THE STATUS OF THE SMALL
HIGH SCHOOLS IN KANSAS

by

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INTRODUCTION

Kansas has a group of very small high schools which
need special attention. They have special problems that are
not found in larger schools. The small schools are allowed
to carry on their program just as they have in the past with
very few attempts made to improve their conditions. The
main reason for their unprogressiveness is the attitude ta-
ken by many leading educators. They tried to solve the
problem of the small schools by eliminating the schools.
Quoting from the American Association of School Administra-
tors (2, p. 13):

> It should be kept in mind that as long as we
> believe in providing education for all of the peo-
> ple . . . and as long as large segments of our so-
> ciety continue to be predominantly rural, we are
> destined to have many small schools. The problem,
> therefore, cannot be solved by hoping for the com-
> plete elimination of small schools, but rather by
> recognizing that they are destined in the future
> to play an important role in American life; by re-
> vealing their possibilities and advantages under
> certain conditions; and by developing those mate-
> rials and technics which make for a constructive
> and qualitative approach to small school adminis-
> tration.

Kansas has many small high schools because of a low
density of population, and many parents wanting their chil-
dren to be at home while going to high school. The number
of small high schools in the United States has increased due

to the slogan, "every rural child should have the opportunity to go to high school while living at home" (American Association of School Administrators, 2, p. 13). The new high school brought the young people together from a large area, and its social activities made it the center of interest and pride of the whole area which gradually became community-conscious.

No doubt, the small high school helps to unify a community. It not only provides educational facilities for the young people, but also serves as a social center for the older members of the community. The American Association of School Administrators (2, p. 21) stressed the importance of small communities when it stated:

> The rural community is an emergent social unit; it is in the process of becoming; it has no official or political entity; it waxes and wanes according to the local leadership and various local conditions; and yet it is coming to be recognized by rural people as the means for improving the common welfare.

The American Association of School Administrators (2, p. 26) recognized the fact that it is impossible to have a high school in every hamlet, but it said that it may be better to have a smaller high school at higher per pupil cost so as to keep it related to the community than to have a larger unit which is not related to the community. The Association (2, p. 26) pointed out that many small communities will have to become parts of a larger community, but that

the limit should be an area within which people associate naturally in the social and economic life of every day.

Langfitt, Cyr, and Newsom (9, pp. 39-49) had a somewhat similar viewpoint as the American Association of School Administrators. They reported that, in 1930, 48.5 per cent of the rural high schools in the United States employed three or fewer teachers. They indicated that districts which have a small amount of wealth will not remedy the problem by reorganizing the district, but that it must be remedied by reorganizing the system of school support which will place a greater responsibility upon the state. Langfitt, Cyr, and Newsom (9, p. 51) indicated the advantages of a small school:

> The teacher has greater opportunity to know personally each individual pupil . . . He not only knows the pupil but often his parents and relatives, his economic status, the church and other social organizations which he attends, the influence which he is surrounded out of school and during vacations, the forces which are shaping his life, his interests, and his ambitions.

The salaries in class C secondary schools are lower than in class A and B. Usually class C high schools have a smaller enrollment than the other two classes. A very extensive study on the salaries of principals in Kansas high schools was made by Hilbert (7, pp. 9-13). He found that most principals in class C high schools receive salaries ranging from $600 to $1,740, while the range for class B

high schools is from $1,100 to $2,400, and the salary range
for class A high schools is from $1,500 to $3,380. The me-
dian salary for the class C schools is $1,255; for the class
B schools it is $1,450; and for the class A schools the me-
dian is $1,750.

Irwin (8, p. 37) made a comparative study of the col-
lege preparation, teaching combinations, and salaries of
Kansas high school teachers, in 1938. He found that fewer
administrators held master's degrees in class C schools than
in class B or class A schools. He says: "They run as fol-
lows: seventy per cent in the class A, 49 per cent in the
class B, and 24 per cent in the class C, with an average of
52 per cent in all three classes."

According to a study made by Wright (14, pp. 32-33),
the per pupil cost of high schools in Kansas having an en-
rollment of fewer than 100 is higher than the per pupil cost
of larger schools. He found the small high schools to have
very few activities, and a limited curriculum.

Haymond (6, pp. 69-72) made a study of 109 schools hav-
ing an enrollment from 30 to 70 pupils. He found many unfa-
vorable conditions in that size schools. He concluded that
school sites were too small for adequate play areas; 50 per
cent of the buildings do not have sufficient room for in-
structional purposes; over one-half of the school buildings

are not strictly fire proof; insufficient amount of money is spent for library and laboratory equipment, and that the average tenure of office for school administrators is not long enough to complete an educational program.

The small high school is important and needs recognition. According to the Educational Directory (8, pp. 34-67), there are fewer high schools with an enrollment under 40 in Kansas than in other states of the United States. About 11 per cent of all four year high schools in third class cities have an enrollment of 40 or fewer. Ferriss (2, p. 4815) said that over one-half of all the high schools in the United States have an enrollment of 50 or less pupils. He further stated that in Montana, over 60 per cent of the high schools have an enrollment of less than 50 pupils each; in Virginia, three-fourths of the high schools have an enrollment of less than 50 pupils; in the state of New York, 54 per cent of the high schools have an enrollment of less than 50 pupils; and about one-fourth of all the rural high schools in the United States have an enrollment of less than 25 pupils.

All the foregoing references have dealt with small secondary schools. However, the discussions are not suitable for the group of small schools with which this study deals. Most workers who write on the problems of small high schools de-

fine a small high school as one which is located in a town
that has a population of less than 2500. A number of stud-
ies have been made on the small high schools in Kansas, but
most such studies have dealt with schools having an enroll-
ment of more than 50 pupils.

This study is based on those four year high schools
which have an enrollment of 40 or fewer pupils. It is this
group of schools that has been neglected to the greatest
extent. Consideration is given to the general conditions
of these schools.

METHODS OF INVESTIGATION

The two methods most commonly used for studying Kansas
high schools are the questionnaire method, and that of gath-
ering the data from the principals' reports which are on
file in the office of the State Department of Education at
Topeka, Kansas. For this study the latter method was used,
since more schools could be studied by the use of it. If
questionnaires are sent out, many of them are not answered.
One of the requirements of the accredited high schools is
that the principals' reports be filled out and sent to the
Kansas Department of Education. Accordingly, the records of
all the accredited high schools in the state are available
there. However, some of the reports are not complete, be-

cause the principals did not know all the conditions of
their school, and failed to ascertain what they really were.
A few of the tables of this study, therefore, are based on
less than the 92 secondary four year high schools studied,
because not all of the reports were complete.

In order to save time in gathering the necessary data
on the schools studied a data sheet (Appendix) was con-
structed. In preparing it several sheets of paper were
pasted together, and as many columns used as the different
kinds of data wanted. The titles of the columns were insert-
ed, as were also the names of the schools which were credit-
ed with an enrollment of 40 or fewer by the 1938-1939 Kansas
Educational Directory. Omitted from the data sheets were
the schools whose enrollment this year increased to above
40. The schools which had an enrollment of more than 40 in
1938-1939, but which decreased in enrollment, this year, to
40 or less were added to the data sheet. By the use of this
method all the information was kept on one sheet. The col-
umns of the data sheet were placed in the same order that
the information is given in the principals' reports to fa-
cilitate the transfer of the data.

