A PROPOSED PLAN FOR CONSOLIDATING THE HIGH SCHOOLS AND PART OF THE ONE-TEACHER SCHOOLS OF NEMAHA COUNTY

by

LAVELLE ROBERT SCHNEIDER
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INTRODUCTION

It is a well known fact that today we are facing a very important problem as to how we are going to conduct our high schools in the future so as to give our rural pupils the advantages that pupils in our cities have.

The lack of organization has been one of the weak points in rural (elementary and secondary) education. Because our state government has made very little effort to take the lead in developing an improved school system, we have inequalities of educational opportunities for children, very inadequate school buildings, small enrollments, poorly qualified teachers, and a wide variation in cost.

All of us are desirous of having the best school possible at a minimum cost. That means we must have a school training pupils along lines which they can use later in life. Spending a vast amount of money doesn't mean one is to have a good school unless the money is spent wisely. If schools are allowed to continue in a haphazard way there is no doubt that some of their most important functions will be neglected.

In our modern times with so much machinery and modern devices used to do our work for us, we have a lot of leisure

time for the enjoyment of ourselves and our fellowmen. It is up to our schools to readjust our economic conditions so we shall all have equal opportunities and enjoy a full, well-rounded life. Of all the different factors at work for the betterment of rural secondary education, it seems there is none quite so vital and important as a movement toward some form of consolidation.

Historically, the consolidation of schools is not a new thing, but neither has it been developed far along the way to perfection. The State of Massachusetts began its system of school consolidation as early as 1869. The movement has been gradually spreading ever since, first to other New England states, then to the Middle West, and more recently to the South and far West. Since our roads are being made good for all kinds of weather and transportation is much safer and faster than in days gone by, consolidation seems to be a very workable plan.

The purpose of this study is to outline a more satisfactory high and rural school plan for Nemaha County. This county has made some progress toward consolidation. It contains its share of good rich soil and good roads, and we find that a great deal of advancement could be made toward improving its high and rural school systems. Although this study is concerned primarily with the consolidation of the high

and rural schools of only Nemaha County, there is also a possibility of consolidation among schools of other counties. It is hoped that the study may suggest possible solutions to problems which other counties are facing.

The data used in this thesis were obtained from the office of the county superintendent of public instruction, the principals and superintendents of the high schools, the county engineer's office, and the county clerk's office--all of Nemaha County.

A SURVEY OF THE PRESENT HIGH SCHOOL SYSTEM OF NEMAHA COUNTY

There are nine public high schools, four city high schools, and five rural high schools in Nemaha County. The high schools at Centralia, Seneca, Bern, and Sabetha are city high schools. The high schools at Corning, Goff, Bancroft, Wetmore, and Oneida are rural high schools.

The first law permitting the organization of rural high schools was passed in 1911. This law required that the rural high school districts have a valuation of at least two million dollars. The requirements were later changed to read that sixteen square miles of land be required for organizing a rural high school in place of the two million

dollar valuation. The present law provides that new rural high school districts, having one and one-fourth million dollars, may be organized in counties having a population of 18,000 to 20,000 people and a total valuation of from forty-five to fifty million dollars. Rural high school districts with a valuation of two million dollars or more may organize. Because of low valuation, high tax levy, and lack of good leadership, some of the town schools did not organize.

Figure 1, page 5, shows the present high school districts. There are a number of parochial high schools in the county, but since this is a study of public high schools and because of the difficulty of obtaining information concerning the parochial schools, they will not be considered in this survey.

There is a total of 600 square miles in Nemaha County and only 262⅔ square miles are included in the high school districts. The total enrollment in 1933-34 was 745. The number of this enrollment coming from territory not in a high school district was 116. It costs three dollars per week per pupil going to high school if $108.00 per year is from out of a high school district. This tuition is paid from a tax assessed on all the territory not in a high school district. The tuition tax levy for territory not in high school district was eighty-one hundredths mills in

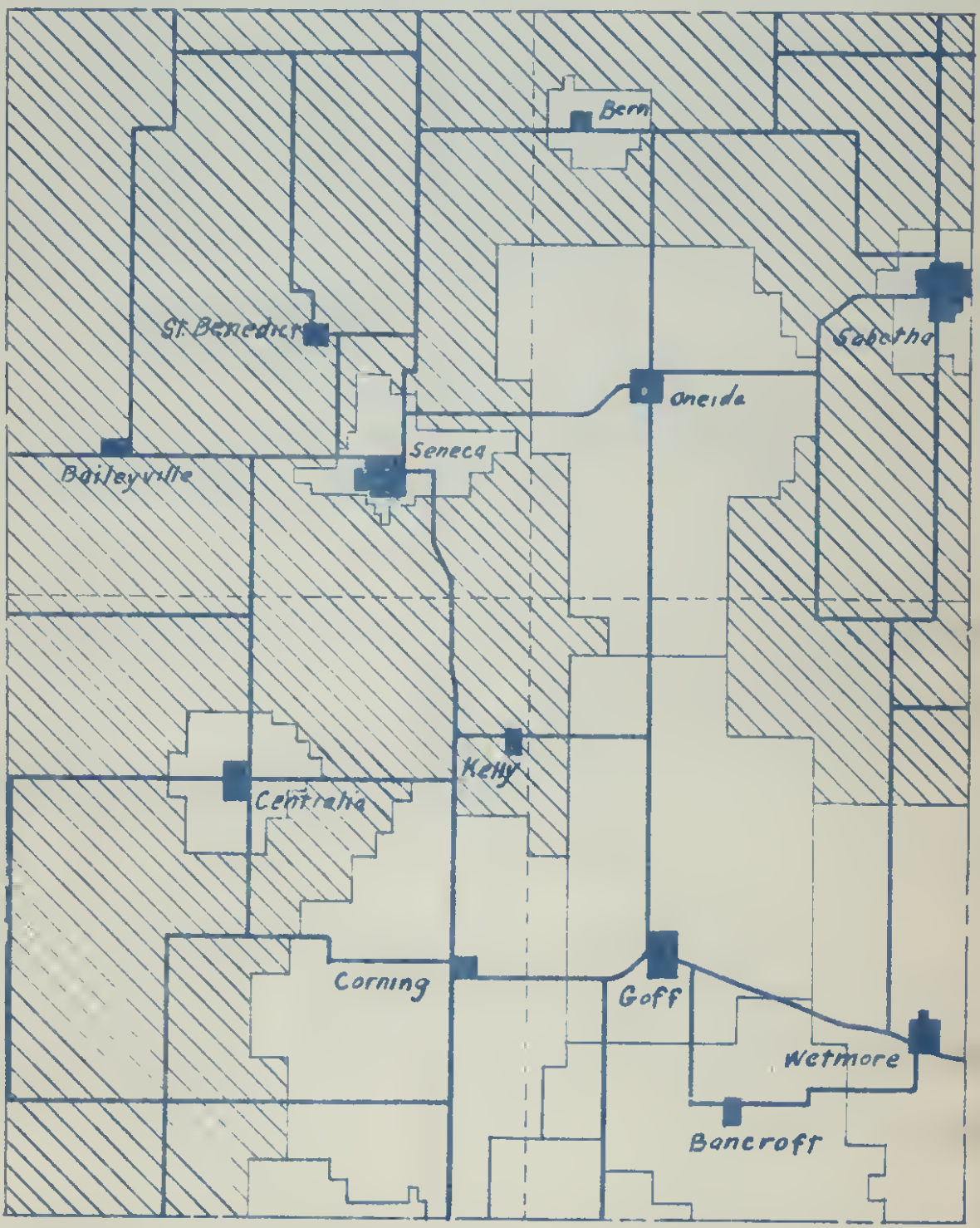

FIG. 1 THE PRESENT AND PROPOSED HIGH SCHOOL DISTRICTS OF NEMAHA COUNTY

LEGEND

ALL WEATHER ROADS — PRESENT HIGH SCHOOL DISTRICTS

PROPOSED HIGH SCHOOL DISTRICTS — NOT ORGANIZED

1933-34. A study of the enrollment of Sabetha High School, located in the town of greatest population within the county, shows that more than twenty-one per cent of the students come from the rural areas.

In 1933 the valuation of all high school districts was $13,976,382 and the valuation of unorganized territory was $18,033,566.

An examination of Table 1, page 7, will show a variation in area of the districts from three and seventy-five hundredths square miles in the smallest to sixty square miles in the largest. In view of the fact that there is such a large variation in size of the different districts leads one to think there would be a great variation in valuation which is true. The valuation varies from $468,932 to $2,301,157. The valuation per high school pupil varies from $7,267 in the Centralia district to 39,003 in the Oneida rural district. Tax levies in Nemaha vary from forty-one hundredths in Wetmore to fourteen mills in Sabetha City Schools. The levies shown for rural high schools are just for high schools only while those for city schools are for both high school and graded school. This is due to the fact that the records do not show these items separately in city schools nor can an accurate estimate be made. However, the city levies may be divided by two and still have a large inequality with the

Table 1. Showing assessed valuation, tax levy in mills, area in square miles, enrollment, pupil-teacher ratio, number of teachers, type of school, and classification of each high school district in Nemaha County.

School	Assessed Valuation	Tax Levy in Mills	Area in Square Miles	Enrollment	Pupil Teacher Ratio	Number of Teachers	Classification
Bancroft	$ 1,055,103	2.00	32.75	38	19:1	2	D
Bern	468,932	7.37	4.19	45	15:1	3	C
Centralia	930,169	3.50	9.31	128	21:1	6	B
Corning	2,099,212	3.50	60.00	86	13:1	6	A
Goff	1,827,145	1.22	50.63	50	10:1	5	B
Oneida	2,301,157	1.52	55.75	59	20:1	3	C
Sabetha	2,030,145	14.00	6.88	204	23:1	9	A
Seneca	1,771,658	11.97	7.50	68	10:1	7	A
Wetmore	1,790,067	.41	35.25	67	15:1	5	B
Totals	$14,273,588		282.26	748		46	

rural schools.

Table 1, page 7, shows assessed valuation, tax levy in mills, area in square miles, enrollment, number of teachers, pupil-teacher ratio, and classification. The classification is based on the standards of the state department of education.

Cost of Instruction and Current Expenses Per Year

A study of the records from the county superintendent's office of Nemaha County shows that the amount spent per year for high school instructional purposes, salaries of teachers, and instructional supplies, for the entire county, was $45,736.82 while the cost per year for total expenses for the county was $59,903.23. In calculating the per cent of total expenses that went for instruction, we find it to be seventy-five per cent. The average salary for high school principals was $1,150.00, and the average high school teacher's salary was $878.15.

