

SOCIAL RESULTS OF HIGH SCHOOL  
EDUCATION.

by  
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## Preface.

It is the purpose of this paper to give, in a limited space, some of the social results of the Kansas High School. At first it was found necessary to locate the school in our system of government, and to draw in broad lines the distinction between the work of the school, the church, and the home. The aim of the school must be determined, if we are to judge its results. Stability is a very important factor entering into the complex structure of the school. If the school is to achieve anything worth while, there must be the elements of stability in the process. While the school must adapt itself to the needs of the community which it serves, it is essential that the elements of permanency must prevail in its system. Neither the aim nor the system should be subject to slight and transient changes. It is the stable that remains. The stability of society depends upon the stability of its institutions. The superstructure cannot be more stable than the foundation.

Our government is a democracy. Many contend

that a monarchial system of school government does not give the best possible training for citizenship in a republic. The individual should be trained for service, not necessarily trained for the state alone, but trained that he may enjoy living and be able to contribute to the advancement of society as a whole. The individual should be serviceable, not merely noticeable; but if noticeable, noticeable on account of his service.

The author made an effort to collect certain statistics from all the high schools of the state; but when one is compelled to depend upon answers to inquiries sent through the mail for his information, it is an extremely slow and difficult task. The statistics sought were of such a nature that a school survey, in miniature, of each high school had to be taken. Many principals appeared too busy to take the survey of their schools. It was necessary to carry on this survey work by mail which again added to the difficulty of obtaining exactly what was wanted. Some of the replies were slow in coming in. Some of the reports were received after this paper was begun. It is thought, however, that enough statistics have been received to make fairly accurate generalizations.

The investigation includes reports from twenty-seven high schools, and fairly complete reports from twenty-five of the twenty-seven County High Schools. The work of the Lane County High School is taken as a concrete example of the county high school. This high school was not selected because of its superiority, nor nor because it is a typical county high school, but because of the writer's acquaintance with this particular school.

It is observed that I have followed a narrowing process in the presentation of the subject. The aim was to begin with society, and proceed by rapid strides to a particular class of schools, taking one school of the class as an example, and go from the particular school back to society again. An effort was made to ascertain, as nearly as possible, what becomes of the high school graduate after leaving the high school. In other words. to find out what value the high school's finished product is to society itself. Incidentally, the teacher cost of the finished product of the high school has been taken into account. As a matter of illustration some comparisons have been made between city high schools and the county high schools.



Several graphs have been introduced in order that the eye may more easily comprehend the comparisons and results. The graphs were made from the statistics gathered in the course of the investigation, and show as accurately as possible the various relations of the several items included in the statistics.

At the close of the paper I have tried to summarize the important points revealed by the investigation. The sources of the material for this paper are observation, experience, observation and experience of other school people, and discussions of kindred subjects which have been uppermost in the minds of many of our leading American educators.

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## Contents.

I. The Place of the School in Society	7.
II. The Greatest Aim in Education	15.
III. Democracy in the High School	24.
IV. Stability of Instruction in the High School	33.
V. What the High School Actually Does	49.
VI. County High Schools	68.
VII. Conclusion	108.

## I.

### The Place of the School in Society.

The school is a very time-honored institution, and is regarded as a "matter of course". Its mission and usefulness are seldom, if ever, questioned. Tradition has fixed a sort of halo of sacredness about the school. An institution is not necessarily useful because of its age or of its traditions, but the mere fact that it is traditional in its aims and purposes is all the more reason for believing that it is unsuited to the needs of present day society. Whenever the school or any other institution does not fulfill its mission, or whenever society has so changed that a change of mission is necessary, it is the duty of society to reconstruct and reorganize that institution in such a manner that society will be promoted. It is not the purpose here to criticise the school, but to show briefly its general relation to the church and the home. The intention in the present section is to show that the school should conform to the needs of society.

There are three social institutions - the home, the church, and the school - which take upon themselves consciously the work of training the coming generation. At different times in the history of the world each has taken the hegemony. At present the school either voluntarily takes or is forced to take functions that were formerly considered as belonging to the other two. It is not the purpose here to enter into a discussion of the success or failure of the educational work of the family and the <sup>church?</sup> school. The functions of these three great institutions overlap in many places.

In general terms it may be said that the school has two great functions; viz, to prepare children for living, and to prepare them for adding something to the sum total of human welfare. In other words, the school is endeavoring to give the child a short cut to the experiences of the race, and to assist him in adding to the progress of mankind.

It appears that the three great institutions - church, home, and school - are one in leading purpose. The church and the school are institutions established by society to assist the home to accomplish its purpose. The school can be made a great factor in unifying the

work of the home and the church. Great harmony should exist among these three great institutions. It is barely possible that the school will usurp the whole responsibility of training the young, nor should it. There are certain duties that the school can perform more skillfully, better, and more economically than either the home or the church. On account of the unique composition and organization of the home and the church, there are certain duties that specifically belong to each which the school can not perform.

The child of today starts where the child of the savage started thousands of years ago. At birth, the child of civilized man is just as ignorant, just as helpless, and just as pliable as the child of savage man. When children become adults they are expected to do the work of the generation which preceded them. The education of the child of the savage was absorbed from his environment and his companions, but the child of the present must take a course of training that he may strengthen and organize his physical and mental powers. The educational journey of the child of today is greater than that of the child of the cave man. The beginning of the children of both

is the same, but the goal has been pushed out further in the distance. The means employed for the education of the child of the savage is not adequate for the child of civilized man. Civilized man has established the school that the child may obtain a short cut to the race experiences. The school must provide the child with a set of skills that he may build the race ideals into the fabric of society. Withal he or she should be taught to be manly or womanly from principle and not from compulsion. Education should train the boy and the girl that each can take the initiative in right living and in progress.

The state is an economical institution by which society effects certain desirable ends which can not be secured by individuals. The state should be progressive as well as protective. The function of training the young for that progress and protection is given over in a large measure to the school. The school, then, forms one of the departments of the state. The school has its own revenues, its special field of work, its own equipment, and its own officers, The school is a department of the state while the church is not. The school and family are necessary to the perpetuation of

the state.

Since the school is a department of the state, it derives its powers from the state. The state has given over such powers and duties that the lesser units may more effectually execute the will of the state. All officers in the school system are subject to the laws and regulations prescribed by the state. Just here I want to digress to remark that the school does not derive its authority from the parents whose children attend the school, but from the whole of organized society. In reality, the teacher does not stand in "loco parentis", but he is the servant of the whole group whom he serves. Society, and not the parents of the children who attend the school, should dictate the law, means, and fundamentals of the school. Teachers are responsible to the whole of society - the state.