All the desired information concerning any one school
was written horizontally across the data sheet. Due to this
style of data sheet, time was economized in gathering the

data and in constructing the statistical tables.

In gathering the data for the curriculum study of the various schools, all the subjects listed under the nine groups in the principals' report form were typed on a sheet of paper (Table 10). All the subjects offered in the schools studied were tallied on that sheet. At the same time the data were recorded on the data sheet. The subjects listed in the principals' report form which are not offered by any of the schools studied were omitted.

THE FINANCIAL PROBLEMS OF THE SMALL HIGH SCHOOLS

The major handicap of the small secondary schools is their financial status. Several other problems of the schools are directly or indirectly related to this handicap. Langfitt, Cyr, and Newsom (9, p. 524) stated that many of the limitations of the small high school were the result of inadequate financial support, and that this support should be a state wide program rather than a local one.

The Relationship of the District Valuation to the Total Operating Expense

One of the ways of studying the financial status of schools is to compare the district valuation to the total

operating expense of each district. Table 1 shows the relationship between the district valuations and their expenditures. It can be seen that districts with high valuations are not necessarily the ones which spend the most for their high schools. For example: the school which has an assessed district valuation of between $3,700,000 and $3,899,000 has an expenditure of between $12,500 and $13,000 while the school that has the highest expenditure ($13,700 to $14,200) has a valuation between $500,000 and $699,000. The highest valuation school is in Rice County; and has 68 square miles in its district. The one with the lowest district valuation is in Montgomery County; and has about three square miles in its district. By examining the vertical total column of Table 1, it can be seen that 39 schools have a valuation between $300,000 and $899,000, or about 53 per cent of the 73 schools fall in these lower three classes. The horizontal totals indicate that the expenditure which occurred the most frequently is from $5,900 to $6,400. Eleven schools are represented in that class. About 37 per cent of the schools have an expenditure between $5,900 and $7,600. The mean of the total assessed valuations is $900,000 and the median of the total assessed valuations is $745,600. The mean of the total operating expenditure is $6,660 and the median of the total operating expenditure is $6,370.

Table 1. A comparison of the district valuation to the district expenditure.

Valuation in hundred-thousands	Expenditure in hundreds																				Total
	$23-28	29-34	35-40	41-46	47-52	53-58	59-64	64-70	71-76	77-82	83-88	89-94	95-100	101-106	107-112	113-118	119-124	125-130	131-136	137-142	
$37-38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
35-36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
33-34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
31-32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
29-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
27-28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
25-26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
23-24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
21-22	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
19-20	-	-	-	-	-	-	1	-	1	-	1	1	-	-	1	-	-	-	-	-	5
17-18	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	2
15-16	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	2
13-14	-	-	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	4
11-12	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	3
9-10	1	-	1	4	1	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	9
7-8	-	-	2	1	1	1	-	4	-	1	1	-	1	-	-	-	-	-	1	-	13
5-6	-	1	1	2	1	1	2	-	-	-	1	1	1	-	1	-	-	-	-	1	13
3-4	1	-	1	-	-	-	3	3	3	-	-	-	-	2	-	-	-	-	-	-	13
1-2	1	-	3	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	7
Total	3	2	9	7	4	2	11	8	8	2	4	2	2	2	2	0	0	2	2	1	73

Mean Valuation = $900,900   Mean Expenditure = $6,660
Median Valuation = $745,600   Median Expenditure = $6,370
Coefficient of Correlation = +.28 ±.07

Another way of expressing the relationship indicated by Table 1 is by finding the coefficient of correlation between the total assessed district valuations and the total operating expenditures. Since the coefficient of correlation between the two is only +.28 $\pm$.07, it indicates that there is only a very slight relationship. It is customary to not consider a correlation as significant unless it is four times its probable error. In this case it is exactly four times its probable error.

There are only seven schools which have an enrollment of 40 or fewer pupils that have a district valuation of over $2,000,000, according to Table 1. The Kansas School Laws (13, p. 206) stated that no new high school district can be formed which would have an assessed valuation of less than $2,000,000, unless the county in which the high school is to be organized has a population of more than 18,000 and less than 20,000, and a total assessed district valuation of not less than $1,250,000.

The Number of Mills Levied

Table 2 gives a comparison of the mills levied for the various kinds of high schools. By examining the table, it can be seen that the mean for rural high schools is only three mills. The mean for the consolidated high schools is

Table 2. A comparison of the mills levied by the different types of schools for general operation.

Mills	Rural	Consolidated	City	Community	Total
18	-	1	1	-	2
17	-	-	-	-	0
16	-	1	1	-	2
15	-	1	1	-	2
14	-	1	-	-	1
13	-	3	4	1	8
12	-	2	1	-	3
11	1	-	-	-	1
10	-	1	-	-	1
9	-	2	3	1	6
8	-	-	1	-	1
7	2	2	2	-	6
6	8	-	-	-	8
5	7	1	-	-	8
4	6	-	-	-	6
3	13	-	-	-	13
2	9	-	-	-	9
1	2	-	2	-	4
Total	48	15	16	2	81
Mean	3	7.5	10.2	-	-
Median	3	12.8	10.5	-	-

7.5 mills and the levy for the city high schools is 10.5 mills. The mean levy for consolidated and city high schools is much higher. This may be due to the fact that consolidated and city systems have the grade school connected with the high school, and consolidated and city high schools are more expensive to operate. The Kansas School Laws (13, p. 247) state that the maximum mill levy for a common-school district which maintains an accredited high school is 14 mills for general operation.

The range of levies (Table 2) for rural high schools is from one mill to 11 mills; for consolidated high schools the range is from five to 18 mills; and for city high schools the range is from one to 18 mills. One consolidated and one city high school each have a mill levy of 18. As shown by Table 2, 13 rural high schools have a levy of three mills. Out of the 81 schools which filled in the mill levy in the principals' reports, 48 were rural, 15 were consolidated, 16 were city, and two were community high schools. The horizontal total line of Table 2 gives the number of schools which have the various mill levies. For example: two schools have a mill levy of 18, no school has a mill levy of 17, and 13 schools have a mill levy of three, and so forth.

Tables 1 and 2 show the inequality of taxation for the various small school districts. However, of the 60 counties in which the small schools are located, 20 are Barnes counties. The Kansas State Laws (19, p. 181) stated that in a Barnes county the county commissioners shall levy a tax each year of not less than one-fourth mill, nor more than 4.5 mills on the total assessed valuation of such county to create a general high school fund.

A centralized tax system is needed by which funds can be distributed to the various high school districts according to needs. In regard to this point Langfitt, Cyr, and

Newsom (9, pp. 534-535) said:

> The principle that education is a function of the states has been well established in the United States. Yet, the corollary principle that the state should, therefore, provide sufficient financial support to guarantee at least a minimum program of education for all the children in the state has not been well established. . . The cost of the contribution which the rural areas have made to the cities, suburbs, and villages is much larger than is commonly recognized. There was a net migration of 6,300,000 from the farms during the decade, 1920-1930. It probably cost about $14,000,000,000 to rear and educate these millions until they reached the age of fifteen. Thus the farms were contributing nearly a billion and a half dollars a year to educate future residents of the cities. This amount probably will be even greater in the future, because most of the larger cities will not be able to maintain their populations at present birth rates. In 1930 the cities had over 15,000,000 more population than did the rural areas; yet, the rural areas had 2,000,000 more children from 5 to 17 years, inclusive, to be educated.

