47	48	50	41.0
Neesho Rapids	39	46	40	32	38	39.0
Reading	80	82	81	80	77	80.0
Total	457	546	574	528	507	522.4

From Table II it appears that the enrollment in the rural high schools in Lyon county is not increasing. The highest point for the county was reached in 1926 and the next two years the enrollment became lower. In 1926 it was below the average for the five years. It will be noticed that Americus and Hartford have the largest enrollments. These two schools are consolidated schools. The others are rural high schools.

According to Table III, there is a great inconsistency in the grade enrollment. For example: in 1925 the first grade enrollment was thirty-five; for 1926 the enrollment

in the second grade, which are the same children, dropped to twenty-eight; in 1927 the third grade enrollment increased to thirty-four; in 1928 the fourth grade enrollment dropped to twenty.

Table III. Enrollment by Grades of Elementary Schools in Bushong High School District, 1925-1928

Year	Grades								Total
	1	2	3	4	5	6	7	8	
1928	36	31	26	20	25	20	21	14	189
1927	43	30	34	25	20	34	17	26	230
1926	35	28	22	26	22	24	19	30	208
1925	35	32	20	27	25	22	35	13	209

The exact cause for this fluctuation is unknown. The people in the community generally own their own homes so there should be very little migrating. The children of these grades come under the compulsory education laws so they are compelled to go to school somewhere. If they are not in school, where are they? This inconsistency might denote low morale on the part of the school or the non-enforcement of the compulsory education laws. The latter is probably the cause. Whatever the cause, however, it should be investigated and remedied.

Table IV. Enrollment and Valuation of Rural High Schools in Lyon County

School	Town	Enrollment	Valuation	Levy in Miles
R. H. S. No.1	Bushong	51	\$1,635,457	5.25
R. H. S. No.2	Miller	48	1,675,771	5.25
R. H. S. No. 3	Necsho Rapids	32	2,333,517	2.5
R. H. S. No.4	Reading	80	2,141,666	2.5
R. H. S. No.5	Allen	37	1,961,381	3.6
R. H. S. No.6	Admire	64	2,198,812	6.0
R. H. S. No.7	Americus	98	2,686,932	3.4
Con. No. 1	Hartford	118	825,646	2.2

Table V. Statistical Data of the Bushong Rural High School

Year	Prin. Sal.	Ten-:surs	Ass't Sal.	No. of Ass'ts	Enrollment	Valuation	Area: Sq. M.	Tr.: Ag.	Tr.: H.	Tr.: H.	Tr.: H.
1924	2000	1	1500	3	41	1804000	50	x	x	x	x
1925	2250	2	1450	3	53	1675586	57	x	x	x	x
1926	2250	1	1355	3	59	1638586	56	x	x	x	x
1927	2000	1	1355	3	51	1638586	56	x	x	x	x
1928	2250	2	1361	3	48	1610209	56	x	x	x	x

CHAPTER III

COMPARISON OF LYON COUNTY RURAL HIGH SCHOOLS

A detailed comparison of the Bushong Rural High School with the other rural high schools in Lyon County is shown in the following table:

Table VI. Specific Survey of Lyon County Rural High Schools

Name of School	Bushong	Allen	American	Admire	Miller	Beesho Rapids	Hartford	Reading
Sq. mi. list. Area	56.5	70-72	70-72	64	46	11 1/2	11 1/2	77
Co. Valuation	1635457		2489832	2015000	1490000		825,646	
GRONDS area	1/2 acre	1 blk	1 blk	8 acres	2 acres	6 acres	1 block	3 acres
Condition	good	good	good	good	good	good	good	good
Fence	good	none	none	none	none	none	none	none
Walks	good	good	good	good	good	good	good	good
Sufficient trees	yes	no	yes	yes	yes	yes	yes	yes
" shrubbery	no	no	no	no	no	no	no	no
Water supply	varry	well	well	well	pressurewell	well	well	well
Pole and flag	yes	yes	yes	yes	yes	no	yes	yes
Athletic field								
where?	adjoins	adj.	2 blks	adj.	adj.	across street	5 blks	2 blks
owned?	rent	yes	yes	yes	rented	owned	owned	Gratis
Drainage	good	good	good	good	good	good	good	good
BUILDING	yes	yes	yes	yes	yes	yes	yes	Gr. Sch.
Gen. Condition	good	good	good	splendifine	good	fair	good	good
Foundation	stone	stone	concent	concent	concent	concent	stone	stone
Heat	steam	steam	steam	steam	steam	dry	steam	steam
Ventilation	window	window	gravity	uni-vent	gravity	gravity	gravity	gravity
Adequate heat	no	no	no	yes	no	no	no	yes
" ventilation	yes	yes	yes	yes	yes	yes	yes	yes
Walls color	no	yes	yes	white	buff	buff	buff	buff
" color	white	buff	white	white	buff	buff	buff	buff
Paint or paper	plaster	paint	paint	paint	paint	paint	paint	paint
No. of pictures	6	6	20	6	0	2	2	6
SHALES	tan	green	tan	cream	buff	tan	tan	tan
adjustable	yes	no	yes	yes	yes	yes	yes	yes
condition	good	good	good	excl.	excl.	excl.	Good	excl.

Name of school	Bushong	Allen	Amerious	Admire	Miller	Mechoho Rapids	Hartford	Reading
BLACKBOARD kind placement adequacy	plaster good yes oiled yes	slate food yes oiled yes	slate food no oiled yes	slate food no oiled yes	slate food yes oiled no	hypolateslate good yes oiled yes	slate good yes oiled yes	slate good yes oiled yes
FLOORS	CLOAKROOMS	LOCKERS	LOCKERS	LOCKERS	LOCKERS	LOCKERS	LOCKERS	LOCKERS
Teachers no clean except walls	yes	yes	yes	yes	yes	yes	yes	yes
Full time janitor	yes	yes	yes	yes	yes	yes	yes	yes
His influence	good	good	good	good	good	good	good	good
Cooperative	yes	yes	yes	yes	yes	yes	yes	yes
all rooms neat	yes	yes	yes	yes	yes	yes	yes	yes
Gen. appearance plants, curtains	good	fair	good	exo.	good	good	good	good
TOILETS	Boys have urinal	yes	yes	yes	yes	yes	yes	yes
OFFICE	Well equipped	yes	yes	yes	yes	yes	yes	yes
Heated	no	fair	yes	yes	none	fair	yes	yes
Privately located	yes	yes	yes	yes	no	yes	yes	yes
Privacy enforced	yes	no	if neces-sary	yes	no	if nec-essary	no	yes
Teachers restroom	no	no	no	no	no	no	no	no
Cost for sickness	no	no	no	no	no	no	no	no
Office used by	Prin. faculty	Prin. faculty	Prin. faculty	Prin. faculty	Prin. faculty	Prin. faculty	Prin. faculty	Prin. faculty
Homelike	yes	fairly	yes	yes	no	no	no	no
Desk	yes	yes	yes	yes	no	yes	yes	yes
Chair	yes	yes	yes	yes	no	no	no	no
Files	yes	yes	yes	yes	yes	no	yes	no