Table 2, page 9 shows that the cost of instruction per pupil per year varied from $46.64 at Centralia to $112.05 at Seneca. This is due mostly to the variation of the pupil-teacher ratio as shown in Table 1, page 7. The total number of pupils in high schools was only 745.

Table 2. Showing enrollment in high school, cost of instruction, cost of operation, annual cost per pupil for instruction and operation, and deviation from the mean. The average cost per pupil for instruction was $61.39 and the average cost for operation was $80.45.

School	Enrollment	Cost of Instruction	Total Cost of Operation	Annual Cost Per Pupil for Instruction	Annual Cost Per Pupil for Operation	Deviation From Mean for Per Pupil Cost of Instruction	Deviation From Mean for Per Pupil Cost of Operation
Bancroft	38	$1,810.77	$2,562.29	$ 47.65	$ 66.48	$-14.04	$-13.97
Bern	45	2,806.65	3,742.20	62.37	83.16	.98	2.71
Centralia	128	5,970.24	7,960.32	46.64	62.19	-14.75	-18.26
Corning	96	5,670.00	6,964.90	65.93	80.98	4.54	.53
Goff	50	4,320.00	6,119.48	86.40	122.39	25.01	41.94
Oneida	59	3,055.00	3,697.00	51.78	62.66	-9.61	-17.79
Sabotha	204	9,886.86	13,182.48	48.47	64.62	-12.92	-15.83
Seneca	68	7,619.40	10,159.20	112.05	134.46	50.66	54.01
Wetmore	67	4,597.90	5,551.36	68.63	82.86	7.24	2.41
Totals	745	45,736.82	59,939.23				

The cost of operation was found by multiplying the number of pupils in high school by the total cost per pupil in high school as given in the county superintendent's report. The annual cost per pupil for instruction and operation is shown in Table 2, page 9. Deviations from the mean varied from $14.75 below to $50.66 above for instruction, and from $16.26 below to $54.01 above for operation.

Figure 2, page 11, is a graphical representation of the facts shown in Table 2, page 9, with regard to cost per pupil for instruction with the mean of the county at $61.39. This shows in a more realistic way the wide range in per pupil cost of instruction among the schools.

Figure 3, page 12, shows graphically the wide range in per pupil cost of operation. The curve, although not as precipitous as the curve for instruction shows a marked unequality among the different schools.

Figure 4, page 13, represents the deviation from the mean for per pupil cost of instruction. One might think by looking at the curve that some schools were offering better instruction than others. The variation is due, however, to the pupil-teacher ratio, that is to say, some schools have small enrollments and expensive instruction due to principals, while other schools have large enrollment and more pupils for each teacher employed.

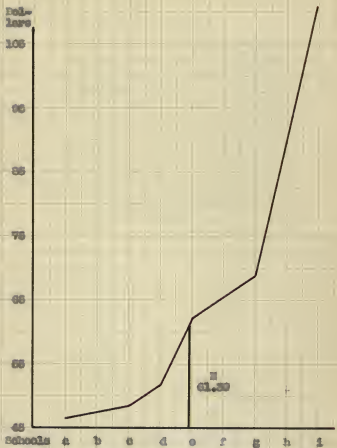

Figure 2. A graph showing the cost per pupil per year for instruction in the high schools of Nemaha County. a,Centralia; b,Bancroft; c,Sabetha; d,Oneida; e,Bern; f,Corning; g,Wetmore; h,Goff; i,Seneca.

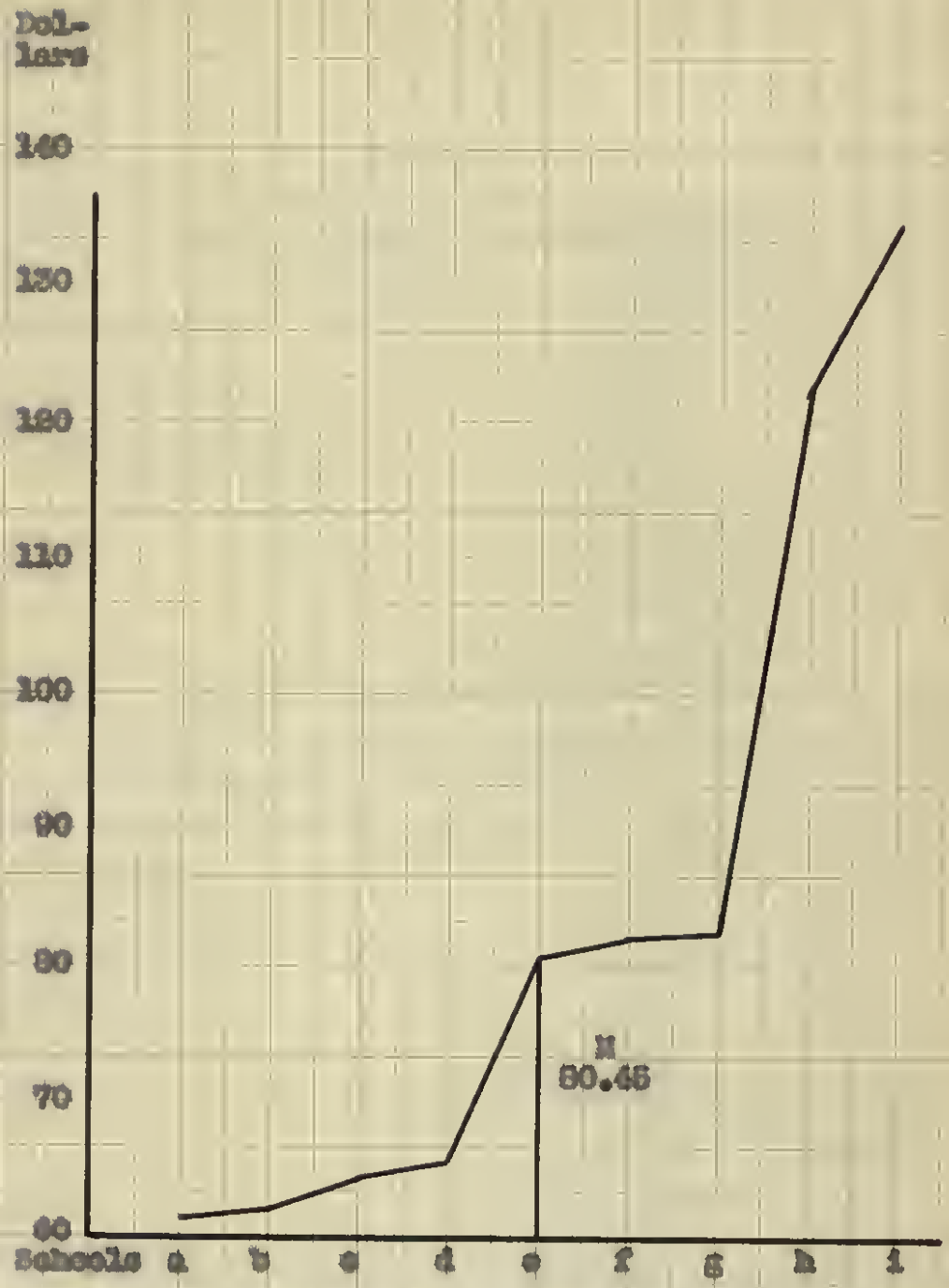

Figure 3. A graph showing cost per pupil for operation of the high schools of Nemaha County.
a,Centralia; b,Oneida; c,Sabetha; d,Bancroft; e,Corning; f,Wetmore; g,Bern; h,Goff; i,Seneca.

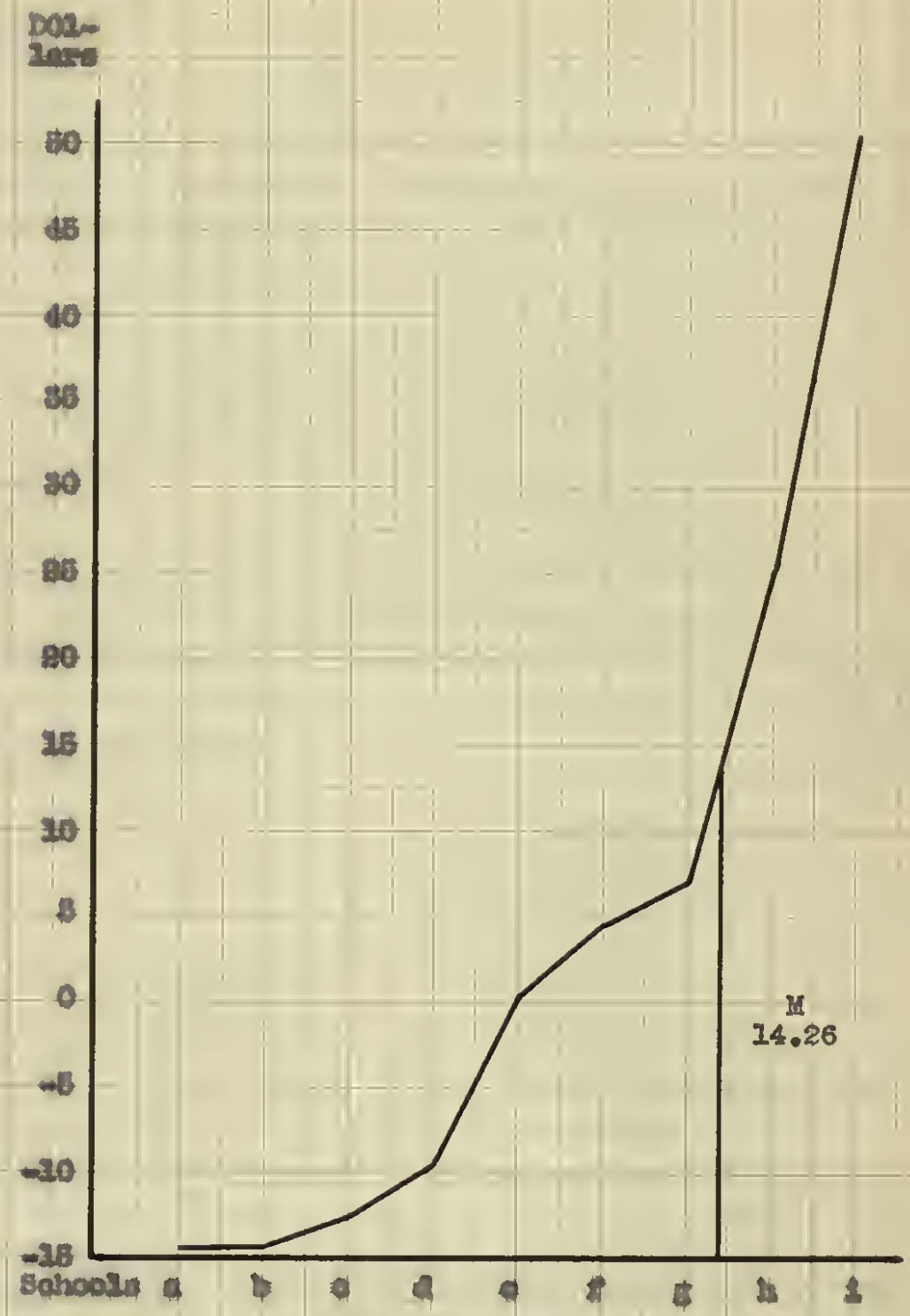

Figure 4. A graph showing the deviation from the mean for the cost of instruction per pupil in the high schools of Nemaha County. a,Centralia; b,Bunyroft; c,Sabetha; d,Goldin; e,Bern; f,Corning; g,Wetmore; h,Goff; i,Seneca.