Location of the Small High Schools

The schools studied are located in all parts of the state. Figure 1 shows that both Eastern Kansas and Western Kansas have small secondary schools. Doniphan County, in Northeastern Kansas, has the most small high schools which have an enrollment of 40 or fewer pupils. Doniphan County has five small high schools; Kingman County in South Central Kansas, Saline County in Central Kansas, and Republic County in North Central Kansas, each have four small secondary schools. Several counties have only one small high school.
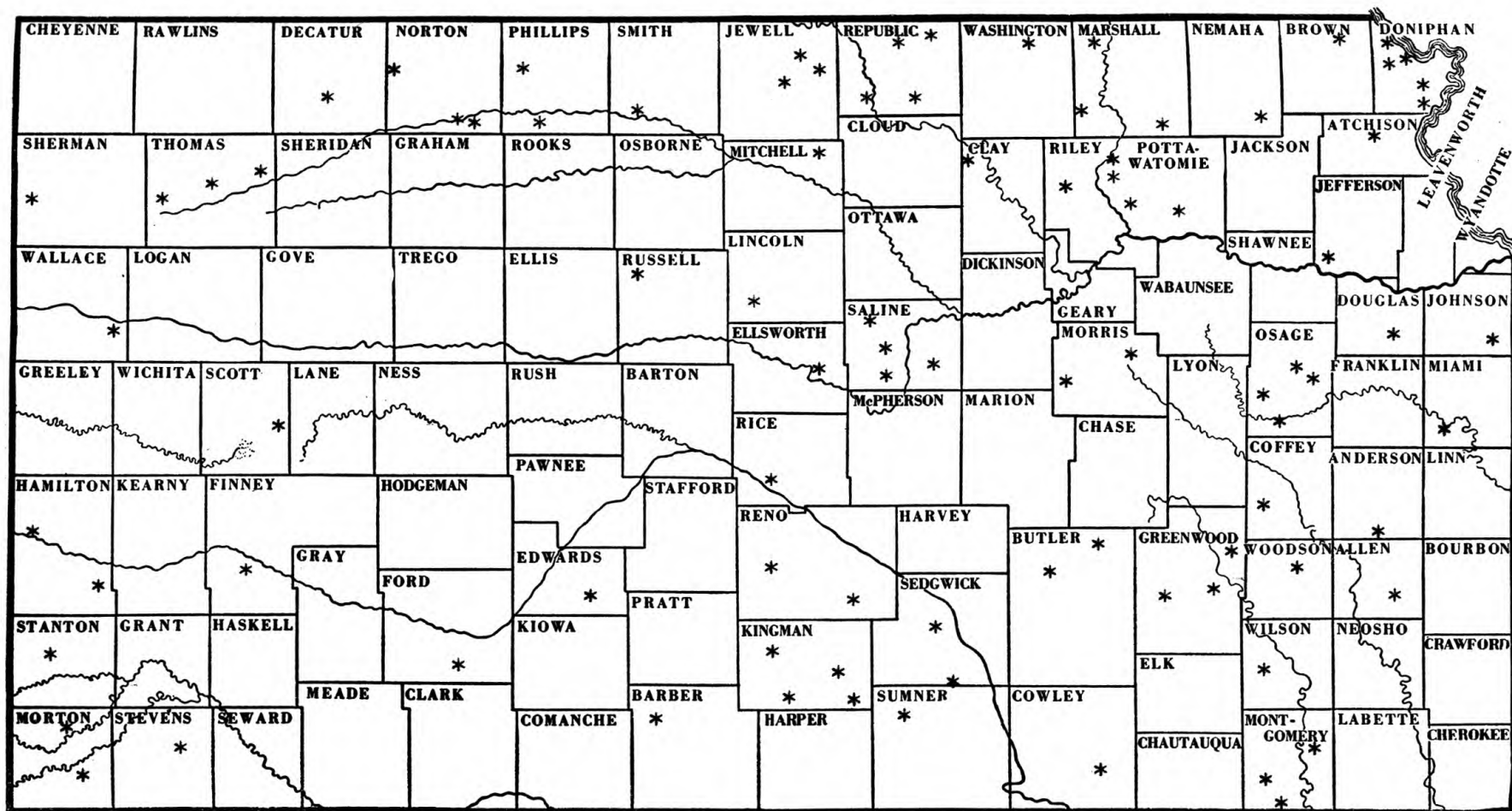
* Location of schools

Fig. 1. Location of the 92 small high schools that have an enrollment of 40 or fewer.

Since the small secondary schools are located in all parts of the state, low density of population, and low total assessed valuation are not the sole causes of such small high schools.

According to the data sheet, in the eastern half of Kansas consolidation would increase the size of the schools, but in the western half of Kansas it would increase the size of the district to such an extent that the cost of transportation would be too high and the natural community boundaries would be broken. Most of the consolidated high schools as shown by Table 2 are located in the western half of Kansas. All of the small high schools in Thomas County are consolidated. Since some of the counties in the eastern half of Kansas have many small high schools which are located fairly close together, a special study should be made of those schools to see whether or not it would be a benefit for them to consolidate. In making such a study, several factors should be taken into consideration such as the conditions of the roads, the distance the schools are apart, the financial status of the districts, the enrollment, and the natural community relationship within the various school districts.

The American Association of School Administrators (2, p. 26) pointed out that many small communities will have to

become parts of larger communities, but the limits should be an area within which people associate naturally in the social and economic life of every day.

Area of District

By examining Table 3, it can be seen that some of the high school districts have quite large areas. One school district has an area between 260 and 279 square miles; 24 schools have an area between 40 and 59 square miles; 56 or 72 per cent of the 78 schools reporting, have a district area between one and 59 square miles. The mean number of square miles of the districts is 51, and the median is 49.5.

Table 3. Area of Districts.

Area in square miles	No. of districts
260-279	1
240-259	1
220-239	-
200-219	-
180-199	-
160-179	-
140-159	3
120-139	-
100-119	3
80-99	7
60-79	7
40-59	11
20-39	24
1-19	21
Total	78

Mean = 51
Median = 49.5

The larger districts would not benefit by consolidating with other districts, for the pupils would have to be transported too far, and the natural area would be impaired.

Bond Debt

Forty-one districts reported a bond debt. Table 4 shows that one school had a bond debt of between $37,000 and $39,000. That district had an assessed valuation of $1,233, 223. It can be seen that the two schools which have a bond

Table 4. Bond debts of districts.

Debt in thousands	No. of districts	Average district valuation
$37-39	1	$1,233,223
34-36	-	-
31-33	-	-
28-30	-	-
25-27	1	2,063,246
22-24	2	654,533
19-21	8	1,059,721
16-18	2	896,612
13-15	5	626,944
10-12	9	953,716
7-9	2	592,678
4-6	5	885,321
1-3	6	603,137
Total	41	

Average valuation of the 41 districts = $956,913
Mean bond debt = $12,980
Median Bond debt = $11,833

debt of between $7,000 and $9,000 have a smaller average
district valuation than the six schools that have a bond
debt of between $1,000 and $3,000. As seen in Table 4, in
several cases high valuation districts have a lower bond
debt than low valuation districts. The mean bond debt for
the 41 schools which have a debt, is $12,980, and the median
is $11,833. The mean bond debt is only 1.35 per cent of the
average district valuation of the 41 districts.