The school is a social institution. It is imperfect and faulty in its organization, requirements, and laws; but with all of its shortcomings it represents the will of society which created it, and demands the support of all classes. Society has organized the school for the children that they may in turn contribute to the welfare of society. The function of the teacher is to

train the child. Whatever makes boys and girls happy, intelligent, and helpful is right and permissible in the course of study. The child should be trained that he may be able to carry out the will of society without the aid of teacher or parent. The child must take the responsibilities of citizenship when he becomes an adult. The school should not fail to train to efficient usefulness and responsibility.

The high school is but a link in the system of education. The usefulness of the high school was for many years a debatable question, but now it is more generally recognized as necessary to a complete educational system. In the past there was a great deal of friction between the high school and the grades next below it. At the present time there is a healthy spirit of cooperation existing between the high school and the grade system. The high school more completely articulates with the college than in times past. In the past the college was exclusive in its work, but at present the connection between grade schools, secondary schools, and finishing schools is very much closer. Our high schools, in a way, are becoming standardized, and many of the teachers are scholars. There is no longer a



great gulf fixed between the high schools and the colleges.

Education now means something it never meant before. The old idea of placing the scholar upon a pedestal and admiring him for what he knows has passed into oblivion and night. The scholar of today must be serviceable to humankind. Now the question is not, what does he know, but what can he do efficiently? To meet the new demands we must have leaders, and the school is intrusted with the business of developing leaders who are especially qualified by reason of a long course of careful training.

It appears, then, that the school system is a department of the state, and that the high school occupies a central position in the school system. The high school is the connecting link between the primary school and the finishing school.

Before attempting to judge the results of any institution, its purpose and mode of work must be ascertained. In the following section, it is the intention to examine into some of the more important aims of education. In general, the aim of all classes of schools is the same. Schools of course have special fields, but

a general purpose pervades the entire system.

## II.

### The Greatest Aim In Education.

It is assumed that education is the bringing up of a child from infancy to maturity, and that the aim, whatever it is, is the same for all children. If you ask the average parent to tell you his greatest aim in educating his son, he will very likely answer you in terms of his own occupation. The farmer, for instance, would desire his boy to be able to read, write, and cipher that he might be able to meet successfully the needs of a farmer's life. The merchant wishes his son to get a wider range of knowledge and experience that he might be able to compete in the business world. The university or college professor would lay out a broad and liberal course for his son in order to prepare him for intellectual pursuits among scholars and people of culture. This is the utilitarian view of the greatest aim in education. This view seems to be common among teachers and parents. The utilitarian view may be summed up in the statement that the parent desires to give, through education, a better chance

to his children to earn a livelihood than he himself had. Now, if these people were pressed to give their reasons for favoring such an education they would admit that the purely utilitarian view is a secondary one and that there is something higher for every boy and girl than mere ability to earn a comfortable living.

Let us examine very briefly the aims of the three great systems of education that held sway for centuries. The Jesuits, the Humanists, and the Natural Scientists all claimed to be liberal, culture-giving and preparatory to great things, yet we need but to consult the writers of the history of education to find the narrowness and incompleteness of these three great schools. The training of the Jesuits was linguistic and rhetorical. Their system was almost apart from our present notion of human development. The Humanists belonged to the past rather than the age in which they really lived. Though standing in the modern age they were almost blind to the great problems and opportunities it offered. They stood in bold contrast to the growth of modern spirit in history, literature, and natural science. But in spite of their

predominating influence over education for several centuries there has never been a shadow of a chance for making the classics of antiquity the basis of common popular education. The school of the Natural Scientists is just as one sided as that of the Humanists in supposing that human nature is narrow enough to be compassed within the bounds of natural science, however broad the field.

All systems of education have lagged far behind the ideas of reformers. The aim of Comenius was to teach all men all things from the commonest things of life to the highest truths of religion. Being a man of profound religious faith, religion and morality were at the foundation of his system. But even the principles of intellectual training so clearly advocated by Comenius have not yet found a ready hearing among many teachers, to say nothing of his great moral-religious purpose. Later writers as Locke, Rousseau, and Pestalozzi have set up ideals of education that have had much influence. But Locke's "gentleman" can never be the ideal of all because it is aristocratic and education has become democratic. After all Locke's ideal is a noble model and should powerfully influence teachers.

The perfect human animal of which Rousseau dreamed is illustrated in the savage, but we are not in danger of adopting this ideal. In spite of his merits, the noble savage falls short in many ways. It is important in education to perfect the physical powers and animal development of the child, but this is not all. Pestalozzi touched the hearts of even the weakest and frailest children morally, and tried to make improved physical conditions and intellectual culture contribute to heart culture or rather combine the two in strong moral character. He approached very closely the greatest aim in education and was able to illustrate his doctrine by practice. The educational reformers have advanced a step further than the school men in setting up a lofty aim in education.

We are now ready to ask, what, then, is the greatest aim in education? Let us notice briefly the aims and tendencies in our schools..To the casual observer the schools of today confine their attention almost exclusively to the acquisition of certain forms of knowledge and intellectual training; to the mental discipline and power that comes from a varied and vigorous exercise of the faculties. Knowledge and mental

discipline form the foundation of an education, according to a great many school teachers. But these teachers are more or less conscious that this is not the greatest aim in education. We need not be told that a person may be fully equipped with the best that this style of education can give, and still be a criminal. A good and wise parent will seek for something better for his child than mere knowledge, intellectual ability, and power. All teachers know that behind school studies and cares there is still the greater task of developing manly and womanly character. If we admit that strong character is the noblest result of right training, is it not incidental to the regular school work? Perhaps it is to be sought in the teaching. Perhaps it is in the subject matter itself or in the course of study.

Every wise parent knows that the first and last question to ask and to answer regarding a child is, what is his moral quality and strength? Who is better able to judge of the true aim in education than the thoughtful fathers and mothers? It is inconceivable that the conscientious teacher should close his eyes to all except the intellectual training of his pupils.

It would seem natural for him to touch and quicken their moral qualities. The state and society are more concerned to see the growth of just and virtuous citizens than in seeing the prosperity of scholars, inventors, and merchants. The state is concerned with the success of the latter, but chiefly when knowledge, skill, and wealth are equalled by the virtue of its citizens. Our country may have vast resources and great opportunities, but everything in the end depends upon the moral quality of its men and women. Undermine and corrupt this and the future is dark, indeed. Society demands men of moral worth - men whose voices and actions in public affairs are not silenced by the jingle of the dollar. The uncorrupted stock of true patriots is firmly rooted in this conviction, which is more to the country than fields of corn and mines of gold. The enticement of financial success can not disturb us if we found our theory and practice upon the central doctrine of moral education. Education, therefore, in its unhampered moral sense is the greatest concern of society.