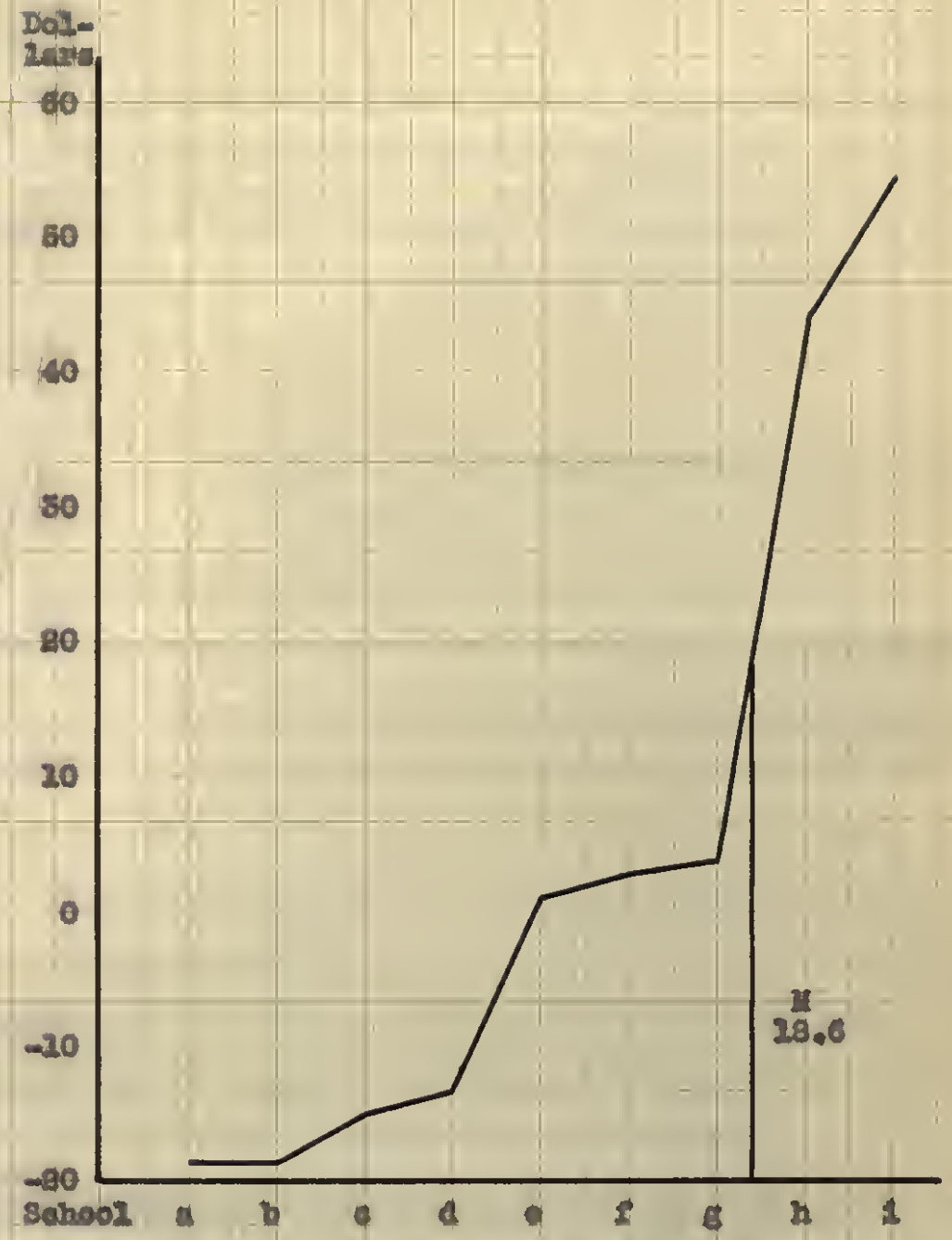

Figure 5. A graph showing deviation from the mean for the annual per-pupil cost of operation of the high schools of Nemaha County. a,Centralia; b,Oneida; c,Sabetha; d, Bancroft; e,Corning; f,Wetmore; g,Bern; h,Goff; i,Seneca.

Deviations from the mean in cost of operation among the schools varied from $18.26 below to $54.01 above the mean. About the same variation exists in this graph, Figure 5, page 14, as in the graph showing cost of instruction, Figure 4, page 13.

The Type of High School Needed

One can readily see that in Nemaha County the high schools can offer a very limited curriculum, especially the small ones. Nemaha County is in the main an agricultural community and most of the boys and girls graduating from these high schools will go directly back to the farm. It seems that the schools should serve the needs of boys and girls in the community, and to do that in this county it will be necessary to teach vocational agriculture and vocational homemaking. At present, only Goff offers any vocational work and what little is offered there is in vocational homemaking.

It costs quite a little to establish and maintain vocational agriculture and homemaking, and for a small school it is especially expensive. If the high schools of Nemaha County would completely disorganize and then establish four rural high schools, each school would be large enough to economically maintain a course in vocational agriculture and

vocational homemaking. It seems that Nemaha public high schools should provide the best possible training for the future living of the boys and girls in Nemaha County.

The high school buildings are at the present time being rented at Corning and Goff, consequently if consolidation comes to pass these two schools would not have an expensive building to leave or to sell for less than cost.

THE PROPOSED PLAN CONSOLIDATING THE HIGH SCHOOLS OF NEMAHA COUNTY INTO FOUR RURAL HIGH SCHOOLS

Plan for Redistricting the County

From the description of the present high school system it is very evident that a better high school educational system can be had at a much lower cost.

In order to establish rural high schools it will be necessary to present the proposition to the people at a county election and they must cast a favorable vote. Consolidation depends upon the homogeneity of the people, their willingness to work together for a better school, the ease with which they establish contacts, and the practicability of transporting pupils to the central schools. It also will be necessary to have adequate building space at the central

schools and equipment for these buildings. The plan herein proposed has taken all of these factors into careful consideration.

The four rural high schools would be located at Sabetha, Seneca, Centralia, and Wetmore. All of these schools would have ample buildings to accommodate the enlarged enrollments except Centralia, and the construction of a new building is being planned at the present time. Centralia has a very poorly constructed building at the present time, but Corning wouldn't be a very logical location for the central school building because that school uses a rented building. Centralia is centrally located and the new building to be constructed could comprise the fourth well-equipped school building in the county.

The county would be divided into four districts as shown in Figure 1, page 5, and the pupils would be encouraged to go to the school house in their district. However, if a good reason could be shown why pupils wanted to go out of their district it would be permitted. The expenses of the central schools could be paid from a high school fund, the fund being maintained by a district tax. In this way the school tax over the county would be more nearly equal for everyone in place of a very high tax for some and a very low tax for others.

Table 3, page 19, shows the tuition paid for high school pupils from out of the district, number of pupils from out of the district, the enrollment under the present system, number of pupils from within the high school district, number of farm homes in proposed district not in present district, number of pupils from proposed district not in present district, probable enrollment, and probable number of teachers. The amount of tuition paid into the high school fund was obtained by interviewing the principals of the different schools, and from the county superintendent's report to the state. The number of pupils from out of the district was found by dividing the tuition paid in by $108.00, the amount paid for each pupil out of a school district. This tuition was paid from taxes collected from the territory not in any high school district. The enrollment was taken from the county superintendent's report. The number of pupils from within the respective high school districts was found by subtracting the number of pupils out of the district from the total enrollment. The number of farm homes was found by driving over the country and counting them. This was done by the county engineer for a report to the state in regard to rural electrification. The number of pupils from the proposed districts not in the present districts was found by dividing the number of farm homes in the

Table 3. Showing tuition, number of pupils from out of district, present enrollment, number of pupils from within district, number of farm homes and pupils in proposed district not in present district, probable enrollment, and probable number of teachers.

School	Tuition	Number of Pupils From Out of District	Present Enrollment	Number of Pupils From Within District	Number of Farm Homes in Proposed District not in Present District	Number of Pupils From Proposed District not in Present District	Probable Enrollment	Probable Number of Teachers
Centralia	$ 5,724	53	128	75	691	107	182	11
Seneca	756	7	68	61	589	102	163	10
Sabetha	4,752	44	204	160	569	102	262	14
Wetmore	1,296	12	67	55	456	83	138	9
Totals	$12,528	116	467	351	2165	394	745	44

proposed districts not in the present district by five and five tenths. The number five and five tenths is the county average of farm homes per high school pupil. The probable enrollment would be equal to the number of pupils in the present high school district plus the number of pupils in the proposed district not in the present high school district. The number of teachers in the proposed central schools was found by using the recommendations of the school code commission. This provided seven teachers for the first ninety-six pupils and an additional teaching unit for each group of twenty-two pupils above that limit.

The Cost of Instruction and Maintenance of School Plants

The cost of instruction in the central schools was found by multiplying the number of teachers in the central schools by the average salary per teacher in the high schools during 1933-34 and adding the average principal's salary. The average annual salary for teachers was $878.15 and the average principal's salary was $1,150.00. The total cost for teachers' salaries would be $39,726.00 per year in place of $45,736.82. This is partly due to a smaller number of principals at high salaries, and a larger number of

teachers in their place at lower salaries. The total cost per pupil was figured at $64.62 per year, the same as the cost per pupil in the Sabetha High School. This figure was used because the Sabetha school more nearly approached the enrollment of the central schools. The total cost of operation would be $48,141.90.