Name of School	Dushong	Allen	American	Admiral	Miller	Neesho Rapids	Hartford	Reading
Safe	yes	yes	yes	yes	yes	yes	yes	yes
Telephone	yes	no	yes	yes	yes	no	yes	yes
First aid kit	no	yes	yes	yes	yes	no	yes	no
SEATING	single	single	both	single	single	single	single	single
Adjustable	some	no	no	yes	yes	no	no	no
Adequate	yes	yes	fairly	yes	yes	yes	yes	yes
Well varnished	some	yes	yes	yes	yes	yes	yes	yes
Need varnish	some	no	no	no	no	no	no	no
Care of seats	Good	fair	fair	Good	Good	Good	Good	fair
BOOKCASES	closed	yes	some	no	no	yes	yes	no
with Glass, wood	Class	Class	both	Class	Class	Class	Class	rooms
location	study h.	study h.	study h.	study h.	study h.	study h.	study h.	office
LIBRARY								
Number volumes	350	500	500	98	400	600	1000	400
Indexed	yes	no	no	no	yes	in proc.	yes	yes
Catalogued	yes	yes	no	no	no	no	no	no
Reference sets	1	0	2	2	1	1	2	4
Care of library	Eng. & Tech.	Eng. & Tech.	Supt. & Tech.	Pupils	teachers	Eng. & Tech.	teachers	teachers
Choice selection	good	good	good	fair	Good	Good	Good	exc.
DICTIONARY No. 8	21	21	4	1	4	3	8	9
Accessibility	Good	Good	Good	Good	Good	Good	Good	Good
MAGAZINES								
Student	3	4	4	8	0	9	6	3
Professional	3	1	1	1	1	1	1	3
SOURCE OF DRINKING								
Fountain	yes	yes	cooler	yes	yes	yes	yes	yes
Cups	no	no	yes	no	no	no	no	no
Individual			yes	yes	yes	yes	yes	need rep.
Bubbler	yes	yes	no	no	piano	piano	piano	piano
Musical Instruments	piano	piano	piano	piano	piano	piano	piano	phono-graph
			victrola	victrola	victrola			
			or San					

Name of School	Bushong	Allen	Americus	Adams	Miller	Meacham	Hartford	Reading
FLAG in each room	yes	no	yes	no	no	no	yes	no
Thermometer	yes	yes	no	yes	no	yes	yes	yes
WASHING FACILITIES	poor	poor	poor	Good	Good	fair	GOOD	poor
Lavatories	no	no	no	yes	yes	yes	yes	no
Paper towels	yes	yes	no	yes	yes	yes	yes	no
Wash basins	yes	yes	no	no	no	no	no	yes
BULLETIN BOARD	yes	yes	yes	yes	yes	const.	yes	yes
Where	study h. office	assemb. hall	study h. hall	hall	study h. hall	hall	hall	hall

ORGANIZATION

Courses offered	Gen. prep.	Gen. col.	Gen. col.	Gen. col.	Gen. col.	Gen. col.	Gen. col.	Gen. col.
vocational	no	no	no	no	no	no	no	no
professional	no	no	no	no	no	no	no	no
commercial	no	no	no	no	no	no	no	no
vocational	no	no	no	no	no	no	no	no

No. pupils carrying more than

4 hours	16	2	4	0	0	2	6	6
less than 4 hrs.	1	1	11	0	1	2	0	0
Max. hrs. carried	5	4 1/2	5	5	5	5	5	5
Smallest no. for which classes exist	5	5	3	5	5	3	5	5

VOCATIONAL WORK OFFERED

Man. Tr.	Dom. Sci.	Dom. Art	Voc. Ag.	Craft
yes	yes	yes	yes	yes
no	no	no	no	no
yes	yes	yes	yes	yes
no	no	no	no	no
yes	yes	yes	yes	yes

Name of School	Bushong	Allen	American	Admire	Miller	Neosho Rapids	Hartford	Reading
Extra curricular								
Debate	no	yes	yes	yes	yes	no	yes	yes
Basketball	yes	yes	yes	yes	yes	yes	yes	yes
Football	no	no	yes	no	yes	no	yes	no
Baseball	yes	yes	yes	yes	no	yes	yes	yes
School plays	yes	yes	yes	yes	yes	yes	yes	yes
Class plays	yes	yes	yes	yes	yes	yes	yes	yes
Pep organizations	yes	no	yes	no	yes	no	yes	no
School parties	yes	no	yes	yes	yes	no	yes	yes
How many	1	3	2	4	1	2	3	4
Assembly	weekly	4	3	bi-wkly	bi-wkly	weekly	weekly	6 ea. mo.
Student Govt.	yes	no	no	yes	no	no	yes	yes
Glee clubs	yes	no	yes	yes	yes	yes	yes	yes
Visual educ.	no	no	no	yes	no	no	no	yes
Orchestra	no	no	yes	no	no	yes	yes	yes
Conference per.	yes	no	no	yes	no	yes	yes	yes
Lab. Equipment								
Ameter	1	0	2	1	1	1	2	
Test tubes	24	0	24	48	72	200	36	
Beakers	14	0	8	6	72	10	4	
Balance scales	1	0	3	2	2	2	1	
Static machine	0	0	0	1	1	1	0	
Storage battery	0	0	0	1	1	1	0	
Dry cell battery	4	0	8	7	10	6	6	
Small elect motor	0	0	2	1	1	1	3	
Type of gas	alcohol	0	0	0	0	0	alcohol	
Lift pump dem.	1	0	1	1	1	1	0	
Pulleys & levers	15	0	12	6	4	6	4	
Elect bell	2	0	1	1	2	1	3	
Sonometer	1	0	1	1	1	1	1	
Microscopes	1	0	1	9	1	1	2	
Barometer	1	0	1	1	1	1	1	