The Relationship of the Per Pupil Cost
to the Per Pupil District Valuation

The per pupil costs for the very small secondary
schools in Kansas are higher than for larger units. By ex-
amining Table 5, it can be seen that the per pupil cost of
the 73 schools reporting ranges from $90 to $429 per pupil.
A per pupil cost from $150 to $169 occurred the most fre-
quently--nine schools have such per pupil costs. One school
has a per pupil valuation between $100,000 and $104,000, and
a per pupil cost of between $330 and $349. The per pupil
valuation was obtained by dividing the district total as-
sessed valuation by the enrollment of each school. The per
pupil cost was obtained by dividing the total expenditure by
the enrollment of each school.

By examining the vertical total column of Table 5 it
can be noticed that a per pupil valuation of between $30,000

Table 5. Relation of the per pupil valuation to the per pupil cost.

Per pupil valuation in thousands	Per pupil cost																	Total
	$90-109	110-129	130-149	150-169	170-189	190-209	210-229	230-249	250-269	270-289	290-309	310-329	330-349	350-369	370-389	390-409	410-429	
$100-104	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
95-99	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
90-94	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
85-89	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
80-84	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
75-79	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
70-74	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
65-69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
60-64	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	2
55-59	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	3
50-54	-	-	-	1	-	-	-	-	-	3	1	-	-	-	-	-	-	5
45-49	-	-	1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	3
40-44	-	1	-	-	1	-	4	-	-	-	-	-	-	-	-	-	-	6
35-39	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	2
30-34	-	-	-	2	1	1	-	-	-	-	-	-	-	-	1	-	-	5
25-29	-	2	3	1	-	-	1	1	2	-	-	-	1	1	1	-	-	13
20-24	-	-	-	1	3	-	1	-	-	-	-	-	-	-	-	-	1	6
15-19	1	-	-	2	-	1	-	-	1	2	-	-	1	1	-	-	1	10
10-14	-	-	-	-	-	2	2	3	1	-	-	1	-	-	-	-	-	9
5-9	1	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	4
below 4	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Total	3	4	5	9	8	6	9	5	4	6	2	3	3	2	2	0	2	73

Mean Per Pupil Valuation = $30,900   Mean Per Pupil Cost = $215.40
Median Per Pupil Valuation = $26,600   Median Per Pupil Cost = $226.20
Coefficient of Correlation = +.18 ±.07

and $34,000 occurred the most frequently. Thirteen schools
fall into that class. The mean per pupil valuation is $30,
900, and the median per pupil valuation is $26,600. The
mean per pupil cost is $215.40 and the median per pupil cost
is $226.20. The mean and median per pupil costs of the high
schools studied are much higher than they are for all high
schools in the United States. The American Association of
School Administrators (2, p. 177) reported that the per pu-
pil unit cost for the nation is about $60. The relationship
between the per pupil assessed valuation and the per pupil
cost is negligible, since the coefficient of correlation is
only +.18 ±.07. Wright (11, p. 30), in 1929, found that the
per pupil cost of operating the small schools is much higher
than that of the larger schools.

<div align="center">A Comparison of the Teachers' Salaries
with the Enrollment</div>

Since small schools lack sufficient funds to carry on
an adequate educational program as indicated by the Handbook
on Organization and Practice (12, p. 20), the teachers re-
ceived low salaries in such schools. Table 6 shows a mean
teacher salary of $896.60 and a median salary of $907.00.
Based on 1935 data, Eaton (3, p. 31) found the mean salary
of teachers for class C schools to be $841.00. The discrep-
ancy probably is due to increase of salaries during the in-

Table 6. Comparison of the teachers' salaries with the enrollment.

Teachers' salaries	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40	Total
											Enrollment						
$1200-1249	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
1150-1199	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
1100-1149	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
1050-1099	-	-	-	-	-	-	-	-	-	-	-	2	-	-	1	1	4
1000-1049	-	-	-	-	-	-	1	-	-	1	-	-	-	1	5	-	8
950-999	-	-	-	-	-	-	1	1	-	1	-	1	3	1	1	2	11
900-949	-	-	-	-	-	-	2	-	1	5	-	4	2	4	2	-	20
850-899	-	-	-	1	3	-	1	-	-	-	2	-	3	-	1	2	13
800-849	-	-	1	-	-	-	2	1	1	2	-	-	1	2	-	2	12
750-799	-	-	-	1	-	-	-	-	-	-	1	-	2	1	-	-	5
700-749	-	-	-	-	-	1	2	-	-	-	-	2	-	-	-	-	5
650-699	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	3
600-649	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
550-599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
500-549	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
450-499	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	1	0	3	3	3	1	10	2	2	9	3	9	13	10	10	7	86

Mean Salary = $896.60   Mean Enrollment = 30.6

Median Salary = $907.00   Median Enrollment = 31.6

Coefficient of Correlation = +.30 ±.07

tervening five years.

By further examining Table 6 we find that only one school pays an average salary of between $1200 and $1249 to its teachers. Its enrollment is between 36 and 37 pupils. The seven schools having 40 pupils enrolled pay a salary of from $800 to $1099. The horizontal total line shows that there are 20 schools which pay an average teacher's salary of between $900 and $949. The enrollment that occurred the most frequently is between 22 and 23; 10 schools are represented in this group. The mean enrollment for the 86 schools is 30.6 pupils; and the median is 31.6 pupils.

The coefficient of correlation between the average teacher's salary and the enrollment is +.30 $\pm$.07 which indicates a slight relationship. The one school which has the lowest enrollment happens to pay the lowest salary, that is between $450 and $499.

A Comparison of the Administrators' Salaries with the Enrollment

There is a definite relationship between the administrator's salary and the enrollment. Table 7 indicates that schools having a larger enrollment pay their principal more than schools having a smaller enrollment. It can be seen that the highest salary ($1900-$2000) paid, among the 90 schools reporting, has an enrollment of between 36 and 37.

Table 7. Comparison of the administrators' salaries with the enrollment.

	Enrollment																Total
Administrators' salaries	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40	Total
$1900-2000	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
1800-1899	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
1700-1799	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
1600-1699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
1500-1599	-	-	-	-	-	-	-	-	-	1	-	2	3	3	3	1	13
1400-1499	-	-	-	-	-	-	-	1	-	4	-	-	1	-	1	1	8
1300-1399	-	-	-	1	-	-	3	-	-	3	2	4	3	1	3	1	21
1200-1299	-	-	-	-	1	-	4	1	2	-	-	1	3	2	3	1	18
1100-1199	-	-	-	-	1	-	-	-	-	1	2	-	1	2	-	2	9
1000-1099	-	-	-	-	-	-	1	-	-	-	-	2	1	1	-	-	5
900-999	-	-	2	1	1	1	1	-	-	2	-	-	-	-	-	1	9
800-899	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
700-799	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
600-699	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
500-599	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	1	0	3	3	3	1	10	2	2	11	4	9	13	10	11	7	90

Mean Salary = $1277.30   Mean Enrollment = 30.6
Median Salary = $1299.50   Median Enrollment = 32.6
          Coefficient of Correlation = +.52 $\pm$.05

The lowest salary ($500-$599) is paid by the school which
has the lowest enrollment. Thirty-nine, or 43 per cent of
the schools pay a salary between $1200 and $1399. The hori-
zontal total shows the total number of schools having the
various enrollments. For example: thirteen schools have an
enrollment from 34 to 35 pupils. The vertical column shows
the number of schools which pay the various salaries. The
mean and median salaries as well as the mean and median en-
rollments are listed at the bottom of the table. The median
enrollment for Table 6 is 31.6 while that for Table 7 is
32.6. This variation in median enrollment between the two
tables is due to the fact that four schools reported their
administrator's salary, but not their teachers' salaries.