Plan and Cost of Transportation

There are at least three factors to be considered in determining a transportation system. Namely, distance to be traveled, the conditions of roads, and the number of pupils. It would seem impractical, in the beginning at least and until a finer network of all-weather roads is finished, to try to develop a transportation system which would gather all pupils at their homes in the morning and return them at night. In a good many cases dirt roads would prohibit such a practice. It is proposed rather, that busses go out from each school on each all-weather road shown in Figure 1, page 5, to the edge of the respective districts in the afternoon taking pupils home and then bring them back the next morning. The bus driver could stay in town during the day and at a farm home near the end of his route at night. By inspecting Figure 1, page 5, it can be seen that pupils

would not have to go more than three miles to the bus line except in the extreme northwest corner and extreme southeast corner of the county. In bad weather it is proposed that the pupils go to a farm home on the bus line to wait for the bus. It would be necessary to have three busses for each central school. The bus lines are marked with arrows in Figure 1, page 5, so the route they would travel is easily picked out. The total miles traveled in district two per day would be eighty-eight miles. The cost for transportation as shown in Table 5, page 33, was determined by using the figure of ten and sixty-four hundredths cents[1] per mile per day and adding one dollar per day for the driver. The figure ten and sixty-four hundredths cents includes gasoline, oil, repair, and general upkeep of the vehicle.

The total miles traveled in district three would be eighty-two, in district four, sixty, and in district one, eighty. The total number of miles traveled per day would be 290, and the total cost per year would be $7,707.60.

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1 Study made of the costs of transportation in Kansas from 1923-33 by Dr. W. E. Sheffer, Superintendent of City Schools, Manhattan, Kansas.

The cost of instruction, transportation, and maintenance of plant in each proposed high school district is shown as follows:

School	Cost of Instruction	Cost of Transportation	Cost of Maintaining Plant	Per Pupil Cost of Total Expenses
Centralia	$ 9,931.45	$ 1,688.40	$11,825.46	$74.25
Seneca	9,053.35	2,221.20	10,533.06	78.25
Sabetha	12,565.95	2,109.60	16,930.44	72.67
Wetmore	7,903.35	1,688.40	8,917.56	76.85
Totals	$39,830.95	$ 7,707.60	$48,141.90	

Advantages of the Proposed Plan

The advantages of the proposed plan could be divided into three groups, financial, educational, and sociological.

It will be noticed as shown in Table 5, page 33, that the total cost per pupil varies from $72.67 at Sabetha to $78.25 at Seneca--a difference of only $5.58 which is not very much. The difference in total cost under the present plan was $72.27 per pupil per year.

The tax levy in mills would be from one and six tenths mills to two mills in place of the high levies over different districts. The levy at the present time over the unorganized territory is eighty-one hundredths mills, and for less than one and twenty-five hundredths mills in addition

the people in this unorganized territory could have privi-ledges of a high school and have a bus come within at least three miles of their doors to take their children to high school. A great many farm homes would be on the bus line and could have their children picked up at their doors.

The proposed plan would be less expensive and much more convenient for the students as well as the parents. However, the expense would be a minor point to consider in comparing the educational advantages to be had for farm boys and girls.

The rural high schools would be large enough to maintain courses in agriculture and homemaking. In all probability many pupils would go to school for a secondary education who would otherwise feel that there is nothing in our present high school systems offered for the boy or girl who intends to live on the farm and make farming their life occupation. There would be an opportunity for developing and enriching the curriculum to help solve everyday problems. A larger variety of subjects could be offered. Instruction could be improved in that it would become specialized. A teacher no longer would need to conduct classes in several different subjects as is now necessary especially in the smaller high schools.

By decreasing the number of schools having small enrollments this would probably result in many students having

better opportunities for educational socialization. Because of the fact that a large percentage of the schools would remain in their present location would tend to reduce the sociological community losses to a minimum.

The three high school buildings owned by the respective districts could be sold perhaps to the grade school districts for a larger and better grade school. It is possible that the rural school may consolidate in a few years after a fine network of all-weather roads are developed. It is possible that this might come to pass in which case these abandoned high school buildings could be used to a great advantage as central grade school buildings.

A SURVEY OF THE PRESENT RURAL SCHOOL SYSTEM FOR THE YEAR 1933-34

After having taught in high school three years and having the opportunity of taking the normal training class to visit the different rural schools for two weeks of each of two years, it is believed that great advantages, economical, instructional, and sociological, would be had by consolidating a number of rural and high schools. This would decrease the number of schools and increase the size of the schools.

A study of the map of Nemaha County, Figure 6, page 27, shows numerous school districts of small size. This was much better for the times of the past than it is for the present time because there were no all-weather roads or fast ways of transportation. In years past people had large families and there were a great number of pupils in school who could be taught by one teacher very satisfactorily since reading, writing, and arithmetic were considered the only subjects of much importance.

Table 4, page 28, shows the enrollment, assessed valuation, tax levy in mills, cost of instruction, and total cost of each rural district school. The number of pupils in the rural schools varies from two to thirty-five. In the case of two pupils the school was very expensive per pupil and in the case of thirty-five pupils the expenses were cut to a minimum, sacrificing adequate teaching efficiency. Any person familiar with rural school conditions knows that it is almost impossible for one teacher to give proper instruction to eight different grades with a large number of subjects in each grade as in our present system.

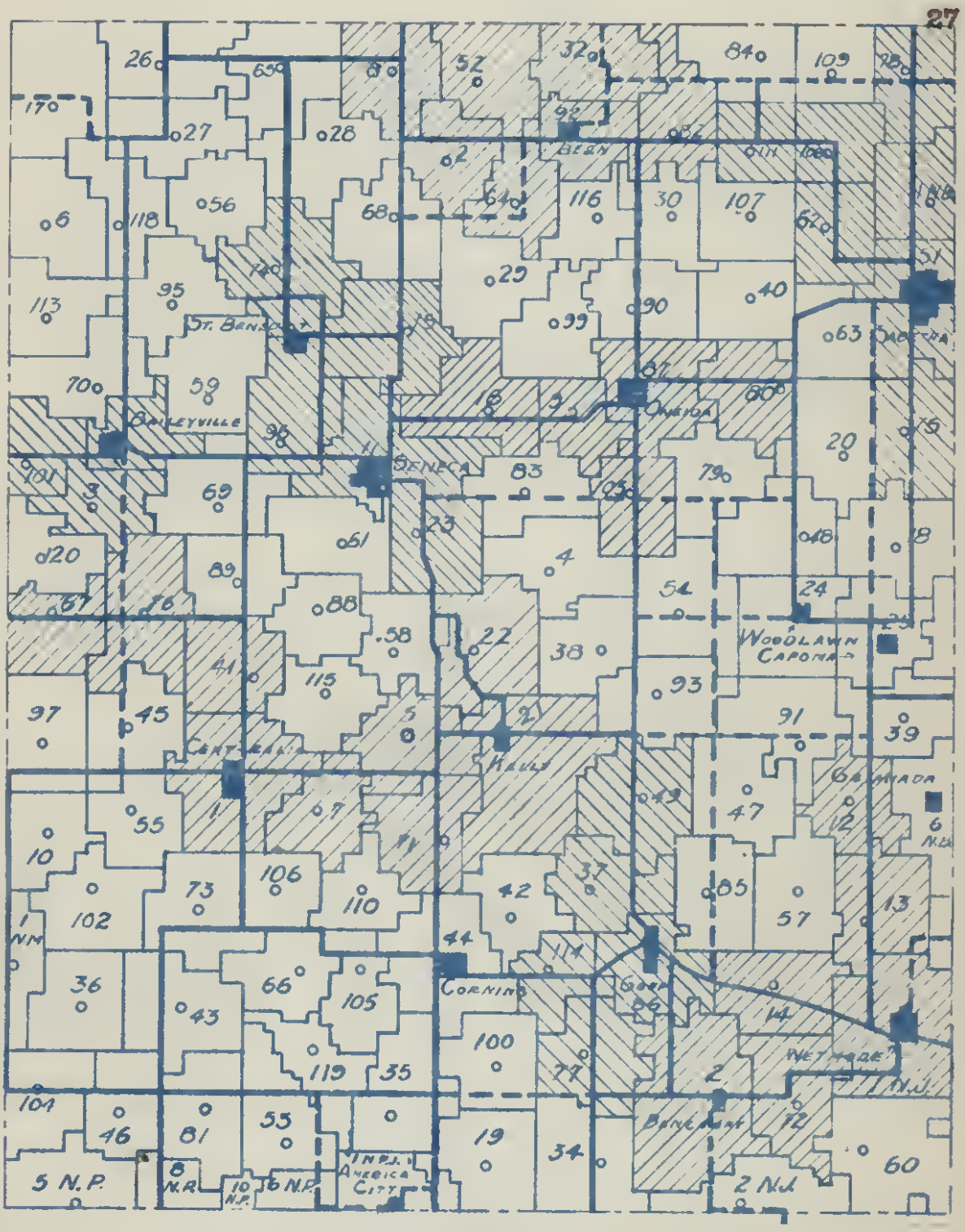

FIG. 6 THE RURAL AND PROPOSED SCHOOL DISTRICTS OF NEMAHA COUNTY

LEGEND

ALL WEATHER ROADS — — — MAINTAINED ROADS

PRESENT SCHOOL DISTRICTS ▨ PROPOSED SCHOOL DISTRICTS

Table 4. Enrollment, assessed valuation, tax levy in mills, cost of instruction, and total cost of the rural schools in Nemaha County.