Name of School	Bushong	Allen	American	Admire	Miller	Neosho Rapids	Hartford	Reading
Cross sec.st.eng.	1	0	0	1	0	0	1	
Voltmeter	1	0	1	1	1	1	1	
Telegraph set	1	C	1	2	1	1	2	
Science tables	2	0	3	2	1	3	3	5
Exclusively sci.yes			yes	yes	no	no	yes	
Running water	no	no	no	yes	yes	yes	yes	no
Case for supplies	yes	yes	yes	yes	yes	yes	yes	no
Adequate supplies								
such as								
lithus	yes	yes	yes	yes	yes	no	yes	
acids	yes	yes	yes	yes	yes	no	yes	
rubber tubing	yes	yes	yes	yes	yes	yes	yes	
neutralizing								
agencies	yes	yes	yes	yes	yes	yes	yes	
milk tester	yes	yes	yes	no	no	no	yes	
soil testers	yes	no	no	no	no	no	no	
calorimeters	yes	no	yes	yes	no	yes	yes	
bell jars	yes	no	yes	yes	no	yes	yes	
resistance box	no	no	yes	no	no	yes	no	
electroscope	no	no	yes	no	no	no	no	
MAN. TR. EQUIPT								
Rip saws	2	0	2	4	0	1	2	3
Cross cut	5	0	4	3	0	9	3	0
Braces	4	0	3	3	0	2	3	0
Bits	15	0	10	24	0	12	14	3
Glueing table	1	0	0	1	0	1	1	1
Glue pot	0	0	1	1	0	1	1	1
Work benches	10	0	5	0	0	0	12	9
Forge	0	0	2	0	0	1	1	0
Lumber source	local	0	local	send	0	local	local	local

Name of School	Eushong	Allen	Americus	Admire	Miller	Neesho Rapids	Hartford Reading
Varn. & Fin. room	no	no	yes	no	no	no	yes
Planes	9	0	24	24	0	18	12
Marking Gauge	5	0	12	6	0	8	12
Miter saw	2	0	0	1	0	0	1
Hand clamps	9	0	0	30	0	0	12
CARE OF EQUIPMENT							
Tools sharp	yes		yes	yes	yes	yes	yes
Hammers O. K.	yes		yes	yes	yes	yes	yes
Tools checked	yes		no	no	no	no	yes
Tools chk. how	T.R. man		yes	yes	yes	yes	yes
Tools in place	yes		Pupils	Pupils	Pupils	Pupils	teacher
Responsibility	T.R. man		pt & st	all	all	all	v.s. Daco
Finishes	all		15	400	36	36	18
No. of blueprints	50		yes	yes	yes	yes	yes
Repairing	yes						
DOMESTIC ART							
Sewing machines	2	0	2	3	3	2	5
Kind	Singer		Singer	Singer	Singer	Singer	3 Singers 1 Diamond 1 Standard
Adequats	yes	no	no	yes	yes	yes	no
Iron	yes	no	3	no	yes	yes	yes
electric	yes	no	yes	no	no	yes	yes
flat	no	no	no	no	yes	no	no
Wardrobes	yes	no	yes	yes	yes	yes	yes
Mirror!							
full length	1	no	yes	no	yes	yes	no
clear	yes	no	yes	no	yes	yes	yes
Screen (fitting)	yes	no	no	no	no	yes	no
Fitting room	no	no	no	no	no	no	no

Name of School Bushong Allen Americans Admirer Miller Heccho Hartford Reading

DOMESTIC SCIENCES

	Bushong	Allen	Americans	Admirer	Miller	Heccho	Hartford	Reading
Tables	9	0	1	1	6	3	6	6
Homemade Commercial	no yes	yes no	yes no	no yes	no yes	no yes	yes no	no yes
Purol	no	no	no	no	no	no	yes	no
Gasoline	yes	yes	yes	yes	yes	yes	no	yes
Kerosene	no	yes	yes	no	no	no	no	no
Coal								
Owned by school								
Linen			yes	yes	yes	yes	yes	no
Silver	yes	yes	yes	yes	yes	yes	yes	no
Glass	yes	yes	yes	yes	yes	yes	yes	no
China	yes	yes	yes	yes	yes	yes	yes	no
Tea towels	yes	no	no	no	yes	no	no	no
Dish mops								
Table decorations	no		no	no	yes	yes	yes	no
Sink	no	yes	yes	yes	yes	yes	yes	no
Quantity supplies	small	small	small	small	small	small	small	small
Uniforms worn	yes	yes	yes	yes	yes	yes	yes	yes
Meals served	2	4	6	6	12	6	2	4
Homelike	yes	yes	yes	no	yes	yes	yes	yes

STAGE PROPERTIES

Curtains	yes	no	no	yes	yes	yes	yes	yes
Condition	good			good	fair	good	good	good
Type	Wing & Flank			W & F	W & F	W & F	W & F	W & F
Designed	well		well	well	well	well	well	well
Selection	good		splendid	O.K.	good	good	good	good
Footlights	yes		yes	yes	yes	yes	yes	yes
Size stage	18x23		65x40	14x28			10x20	
Dressing rooms	yes		yes	yes	yes	yes	yes	no
Location, privacy	good		good	good	poor	good	good	no good
Adequacy	fair		fair	fair	poor	fair	good	poor
Overhead lights	good		fair	fair	fair	fair	yes	no

Name of School	Bushong	Allen	Americus	Admire	Miller	Reedho Rapids	Hartford	Reading
----------------	---------	-------	----------	--------	--------	------------------	----------	---------

AUDITORIUM

Seating capacity	300			500	150	300	250	150
Type of seats	Folding	chairs		seats	chairs	opera	chairs	seats
Acoustics	fair			good	good	poor	good	fair
No. of exits	4			2	3	3	4	2
Used as a gym.	yes			yes	yes	yes	no	no

Note: Allen and Americus use local opera house.
 Admire has the use of the entire gymnasium on the stage.
 Admire has two moving picture machines and a fire-proof booth in balcony.

Bushong has an area of 66.5 square miles which is a little above the average of all the rural high schools of Lyon county. The average area for high school districts in the county is 53.6 square miles, the highest being 72 square miles and the lowest being 11.25 square miles. The area of the Bushong district might easily be increased by the addition of the several square miles of territory which lies to the northwest and is in no high school district whatever. Proper measures should be taken to include this territory in the district.

The average valuation per high school district in the county is \$1,631,896, while that of Bushong is \$1,635,457. This shows that the district valuation is slightly lower than the average valuation. The plan suggested in the preceding paragraph would tend to equalize the valuation within the county.

The average area of school grounds for the high school districts of the entire county is four acres. The area of the Bushong grounds is three-fourths of an acre. This is inadequate and the school very much needs ten acres of additional land to be used for athletic purposes and as vocational agricultural experiment grounds. This might seem an unnecessary expense, but the ground is available at the present time adjoining the north line of the school

campus and it is only a question of time until its cost will be prohibitive due to the ultimate increase in the value of the land. The part of this land that would be used for an athletic field would need very little grading and the other part could be sanded lightly and fertilized for agricultural, experimental, and project work. A septic tank could be put in the lower end of this strip of land and the school building could be made modern with a very small added expense.