The median salary of the administrators in schools hav-
ing an enrollment of 40 or fewer agrees fairly well with
Hilbert's (6, pp. 9-13) findings. He found the median for
class C high schools to be $1,255 while the median salary of
Table 7 is $1,299.00. There is a substantial relationship
between the enrollment and the administrators' salaries. The
correlation between the two is +.52 ±.05.

Library Appropriations

A good library is essential in carrying on an education-
al program. Langfitt, Cyr, and Newsom (9, p. 277) pointed

out the importance of a library in all school activities.
They stated:

> In the best practice of small high schools
> there is a definite trend toward the integration of
> the library with all school activities, thereby ex-
> tending and enriching the learning activities of all
> pupils. Good library service is essential to ap-
> proved types of classroom assignments and curricu-
> lum materials. The day when the required reading
> of pupils was confined to a single textbook has
> passed. High school teachers in their roles as
> guides, or directors, of learning now eagerly seek
> the assistance of the library in providing var-
> ied and enriched reading materials, visual aids,
> and auditory helps. The library is recognized as
> the one indispensable center of all learning ac-
> tivities; in a very real sense, it is the most im-
> portant learning laboratory in the high school.

To be of the greatest benefit to the pupils, the libra-
ry should be kept up to date. This can be done by adding
new books and periodicals, separately, and also the total
appropriations of both books and periodicals. The appropri-
ations for books do not include the amount appropriated for
dictionaries and encyclopedias. The range of the appropri-
ations for books is from zero to $199. One school had an
appropriation of $190 to $199, and one an appropriation of
$170 to $188. These are large appropriations for such small
schools. However, very few schools are represented in the
higher appropriation groups. The appropriation that oc-
curred the most frequently was between zero and nine, or a-
bout 28 per cent of the schools falling within that class.

Table 8. Library appropriations.

Amount for books	No. of schools	Amount for periodicals	No. of schools	Amount for books and periodicals	No. of schools
$190-199	1	$40-44	1	$210-219	1
180-189	-	35-39	3	200-209	-
170-179	1	30-34	2	190-199	-
160-169	-	25-29	10	180-189	-
150-159	-	20-24	15	170-179	-
140-149	-	15-19	22	160-169	-
130-139	-	10-14	21	150-159	1
120-129	-	5-9	4	140-149	-
110-119	1	0-4	14	130-139	-
100-109	1			120-129	1
90-99	-			110-119	-
80-89	-			100-109	-
70-79	2			90-99	2
60-69	-			80-89	2
50-59	9			70-79	7
40-49	1			60-69	-
30-39	12			50-59	12
20-29	23			40-49	14
10-19	15			30-39	13
0-9	26			20-29	13
				10-19	14
				0-9	11
Total	92		92		92
Mean	$28.10		$16.20		$42.10
Median	$21.67		$17.10		$35.66

Seventy-six schools, or 83 per cent, have appropriations ranging from zero to $39. The mean appropriation for books is $28.10 and the median is $21.67.

For periodicals the range of the appropriations is from zero to $44, with amounts of between $15 and $19 occurring most frequently. Twenty-two schools were represented in that group. The mean appropriation for the periodicals is $16.20 and the median is $17.10.

The appropriations for both books and periodicals indicate that some schools devoted a large amount, while others very little for library works. Table 8 indicates that 11 schools appropriated only between zero and $9.00. On the other hand, one school set aside from $210 and $219 for books and periodicals. The mean and median appropriations are more than was suggested by McClenny (12, p. 35). He stated that, for a high school which has 50 or fewer pupils enrolled, the initial appropriation should be $200, and the annual appropriation should be $1.00 per pupil.

Since the mean enrollment is 30.6 (Table 7), a $1.00 per pupil book and periodical appropriation based on the mean enrollment would be $30.60. The mean appropriation of $42.10 (Table 8) is $11.50 more than was suggested by McClenny (12, p. 35). However, a school with only 30 pupils enrolled needs about as many reference books per course

taught as do larger schools.

Out of District Pupils

Most small high schools, except in Barnes counties, en-
courage pupils from out of the district to attend their
school, since they receive tuition for such pupils.
McClenny (13, p. 50) indicated that the rate of tuition paid
to a school having out of district pupils enrolled is deter-
mined by the type of high school organization within that
county. In a Barnes county, a student may attend any high
school within that county, and no tuition can be collected
by the high school he attends. In a community high school
county, tuition is payable between the community high school
district and the rural high school district, but not between
two rural high school districts within that county. In a
tuition county, a tax is levied on all territories not be-
longing to a high school district to provide a fund for the
payment of high school tuition of qualified pupils who re-
side in non-high school territories.

McClenny (12, p. 51) further stated: "Rates of tuition
vary with the counties. All tuition is payable at the rate
prevailing where the pupils attend. All general tuition
counties have a rate of $3 per week or major fraction there-
of. All others have a rate of $2 per week or major fraction
thereof."

Table 9. Pupils from out of district.*

Number of pupils	Number of schools
22	3
21	2
19	2
18	-
17	1
16	-
15	2
14	2
13	-
12	2
11	3
10	5
9	1
8	3
7	4
6	4
5	6
4	5
3	5
2	9
1	7
Total	66

Mean = 8
Median = 8

* Total number of pupils enrolled in all districts is
    2821.
  Total number of pupils enrolled from out of districts
    is 505.
  The percentage of out of district pupils to the total
    enrollment is 17.9.

Table 9 shows the number of schools having pupils en-
rolled from out of their districts. Reading from top down-
wards, three schools have 22 pupils each enrolled from out
of the district, two schools have 21, two have 19, and so

forth. There were 66 of the 92 secondary schools studied, that had pupils from out of their district enrolled. The mean for the 66 schools is eight pupils, and the median is also eight pupils.

If each of the three schools which has 22 out of district pupils enrolled receive $3 per pupil per week for tuition, they would each receive $2,376 per year which is about as much as the total expenditure of the school that has the lowest expense (Table 1). If $2 per week were received by each of the three schools which have 22 out of the district pupils, then they each would receive $1,584 per year for tuition. However, the rate of tuition can not be determined from Table 9, nor from the principals' reports as they do not give the districts from which the pupils came, and the tuition is not paid in all such cases.

CURRICULUM OF THE SMALL HIGH SCHOOL

The curriculum of the small high school is a difficult problem. McClenny (12, p. 20) pointed out that the problem of what courses shall be offered and what their organization shall be increases in difficulty as the size of the high school decreases.

He further indicated that the three teacher high school

general curriculum should be the basis for all other small
high schools regardless of how many teachers they have.
Such a curriculum should make transfer of pupils from school
to school easy. Since special work, such as Home Economics,
Vocational Agriculture, and Commercial Education necessi-
tates between four and seven teachers, these courses are not
possible in the three teacher schools. McClenny (12, p. 21)
also stated that the "basic curriculum" should cover English,
Social Studies, and Health-Safety.