Number of District	Enrollment	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
2	9	$171,669.00	3.96	$ 380.00	$ 562.77
3	0	188,492.00	0.00	000.00	000.00
4	10	204,122.00	2.02	505.45	589.27
5	14	193,253.00	2.84	505.00	642.96
6	11	133,764.00	1.87	401.00	504.24
7	13	207,296.00	0.00	442.00	521.34
8	12	228,265.00	0.00	400.00	486.13
9	14	215,346.00	1.70	400.00	578.85
10	13	302,868.00	1.00	326.19	410.92
12	16	147,956.00	0.95	280.00	396.07
13	8	185,165.00	1.09	405.23	487.68
14	12	271,328.00	0.13	420.00	620.38
15	0	361,953.00	0.00	000.00	283.54
16	19	359,849.00	0.88	341.00	491.67
17	9	192,684.00	0.50	400.00	450.95
18	30	213,816.00	2.58	488.00	622.37
19	14	186,349.00	3.79	397.50	544.51
20	18	272,452.00	1.29	401.00	510.35
21	0	437,932.00	0.00	000.00	810.00
22	9	217,448.00	2.86	477.35	504.14
23	3	271,179.00	2.22	350.00	594.58
24	27	194,707.00	3.65	528.00	716.76
25	17	191,678.00	1.20	410.49	733.01
26	14	171,085.00	0.97	442.00	507.27
27	11	133,370.00	1.88	380.00	401.44
28	5	251,167.00	1.67	300.00	355.34

(Con't. on next page)

29	8	$206,728.00	0.00	$ 400.00	$ 480.51
30	12	203,086.00	1.06	400.00	575.43
32	11	251,920.00	2.29	440.00	552.41
34	30	212,542.00	1.86	480.00	710.78
35	15	191,995.00	2.11	441.05	545.16
36	9	140,335.00	0.00	401.00	596.84
37	7	202,695.00	0.99	360.00	461.46
38	9	152,651.00	0.00	280.00	387.11
39	19	139,195.00	4.40	400.00	556.82
40	16	237,790.00	0.00	440.00	668.64
41	11	235,577.00	1.80	64.80	471.44
42	11	186,637.00	2.21	400.00	484.81
43	12	167,425.00	1.74	520.00	728.47
45	19	242,191.00	0.00	405.10	549.99
46	10	115,018.00	2.36	240.00	378.03
47	13	169,202.00	1.80	402.00	548.39
48	26	224,498.00	2.90	360.00	678.15
49	18	218,114.00	1.09	534.10	657.45
52	2	289,670.00	0.00	320.00	398.50
53	5	132,210.00	3.06	401.00	476.59
54	10	321,718.00	2.06	458.32	711.18
55	6	234,796.00	3.32	280.00	359.54
56	16	161,466.00	2.73	466.00	512.85
57	23	167,605.00	0.79	480.00	588.14
58	15	169,707.00	1.21	365.79	449.38
59	12	288,468.00	0.00	400.00	592.10
60	8	241,623.00	2.28	320.00	2,314.85
61	12	248,355.00	1.92	321.00	437.42
62	15	362,314.00	0.00	402.00	499.56
63	9	277,640.00	0.37	400.00	527.41
64	12	220,144.00	0.00	361.00	443.77

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65	19	$222,654.00	0.00	$ 400.00	$ 460.27
66	12	151,845.00	0.10	440.00	566.57
67	12	191,051.00	1.86	360.00	458.64
68	35	240,248.00	0.00	520.00	615.24
69	15	321,335.00	0.96	290.00	352.15
70	9	271,130.00	1.50	331.00	394.86
71	10	198,322.00	3.38	418.18	602.53
72	15	225,433.00	1.13	510.93	602.17
73	14	224,180.00	0.32	400.00	557.63
74	6	326,184.00	0.00	360.00	427.63
75	13	246,536.00	1.19	362.00	517.29
76	17	301,897.00	0.39	380.00	467.62
77	16	214,134.00	0.00	407.45	468.39
78	12	238,884.00	2.28	482.00	614.13
79	13	196,498.00	2.93	429.70	590.10
80	11	273,171.00	5.00	366.00	535.71
81	14	138,065.00	2.57	401.00	508.77
82	16	316,815.00	0.97	360.00	698.01
83	14	196,081.00	1.50	380.00	433.06
84	16	215,073.00	2.46	360.00	532.76
85	15	160,728.00	0.82	322.60	386.72
88	18	194,670.00	0.99	442.00	511.75
89	22	197,701.00	1.01	400.00	489.89
90	21	194,468.00	2.40	400.00	554.35
91	14	167,033.00	1.49	472.00	553.66
93	11	164,982.00	3.22	480.00	641.96
94	9	505,407.00	0.00	280.00	383.04
95	22	234,938.00	0.94	360.00	444.45
96	4	361,840.00	1.50	302.00	352.00
97	21	327,647.00	0.00	400.00	544.41
99	17	237,769.00	2.54	360.00	449.41

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100	0	$165,310.00	0.64	$ 176.50	$ 296.30
101	4	217,858.00	2.34	321.00	358.20
102	12	187,455.00	1.10	404.37	521.92
103	20	172,214.00	0.00	400.00	633.52
104	16	125,840.00	0.00	402.00	495.71
105	13	137,708.00	4.38	400.00	516.65
106	8	153,936.00	5.78	360.00	415.16
107	22	250,126.00	0.00	362.00	504.11
108	16	174,965.00	1.45	320.00	392.94
109	5	147,726.00	3.39	407.45	523.80
110	8	177,358.00	1.73	440.00	613.83
111	14	271,421.00	1.39	400.00	594.72
113	9	198,639.00	2.27	361.00	416.93
114	8	175,644.00	1.00	400.00	621.71
115	9	191,937.00	0.82	329.19	551.27
116	11	172,751.00	1.77	20.00	412.01
118	21	128,492.00	2.63	416.00	495.00
119	19	106,010.00	3.70	400.00	578.90
120	15	186,968.00	1.12	280.00	383.82
2N&J	12	284,055.00	1.46	400.00	635.81
1N&M	16	160,997.00	3.47	414.00	554.73
5N&P	26	194,890.00	4.06	488.85	634.36
1N&B	20	286,026.00	0.35	480.00	619.50
6N&B	19	219,933.00	2.12	480.00	643.31
Totals	1,494			$42,838.59	$59,798.74

Cost for Instruction and Total Cost of Rural One-Teacher Elementary Schools

Table 5, page 33, shows the average cost per pupil for instruction, average total cost per pupil, deviation from the mean for instruction and total cost. The mean cost per pupil for instruction in the rural schools per year was $28.27 and mean total cost per pupil was $40.03. The highest salary paid to a rural teacher was $67.50 and the average salary was $48.88 per month. One teacher was paid only $64.80 for the entire year and another teacher was paid only $20.00 for the entire year and still the average cost per pupil per month was $4.38 in the rural schools as compared to $3.85 in larger schools in the same county. The average cost per pupil in the small rural schools is exceptionally high.

Figure 7, page 36, shows graphically the relation of the facts given in Table 5, page 33, with regard to cost per pupil for instruction. The mean of the county being at $28.27 and the median at $29.13. One can see the wide range in the cost of instruction among the rural schools.

Figure 8, page 37, shows a graphical representation of the total cost per pupil per year. By inspection one can see that there was a greater variation in total cost than in

Table 5. Average cost per pupil for instruction and average annual total cost per pupil with the deviation from the mean for each district school of Nemaha County. (Positive and negative numbers indicate above and below mean respectively.)

Number of District	Average Cost Per Pupil for Instruction	Average Total Cost Per Pupil	Deviation From Mean for Instruction	Deviation From Mean for Total Cost
2	$ 42.22	$ 62.44	13.95	22.41
3				
4	50.55	58.93	22.28	18.90
5	36.07	45.86	7.80	5.83
6	36.45	45.84	8.18	5.81
7	34.00	40.10	5.73	0.07
8	33.33	40.51	5.06	0.48
9	28.57	41.35	0.30	1.32
10	25.09	31.61	-3.18	-8.42
11				
12	17.50	24.75	-10.77	-15.28
13	50.40	60.96	22.13	20.93
14	35.00	51.70	6.73	11.67
15				
16	17.94	25.88	-10.29	-14.15
17	44.44	50.10	16.17	10.07
18	16.07	20.75	-12.20	-19.28
19	28.39	38.89	0.12	-1.14
20	22.28	28.35	-5.99	-11.68
21				
22	53.04	56.02	24.77	15.99
23	116.67	198.19	88.40	158.16
24	19.33	26.55	-8.94	-13.48
25	24.15	43.12	-4.12	3.09
26	31.57	36.23	3.30	-3.80
27	29.09	36.49	0.82	-3.54
28	60.00	71.07	31.73	31.67
29	50.00	60.06	21.73	20.03
30	33.33	47.95	5.06	7.92
31				
32	40.00	50.22	11.73	10.19
33				
34	16.00	23.69	-12.27	-16.34

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35	$ 29.40	$ 36.34	1.15	-3.69
36	44.56	66.32	16.29	26.29
37	51.45	65.92	23.16	25.89
38	31.11	43.01	2.84	2.98
39	21.05	29.31	-7.22	-10.72
40	27.50	41.79	-0.77	1.76
41	5.89	42.86	-22.38	2.83
42	36.36	44.07	8.09	4.04
43	43.33	60.71	15.06	20.68
44				
45	21.32	28.95	-6.95	-11.08
46	24.00	37.83	-4.27	-2.20
47	30.92	42.95	1.65	2.92
48	13.85	26.06	-14.32	-13.95
52	160.00	199.25	131.73	159.22
53	80.20	95.32	51.93	55.29
54	45.83	71.12	17.56	31.09
55	46.67	59.92	18.40	19.89
56	29.13	32.05	0.86	-7.98
57	20.87	25.57	-7.40	-14.46
58	24.39	29.96	-3.88	-10.07
59	33.33	49.34	5.06	9.31
60	40.00	289.35	11.73	249.32
61	26.75	36.45	-1.52	-3.58
62	26.80	33.30	-1.47	-6.73
63	44.44	58.60	16.17	18.57
64	30.08	36.98	1.81	-3.05
65	21.05	24.22	-7.22	15.81
66	36.68	47.21	8.41	7.18
67	30.00	38.22	1.73	1.81
68	14.86	17.58	-13.61	-22.45
69	19.33	23.48	-7.94	-16.55
70	31.22	43.87	2.95	3.44
71	41.82	60.25	13.55	20.22
72	34.06	40.14	5.79	0.11
73	28.57	39.83	0.30	-0.20
74	72.00	85.53	43.73	45.50
75	27.85	39.79	-0.42	-0.24
76	22.35	27.51	-5.92	-12.52
77	25.47	29.27	-2.80	-10.76
78	40.17	51.18	11.90	11.15
79	33.05	45.39	4.78	5.36
80	33.27	48.70	4.90	8.67

(Con't. on next page)