The school grounds have an adequate supply of trees, but no shrubbery. A great improvement might be made on the grounds by the planting of a few shrubs and vines. The other schools of the county have exceeded Bushong in beautifying their school campuses. At a small expense and a little labor sufficient shrubbery could be planted around the building. This would immeasurably increase the beauty of the campus.

All of the water used at the school house must be carried by the janitor from the elementary school building. There is seldom enough water to supply the needs for drinking, science work, and home economics laboratory use. The best water supply in the county is at Admire. The expense of giving the Bushong High School a satisfactory supply would not exceed \$600.

The flag pole is located on the roof of the building about six feet from the chimney and smoke is frequently

blown upon the flag. At an approximate cost of \$40 or \$50 a very good flag pole might be erected in the front of the school yard.

The general condition of the school building is very good and perhaps the most needed immediate improvement would be the painting of the inside walls.

The fuel bill of the high school is much greater than actually necessary. It could be greatly lowered if return pipes were provided in order to let the condensed steam flow back into the boiler and not be allowed to "slug" the radiators. Also, fuel could be saved and warmer rooms secured by a weatherstrip for the windows and a putty and cement composition between the casings and brick walls. A small outlay here would greatly increase the comfort and safety of the pupils, and at the same time largely reduce the fuel bill, possibly enough in one year to pay for this repair.

There are no lockers in the school building. Two schools in the county have lockers which have eliminated a great loss of athletic suits and equipment as well as students' private property. Lockers also improve an untidy appearance of the building by removing the students property from the window sills and from the halls. The teachers could also benefit by the installation of lockers or locked files.

A sanitary cot should be placed in the Home Economics room for use by pupils who are hurt or become ill during school hours. Many of the students who live in the country have no place to go if they become ill, and there is no means of caring for them at the school house. A rest room and simple first aid equipment is greatly needed by students who are at some distance from home.

The stage in the auditorium is very attractively lighted, provision being made for red, white, and blue lights. Rheostats, installed for the control of the lights, were put in by two of the teachers at a saving of about \$250 over the cost of commercial lighting. The lighting of the gymnasium is also adequate.

There are few students in Bushong that have any opportunity for travel, and there are no industrial plants closer than twenty-two miles (Emporia) and these are very limited. For this reason the students have little chance to see industrial work carried on. This lack might be aided by the installation of a course in visual instruction. It would be necessary to install a fire-proof projecting booth at the back of the balcony of the auditorium. Such a machine would be a benefit to the whole community as well as to the high school students.

There are no showers in the gymnasium and for this

reason it has been impossible for the Bushong High School to hold any basketball tournaments. The cost of installation and maintenance of showers is very small in comparison with the increased interest and efficiency of the athletic teams. It would also make possible reciprocal courtesies with the teams of the different schools of the county.

The school has a well equipped office, with desk, chair, files, safe, and shelves. The office should be equipped with a typewriter and mimeograph machine. This is especially necessary for the proper duplication of outlines, examination questions, and mental tests. A typewriter is especially needful for proper conduct of the school correspondence. The office is wholly deficient in proper record forms and ledgers. Inadequate records are inexcusable.

A master clock and signal bells are greatly needed. The orderly passing of classes is impossible without this equipment.

The desk equipment of the school is good; however, appearances could be greatly improved if a few desks were refinished.

The Bushong High School has 400 volumes in its library, being the smallest high school library in the county and lacking 290 volumes of being the average number for the county. The library is catalogued and indexed and an accurate

count of every book in and out of the library is kept. The books that the school has are well selected but an encyclopedia is badly needed.

The average number of student magazines for the county is seven. The Bushong High School has three. The average number of professional magazines on the county is one and the Bushong High School has three. The predominating magazine seems to be the Kansas Teacher, which shows that all school faculties in the county belong to the Kansas State Teachers Association.

Reading, Meosho Rapids, and Admire all support school orchestras which are of real value to their respective schools. The Bushong High School attempted to organize a school orchestra but was unsuccessful, because of inability to secure instruments.

The school possesses a flag and a thermometer for each room. Also two large, silk flags on standards are placed on each side on the stage.

Bulletin boards made by the manual training class have been placed in the building. One is in the main hall for posting material of general interest to the school and the other is in the Principal's office for teachers' use.

The Bushong High School is the only rural high school in the county that offers vocational and preprofessional

courses. The others offer only general and college preparatory courses. Bushong offers a greater number of courses than any other rural high school in the county and is making an attempt to add both home-making and vocational agriculture to the courses now offered. Efforts are under way to persuade another school close to Bushong to join the district in a half-time vocational agriculture project. Algebra and geometry were temporarily dropped from the curriculum because of small enrollments in these courses. Bushong is the only school in the county offering a course in craftsmanship. In this class the students work on projects in art fibre weaving, fancy work, and sewing of all kinds. Extra-curricular activities consist of basket ball, base ball, school plays, glee clubs, class plays, pep organization activities, school and class parties, and an operetta. General assembly is held regularly once a week and outside speakers are brought in to address the students on various subjects. Tardiness is discouraged by the installation of conference periods held at the noon hour.

The science laboratory is in need of more equipment and at the present time the equipment is being increased. The manual training equipment is fairly good but will probably soon have more power machinery added which will turn out a great deal better grade of work. The tools are kept in a

tool room and are checked to the students as they need them. This is done by one of the students who is himself checked up every night and thus an accurate account of all tools is kept.

The domestic science room is located in the basement. A sink, running water, and more dishes are imperatively needed. There are nine double work tables which will accommodate eighteen girls at one time. A small room opening off the laboratory serves as a pantry and store room for dishes and cooking utensils. There are five three and four burner oil stoves with an oven for each.

The domestic art room is fairly well equipped. There are two Singer sewing machines, six wardrobes, one three-fourths length mirror, a fitting screen, two cutting tables, and an electric iron.

The financial exhibit of the annual school report for 1927 shows that the average expenditures for all of the high schools in the county is \$10,521.56. The total of all expenditures for Bushong High School is \$8,800.07. This makes the Bushong High School cost \$2,721.49 less than the average expenditure. This expenditure is \$2,816.60 below the highest cost in the county, which is that of Leading, and \$406.65 below the cost of any other high school in the county.