The State Board of Education (12, p. 8) requires an ac-
credited high school to offer at least five of the various
groups listed in Table 10, and that no student shall gradu-
ate until he has completed 15 units of work selected in such
a fashion that he will have two majors of three units each,
and two minors of two units each. One major must be in En-
glish; the other can be in any one of the remaining groups.
One minor must be in Social Science, unless it was selected
as the second major. The other minor can be any one of the
remaining groups. One-half unit of Constitution of the Unit-
ed States is required, and one unit of either mathematics or
a laboratory science. The remaining units may be selected
from any group.

McClenny (12, p. 9) stated that students in class A or
B high schools must have taken courses in five groups and

Table 10. Courses offered for credit towards
          graduation.

Groups	Subjects	No. of schools
Group I English.	English 1-2	86
	English 3-4	85
	English 5-6	71
	English 7-8	10
	Speech	10
	Dramatics	8
	Journalism	8
Group II Mathematics.	9th Mathematics	64
	Algebra	14
	Plane Geometry	50
	Solid Geometry	4
	Gen. Math.	18
Group III Social Science.	Citizenship	33
	Vocation	17
	World History	37
	Ancient History	9
	Modern History	4
	American History	35
	Constitution	53
	Economics	23
	Sociology	34
	Government	2
	International Relations	19
Group IV Science.	Gen. Science	54
	Physical Geog.	16
	Agriculture (Gen.)	29
	Biology 1-2	29
	Physics 1-2	26
	Chemistry	4
	Physiology	27
Group V Language.	Latin 1-2	8
	Latin 3-4	2
	Spanish 1-2	5
	Spanish 3-4	1
	French 1-2	2

Table 10. (continued).

Groups	Subjects	No. of schools
Group VI Commerce.	Bus. Arithmetic	23
	Bookkeeping 1-2	39
	Bookkeeping 3-4	2
	Bus. English	2
	Com. Geography	8
	Law	21
	Shorthand 1-2	19
	Shorthand 3-4	3
	Typing 1-2	78
	Typing 3-4	42
	Jr. Bus. Training	2
	Sec. Practice	2
Group VII Industrial and Vocational.	Home Ec. 1-2	49
	Home Ec. 3-4	23
	Home Ec. 5-6	4
	Woodwork 1-2	46
	Woodwork 3-4	29
	Mech. Drawing	13
	Cooking for boys	1
	Voc. Agri. 1-2	1
	Voc. Agri. 5-6	1
	Voc. Home Ec. 1-2	1
Group VIII Music--Art.	Chorus	36
	Glee Club	61
	Orchestra	35
	Band	17
	Music Appreciation	10
	Art	5
Group IX Normal Training.	Psychology	15
	Methods--Management	1
	Geography	1
	Grammar	1
	Reading	1
	Human Relations	1

those in class C high schools in four groups before they are permitted to graduate.

Table 10 gives a list of all the courses offered by small high schools having an enrollment of 40 or fewer pupils, and the number of schools offering each course. Since three units of English are required, most schools offer the first three courses of English. Not all of the 92 schools offer English I, English II, and English III, because some of them do not have a large enough enrollment or enough teachers to offer three units of English every year. If the enrollment is very small, more subjects can be taught and classes can be larger by alternating courses.

Ninth grade Mathematics and Plane Geometry are offered by a large group of schools, although a laboratory science course can be substituted for mathematics.

Since Constitution is required for all graduates, it is listed more frequently than any other Social Science subject. World History and American History are offered by almost an equal number of schools. Government is offered by only two schools.

It can be seen by Table 10, that General Science is offered by a large number of schools. Only four schools offer Chemistry.

Foreign languages are infrequent in the small schools;

only 18 schools offer a foreign language. Latin I is taught in eight schools. The small schools have very few teachers (Table 11), therefore, they are not qualified to teach the wide range of subjects including a foreign language.

Table 11. Relationship of the number of teachers to the enrollment.

Enrollment	Teachers							Total No. of Schools
	3	3.5	4	4.5	5	5.5	6	
37-40	10	1	10	-	1	1	-	23
34-36	9	2	5	1	2	-	-	19
31-33	7	1	4	-	-	-	-	12
28-30	5	2	2	1	-	2	1	13
25-27	4	-	-	-	-	-	-	4
22-24	8	2	-	-	-	-	-	10
19-21	3	-	-	-	-	-	-	3
16-18	4	-	-	-	-	-	-	4
13-15	3	-	-	-	-	-	-	3
10-12	1	-	-	-	-	-	-	1
Total	54	8	21	2	3	3	1	92

Mean Enrollment = 31.3
Median Enrollment = 32.5
Mean No. of Teachers = 3.5
Median No. of Teachers = 3
Correlation = +.31 ±.06

It is of interest to find that 78 of the 92 schools studied offer Typing I. By noticing the subjects listed under the commercial group, it can be seen that most high schools offer other commercial subjects than Typing.

Since most small high schools have three teachers (Table 11), it would not be expected that they would offer Indus-

trial Arts, Vocational subjects, and Commerce. However, such subjects were offered; 49 schools offer Home Economics I, 46 offer Woodwork I, 23 offer Home Economics II, and 29 offer Woodwork II. Only one school of the 92 studied, has a Vocational Agriculture Department.

Group VIII indicates that 17 schools have a Band, and that a large number of schools have a Glee Club or Chorus. Five high schools teach Art.

Although Psychology is taught in 15 small schools, only one has a complete Normal Training Department.

The 1939 Graduates

One of the ways of determining whether or not to offer a college preparatory course, is by determining how many high school graduates go to higher institutions. Alm (1, p. 276) reported that less than 20 per cent of the graduates from all of the high schools in Kansas, in 1936, went to higher institutions; the report did not say whether or not higher institutions included business colleges. The percent- ages of graduates who entered higher institutions were clear- ly higher for schools in cities of the first class. He also reported that, of those who entered high school, the percent- age that graduated was considerably higher for second and third class cities than for first class cities. This indi-

cates that the elimination of pupils has been much higher in first class cities than in second and third class cities.

Table 12. Information regarding the 1939 graduating class.

	No. of Graduates	Per cent of Graduates
Higher Institutions	223	36.8
Gainful Occupations	159	26.3
At Home	182	30.1
Unknown	42	6.8
Total number of graduates	606	100.0

Table 12 indicates that a higher percentage of the 1939 graduates of the small high schools entered higher institutions including Business Colleges, than the above findings indicate for all the high schools in Kansas. One high school in Butler County reported that of a total of nine graduates, all of them enrolled in a college.

Most of the students listed under gainful occupations, were engaged in farming. That indicates that more Vocational Agriculture courses should be offered by the schools. However, very few small schools have enough teachers to teach Vocational Agriculture.

The small high schools are offering a great variety of courses although they have a small enrollment and a limited number of teachers. Table 11 indicates that the enrollment

ranges from 10 to 40 pupils, and the number of teachers
ranges from three to six. Twenty-three schools had an en-
rollment of between 37 and 40, and had from three to five
and one-half teachers. Since some schools had a part time
teacher, they were listed as one-half teachers. The school
that had six teachers, had an enrollment of between 28 and
30. By reading the vertical columns, it is seen that 54
schools have only three teachers, and one school has six
teachers. The coefficient of correlation between the number
of teachers and the enrollment was found to be +.31 ±.06,
which indicates slight relationship.