It must be borne in mind that each child has a complete growth before him. His own possibilities,



not the attainments of his parents, are things to be considered. It must be remembered that the results for the child are not to be momentary, but enduring. Our educational system must not be based upon traditional prejudices held by teachers or any other set of individuals. Educators must adopt a system that will bring the best results for the state and society.

It may be urged that that which we have denominated as the greatest aim in education is also the chief aim of the church and the home. The church and the school are but supplements of the home. The citadel of a child's life is his moral character, whether the home, the church, or the school has builded its walls or strengthened them. The school and the home are one in leading purpose. Their relations should be closer and more harmonious.

The moral element obtains in many teachers by instinct.. It ought to be developed into a clear purpose with definite means of accomplishment. Our schools are secular, but still there is nothing about which good teachers are more thoughtful and anxious than about the means of moral influence. Generally,

we all agree upon the great value of moral education but there is some inconsistency in our position on the school problem. The moral aim has no open recognition in our school course, either as a principal or, as a subordinate aim. The importance of making the leading aim of education clear and definite is great. If the teachers conviction on this point is not clear and definite he will certainly not concentrate his attention and efforts upon its realization. In education where there are so many important and necessary results to be obtained it is easy and common to put forward a subordinate aim, and give <sup>it</sup> undue prominence, even allowing it to swallow all the energies of teacher and pupils. Owing to a diversion of opinion and practice as to results to be reached our schools exhibit a chaos of conflicting theory and practice.

I would not proclaim an impossible ideal, for if you give prominence to an ideal that is impossible or unworthy you tend to make pupils believe that no ideals are possible or worthy, and, therefore, do them great wrong. Such training influences them to separate precept from practice - to divorce the greatest ideal that they may admire practical things, only. Daniel Webster

says "costly apparatus and splendid cabinets have no magic power to make scholars." The value of a man is not in the splendor of his externals, but in his ideals, principles, and central sentiments which move him.

Reader, you and I may not be great teachers of encyclopedic knowledge, we may never be the instructors of future poets, historians, and philosophers; our thoughts may never fill the world's great soul, but we can strive to stimulate a generous wish or a noble purpose; we can do our part in building a beautiful character - a gem of priceless value.

### III.

#### Democracy In The High School.

In a democratic form of government one would suppose that schools are democratic. Under our present system our schools are monarchies, not democracies. The teacher is the monarch and the students are the subjects. In a monarchical form of government the subjects feel little or no responsibility for the good government of self or of the whole. The old fashioned idea pretty generally prevails that it is the teacher's duty to "Keep order", as if to intimate that the whole matter of discipline was a concern of the teacher's and not of the pupils. Indeed, many teachers are employed largely for their ability to "Keep order". It is not the intention of the writer to disregard or discount order in the school room, but to suggest a better method of maintaining good deportment during the preparation and recitation of school exercises. "Order is heaven's first law", and in this respect the school room should be like heaven. It will be seen that I am not denying the fact that there should be restraint and guidance among the young, but I do differ

as to the manner in which this guidance is administered. In the question of school government, our schools are pretty nearly where they were 200 years ago. It is true that we have modified the severity of our punishments, but the idea that the teacher "controls" or should control still obtains.

It is my belief that the schools should be democratic; that they should prepare for the duties and responsibilities of citizenship in a democracy. This can be accomplished by making our schools democratic. The children should be trained to feel and realize that there are activities beside the getting and reciting of lessons. The responsibility of good government should rest upon the students as well as upon the teacher. Responsibility unshared by the pupils creates a strain between the teacher and the taught. So long as the teacher adheres to the present monarchal system this strain will continue. By way of parenthesis, let me remark, that it is this strain that makes the teacher's duties arduous. It must be borne in mind that I am speaking of government in the high school. Many mechanical devices have been introduced, from time to time, but mechanical means alone will avail very little.

Let us keep before us the fact that we are trying to train the mind so that the mind will be able to govern the body. Mechanical devices are reversing this process. Just as long as we follow the mechanical system of school government the question of "order" and "punishment" will perplex the most sanguine of the school masters.

If it were possible to so reconstruct our educational system in some fashion that we are enabled to remove the causes which make punishment necessary, we shall have made a great advance. It is the purpose of the present chapter to point out some lines of interest that will assist in diverting the thoughts of the youth from the channels of idleness and drudgery to those of profit and enjoyment. Before passing to an illustration of the government in the old time school, let us remark that the teacher should not pose before the school as monarch or in any way challenge or question the ability of his pupils to govern themselves. True they may lack a great deal of self government, but it is the duty and privilege of the teacher to direct this tiny germ and bring it to maturity. It was Arnold of Rugby who trusted his boys, and for this

reason no boy dared to lie to the good school master.

An illustration from the school life of Laura Bridgemen will show how the old time school labored for the form of obedience and neglected the spirit. It is said of Laura that she had left some small article on her desk contrary to the desire of her teacher. She was told to put the article away. She raised the lid of her desk, put the article in, and closed the lid with such a slam that the near-by-pupils were startled. Again the teacher told her to put the article away, but this time she was told to put it away quietly. Again she put the article in her desk, quietly closed the lid, but gave an unearthly scream. I am going to say that Laura was more rebellious and disobedient than ever, although she had obeyed her teacher mechanically. It is the mind that must be convinced. The mechanical movements of the body amount to but little unless they are accompanied with the necessary mental concomitants. In other words, mechanical obedience, force, or fear, are not government. Any system of school government that does not leave the pupil with a determination to do right because it is right fails.

The case just given is by no means isolated but a typical example of what is going on daily in our schools. From numerous examples of reluctant obedience from the schools all over our country, it appears that the monarchical system of government does not accomplish the desired end; viz, self-government. On the other hand, it can be safely said that reluctant obedience lessens the pupil's ability of self-control, and diminishes the teacher's power of directing. By this sort of thing we are tearing down the very thing we pride ourselves on building up.

Various means have been employed to teach self-government. Among them may be mentioned pupil's organizations of different kinds. All these devices seem to be but incidents in the school, and, to say the least, few teachers have adopted them as a permanent feature of their pedagogy. The great effort that has been made along the line of socializing exercises has had a great deal to do with bringing the question before the people. The doctrine of formal discipline raised by experimental psychologists has had a tendency to hold the development in check. On the other hand, many educational leaders have maintained that



school life should represent life itself.