81	$ 28.64	$ 36.34	0.37	3.69
82	22.50	43.53	-5.77	3.60
83	27.14	30.93	-1.13	-9.10
84	22.50	33.30	-5.77	-6.73
85	21.51	25.78	-6.76	-14.25
88	24.56	28.43	-3.71	-11.60
89	18.18	22.27	-10.09	-17.76
90	19.05	26.40	-11.22	-13.63
91	33.71	39.55	5.44	-0.48
93	43.64	58.36	15.37	18.33
94	31.11	42.56	2.84	2.53
95	16.36	20.20	-11.91	-19.83
96	75.50	88.00	47.23	47.97
97	19.05	25.92	-9.22	14.11
99	21.18	26.44	-7.09	13.59
100				
101	80.25	89.55	51.98	49.52
102	33.70	43.49	5.43	3.46
103	20.00	31.68	-8.27	-8.35
104	25.13	30.98	-3.14	-9.05
105	30.77	39.74	2.50	-0.29
106	45.00	51.90	16.73	11.87
107	16.45	22.91	-11.82	-17.12
108	20.00	24.56	-8.27	15.47
109	81.49	104.76	53.22	64.73
110	55.00	76.69	26.73	36.66
111	28.57	42.48	0.30	2.45
113	40.11	46.33	11.84	6.30
114	50.00	77.71	21.73	37.68
115	36.58	61.25	8.31	21.22
116	1.82	36.46	-26.45	-3.57
118	19.81	23.57	-8.46	-16.46
119	21.05	30.47	-7.22	-9.56
120	18.67	25.59	-9.60	-14.44
2N&J	33.33	52.98	5.06	12.95
1N&M	25.88	34.67	-2.39	-5.38
5N&P	18.80	24.40	-9.47	-15.63
1N&B	24.00	30.98	-4.27	-9.05
6N&B	25.26	33.86	-3.01	-6.17

Fig. 7. Frequency graph showing cost per pupil per year for instruction in the rural district schools of Nemaha County.

Fig. 8. Frequency curve showing total cost per pupil per year in the rural district shcools of Nemaha County.

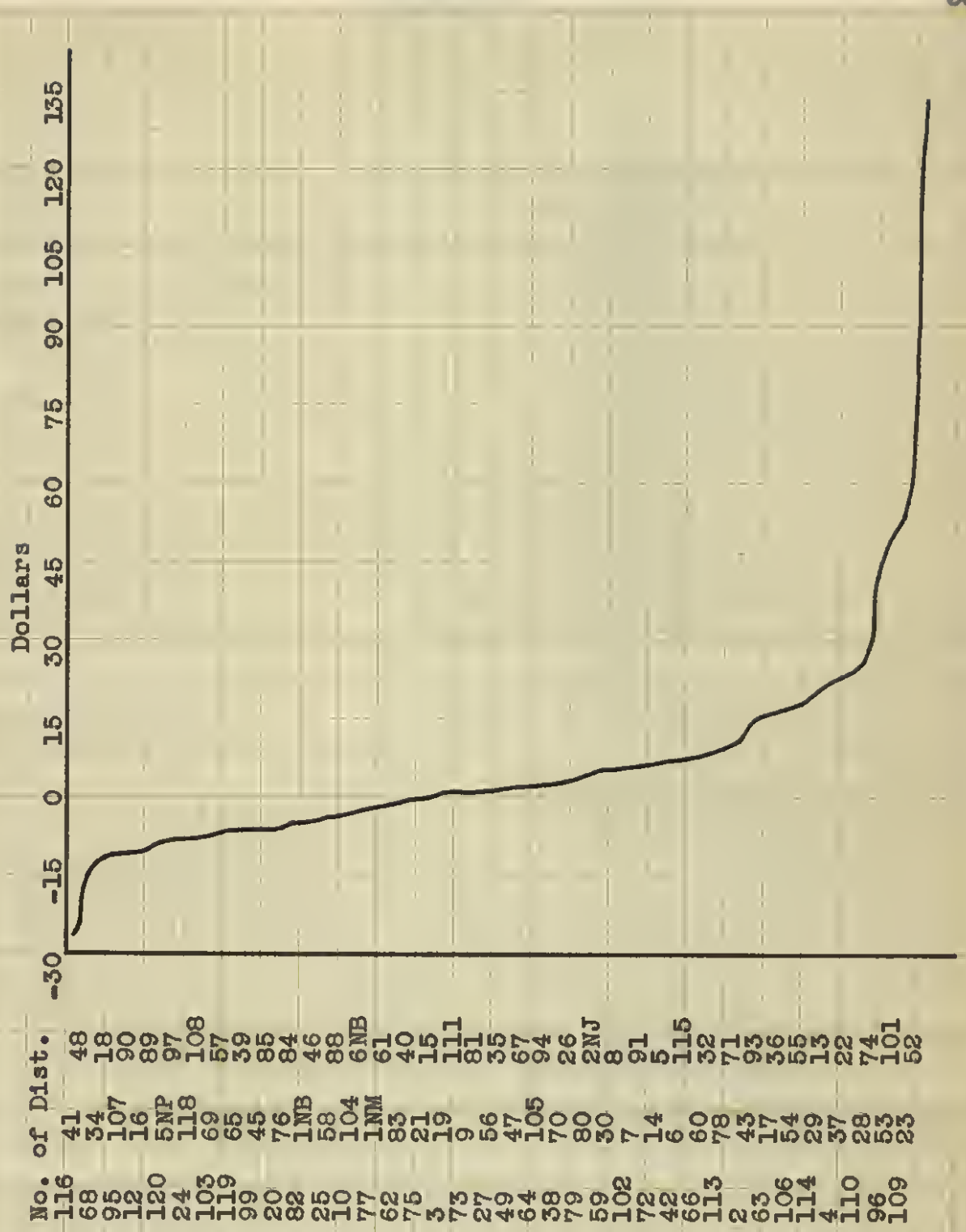

Fig. 9. Frequency graph showing deviation from mean for the cost of instruction per pupil in the rural district schools of Nemaha County.

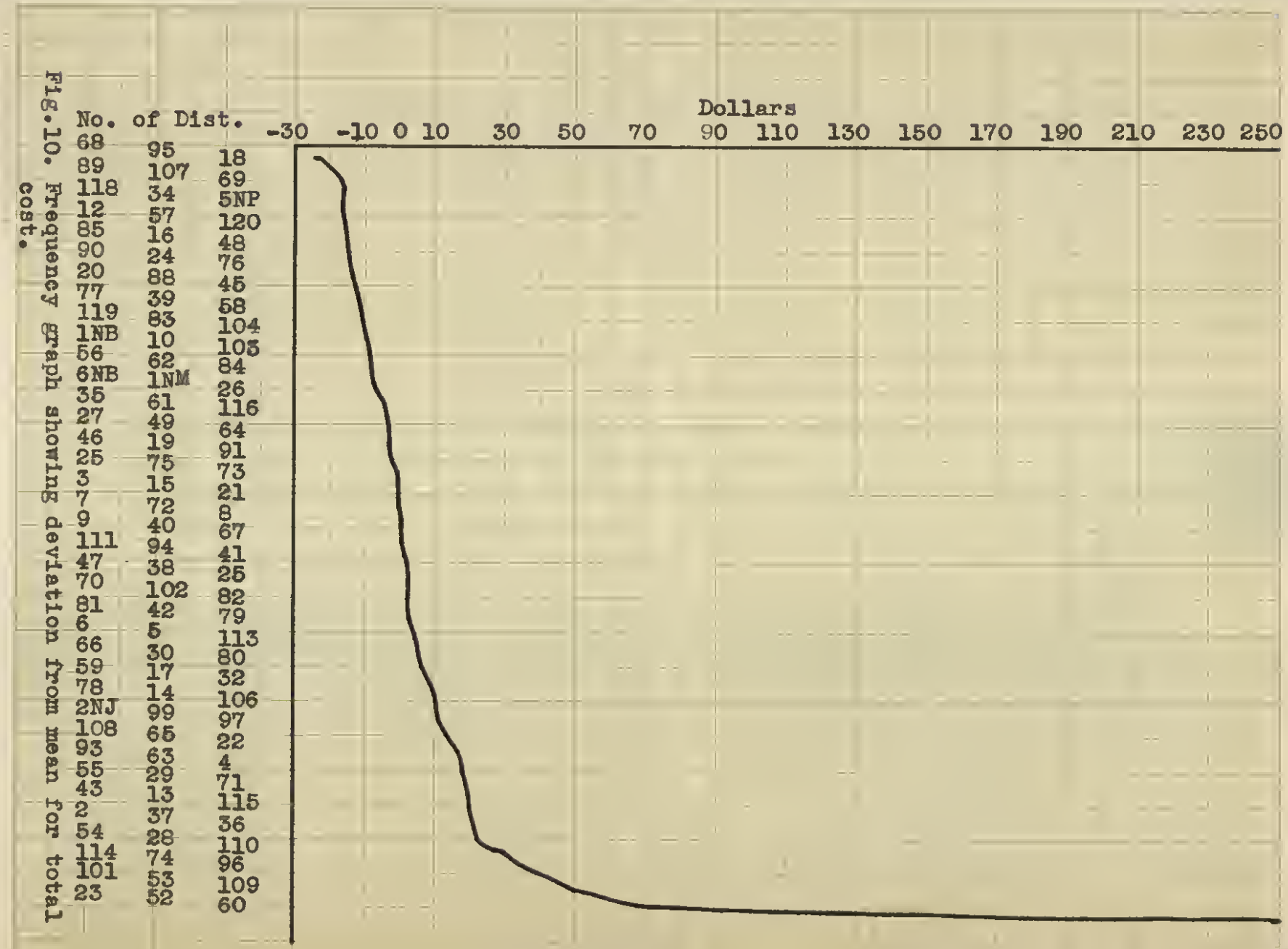

Fig. 10. Frequency graph showing deviation from mean for total cost.

cost of instruction.

Due to the variation in enrollment, the deviation from the mean for cost of instruction varied from $26.45 below to $131.73 above. One might think that the greater amount spent per pupil for instruction would indicate that some teachers were better qualified to teach, hence paid higher salaries. All rural teachers were about equal as far as higher educational qualifications were concerned. This graph is shown in Figure 9, page 38.

Figure 10, page 39, shows graphically the deviation from the mean for total costs which vary from $22.45 below to $249.32 above per pupil per year.

The Type of Elementary School Needed

It can easily be seen that the schools containing only two or three pupils are very expensive and very inefficient, and that it would be much more desirable to combine two or more schools into a larger school. Large schools afford better qualified teachers than are found generally in the smaller schools, especially one-room rural schools. The rural schools have very little if any music and art. Children from the rural areas should have an equal opportunity for

an education of the same quality as that in city schools. Consolidation would offer that opportunity at a lower total expense.