CHAPTER IV

BUSHONG RURAL HIGH SCHOOL FINANCE

The Rate Book of the Kansas League of Municipalities gives the tax levies of Bushong as follows: county rate 5 mills, general rate 5.6 mills, rural high school rate 5.25 mills total 26.09 mills. The value of the high school district is given as \$1,638,586 and of the local district in which the high school is located as \$398,192. If we take 20 mills as the maximum rate that may with safety be levied upon rural property, it appears that the whole high school district is paying a total rate six mills above a safe maximum. The average valuation of rural high school districts of Kansas is \$2,781,661, and the average expenditure for Bushong approximately a six mill levy, or an increase of almost 2 mills in the present high school levy. This would make a tax levy of 28 mills upon a tax base 75 per cent of which is farm land. This would make a tax levy of 28 mills upon a tax base 75 per cent of which is farm land. This would indicate that the district would permanently remain below the average expenditure of high schools of its own class. Farm land cannot in general bear a tax greater than 20 mills. Other sources of revenue may be

found such as a severance tax, if mineral wealth should develop, or an income tax, but under the present tax laws no greatly increased revenue may be expected. In order to raise more money to put the Eushong Rural High School on a financial equality with the other high schools of its class it will be necessary to annex more land to the district which is available to the north and east of the present district. See Table VIII.

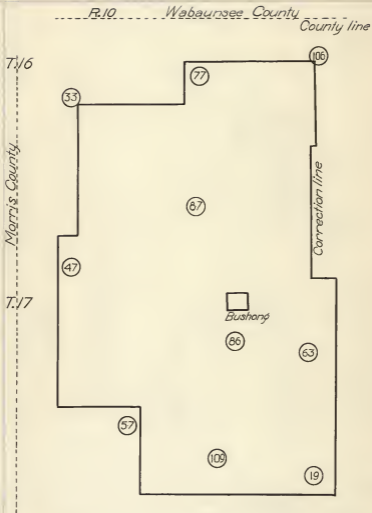


Figure 1. Map of the Bushong Rural High School
District, Lyon County, Kansas

Table VII. Comparative Table of Current Expenses
of Six Schools of Lyon County 1924-1928

Year	Highest	Lowest	Dushong	Average
1926	\$10803	\$9000	\$9000	\$9315
1927	\$18760	\$8807	\$8807	\$9352
1928	\$10805	\$7564	\$7564	\$8449
1925	\$11724	\$7465	\$8276	\$9432
1924	\$10301	\$8297	\$7205	\$7743
5 yr. total			\$40852	\$44291
5 yr. average			\$8170	\$8858

In the years 1926, 1927, 1928, according to Table VII it may be seen that the current expenses for Dushong Rural High School were less than for any other school in the county. Dushong is neither lowest in valuation nor in enrollment. From this it would appear that the school might raise its standards by the expenditure of more money. Subtracting the five year average from the five year average of the average expenditures it is found that Dushong is \$780 lower.

Table VIII. Tabulated Expenses of
Dushong High School 1924-1928

Year	1927-28	1926-27	1925-26	1924-25	1923-24
School supplies	177.46	395.02	122.96	187.73	200.00
Manual training	49.60	175.93	37.28	145.18	49.02
Athletics and debate	46.88	114.72	10.83	32.43	
Incidentals (B. & R.)	949.58	454.85	17288.94	633.14	904.65
Janitor	600.00	485.00	455.50	455.00	449.00
Fuel	400.12	475.90	397.10	362.63	377.37
Music	40.00	34.00		9.51	
Teachers' salaries	6455.26	6545.93	6324.00	6322.02	5557.53
Light	34.38	58.92	14.93	25.00	
Contingent fund	91.69				
Home economics	160.06	54.69	117.61	140.15	56.93
Totals	8985.02	8774.96	24749.15	8312.79	7394.50

According to Table VIII it will be noted that the current expenses have been gradually increasing during the past five years with the exception of the year 1925-1926. A greater expenditure that year is accounted for by the

additional cost of a gymnasium. This general increase in expenses may be explained by the addition of equipment, higher teachers' and janitors' salaries, and general increase of all prices.

Table IX. Comparative Table of Principal's Salaries of Six Schools of Lyon County 1924-1928 (Yearly)

Year	Highest	Lowest	Bushong	Average
1928	\$2385.00	\$2070.00	\$2250.00	\$2232.00
1927	2300.00	2000.00	2000.00	2160.00
1926	2350.00	2000.00	2250.00	2182.00
1925	2300.00	2000.00	2000.00	2160.00
1924	2250.00	1800.00	2200.00	2033.00
5 yr. total	11585.00	9870.00	10700.00	10783.00
5 yr. average	2317.00	1974.00	2140.00	2157.00

Table X. Comparative Table of Teachers' Salaries
of Six Schools of Lyon County 1924-1928 (Monthly)

Year	Highest	Lowest	Bushong	Average
1928	161.00	150.00	158.00	170.50
1927	181.00	130.00	148.00	144.50
1926	170.00	150.00	150.00	156.00
1925	166.00	148.00	166.00	157.66
1924	168.00	150.00	159.00	159.50
5 yr. total			781.00	787.06
5 yr. average			156.20	157.53

From Tables IX and X it may be seen that the average salaries paid by Bushong for five years are slightly below the similar average of all the schools in the county. In two cases the Principal's salary is the lowest and in no case the highest. The teachers salary is lowest in one case and in one case the highest.

Table XI. Per Capita Cost Per
Month on Enrollment

Year	High Cost	Low Cost	Bushong Cost	Total Cost	Average Cost
1926	27.81	15.37	20.49	101.00	16.83
1927	25.31	15.60	16.50	113.00	18.83
1928	19.70	10.75	15.54	97.00	19.60
1929	25.55	13.00	20.90	122.00	20.33
1934	21.20	10.00	21.07	100.00	16.66
5 yr. total			94.49		92.25
5 yr. average			18.90		18.45

According to Table XI the per capita cost per month on enrollment is very high as well as the per capita cost on average daily attendance.

Table XII. Per Capita Cost Per Month
on Average Daily Attendance

Year	High Cost	Low Cost	Bushong Cost	Total Cost	Average Cost
1928	\$31.94	\$15.03	\$21.20	\$147.00	\$23.50
1927	30.00	16.70	17.10	127.00	21.16
1926	22.19	11.25	17.04	106.00	17.66
1925	30.94	16.00	21.89	139.00	23.16
1924	23.42	12.80	22.87	106.00	18.00
5 yr. total			100.10		103.48
5 yr. average			20.02		20.07

The solution for the former condition is recommended in the addition of territory to the high school district. This will increase the valuation and in turn produce a larger revenue for the school.