If we socialize the school, its curriculum, and its method of procedure, we must bury the ashes of tradition in the mausoleum of the past. Social instincts are coming into their full realization at the high school age. For this reason many urge that the high school should be a working laboratory of social preparation to live. It seems strange that we have been managing our high schools as if the pupils were subjects of a monarchy where unthinking obedience to a despotic government is the highest virtue. This sort of training fosters the conditions most favorable to the party boss. It is clear that the high school should strive to apply the knowledge of cooperative betterment which is so imperatively demanded in the lives of its citizens.

The pedagogical religion of the old time school believed that without the shedding of Latin there was no remission of ignorance. The high school student may make a bungling job of memorizing Magna Charta, or he may get frightened over the direful prospect of humanity's being threatened by the doctrine of Malthus. On the other hand the student will be more likely to

take an interest in studying the activities of the ward boss, or investigating the efficiency of the fire and police departments. The bright active boy or girl can see little use in spending time on the "ologies" and "isms" of a petrified past.

Let us consider some of the helps which the teacher may employ in developing the social attributes, insights, and habits of youth. I maintain that the study of social conditions, needs, and activities will quicken an interest in these things. If the subject matter of the lesson throws light upon the lives of the people, their occupations, and their sorrows and joys, their achievements, their social institutions, and the conditions under which they live, the high school boys and girls will be vitally interested. These subjects should be supplemented with the close touch of actual conditions. In other words, put the live work in the foreground and let the dry bones of the text book be incidental. If rightly taught the boy will see more in the battlings of the race against jealousy, oppression, and wrong, than in the exploits of Caesar's tenth legion, the radian measure of a circle, or the hieroglyphics of Egypt. The boy

scarcely understands how he is going to meet the issues of the present by acquainting himself with the wreckage of antiquity. The study of the Panama canal will interest the boy while the bridging of the Hellspont or the cutting off the finger-like projection of Chalcidice will not. The antique methods of work will look childlike to him; he wants to know how things are done now. Youth looks forward not backward.

Civics is an excellent subject for awakening the pupils in the activities of the present. Everything from street cleaning to the highest offices of the state will hold the attention of the young. The boy knows full well that he must some day take his place among men and perform the work of a man and he reasons that he will have little to do in after life with the mummies and salted dead of Egypt.

Again, groups may be employed in cooking, sewing, and manual training. Here cooperation is employed, giving him an excellent opportunity to adjust himself to the little busy world about him. If we are to teach our boys and girls to find their places in society, we must get away from the wreckage of time.

Dramatizations and conversations should supplant some of the dry questions of extravagant exaggeration, writing 400 words on what I see in George Eliot's face, or tracing every fugitive word back to the tower of Babel. Let all the high school sing. Encourage the organization of orchestra, chorus, quartettes, and so on, in fact, all exercises in which the pupil takes part with those of his kind. The laboratory and the gymnasium furnish excellent opportunities for the boys and girls to know nature at first hand as well as to know themselves.

Our pupils should not be like "dumb, driven cattle," doing what they are told, as they are told, and when they are told. Initiative should be trained into them not out of them. The crushing of initiative stunts the boy and drives him from school. The school discarded as dunces Edison, Darwin, Beecher, Emerson, Wagner, Seward and others.

#### IV.

### Stability Of Instruction In The High School.

It has become a well established custom in American high schools that teachers are employed for one year at a time. The uncertainty of the teacher's continuing long in a certain position adds unstability to our educational system. If the school is to accomplish the best results, it must have a degree of stability in its teaching force. It cannot be claimed that the plan of annual election of high school teachers will add stability to the school system. It often happens that one corps of teachers barely become accustomed to working together, before the time comes for them to seek new positions. Teachers laboring under such a plan have a poor opportunity to unify plans and purposes. When the old teachers are dismissed at the end of the year, the superintendent or the board must go on a search for new teachers. These teachers when employed will begin the work of readjustment, replanning, and reorganizing. This reconstruction work may be so great

that the general plan of the school is entirely changed. Much of the valuable constructive work of the previous year may be lost. There is great hazard that the good in the old organization will go for naught. Indeed, the new organization may in some respects counteract many of the good results achieved by the old organization. Permanency in the teaching force in our high schools means more permanency in our educational system. Permanency in our school system will add stability to the state.

Much of the annual shifting of teachers in the high schools is due to the teachers themselves. The constant shifting of the high school teacher - the leaving of the profession - and the uncertainty of re-election make place for a large number of inexperienced teachers each year. After a year or two of teaching many teachers decide to enter some other calling. Others are inefficient from the start and are wise enough to see that there is little hope for them becoming successful school teachers. Some are encouraged by making a partial success and continue teaching. In order to remain in the work it is necessary for them to seek a new location annually. It will be noticed that

some teachers are misfits; i.e. they are not in harmony with the group in which they work. The teacher must realize that he must begin at society's level to build; he loses by trying to begin at any other starting point. It must be borne in mind that the teacher's work is constructive. A very large percent of our high school teachers are women and leave the calling to establish homes. Of course the school loses its best teachers in this way but the school's loss is society's gain in another direction. Uncertain tenure is given as a reason for the man leaving the calling and, under the annual election plan, they feel loth to become holders of property or to assume responsibilities which may bring loss or discomfort in case of failure or re-election.

For just what reasons a teacher should be dismissed is a question demanding the consideration of expert judgement. Too many times the teacher is dismissed for reasons wholly personal or simply to make room for some friend. If the power to dismiss teachers is in the hands of experts there will be little danger of a good teacher's dismissal for groundless reasons. Many cities have their school machinery so organized that

there is a bare possibility of discontinuing a teacher for insufficient reasons.

In most states the law is a barrier to long term appointments or, at least, it is made the excuse. Some states have reached the advanced position of permitting the school boards to employ teachers for a longer term than one year. The new law of Ohio may be given as an example. This law provides, among other things, that during the time for which the teacher is appointed there is protection from dismissal for insufficient reasons, but the board, at the termination of the contract, is at liberty to select some one else.

In urging that teachers should remain longer than one year in any system, it is evident that there are many factors to be considered. It is argued that after a reasonable service or probation there is good reason for electing the teacher for two, four, or six years. On the other hand it is argued that teachers change in efficiency in a long term of years. If some incentive can be devised to keep the teacher improving this difficulty will be overcome. If teachers were more permanent in their positions, the patrons would be less prone to look for mistakes of the teacher and to



adversely criticise the system.