A Plan for Combining Two or More Districts Into One Larger District Over Different Parts of the County

When there are only two or three pupils in one school or perhaps only one or two pupils in a school district where the school has been closed because of the great cost of operating such a school, it is time to change the school plans so as to give these few children a reasonable opportunity for a common school education. In order to consolidate, a majority favorable vote in each of the districts is necessary. Then a meeting to elect a board to represent the new district would be called by the county superintendent. Figure 6, page 27, is a map showing the proposed consolidated rural one-teacher districts, all-weather roads, and maintained roads.

Before the districts are consolidated there are some factors which should be considered such as kinds of roads, distance to transport children to school; financial saving, if any; qualities and opportunities of the consolidated and

nonconsolidated districts; and the willingness of the people to work together for a better school.

The first consolidated area would consist of the rural districts numbered seventy-eight, J1NB, seventy-five, sixty-two, 108, and 111 with the central school at fifty-one in the city of Sabetha. The total number of pupils from the above named rural schools would be ninety in the eight grades as shown in the table below.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8		Total
78	2	0	1	1	1	0	3	4	.....	12
J1NB	2	3	0	6	0	1	2	6	.....	20
108	1	3	2	2	1	4	1	2	.....	16
111	2	3	3	1	0	5	0	0	.....	14
75	1	4	1	2	0	2	2	1	.....	13
62	1	2	2	0	3	1	3	3	.....	15
51	40	47	44	48	43	48	52	55	.....	377
Totals	49	62	53	60	48	61	63	71	.....	467

In the Sabetha schools the 6-2-4 plan of organization is used. There are fourteen teachers in the grades and junior high school. By adding two teachers to the Sabetha grades and junior high school there would be a total of sixteen teachers or two teachers for each grade. In this way the classes would average from twenty-five to thirty-five pupils. By consolidation four less teachers would be necessary in the consolidated area and each grade could be divided into two classes with the better pupils in one class and the poorer pupils in the other class. There are only

fourteen rooms in the grade and junior high school building, but there are two rooms in the senior high school that could be used for the two classes in the eighth grade or last year of junior high school. In this way there would be plenty of building space.

There is no farm home more than one mile from the bus line, and those few farm homes which are one mile from the bus line are either the same distance or farther from their own rural district school houses. The school busses would go out on every all-weather road passing through a rural consolidated district as far as necessary to make the children go the shortest possible distance. It is proposed that these children walk or be taken to a farm home on the bus line. The assessed valuation, tax levy in mills, cost of construction, and total cost are shown in the table below.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
78	$ 238,884.00	2.28	$ 482.00	$ 614.13
J1NB	286,026.00	.55	480.00	619.50
108	274,965.00	1.45	320.00	392.94
111	271,421.00	1.39	400.00	594.72
75	246,556.00	1.19	362.00	517.29
62	262,314.00	0.00	402.00	499.56
51	2,030,145.00	14.00	9,480.00	13,419.45
Totals	$3,610,291.00		$11,926.00	$16,657.59

District number fifty-one has a nine month term of school while the rural districts have only eight months. The average teacher's salary in grades and junior high school

at Sabetha, district fifty-one, is $660.00 for a year. If the rural consolidated area paid for two extra teachers the cost of instruction would be $1,320.00 for nine months of school in place of $2,084.00 for the eight months of school which the rural districts are now running. The cost of operation per pupil per year in the Sabetha grade and junior high school was $10.45. The figure $10.45 was found by dividing operating cost, $3,939.45, of grades and junior high school by the total number of pupils, 377, in grades and junior high school. The number of pupils from the rural consolidated area, ninety, times $10.45 would give $940.50 which would be the cost of operation for the rural pupils. The figure $940.50 in all probability is greater than the actual cost would be because the light, heat, janitor service, water, etc., would cost but little more when the extra pupils were added to the school.

The cost of transportation was figured by multiplying the miles traveled by ten and sixty-four hundredths cents[2] per day plus one dollar per day for the driver's wages. The total distance would be thirty-two miles per day as shown in Figure 6, page 27. The total cost per year would be $792.00. The figure ten and sixty-four hundredths cents

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2 Study made of the costs of transportation in Kansas from 1923-33 by Dr. W. E. Sheffer, Superintendent of City Schools, Manhattan, Kansas.

includes gasoline, oil, repair, and general upkeep.

By adding $792.00 for transportation, $940.50 for cost of operation, $1,320.00 for instruction and $13,419.45 for cost of first eight grades of the Sabetha schools, the sum would give a total of $16,680.09. The tax levy after consolidation would be four and sixty-two hundredths mills. It would cost more to consolidate but a longer term of graded school and in all probability a more efficient school would be had.

At the present time a bond tax levy of six mills is assessed in district fifty-one at Sabetha. If consolidation came about, the rural districts would pay in addition to the five and forty-one hundredths mills for general tax a levy of three and six tenths mills for capital outlay and nonrecurring expenses. Bonds and interest paid from July one 1933 to July one 1934 amounted to $9,500.00. Bonds outstanding July one 1934 were $64,500.00 for the high school building. However, if there is a rural high school district organized, the bond taxes will not be included in the grade system.

Districts numbered two, sixty-four, fifty-two, thirty-two, eight, and eighty-two would make up the second consolidated area with the central school at Bern, district ninety-two. The number of pupils in each grade and the total

including district number ninety-two at Bern is shown in the table below.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8		Total
2	1	2	3	2	0	0	0	1	.....	9
64	3	0	3	1	0	2	2	1	.....	12
52	1	0	1	0	0	0	0	0	.....	2
32	0	0	3	1	1	1	2	3	.....	11
8	0	2	2	0	1	2	1	4	.....	12
82	3	3	3	2	0	3	1	1	.....	16
92	11	6	14	10	6	12	8	8	.....	75
Totals	19	13	29	16	8	20	14	18	.....	137

At the present time the grade and high school pupils are in the same building at Bern. Three rooms are now being used for the grades and six rooms are used for the high school. However, if Bern High School were consolidated with Sabetha there would be nine rooms for grades only, thus giving plenty of room for the grades. Four teachers in the grades would take care of all the pupils in the consolidated area which would be sixty-two from the rural districts and seventy-five in the grades at Bern, making a total of 137 or an average of a little more than thirty-four for each teacher. This arrangement would provide ample room for the total enrollment. All farm homes are within one mile of the proposed bus lines. It is proposed that until a finer network of roads is constructed, part of which is underway now, children living away from the bus line walk or be taken to

a farm home on the bus line. The busses carrying high school pupils to Sabetha would pick up grade children and take them to Bern when possible. In no case would it be necessary for the children to go farther to the bus line than their present rural school building except those in district number fifty-two. There is an enrollment of only two pupils in the rural district number fifty-two, and since there is such a small enrollment it is proposed that the parents be paid to take their children to the nearest farm home on the bus line, which would not be more than three miles. The assessed valuation, tax levy in mills, cost of instruction, and total cost is shown in the table below.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
2	$ 171,669.00	3.96	$ 380.00	$ 562.77
64	220,144.00	0.00	361.00	443.77
52	289,670.00	0.00	320.00	398.50
32	251,920.00	2.29	440.00	552.41
8	228,265.00	0.00	400.00	486.13
82	316,815.00	0.27	360.00	698.01
92	468,932.00	7.37	1,876.50	2,657.33
Totals	$1,947,415.00		$4,137.50	$5,798.92

The total amount paid for teachers' salaries in the rural districts was $2,261.00 for eight months, while if consolidation were adopted one more teacher in the Bern grades, district ninety-two, would make possible five less teachers at a cost of only $625.50. This would give a saving of

$1,635.50. The distance traveled each day by the bus would be thirty-seven miles. Ten and sixty-four hundredths cents per mile for 180 days plus one dollar per day for the driver would give a total cost for transportation of $889.20 per year. The average cost per pupil in Bern for all expenses other than instruction was $10.05. There would be sixty-two pupils from the rural schools. Multiplying the number of pupils by $10.05, the average annual cost at Bern would give a total of $623.10 for cost of operation other than instruction. By adding the cost of transportation, $889.20; cost of instruction, $625.50; and the total amount paid out for school purposes at Bern, $2,657.33, a total cost of $4,795.13 is found for the consolidated school. The figure $2,657.33 was found by subtracting $3,742.20, the cost of high school from $6,399.53, the total cost of both grades and high school. The general tax levy after consolidation would be two and forty-seven hundredths mills.

The third consolidated area would consist of rural districts sixteen, nine, and eighty with the central school at district eighty-seven in the city of Oneida. The number of children in each grade, the total number of pupils in the rural districts, and the total number of pupils in the consolidated school is shown in the table on the following page.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8		Total
16	3	2	4	0	2	3	3	2	.....	19
9	2	0	3	2	0	2	2	3	.....	14
80	4	2	0	0	2	0	3	0	.....	11
103	1	4	1	3	3	3	2	3	.....	20
87	6	7	13	9	11	9	6	9	.....	70
Totals	16	15	21	14	18	17	16	17	.....	154

Oneida has a grade school building with seven rooms and only three teachers, so by adding one more teacher the pupils from the rural consolidated schools could be taken care of in a very desirable way. With four teachers there would be only two grades for each teacher in place of three grades for two of the teachers at present.

The total distance traveled by the bus would be thirty miles per day. At ten and sixty-four hundredths cents per mile per day plus one dollar per day for the driver, the total cost of transportation for one year would be $753.42. No pupils would have to go more than one and one-half miles to the bus line and in no case would they have to go farther to the bus line than they are now going to their rural school building. The busses carrying pupils to high school at Sabetha would also pick up grade children going to Oneida when possible. It is proposed that the pupils walk or be taken to the nearest farm home on the bus line. The table on the next page shows the assessed valuation, tax levy in

mills, cost of instruction, and total cost.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
16	$ 359,849.00	0.88	$ 341.00	$ 491.67
9	215,346.00	1.70	400.00	578.85
80	196,498.00	5.00	366.00	535.71
103	172,214.00	0.00	400.00	592.67
87	405,122.00	6.00	665.00	2,518.55
Totals	1,349,029.00		2,172.00	4,715.45

The extra teacher would cost $517.50 which is the average salary paid the teachers in the Oneida school. The average cost per pupil for expenses other than instruction in Oneida was $10.49 per year. The number of pupils coming in from the rural schools would be sixty-four. At $10.49 each the cost other than instruction would be $671.36. This sum plus $517.50 for instruction plus $753.42 for transportation, would, if the schools were consolidated, give a total cost of $1,942.28 per year in place of $2,198.90. A saving of $256.62 would be made for the whole area including district eighty-seven, and a nine month term of school would be offered in place of an eight month term. The tax levy after consolidation would be three and forty-eight hundredths mills.