The solution for the latter condition can only be brought about by the addition of vocational agriculture and vocational home making courses that will attract a larger enrollment and a better daily attendance. The enrollment could be easily doubled with very little additional expense to the district. The territory north and east of the present boundaries of the district ought to be included in the

district. This would result in distinct advantage to the added territory and to the district.

CHAPTER V

The Curriculum of the Pashong Rural High School

The curriculum of the high school consists of vocational and pre-professional courses. The vocational courses include agriculture, home making, and normal training. The pre-professional courses include engineering, teaching, law, business, and medicine. There seems to be no logical sequence in the subjects as listed in each course. Since the high school has an enrollment of only 50 or less the effort to carry eight distinct courses is in itself an absurdity. The teaching force is not sufficient in number for so varied a curriculum if each course were really distinctive. An examination of the subjects listed in the different curricula will show, however, there is not much difference among them and that the names count but for little. A far better procedure would be to offer a very limited number of courses each adapted to needs and demands of the children of the district. This would require adequate technical and teaching skill on the part of the faculty.

It is apparent that vocational agriculture ought to be one of the most fully provided for both in teaching force

and equipment. But this is not even offered. The agriculture which is offered is of the theoretical type, interesting and important to children who may not come from a farm, but hardly of much concern to those whose home is the farm. Agriculture, to make an appeal to the rural child, must be of the vocational type. The Principal made a real struggle to introduce this course one year ago but met with determined opposition from some members of the board. The basis of this opposition is hard to define. It is the one course for which there is real need, the one course which would have given the school its largest opportunity of service to the district.

But courses in a rural high school should not be confined to agriculture. There should be the same opportunity for a child from the farm to select liberally various subjects as for a child from the city. The Bushong Rural High School does not offer a general course or a college preparatory course. Preparation for college may, of course, be made under any name. It only shows that the courses as published for the high school, do not have any really distinctive features. What we have in this school seems to be a faculty earnestly desirous of operating a thoroughly good high school, one that will meet in the fullest way the needs of the district, but the faculty hardly have had the wisdom or the vision properly to construct the curricula. But

more than all else, they seem to have met the determined opposition of the very people whom they tried hardest to serve.

Vocational agriculture will be the most expensive course which the school can offer. It would seem as if a cooperative scheme might be entered into with some neighboring school, by which the same teacher might serve both schools at a cost approximately of only one-half of what it would usually be. Preparation for engineering does not call for any distinctive high school course except three years of mathematics. Physical and biological sciences should be offered for all students.

Course of Study of the Buehong Rural High School

Vocational Courses

Agriculture		Normal Training	
	Units		Units
English	3	English	3
Early European History	1	Early European History	1
General Science	1	General Science	1
Agriculture	1	Agriculture	1/2
Manual Training	1	Physiology	1
Physics	1	Physics or Biology	1
Biology	1	Algebra	1
Algebra	1	Constitution and Civics	1
Geometry	1	Psychology and Methods	1
Constitution and Civics	1	Arithmetic and Reading	1
American History	1	Geography and Grammar	1
		American History	1
 Home Making		 Electives	
English	3	Sociology	1/2
Early European History	1	Economics	1/2
General Science	1	Physics	1
Domestic Science and Art	2	Latin	1
Household Mechanics	1	French	1
Algebra	1	Spanish	1
Physiology	1/2	Algebra	1
Geometry	1	Geometry	1
Constitution and Civics	1	Biology	1
American History	1	Physiology	1/2
		General Science	1
		Domestic Science	1
		Domestic Art	1
		Chemistry	1
		Music	1
		Physical Geography	1/2
		Commercial Geography	1/2

Preprofessional Courses

Engineering		Units	Business		Units
Early European History	1		Early European History	1	
English	3		English	3	
Foreign Language	1		General Science	1	
General Science	1		Foreign Language	1	
Physics	1		Physics	1	
Algebra	1		Algebra	1	
Geometry	1		Geometry	1	
Constitution and Civics	1		Constitution and Civics	1	
American History	1		American History	1	
Teaching			Medicine		
Early European History	1		Early European History	1	
English	3		General Science	1	
General Science	1		English	3	
Foreign Language	1		Foreign Language	1	
Agriculture	1		Biology	1	
Biology or Physics	1		Physiology	1/2	
Algebra	1		Constitution and Civics	1	
Geometry	1		American History	1	
Constitution and Civics	1				
American History					
Law					
Early European History	1				
English	3				
Foreign Language	1				
Algebra	1				
Biology	1				
Geometry	1				
Constitution and Civics	1				
American History	1				

The laboratory for general science is very inadequately equipped. Whether we think of a first course in general science, or a course in physics or chemistry, the deficiency still remains. For the very modest expenditure of \$300 the laboratory for physical science could be made satisfactory. In like manner a year or two later an equipment for a biological laboratory could be procured.

The library of the high school is much better than its laboratory. It, too, needs the addition of reference books and works in general literature.

The general class work of the high school may be commended. What is needed more than any thing else is a better community spirit, more interest in education, more loyalty to the high school and a more liberal and generous spirit in its support. But this, in time, must be mainly the creation of the high school. In any district the relation between the school and the community is reciprocal. It appears from an impartial survey of all factors that the school has tried to face its problems courageously and honestly. But the community itself has been hostile. Responsibility for, or lack of, complete success can not, therefore, be placed wholly upon the school.

Table XIII. Results of the County
Scholarship Contest 1928

Subject	Rank in Contest	No. of Schools
Clothing	7	7
Food	7	7
English I	8	7
English II	7	7
American History	8	8
Algebra	6	7
Geometry	3	6
General Science	1	2

The results of the scholarship contest are seen in Table XIII. The showing here made is in harmony with the analysis of the curriculum made in the preceding paragraphs. The rank of the high school is lowest in three subjects and below the median rank in all but two subjects. There is only one first rank - general science - a freshman subject. This indicates a very low quality of scholarship. There may be many causes for such a condition. So far as the administration of the school is involved, it may be in part due to the dissipation of energy in carrying too many

courses. Undoubtedly this condition is in part responsible. It can hardly be due to inferior students for the mass of our people are very homogenous. It was pointed out in Chapter II that there were inexplicable losses in enrollment in the elementary schools of the district. The losses are doubtless due in the main to the lack of enforcement of the compulsory attendance law. But this only indicates a low morale in education for the district. Improved scholarship can only be obtained in the high school by a changed public sentiment, better teaching, and longer tenure, a revised curriculum, and the introduction of subjects of a more appealing power to the children of the high school.