It has been pointed out in a previous paragraph that many leave the profession for the reason of insufficient salary. All agree that the workman is worthy of his hire. In many of the smaller high schools the teachers are expected to "get a job" during vacation. Now it is evident that there is no job in the teachers' line open at this time. This equivalent to saying to the teacher, "get a job when there is no job to get." The work of the teacher is becoming recognized as a special field of service and a field that requires specialization. The salary is usually put in the nine-month basis and not on an all year basis as it should be. The salary of all high school teachers should be reckoned on the all-year basis. If high school teachers are employed on the annual plan there is no time in the year when the school is completely without teachers. At present, we throw our teachers out of work and close the expensive school plant for eighteen weeks of the year. For a period of sixteen weeks during each year we close the school plant and turn the children loose. There is no pedagogical reason for this long vacation when everything educationally is at a stand-

still. A wise division or reorganization of the school year will add dignity and permanency to the entire system. This is not a recommendation for a longer text-book grind but a suggestion for more advantageously employing the time of pupil and teacher as well as adding continuity to the work.

The teacher pension law is suggested as a means of keeping the skilled teachers in the profession. Many states have established teacher's pensions. This is a new device and at present, in the United States, little has been accomplished by it. Relieve the teacher of the feeling that some day he will become dependent upon society for his living and he will give the state longer and better service. The service of the mature teacher is the valuable service after all. If pensions will keep the mature service in the calling we have added another factor of permanency to our school system. In the past we have been burdened with children who were trying to teach children. Let us arrange our system so that premiums are paid for long service and ripe progressive scholarship and experience.

Public opinion is doing a great deal in many sections of our country to compell boards of education to

retain the services of all those teachers who have done reasonably well. In sections of our country where conditions of life have become more settled teachers are reasonably sure of reelection. Political or personal considerations have many times entered into the action of the board. Teachers of ability however are reasonably sure of reemployment. When public opinion favors the reemployment of satisfactory teachers we may conclude that we are creating a healthy atmosphere.

The enefficiency of many teachers is due to the slavish use of text-books. Too many teachers do not teach but merely hear recitations. The text-book reproduction plan is an easy method of teaching but not a satisfactory one when we come to examine the results. Any good text-book in the hands of a teacher who labors for reproduction merely is a failure. Good Text-books can never take the place or do the work of good teachers. The recreation that does not provide thought or create a lively enthusiasm is a failure. The text should be the guide and form the basis for the pupils work. The high school pupils should be able to use the reference books with facility and be trained to take the initiative in the investigation of a subject.

The routine text-book recitation falls short of being able to teach the pupil to rely upon his own conclusions, indeed, it hampers him in coming to any conclusion at all. Teachers should be able to edit text-books if editing is necessary. Many of our stock text-books need the work of a skilled class man or woman.

Many of the reasons just pointed out for teachers leaving the calling obtain in our Kansas high schools. Let the salary of the head of the school first be noticed. The county high school principal has in the main duties very similar to those of the city superintendent in the cities of the first class and also the second. There should not be a very wide difference in salary. For the school year 1914-15 the average annual salary of the county high school principals was \$1363.00; the average salary of superintendents in cities of the first class was \$2720.00 and in cities of the second class \$1575.00 and in cities of the third class \$565. The average annual salary for all superintendents was \$1620.00. It will be observed that this is \$157.00 above the average annual salary of the county high school principal. It is reasonable to conclude that the efficient high school prin-

cipal will seek employment as city superintendent. The graphs at the close of this section will show the comparison of average salaries. Some wisely devised plan of unifying the salaries of the heads of the school systems would be a step in the right direction. This is not a suggestion for equal salaries for the heads of all schools regardless of the amount of administrative work but it is a plea for a standard of some kind where the salary is commensurate with the work required regardless of the name of the position.

It has been noticed that the length of tenure of teachers is an element of instability. Let the facts be ascertained with respect to the heads of the school systems of Kansas. The average tenure of the county high school principal is four years. That of the superintendent of the cities of the first class  $5\frac{1}{2}$  years; in cities of the second class 4 years and in cities of the third class two years. The average for all superintendents is 3.8 years. This is a very brief tenure. How can it be hoped that these superintendents can build up an efficient school system in this limited time? If we make a deduction of the unusually long terms of service from the total tenure of the county

high school principals, the average tenure for the county high school principal falls very low. After making the deduction for the three schools where the service of the principal has been unusually long we have an average of less than two years for the average tenure of the county high school principal. Now it is very plain that a stable school system can not be built up and maintained when the head of the institution is changed every two years. Perhaps the constant shift of principals in the county high school is due to the lower salary paid for this class of work as was pointed out in a previous paragraph.

Perhaps these schools have a very small enrollment when compared with the city high school. For the year 1914-15 the enrollment varied from ten in Haskell county to 475 in Montgomery County. The salary received for this work varied from \$769. in Stanton County to \$2700.00 in Montgomery County. The average enrollment for the county high schools for the year 1914-15 was 162. If we exclude three or four of the very small schools which we have lately established we will have an average of almost 200. None of the cities of the third class have enrollments equalling 200 and a large

number of the cities of the second class have smaller high schools. No collection of statistics of the enrollment of city high schools has been made that is available. It would be interesting to carry this comparison further but we are hampered on account of the inadequate statistics of the city high school.

Average Salary of County High School Principals  
Compared with the Average Salary of  
City Superintendents.

County High School Principals  
00000000000000000000000000000000

\$1,363.

Superintendents in Cities of the First Class \$2,720.

Superintendents in Cities of the Second Class \$1,576.  
00000000000000000000000000000000

Superintendents in Cities of the Third Class	\$565.
0000000000000000	

Scale 00000000000000000000000000

represents \$1,000.



Compared with the Average Tenure  
of Superintendents in  
City Schools.

County High School Principals

Superintendents in Cities of the First Class 5½ years.

Superintendents in Cities of the Second Class 4 years.

Superintendents in Cities of the Third Class 2 years.  
 00000000000000000000000000

Scale 000000000000 represents one

year of service.

Comparative Tenure of High School Principals in  
County High Schools.

Atchison 4 years.  
0000000000000000

Chase 2 years.  
0000000000

Cherokee 3 years.  
000000000000

Cheyenne                      3 years.  
000000000000

Clay                      7 years.