Population of the Villages

Most of the small high schools of 40 or fewer pupils
enrolled are located in small villages. Table 13 shows that
only two small schools are located in towns which have a
population of 500 or more. The remainder of the 82 schools
reporting have a population of less than 350. A population
of from 200 to 224 occurred most frequently. Sixteen schools
were located in such towns.

The population of small towns probably will not in-
crease, because larger towns have more attractions, such as
parks, movies, swimming pools, and the like. The American
Association of School Administrators (2, p. 14) reported that

Table 13. Population of the villages in which small high schools are located.

Population	Number
525-549	1
500-524	1
475-499	-
450-474	-
425-449	-
400-424	-
375-399	-
350-374	-
325-349	1
300-324	4
275-299	3
250-274	5
225-249	1
200-224	16
175-199	4
150-174	13
125-149	3
100-124	15
75-99	6
50-74	8
25-49	1
Total	82

Mean = 158
Median = 165

villages which have a population below 500 have declined in population during 1920-1930. This decline is attributed to an increase in standards of living, moving pictures, chain stores, larger stores offering more variety, schools centralizing in larger villages, and so forth.

By dividing the mean enrollment (31.5) by the mean number of teachers (3.5), it is found that the average small

high school has a per teacher pupil ratio of nine pupils.

Since each teacher has very few pupils in class, he will be

able to understand each pupil's problems, and give individu-

al instruction.

Langfitt, Cyr, and Newsom (9, pp. 244-245) pointed out:

> Individual instruction offers an important
> method of enriching the curriculum. . . Classes of
> three to fifteen pupils, often are expensive and
> wasteful of teachers' time. . . When taught by the
> usual class room method a teacher may give as much
> time to classes of three pupils as he would to a
> class of thirty. . . With the class divided by a
> glass partition, the teacher may meet with one
> class, such as history, while supervising the in-
> dividual instruction in another such as typewrit-
> ing or bookkeeping.

Length of Class Periods

Table 14 gives the length of class periods for 88 schools

reporting. Fifty-five, or 63 per cent of the 88 schools

still use the 40 minute class period. Eleven schools use

the 60 minute period, and some use a combination of the 40

and 60 minute class periods.

Table 14 shows that most schools use either the 80 min-

ute or the 60 minute laboratory periods. All schools that

have 40 minute class periods must have 80 minute laboratory

periods; those having 60 minute class periods may have 60

minute laboratory periods. The Handbook on Organization and

Practices (12, p. 10) stated that class periods must be at

Table 14. Length of class periods for
small high schools.

Length in minutes								No. of schools
40	•	•	•	•	•	•	•	55
40-60	•	•	•	•	•	•	•	17
60	•	•	•	•	•	•	•	11
45-60	•	•	•	•	•	•	•	3
50	•	•	•	•	•	•	•	1
45	•	•	•	•	•	•	•	1
Total								88

least 40 minutes long, and laboratory periods must be at

least 80 minutes, unless the school is organized under the

60 minute period plan, then only 60 minutes may be devoted

to a laboratory period. There must be two laboratory per-

iods per week. Subjects which need no preparation for reci-

tation may be scheduled to meet only for five periods per

week if the 60 minute periods are used; if the 40 minute per-

iods are used, then such classes must have double periods

throughout the year.

The 60 minute period has certain advantages if individu-

al instructions are to be given; however, if the number of

teachers is limited in a school it may not be possible to

use the 60 minute period.

Types of Organizations

Eighty-six of the 92 small high schools studied, used
the 8-4 plan of organization, and six used the 6-6 plan.
Two schools using the 6-6 plan were consolidated schools and
four were rural schools. As indicated by McClenny (12, pp.
7-8) the 8-4 type of organization is composed of an elemen-
tary school of grades 1-8, and a high school of grades 9-12.
The 6-6 type of organization consists of an elementary school
of 1-6 grades and a combined Junior and Senior high school
of grades 7-12. Under the 6-6 plan, the Junior-Senior high
school must be administered as one unit. He further stated
that each plan of organization has its advantages and disad-
vantages; and that an excellent educational program can be
carried on under any plan.

Extra-Curricular Activities

The small secondary schools can not have very many ex-
tra-curricular activities since their enrollment is limited,
and the teachers have insufficient time to supervise them.
A school with only three teachers that gives a large variety
of courses does not leave a teacher much time to sponsor ex-
tra-curricular activities.

Langfitt, Cyr, and Newsom (9, p. 311) pointed out cer-

tain limitations which the small secondary schools will have
to overcome. They said:

> The small school must pioneer in providing
> activities which will be adapted to the following
> conditions: limited number of pupils enrolled,
> limited number of teachers, heavy teaching load,
> rapid turnover in the staff, limited finances,
> "conservative ideas" of the community, number of
> sponsors available, and resources of the community.

The concept of the term extra-curricular activities may
vary with different writers, therefore, extra-curricular ac-
tivities will be considered to mean those activities spon-
sored by the school that do not carry credit towards gradua-
tion.

Since the principals' reports do not give all the in-
formation desired, the extra-curricular study is limited.
For example: the kind of games played by the schools in
their intra-mural program can not be determined from the re-
ports since the reports only give whether or not intra-mural
programs are sponsored.

Physical Education. Table 15 shows that only 30 per
cent of the 92 schools offer physical education for boys and
28 per cent offer it for girls. It is interesting to note
that eight schools have a four year program of physical edu-
cation for boys, and nine schools have a four year program
for girls. The Principals' reports did not indicate what
kind of physical education they had.

Table 15. Number of semesters of physical edu-
cation offered by the 92 schools for
both boys and girls.

| | Semesters | | | | | Percentage of |
	1	2	4	8	total	the 92 schools
Boys	-	14	6	8	28	30
Girls	1	12	4	9	26	28

The original data sheet gives 29 schools which had an
intra-mural program. This is only 32 per cent of the 92
schools studied. No doubt, some of the schools have too
small an enrollment to have many competitive games. Schools
with less than 20 pupils enrolled cannot sponsor many games.
However, such games as tennis, handball, horse shoe pitching,
and other games which require only a few players can be spon-
sored by a school of any size.

Clubs and Organizations. In the small high school, not
much variety of organizations are found. The following or-
ganizations were listed in the principals' reports: Parent-
Teacher Association, Home Room Activities, Hi-Y, G. R., Girl
Scouts, Debating Teams, Boy Scouts, Glee Club, Dramatic Club,
Band, Orchestra, and Honorary Society. Table 16 gives the
number of organizations found within the various schools.
It can be seen that only 10.9 per cent of the 92 schools had
no organizations; and that two organizations occurred most

frequently. One school has eight organizations.

Table 16. The number of organizations in
the 92 schools studied.

No. of organizations	No. of schools	Per cent
8	1	1.1
7	0	0.0
6	6	6.5
5	6	6.5
4	13	14.1
3	19	20.6
2	26	28.3
1	11	12.0
0	10	10.9
Total	92	100.0

SCHOOL SITE AND BUILDING

School Building

Today a school building is used for many purposes out-
side of school hours. The gymnasium may be used by the town
basketball team, and the library may be open to the public
during school hours and outside of school hours. The Ameri-
can Association of School Administrators (2, p. 32) recom-
mended that the school be the community center. They said
that a rural area needs a social center maintained at public
expense for many organizations and activities which are nec-
essary for the common welfare. Buildings are too expensive

not to be used for outside activities. They also pointed out that the community library may be located in the school and have an outside entrance. The building may contain a room for adult education. The American Association (2, p. 31) said: "An important influence in hastening the use of the school plant as a community center is the growth of interest in adult education, which has been stimulated by the retardation of the migration of the rural young people to cities."