Equipment and plant are also involved in any estimate of the cause of a poor school. A poor building, ill-adapted to the work to be done, inadequate libraries and insufficient laboratory and apparatus all weigh against good scholarship and a high school morale. The community and the Board of Education must bear the heavier responsibility for the poor scholarship of the Bushong Rural High School.

Table XIV. Suggestive Program for Classes

Freshmen	Sophomores	Juniors	Seniors
Home Economics	Manual Training	English III	Music
English I	Physical and Commercial Geog- raphy	Civics and Constitution	Sociology Economics
General Science	Psychology Physiology	Geometry	General Science
European History	English II		Biology
Algebra	Algebra		American History
	Activity Period (Physical Education, Craft, Social Science)		

CHAPTER VI

VOCATIONAL AGRICULTURE

One forward step in providing a more acceptable curriculum for the Bushong Rural High School is adding vocational agriculture to the course of study.

The Bushong Rural High School was tentatively approved for the teaching of vocational agriculture on May 7, 1928. This approval is contingent upon meeting the requirements

of the state plan for vocational education.

The following letter from Mr. Lester B. Pollan, Supervisor of Vocational Agriculture for the State of Kansas, who checked up the Bushong Rural High School equipment, will give information as to the cost of equipment to meet the state requirements:

"To Whom it May Concern:

"This is to certify that I have checked the equipment available for use in teaching Vocational Agriculture in the Bushong Rural High School and find that in order to be suitably equipped for this work an expenditure of approximately three hundred dollars will be necessary. The items of expense are distributed as follows: with supplies and equipment now on hand and labor donated by Mr. Westerdale who is a qualified electrician, it will cost approximately five dollars to furnish electric lights to the proposed new farm shop building.

"With the tools and benches already on hand in the manual training department, one hundred fifty dollars should supply all additional tools for farm shop work. Laboratory supplies, exclusive of tables and chairs, which are reported as being already on hand, should cost not to exceed seventy-five dollars.

"Unless the class is unusually large one forge should be sufficient to handle the work for the first year and never will more than two forges be needed.

"From five to ten dollars should buy sufficient lumber to build all book cases and shelves needed. The boys in the shop class can readily build such bookcases. Lumber for a tool cabinet to house all tools of the department should not cost more than ten dollars. This, too, can be built by the boys in the farm shop class.

"It is understood, of course, the cost of the building of the cost of the instructor does not enter into these items."

{Signed} Lester B. Pollan

It must be remembered that the state pays \$200 per year for the purchasing of new equipment and the upkeep of the old; i. e., of this \$300 cost the state would refund \$200 and continue to pay \$200 per year as long as vocational agriculture was offered.

A local lumberman, Mr. Dettmer, gave an estimate on the cost of the material to build a frame shop 36' by 24' that would meet the state requirements as \$600. The Principal and some of the vocational agriculture boys volunteered to donate their services in the summer vacation months to erect the frame work of the building. After the frame work is up it will be a simple matter for the vocational agriculture boys to complete the building of the shop under the direction of the vocational agriculture teacher as a class shop project.

As the Bushong Rural High School is too small to maintain a satisfactory enrollment of farm boys in a regular day school course, it would be advisable to use a day unit course in vocational agriculture.

"In brief the plan is as follows: Americus, which is ten miles south of Bushong, has what is known as a half-time department of vocational agriculture. That is, the teacher teaches vocational agriculture for one-half day and devotes the other half day to the teaching of two additional subjects.

In case some other town in addition to Bushong were interested in a day unit course, the vocational agriculture teacher at Americus would devote each forenoon to a class in vocational agriculture in the Americus High School and divide his afternoons between Bushong and the other participating school. For instance, he might spend Monday and Wednesday afternoons teaching day unit vocational agriculture classes at Bushong, and Tuesday and Thursday afternoons at the other participating school, giving his forenoons to regular day school instruction at Americus. Where this arrangement is made the boys enrolled in vocational agriculture might take their academic work in the forenoon, enrolling for agriculture and manual training and study periods for the afternoon.

"Good vocational agricultural teachers cannot be had for less than from \$2000 to \$2400 per year of twelve months. Where a half time department is maintained such as that at Americus, the school pays the salary and is reimbursed one-fourth plus \$100. This means that the salary cost to the school after deducting the reimbursement amounts to from \$1400 to \$1600.

Another good plan would be for Bushong to maintain a half time department of vocational agriculture. That is, the teacher would devote one-half day to teaching vocational

agriculture and the other half day as a regular class room teacher. This system could be worked out without any additional faculty other than hiring a classroom teacher who could qualify as a vocational agricultural teacher. That is, if the teacher cost 2000 per year the State and Federal Governments would pay one-fourth or \$500 leaving Bushong to pay \$1500 for a teacher to teach eleven months or \$136.36 per month.

On the basis of the plan as outlined the district could secure a vocational teacher at a cost of \$1500 for 11 months service.

There would be added a curriculum much needed by the community without increased cost of the school or increase of the faculty. It would make the school more popular, increase the enrollment and reduce per capita costs. The accompanying table shows in detail the equipment needed for vocational agriculture and its cost. For less than \$300 this equipment could be secured and the school would be immeasurably strengthened thereby.

**Suggested Maximum Equipment and Supplies for School
Vocational Agriculture Shop**

Forge, Champion No. 408 Steel Blacksmiths Forge 12" fan, with hood (one for each student)	\$70.50
---	---------

150 pound Anvil, Trenton, Hay Budden or Peter Wright (one for each student)	\$30.00
80 pound Blacksmith Solid Wrought Steel Vise (one for each student)	16.00
No. 93 Champion Back Geared Post Drill	20.00
Set Drills 3/16, 1/4, 5/16, 11/32, 3/8, 13/32, 7/16, 1/2, 9/16, 5/8, 3/4, 7/8, and 1 Regular blacksmiths, 1/2" shank Carbon Steel	6.00
Set, Screw Plate, U. S. Standard Little Giant No. 5-1/2 1/4, 5/16, 3/8, 7/16, 1/2, 9/16, 5/8 & 3/4	20.00
Set, S. A. E. Same as above	20.00
3 straight lip tongs (grooved to hold round stock) for holding flat stock. 1/4, 3/8, and 1/2. For each forge.	2.50
2 Bolt Tong 3/8, 1/2, and 3/4. For each forge.	3.00
1 Pair Pincers 12"	1.00
1 Pair Nail Cutting Nippers 12"	1.50
1 Sledge, Cross Pein 6 pound	1.00
1 Sledge, Cross Pein 12 pounds	1.75
1 Hardie for each anvil	.75
1 Cold Chisel (handled) 1-1/2"	1.25
1 Hot Chisel (handled) 1-1/2	1.25
1 Flatter (handled) 2"	1.25
Top and bottom swages to fit anvil 3/8, 1/2, and 3/4	6.00
Top and bottom fullers to fit anvil 3/8, 1/2, and 3/4	6.00