Crawford                      1 year.  
0000

Decatur 4 years.  
0000000000000000

Dickinson                      3 years.  
000000000000

Grant 2 years.  
00000000

Greeley                      2 years.  
00000000

Haskell	1 year.
<u>0000</u>	

Hodgeman 4 years.  
0000000000000000000000

Kiowa                      2 years.  
00000000

Labette 15 years.

Lane 6 years.

Montgomery 16 years.

Rawlins                      2 years.  
0000000

Rene 17 years.

Scott 3 years.  
0000000000

Sheridan            3 years.  
0000000000

Sherman            2 years.  
0000000

Stanton            1 year.  
0000

Sumner            5 years.  
000000000000000000

Thomas            1 year.  
0000

Trego            10 years.  
000000000000000000000000000000000000

Wichita            3 years.  
00000000000

Scale 0000 represents one year.

## V.

### What The High School Actually Does

In the effort to obtain information as to what the high school actually does it was necessary to send numerous letters of enquiry to all the high schools of the state. It was a very difficult task to obtain this information, for the reason that it is not kept in the ordinary records, and there is no law or condition requiring such information to be kept. One is then forced to trust to the generosity of the schoolmen for assistance. Many times a second request was sent. In answer to all enquiries fairly complete reports were received from 27 schools. These 27 schools will be taken as a basis of study for this chapter. It will be observed that the 27 schools are very well distributed over the state and may be taken as fairly representative. The following high schools sent in reports: Brookville, Brownell, Caney, Cedarvale, Cherokee County, Clay County, Coffeyville, Crawford County, Calena, Garnett, Great Bend, Hiawatha, Humbolt, Haskell County, Hodgeman County, Iola, Junction City, Kiowa County, LaHarpe, Lane County,

Leavenworth, McPherson, Osborne, Parsons, Russell, Thomas County and Wichita.

Before entering into a study of the subject, it will be of interest to notice some of the replies to the questions asked. None of these incomplete reports are used in making up graphs or drawing any of the conclusions. One school reports, "not sufficiently informed to answer reliably. Another large high school says, "No data," while another answers, "not enough time so late in the school year for such a far reaching survey." One answers, "cannot get information as it is not at my disposal." One reply reads, "this reached me during Xam week and I was unable to collect statistics from the full school. Sorry I was unable to assist you." Nothing farther was given in the last report referred to, not even the high school enrollment. One blank was returned without a word to indicate that the questions had ever been received by any one; had it not been for the return post mark one might have concluded that the letter did not go anywhere. By their answers the heads of some of the schools have said that they did not even know the enrollment of the high school. If they had answered it is very doubtful if the information could have been taken as very

satisfactory.

The following was the form of the blank sent out:-

High School enrollment,        boys\_\_\_\_\_ Girls\_\_\_\_\_

No. who have chosen vocations,    boys\_\_\_\_\_ girls\_\_\_\_\_

No. who are now taking work in High School preparatory  
for a vocation,        boys\_\_\_\_\_ girls\_\_\_\_\_

Influence which led pupils to make choice:-

- |                          |           |            |
|--------------------------|-----------|------------|
| 1. Natural tastes.       | boys_____ | girls_____ |
| 2. Parents,              | "_____    | "_____     |
| 3. Desire for money      | "_____    | "_____     |
| 4. Friends,              | "_____    | "_____     |
| 5. Love of knowledge     | "_____    | "_____     |
| 6. Teachers,             | "_____    | "_____     |
| 7. Books,                | "_____    | "_____     |
| 8. Desire for travel     | "_____    | "_____     |
| 9. Schoolmates,          | "_____    | "_____     |
| 10. Desire for easy life | "_____    | "_____     |
| 11. Desire for adventure | "_____    | "_____     |
| 12. Other influences,    | "_____    | "_____     |

Year in which choice was made\_\_\_\_\_

No. who have made no choice \_\_\_\_\_

No. earning wages during school year,    boys\_\_\_\_\_girls\_\_\_\_\_

Amount earned,        boys\_\_\_\_\_ girls\_\_\_\_\_

Amount earned,            boys \_\_\_\_\_ girls \_\_\_\_\_

No. having chosen vocation and reported in studies as

excellent            boys \_\_\_\_\_ girls \_\_\_\_\_

good                        "                "                "

fair                        "                "                "

poor                        "                "                "

No. not chosen vocations and reported in studies as

excellent            boys \_\_\_\_\_ girls \_\_\_\_\_

good                        "                "                "

fair                        "                "                "

poor                        "                "                "

The total enrollment of the 27 high schools reporting was 3,814 of which 1,522 are boys and 2,292 are girls. The classification of the 3,814 pupils for the school year of 1914-15 was as follows:-

First Year	boys 596	girls 835	total 1,431
Second year	" 395	" 615	" 1,010
Third year	" 393	" 491	" 784
Fourth year	" <u>239</u>	" <u>350</u>	" <u>589</u>
Totals	1,523	2,291	3,814



Of the number given above 777 boys and 1,318 girls were reported as having chosen occupations, This gives a total of 2,095 who had chosen an occupation during the attendance at the high school. It seems only fair to conclude that over 50% of our Kansas boys and girls choose an occupation before leaving the high school. In our investigation 55% chose their occupations before leaving the high school. There were reported 745 boys, and 974 girls, making a total of 1,719 who had not chosen an occupation.

In the following table is given the year in which the choice was made:-

First Year	boys 222	girls 393	total 615
Second year	" 162	" 217	" 379
Third year	" 117	" 138	" 255
Fourth year	" <u>69</u>	" <u>71</u>	" <u>140</u>
Totals	570	819	1389

From this we draw the general conclusion that the greater percentage of our boys and girls make a choice of an occupation during the first and second year of high school. In the investigation it is found that 43% of the first year students made their choice during the first year, and 37% of those enrolled in the second year

made a choice of occupation. In the third year the percent was 33 and in the last year of the high school less than 24%.

It would be a very profitable study to know what means the different high schools use in the preparation for an occupation. This data was not asked for in connection with the 27 high schools, but an investigation of this character was made concerning the county high schools. The report of the county high school investigation will be given in a later section.

Of the entire number of pupils in the 27 high schools marked excellent (90 to 100) in scholarship, over 50% had chosen a vocation, and of those marked good (80 to 90) in scholarship, over 60% had made a choice of occupation. Of those marked fair or poor (85 and below) in scholarship, less than 30% had chosen an occupation. This would seem to indicate that there is a large number in our schools that mean business and that there is a very large number that the high school fails to reach. Those who have selected no occupation appear to be drones. The high school seems to have a great problem just here in devising some plan whereby the large percent of fair

to poor students may be turned into some useful occupation.