The fourth consolidated area would consist of rural districts twenty-three, fifteen, ninety-six, seventy-four,

ninety-four, three, and 101 with the central school at Seneca, district number eleven.

The number of pupils in each grade, the total number from the rural consolidated area and the total including the city schools of Seneca, district eleven, are shown in the table below.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8	Total
96	3	1	0	0	0	0	0	0	 4
74	0	1	0	0	2	1	0	1	 5
94	2	3	2	2	0	0	0	0	 9
23	0	0	2	0	1	0	0	0	 3
15	0	0	0	0	0	0	0	0	 0
101	0	1	0	0	0	0	2	0	 3
3	0	0	0	0	0	0	0	0	 0
11	38	21	33	23	26	24	24	28	217
Totals	43	27	37	25	29	25	26	29	242

It will be noticed that both districts three and fifteen have no enrollment, and all other districts have small enrollments. This is partly because these schools are located in Catholic communities and part of the children are sent to Catholic schools. Some of the parents who do not wish to send their children to Catholic schools and realize the advantages of a larger school are now sending their children to public schools in Seneca. At Seneca there are eight teachers to teach eight grades and these twenty-five pupils from the rural districts could be provided for

without any extra cost in instruction. The assessed valuation, tax levy in mills, cost of instruction, and total cost is shown in the table below.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
96	$ 361,840.00	0.00	$ 302.00	$ 352.00
74	325,184.00	0.00	360.00	427.63
94	505,407.00	0.00	280.00	383.04
23	271,179.00	2.22	350.00	594.58
15	361,933.00	0.00	000.00	283.54
101	217,558.00	1.10	321.00	358.20
11	1,771,658.00	13.00	5,996.00	8,136.34
Totals	$4,002,251.00		$7,609.00	$10,535.35

A total distance of twenty-seven miles traveled per day at ten and sixty-four hundredths cents per mile for 180 days and one dollar per day for the driver would give a total cost of $496.60 per year.

The cost other than instruction per pupil per year in the Seneca city schools was $9.86, and that figure multiplied by twenty-five, the number of pupils from rural schools, would equal $246.50. The total cost of the rural districts after consolidation would be $743.10 in place of $2,398.99, thus giving a saving of $1,655.89 in money and a nine month school in place of eight months of school a year. The tax levy would be two and sixty-three hundredths mills.

The fifth consolidated area will consist of rural districts twenty-one, twenty-two, five, seventy-one, seven,

forty-one, seventy-six, and sixty-seven with the central school at Centralia, district number one.

The number of pupils in each grade, total number from the consolidated rural area and the total including the city schools of Centralia district one are shown in the table below.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8	Total
21	0	0	0	0	0	0	0	0	 0
22	1	0	0	1	2	0	3	2	 9
76	2	3	2	2	1	2	2	3	 17
5	2	0	3	2	2	0	2	3	 14
67	3	3	1	0	1	1	2	1	 12
71	0	2	0	0	2	1	3	2	 10
41	2	1	1	0	2	2	3	0	 11
7	0	3	2	1	1	2	4	0	 13
1	19	21	16	16	18	13	24	19	 146
Totals	29	33	25	22	29	21	43	30	 252

At Centralia there are four teachers to teach eight grades. By adding four teachers there would be one teacher in each grade. The total number of children from the rural area would be 307 giving an average of thirty-eight pupils per teacher. Centralia has an average of thirty-seven pupils per teacher at the present time and two grades for each teacher in place of one grade each. The assessed valuation, tax levy in mills, cost of instruction, and total cost is shown in the table on the following page.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
21	$ 437,932.00	0.00	$ 000.00	$ 810.00
7	207,396.00	0.00	442.00	521.34
22	217,448.00	2.86	377.35	504.14
76	301,897.00	0.39	380.00	467.62
5	192,253.00	2.84	505.00	582.96
67	191,051.00	1.86	360.00	458.64
71	198,322.00	3.38	418.18	000.00
41	235,577.00	1.60	64.80	471.44
1	930,169.00	3.50	9,364.11	11,570.80
Totals	$2,912,045.00		$11,911.44	$15,386.84

The average grade teacher's salary at Centralia is $725.94. By adding four teachers to the system, the added cost of instruction would be $2,903.76 in place of $4,321.67, the present cost. The miles traveled with a bus would be twenty. Allowing ten and sixty-four hundredths cents per mile per day plus one dollar per day for a driver, the cost for transportation would be $563.04. The extra cost to the Centralia school would be $4,884.71 and the total cost at present to the rural districts is $4,321.67. The cash for the Centralia grade school was, according to the county superintendent's report, only $3.81 per pupil per month. The total cost per year would be $5,006.34. The total cost after consolidation would be $9,891.05. The tax levy after consolidation would be three and four tenths mills in place of their individual levies as shown in the above table.

The building at Centralia at present is very poorly

equipped and is not nearly large enough for the plan of consolidation. However, a new building is being planned and there would be no reason why it could not be built modern and large enough to take care of all the pupils there would be after consolidation.

The sixth consolidated area would consist of rural districts 114, forty-nine, and seventy-seven with the central school at Goff, district eighty-six. The number of pupils in each grade, total number from the consolidated area including the central school at Goff is shown in the table below.

Number of District	1	2	3	4	5	6	7	8	Total
77	2	1	0	3	0	2	0	8	 16
114	3	0	0	1	0	3	1	0	 8
49	3	2	1	5	2	1	1	3	 18
86	13	13	13	13	12	10	13	12	 99
Totals	21	16	14	22	14	16	15	23	 141

The building at Goff contains only four rooms, and at the present time there are only three teachers in the school. If one more teacher were added to the system, the average number of pupils in each room would be thirty-seven in place of thirty-three. Since there would be only two grades in each room the number of classes per day for each teacher would be greatly reduced.

The total distance traveled by the bus would be forty miles. The busses taking high school pupils into Wetmore could pick up the grade pupils and let them off at Goff. Allowing half the expenses of this forty mile drive for Goff and half for Wetmore, the total cost of transportation to Goff would be $473.04. The cost of one extra teacher would be $594.00 per year, the average teacher's salary at Goff. The total cost would be $7,426.22. The tax levy would be six and fifty-eight hundredths mills. The assessed valuation, tax levy in mills, cost of instruction, and total cost are shown in the table below.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
77	$ 214,134.00	0.00	$ 407.45	$ 468.39
114	125,644.00	1.00	400.00	621.71
49	218,114.00	1.09	534.10	639.45
86	520,693.00	6.00	2,460.50	6,359.18
Totals	1,078,585.00		$3,802.05	$8,088.73

The seventh consolidated area would contain the rural districts fourteen, B02, twelve, thirteen, and seventy-two, with the central school at Wetmore, J1NJ. The number of pupils in each grade, and the total number from the consolidated area including the central school at Wetmore are shown in the table on the following page.

Number of District	Grades of Pupils 1	2	3	4	5	6	7	8	Total
72	1	4	1	1	2	2	1	3	 15
14	2	4	0	0	0	2	2	2	 12
12	1	0	3	4	2	2	3	1	 16
13	0	0	2	2	1	1	1	1	 8
[illegible]	5	0	8	8	9	2	7	3	 42
[illegible]	8	10	10	17	16	11	16	12	100
Totals	17	18	24	32	30	20	30	22	193

The building at Wetmore contains five rooms and four teachers. This would not be enough room or enough teachers for 193 pupils. However, the high school building contains fourteen rooms and is practically new. Data on consolidation of the high schools show that only nine teachers would be necessary for the high school. It is proposed that three of the rooms in the high school and five in the grade building be used thus making one grade per teacher. This would give an average of twenty-four pupils to each teacher. The four teachers would each cost $525.00 per year which is the average cost per year for grade teachers at the present time in Wetmore. The total cost for teachers' salaries would be $2,100.00 more than at present. By adding one more bus to the high school bus system, making four busses, there would be plenty of bus service for both high school and grades. Taking a third of the distance traveled in the consolidation for the three busses to be the distance traveled by one, the cost of transportation would be $563.04. The total

cost after consolidation would be $5,811.16 as compared to $7,502.30 before consolidation. The tax would be two and six tenths mills. The assessed valuation, tax levy in mills, cost of instruction, and total cost is shown in the table below.

Number of District	Assessed Valuation	Tax Levy in Mills	Cost of Instruction	Total Cost
34	$ 212,542.00	0.86	$ 480.00	$ 684.78
14	271,328.00	0.13	420.00	511.23
12	147,955.00	0.95	280.00	396.07
13	185,165.00	1.09	403.23	487.68
BG2	370,802.00	4.51	1,140.85	1,722.03
J1NJ	818,130.00	1.31	2,396.16	3,148.12
Totals	$2,005,922.00		$5,120.24	$6,949.93

CONCLUSIONS

One will notice after examining the data that a saving for the high schools after consolidation would be $4,053.73. The saving for the rural schools to be consolidated as shown in Figure 6, page 27, would be $4,132.17. The total saving for both rural and high schools would be $8,185.90. These savings were figured for the county as a whole and not for each individual district. However, it will be noticed that the total cost for the rural one-teacher schools alone will be a little more than the total cost at the present time. This is due to the low standards of the rural schools.

The educational advantages of the proposed plan would probably be much more important than the financial savings. The consolidated schools could offer an enriched curriculum for all the students of the county. This curriculum could be based on the real practical needs of the students and prepare them to live their present and future lives in a much better manner. The proposed plan has possibilities of developing better teaching and supervision in that it could be specialized and it would enable many of the schools to provide better buildings and equipment. The central high schools could probably afford to add courses in vocational agriculture and homemaking. If this would be the result, enrollments would probably include many pupils who now drop out because they feel that the high school has nothing to offer which will aid them in later life.

Decreasing the number of schools, both rural and high schools, having small enrollments would probably result in many students having better opportunities for educational socialization. The fact that the plan tends to preserve a large percentage of the present schools in their present locations would reduce the sociological community losses to a minimum. Especially would the children now in rural schools, with enrollments of three to ten pupils, receive a better social background. These pupils would probably

receive the greatest good in that they would learn to give and to receive, that other pupils have feelings as well as themselves, and learn what they should expect for themselves and what others should expect of them. In other words, how to live in a society where there is no frontier and where life is moving at a rapid speed.

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