Heading tools, 3/8, 1/2, 5/8, and 3/4	66.00
1 Set hammer 1-1/2"	1.00
1 - 2 pound (weight with handle) ball pein hammer, (one for each forge)	1.25
1 - 3/4 pound ball pein hammer (one for each forge)	1.75
3 - Screw drivers, 4, 6, and 8" Champion	1.00
2 - 8" mill file	.50
2 - 10" flat file	.50
2 - 12" half round file	.75
1 - 14" horse rasp	.70
1 Emery stand with wheels 2 x 12, Western No. 3	36.00
1 - Bar 3/8" Oct. tool steel	
1 - " 1/2" " " "	5.00
6 - Bars 1/4" Round milled steel	
6 - " 5/16" " " "	
6 - " 3/8" " " "	
3 - " 1/2" " " "	10.00
2 - " 1" x 1/4" " "	
1 - " 1-1/2" x 1/4" "	
1 - " 1-1/2" x 3/8" x	
Total Cost	277.00

CHAPTER VII

CONCLUSIONS WITH SOME RECOMMENDATIONS

1. The report of the United States Bureau of Education for 1917-1928 of the high schools of the country gives a fraction over one-half of the schools as enrolling fifty or fewer pupils and practically one-fourth with one hundred or more. Data available from individual states shows similar figures. Therefore, the Bushong Rural High School falls in the class of the majority of high schools and is not too small to be maintained.

2. Supervised study has been tried and found to be successful. In this plan the periods are sixty minutes in length, using thirty minutes for recitation and thirty minutes for supervised study. This plan will give six periods per day. Five periods should be given to the curricular and one period should be given to the extra-curricular work.

3. Vocational guidance should be offered in the Bushong High School. This could be alternated with the girls' craft class.

4. The practice of serving a hot lunch during the noon hour has proved in other schools to be a great benefit to the student in health and a means of more effective work, especially during the winter months. The expense of serving

one hot dish with the cold lunch which the student brings from home might be met by the students themselves. The home economics room could be used as a dining room. This plan would eliminate a number of difficulties now experienced from the pupils' lunches.

5. The student records are deficient in many ways. There is an absolute need for a complete and reliable system of keeping these records. A card index system is needed for physical records and vocational and follow-up records.

6. The Superintendent should under no circumstances teach more than three classes. This will give him more time for supervision and other duties that are necessary for the general welfare of the school.

7. The Superintendent should arrange the classes so that each teacher could get one day free each semester for visiting some other school in the department in which her work lies.

8. The library facilities of the Bushong High School are not equal to those of the other schools in the county. If the Board would allow an expenditure of one dollar per pupil for a period of three to five years the library could be put into very good condition. Some sectional bookcases with locks would be much more satisfactory than the old shelves now in use.

9. The school has no place provided for trophies and cups. A small trophy case would be a great improvement.

10. The fire protection is very bad. The fire extinguishers are old and most of them are empty. The coil oil, floor oil, and paper storage rooms are located directly under the wooden stairs which is the only outside entrance. This makes an ideal fire trap. The doors should be provided with panic bolts and both doors allowed to open. The front right door fasteners are broken and most of the time nailed shut. Panic bolts should be put on all the outside doors in the auditorium also. The two side entrance doors might be provided with air stops as the money now being put into new panes could be saved. Here is a condition which is very hazardous. The doors being fastened or nailed is in violation of law and those responsible are subject to criminal prosecution if lives were lost or impaired in a panic.

11. Board meetings have been very irregular as to time and place and there have been no regular written minutes of the meetings. No official audit has been made of the books. A definite time and place of meeting should be set and an official audit of the books should be made by a competent auditor for the protection of the board. The expense of auditing should be borne by the district. Minutes must be

properly kept and regularly read and adopted. The acts of the Board are illegal if not properly performed.

12. The Superintendent should be hired with great care. Then he should be made the school executive and empowered to propose a budget for adoption by the Board of Education. He should recommend the teachers for the approval of the Board before they are hired. The Superintendent should draw up a set of rules, to be approved by the Board, to govern the procedure of the Board and to define the relation of Superintendent and teachers to the Board and to define their duties. The tenure of the Superintendent should be during good behavior in order that he may organize a definite and continuous plan for a specific goal.

13. The general attitude of the Board of Education and the Superintendent must at all times be that of doing what is best for the benefit of the school. Individual and personal interests have no part in the administration of a school.

14. A revision of the curriculum should be made with a reduction of some of the courses and the introduction of vocational agriculture.

15. A more unified community spirit is essential to the welfare of the school. The spirit of cooperation does not exist as it should.

16. The equipment of the physical laboratory is inadequate. For a little less than three hundred dollars this could be put up in very good condition.

17. The school is in need of a more liberal financial policy.

18. Improved tenure for the superintendent and teachers would give an opportunity for a better system of future progress.

19. An increase in the area of the high school district would allow more money to be spent for the school.

BIBLIOGRAPHY

Survey Report of the Chanute, Kansas, School System. Bureau of School Service and Research, University of Kansas, 1924.

The American Secondary School. Leonard V. Koss, Cinn and Company, 1927.

The School Survey. Sears, Houghton, Mifflin Co., Chicago.

Kansas Educational Directory, 1925-1926. State Department of Education, Topeka, Kansas.

Tax Rate Book for 1927, Bulletin No. 67, Jan. 1, 1928. The League of Kansas Municipalities, Lawrence, Kansas.

Vocational Guidance in Secondary Education, Bulletin No. 19, 1918. Federal Bureau of Education, Washington, D. C.

The American School Board Journal. Bruce Publishing Company, Milwaukee, Wisconsin.

ACKNOWLEDGMENT

Special thanks are due to Professor William Hiddleston Andrews for his many valuable suggestions before and after the thesis was started. He was always willing and anxious to help. Also other members of the Department of Education, especially those under whom the author has worked, have helped in many ways directly and indirectly.

To members of the State Department of Education, to the County Superintendent, and school men of Lyon County, and to those who helped furnish data, the author of this thesis wishes to acknowledge his obligation.

Without the help of all of these persons this survey would not have been possible.

ACKNOWLEDGMENT

Thanks are due to Professor William Hiddleson Andrews for his many valuable suggestions in the course of this work. Thanks are also due to other members of the Department of Education with whom the author has worked; to members of the State Department of Education; to the County Superintendent, and school men of Lyon County; and to those who helped furnish data.