Of those who had not chosen occupations, 10% were classified in the first year of high school, 63% in the second year, 95% in the third year, and 24% in the fourth year. This would seem to indicate that more than three fourths of the pupils graduating from the high school, had pretty clearly in mind the occupation they expected to pursue.

Among the influences which led pupils to make a choice natural tastes is given first with 1400 or practically all who had decided. From this it is reasonable to conclude that natural tastes is the great influence which determines the choice. This is, perhaps, as it should be. It is a lesson that the high school should offer work along the natural tastes of the pupils. Parents influenced 1209, desire for money influenced 1002, friends 679, love of knowledge 785, teachers 669, books 627, desire for travel 407, schoolmates 233, desire for adventure 207, and 177 thought the desire for an easy life was a factor in determining their occupation. From these figures it would appear that the things generally regarded worth while were the chief means in influencing

the pupil to come to a decision concerning his life work. Again, I take it that this is a strong indication of the pupil's desire to prepare himself that he may be serviceable.

An examination was made concerning the earnings of the pupils in the 27 schools in which the investigation was made. It was found that 786 boys and 298 girls were employed either on Saturdays or evenings or both in earning a portion of their expenses while attending high school. The 786 boys earned during the school year a total of \$54,919, or an average of almost \$70. The 298 girls earned \$9,675 during the school year or an average of \$32. The total number of pupils earning money during the school year 1914-15 was 1084, and the total amount earned was \$64,594. Those reported as not earning anything were, boys 736, and girls 1,994. This means that over 50% of the high school boys are paying all or a part of their own expenses while attending high school. It is also shown that less than 8% of the girls are earning while making their way through high school. The difference is very likely due to the fact that there is less that the girl can find to do. This opens a great question for our high schools.

Can the school take care of this labor? Can the school so reconstruct itself that this labor can be compensated and, at the same time, all the work done under the direction of the school? Can the school be made partially self-supporting? It might be possible for the school to enlarge its agricultural department or its department for teaching the trades.

Of the 27 high schools that sent in replies to the questions asked, 23 of them report the number of the class of 1914 attending college, the number engaged in business, those engaged in farming, the number remaining at home, those who taught the past year, the number working at some trade, and the number engaged in all other occupations. There were 45 boys and 14 girls who entered the freshman class of the State University in the autumn of 1914. From the classes of 1914 there were 14 boys and 11 girls that began work at the Agricultural College; two boys and five girls entered the State Normal School at Emporia; all the other colleges received 41 boys and 33 girls. From the 23 schools there were 169 that began work in some college; of this number 59 entered the State University; 25 the State Agricultural College; 7 the State Normal School at Emporia and

74 entered the other colleges. At the close of this section a tabulation is given showing at a glance the numbers and the schools they selected.

In securing a report on the numbers who entered the various occupations, I was enabled to secure reports from 24 of the 27 schools. The report on occupations included business, farming, teaching, following a trade, other occupations, and the number remaining at home. It was reported that 23 boys and nine girls had engaged in business, or a total of 32. Of the boys there were 9 and girls 2 who had concluded to do farm work, or a total of 11.

There were 7 boys and 60 girls remaining at home making a total of 67. Several began teaching. It was reported that 13 boys and 47 girls taught during the next school year. This makes a total of 60 who engaged in teaching. In the trades there were 13 boys and 6 girls, or a total of 19. In all other occupations it was reported that there were 30 boys and 74 girls, of a total of 104. It is very probable that several of these listed as in the other occupations should be listed as teaching. This is due to the blank sent out. There was no separate column given for those

teaching but most of the superintendents reported the number teaching in a separate column. Some of the superintendents did not give any as teaching but several as entering the other occupations. This shows one of the errors one is very apt to make in constructing a blank. To the unsophisticated the undertaking of a survey of the school is a difficult task.

The total number of graduates from these 24 schools was 500. Out of this number 169 entered college, 236 were engaged in some gainful occupation. This gives 47.2% of the number graduating. The number remaining at home was 67, or 13.2%. It is not possible to say just what because of the others. In some instances the report said that some had not decided what to do and in other cases no attempt was made to ascertain what the graduates intended to do. Some of the heads of the schools said in their report that they had made no enquiry as to the intentions of their pupils.





Those who had not Chosen a Vocation.

Totals for all Years.

Boys.	745.
.....	

Girls	974.
-------	------

Scale 1:1000 represents 100.

Earnings of High School Pupils While  
Attending High School.

Boys 786.



Girls 298.



Scale \$50 per cm.

Boys \$53,829.



Girls \$9,675.



Scale 3 cm. represents \$10,000.

Influences which led Pupils to  
make a Choice of Occupation.

Natural tastes 1,400.

Parents	1,209.
.....	

Desire for money	1.002.
.....	

[illegible][illegible][illegible]

Teachers	669.
: : : : :	:

<u>Desire for travel</u>	407.
::::::::::::	

Schoolmates 273.

Desire for adventure 207.  
: : : : : : : :

Desire for easy life      177.  
: : : : :

Scale 100 per cm.

# List of 27 High Schools

Classes of 1914.

Showing number of graduates entering different colleges.

School.	K.	U.		Agri.	S.	N.	S.	Others
Brookville	0	0		0	0	0	0	0
Brownell	0	0		0	0	0	0	0
Caney			*					
Cedarvale	2	6		1	0	0	0	1
Cherokee Co.	2	2		1	0	0	0	2
Clay Co.	4	0		3	3	0	0	7
Coffeyville	1	3		0	0	0	0	8
Crawford Co.	1	0		0	0	0	0	5
Galena	0	0		0	0	0	1	0
Garnett	2	0		0	0	0	0	2
Great Bend	0	0		2	0	0	0	0
Hiwatha	1	4		0	0	0	0	0
Humboldt	0	0		0	1	0	3	2
Haskell Co.			#					
Hodgeman Co.	0	0		1	1	0	0	0
Iola	4	0		2	1	0	1	4
Junction City	7	2		1	3	0	0	1
Kiowa Co.	3	0		1	0	1	0	0
LaHarpe	0	0		0	0	1	0	1
Leavenworth	9	1		0	0	0	0	3
McPherson	3	1		0	1	0	0	5
Osborne	2	1		0	0	0	0	6
Parsons			#					
Russell	1	0		2	0	0	0	1
Thomas Co.	2	0		0	1	0	0	0
Wichita Co.	1	0		0	0	0	0	0
Totals	45	14		14	11	2	5	41
Totals		59			25		7	74
Total								169
* "I can not answer"								
# No report.								
Boys and girls in separate columns.								