Cost of Building

The cost of the building for the small schools studied varied from less than $9,000 to $150,000 (Table 17). The mean building cost ($31,700) seems to be a fair amount spent for a high school building; however, some of the buildings were built at war prices. Many of the buildings are getting old, and are not up-to-date, as seen by examining Table 18. The ages of the buildings vary from 51 years to two years. The older buildings should be replaced, because the modern curriculum requires a different type of building.

Table 17. Cost of school buildings.

Cost in thousands							No. of schools
$140-150	•	•	•	•	•	•	1
130-139	•	•	•	•	•	•	-
120-129	•	•	•	•	•	•	-
110-119	•	•	•	•	•	•	-
100-109	•	•	•	•	•	•	-
90-99	•	•	•	•	•	•	-
80-89	•	•	•	•	•	•	-
70-79	•	•	•	•	•	•	2
60-69	•	•	•	•	•	•	3
50-59	•	•	•	•	•	•	1
40-49	•	•	•	•	•	•	13
30-39	•	•	•	•	•	•	18
20-29	•	•	•	•	•	•	16
10-19	•	•	•	•	•	•	15
below 9	•	•	•	•	•	•	6
Total							75
Mean = $31,700							
Median = $29,780							

During the period from 1914 to 1926, 58 buildings were constructed, as can be noticed by examining Tables 18 and 19. Table 19 shows that additions were made to six of the schools built during the above period.

Table 18. Date school buildings were built.

Year built	Age of building	No. of schools
1889	51	1
1893	47	1
1907	33	3
1908	32	1
1910	30	1

Table 18. (continued).

Year built	Age of building	No. of schools
1911	29	1
1912	28	1
1913	27	1
1914	26	4
1915	25	4
1916	24	4
1917	23	5
1918	22	4
1919	21	2
1920	20	2
1921	19	6
1922	18	5
1923	17	5
1924	16	7
1925	15	3
1926	14	2
1927	13	1
1928	12	4
1929	11	2
1930	10	2
1931	9	1
1932	8	1
1933	7	1
1935	5	1
1937	3	1
1938	2	1
	Total	78

Table 19. Buildings rebuilt.

Original	Addition
1909	1929
1914	1930
1917	1935
1919	1936
1921	1929
1923	1930

Number of Rooms Used for High School Purposes

One high school has 18 rooms, and 70 schools have less than eight rooms. (Table 20). The mean number of rooms is six. Since some of the schools have both grade and high school within the same building, they have more rooms than indicated by the principals' reports.

Table 20. Number of rooms in building.

Rooms	Schools
18	1
17	-
16	-
15	-
14	-
13	1
12	1
11	-
10	1
9	6
8	9
7	11
6	11
5	22
4	17
3	9
Total	89

Mean = 6
Median = 5

Size of School Ground

Langfitt, Cyr, and Newsom (9, p. 573) reporting results of studies covering the United States indicate that the

school ground of the small school in order to have adequate
play areas should contain from 10 to 15 acres. Thirteen
schools (Table 21) have less than one acre for their school
site. Only 10 schools have 10 or more acres. Many of the
schools have the elementary school located on the same site
as the high school which gives them very little playground
area.

Table 21. Size of school ground.

Acres								Schools
30-31	·	·	·	·	·	·	·	1
28-29	·	·	·	·	·	·	·	-
26-27	·	·	·	·	·	·	·	-
24-25	·	·	·	·	·	·	·	-
22-23	·	·	·	·	·	·	·	1
20-21	·	·	·	·	·	·	·	1
18-19	·	·	·	·	·	·	·	-
16-17	·	·	·	·	·	·	·	-
14-15	·	·	·	·	·	·	·	-
12-13	·	·	·	·	·	·	·	-
10-11	·	·	·	·	·	·	·	7
8-9	·	·	·	·	·	·	·	1
6-7	·	·	·	·	·	·	·	3
4-5	·	·	·	·	·	·	·	17
2-3	·	·	·	·	·	·	·	45
0-1	·	·	·	·	·	·	·	13
					Total			89

Mean = 4.16
Median = 2.9

CONCLUSIONS

1. There is only a slight relationship between the total assessed district valuation and the total operating expenditure for high schools which have an enrollment of 40 or fewer.

2. Only seven small high schools have a total assessed district valuation of over $2,000,000.

3. The mean mill levy for small consolidated high schools, and small city high schools is considerably higher than for small rural high schools.

4. Since there is a wide range of difference in the assessed valuation of districts, a centralized tax system is needed by which funds can be distributed to the various high school districts according to need.

5. There is no relationship between the density of population of a county and the number of small secondary schools it has.

6. In certain sections of Eastern Kansas, consolidation may be a solution of some of the problems of the small school providing the natural community boundaries are not broken, and the roads are good enough to permit easy transportation of the pupils.

7. A number of the high school districts in the western

half of Kansas were found to be too large for consolidation to be practical.

8. The mean per pupil cost of the small schools studied, is $155.40 higher than the mean per pupil cost of all the high schools in the United States.

9. The mean teachers' salaries for 1939 for high schools which have an enrollment of 40 or fewer, is slightly higher than the mean teachers' salary for all class C schools based upon 1935 data.

10. Only a slight positive relationship was found between the average teacher's salary and the enrollment.

11. A definite positive relationship exists between the administrator's salary and the enrollment.

12. The mean library appropriation is slightly higher than the State Department of Education suggested yet many schools have a very small appropriation.

13. Out of district pupils amount to 17.9 per cent of the total enrollment of all the schools studied.

14. This group of small secondary schools offers a large variety of subjects.

15. Most small high schools with an enrollment of 40 or fewer have only three teachers.

16. Seventeen small secondary schools have a band, and most of them have either a glee club or a chorus.

17. Vocational Agriculture and Normal Training each is offered in only one school.

18. Eighteen schools teach a foreign language.

19. Of the total number of graduates, in 1939, 36.8 per cent went to higher institutions (including Business Colleges).

20. Since the average per teacher pupil ratio for the small high schools is nine pupils, individual instruction can be given.

21. Sixty-three per cent of the schools use the 40 minute class period.

22. Eighty-six small secondary schools use the 8-4 plan of organization.

23. Pupils of the small high schools can engage in few extra-curricular activities.

24. Fifty-eight of the 92 school buildings were built during the period from 1914 to 1926 which makes them comparatively old.

25. The mean number of rooms used for high school purposes is six.

26. Only ten small schools have sufficient playground area, as based on the United States standards.

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APPENDIX

Form 1. Data sheet.

Classifi- cation	Name of school and county	Administrators' salaries	Population of city	Area of district	District valuation	Mills levied		Bond debt	Operation expense	No. of teachers		Enroll- ment	Type of organization	No. students from out of district	Legal organization	Length of class period	Length of lab. period	No. of lab. per week	Last year's graduating class				Library appropriations		Size of school grounds	Date bldg. was built	Cost of building	No. of rooms	No. of organizations	Sem. of Phys. Ed.		Intramural program	Average teachers' salary
						Gen. oper.	Indebt- edness			Full time	Part time								No. graduated	No. in higher insti.	No. in gainful occupations	No. at home	Books	Periodicals						boys	girls		