K. U. University of Kansas.  
 Agri. Kansas State Agricultural College.  
 S. N. S. State Normal School, Emporia.  
 Others, all other colleges.

# List of 27 High Schools.

Showing graduates that entered different occupations.

Schools	Bus.		Farm.		Home.	
	B	G	B	G	B	G
Brookville	0	0	0	0	0	0
Brownell	0	0	0	0	0	0
Caney	0	0	0	0	0	0
Cedaryale	0	0	0	0	0	1
Cherokee Co.	4	0	1	0	2	10
Clay Co.	2	0	0	0	0	4
Coffeyville	2	1	0	0	0	0
Crawford Co.	0	0	0	0	0	6
Galena	0	1	0	0	0	1
Great Bend	0	2	4	1	0	4
Hiwatha	0	0	0	1	0	0
Humboldt	3	0	2	0	0	1
Haskell Co. *						
Hodgeman Co.	0	0	0	0	0	0
Iola	5	2	0	0	0	2
Junction City	0	0	0	0	0	7
Kiowa Co.	0	0	0	0	0	2
LaHarpe	1	0	0	0	0	2
Lane Co.	0	0	0	0	0	0
Leavenworth	5	2	0	0	5	10
McPherson	1	1	0	0	0	3
Osborne	0	0	1	0	0	2
Parsons *						
Russell	0	0	1	0	0	0
Thomas Co.	0	0	1	0	0	3
Wichita Co.	0	0	0	0	0	0
Totals	23	9	9	2	7	60
Totals		32		11		67
Total						110

\*No report.

Bus., business.

Farm, working on farm.

Home, remaining at home.

# List of 27 High Schools.

Showing Graduates that Entered Different Occupations.

Schools	Teach		Trades		O. Oc.	
	B	G	B	G	B	G
Brookville	0	0	0	0	0	0
Brownell	0	0	0	0	0	0
Caney	0	0	0	0	0	0
Cedarvale	0	0	0	0	0	1
Cherokee County	0	0	2	0	3	18
Clay County	0	0	0	0	0	3
Coffeyville	0	0	5	6	7	2
Crawford County	0	0	2	0	4	15
Galena	5	6	0	0	0	0
Great Bend	0	0	0	0	2	12
Hiawatha	0	0	0	0	0	0
Humboldt	0	6	0	0	1	3
Haskell County *						
Hodgeman County	0	0	0	0	0	0
Iola	2	3	0	0	0	0
Junction City	0	7	0	0	2	6
Kiowa County	0	0	0	0	3	3
LaHarpe	0	5	0	0	0	0
Lane County	1	4	0	0	0	0
Leavenworth	0	0	0	0	1	3
McPherson	0	0	0	0	2	4
Osborne	3	7	1	0	3	1
Parsons *						
Russell	0	0	0	0	2	2
Thomas County	2	9	3	0	0	0
Wichita County	0	0	0	0	0	0
Totals	13	47	13	6	30	74
Totals		60		19		104
Total						183

\*No report.

Teach., teaching.

Trades, an occupation requiring some skill.

O. Oc., any other occupation not included in any of the above.

## VI.

### County High Schools.

Kansas has a total of twenty-seven county high schools. These schools were established either by special act of the legislature or by a general act authorising the establishment of a county high school in counties having a population of 6,000 or more. Later the law was made to extend to counties having a population less than 6,000. Under the first general statute that was passed it was impossible to establish county high schools in the western portion of the state, but when the law was made to apply to the less populous counties the western counties availed themselves of the provisions of the law. At present most of the county high schools are located in the western half of the state.

Where the school was established by a special act, the special law provides for the board of trustees of the county high school. In many of the counties having a population of less than 6,000, the school is under the control of the Board of County



Commissioners. Sometimes the County Superintendent is made ex-officio chairman of the board.

About twenty of the county high schools are located at the county seat and the others at some town near the center of the county. In counties where the school is not located at the county seat, there is usually some agitation in the county seat in regard to the question of double taxation for high schools. It is customary to bring the question of taxation up in some form before each legislature but no law has been passed giving the aggrieved city any "relief".

All county high schools admit pupils free from any part of the county provided the pupils are prepared to do high school work. The uniform requirement for admission is the passing successfully the county pupil's examination or the county teacher's examination. All but two or three are accredited at the State University and two of them hold membership in the North Central Association of Secondary Schools and Colleges.

The courses of study offered by these schools is very similar to those offered by the city high school. All the schools except in Grant and Stanton counties offer a course in Normal Training. All ex-

except those in the counties of Grant, Hodgeman, and Sheridan are doing some kind of work in Agriculture. Some of the larger schools have small tracts of land and are offering some work along the line of experimental agriculture. Domestic Science is taught in twenty-one of them but the teaching of this subject is yet in its infancy with the best of them. Fourteen of the county high schools have courses in Manual Training. Several schools offer short courses in Business. The general object of the county high school is to prepare for some occupation or for college. At the time of the establishment of them the argument was that the "country boy should have an equal opportunity with his city brother." With this idea in mind it is not difficult to see that the course of the study was fashioned after that of the city high school. The county high school idea has been expanded and now the schools are adding courses designed to prepare their students for living in the community in which the county high school is established. If these schools are to become the "peoples college" their courses must be further enriched by those courses which add to the community welfare. They should train the young people to

the home and not from it. They should exalt the rural life.

Nearly all the county high schools are fairly well housed and equipped. The libraries vary from 100 to 3000 volumes of working books. Most of the teachers are college graduates and all the principals, with very few exceptions, are either college or normal school graduates. All the instructors and administrators should be at least college graduates.

An inquiry was made to ascertain, as nearly as may be, what becomes of the finished product of these schools. To get this information it was necessary to send out inquiries to the different schools. The classes of 1914 were selected. It was hoped to be able to give a complete report of all the schools but a few of them failed to report. It becomes necessary to base our conclusions upon the report of the major part of them

Of the twenty-four schools reporting the class of 1914 numbered 538. Of this number 118 entered college last fall, and 299 entered some of the gainful occupations. 63 remained at home and the remainder were unaccounted for except to say that it was not then

known just what they would do.

An effort was made to ascertain the class of schools the 118 graduates selected. It was found that 34 boys and 8 girls entered the University; 16 boys and 9 girls attended the State Agricultural College and one boy and one girl entered the State Normal School at Emporia. Of the remainder who entered college, 27 boys and 22 girls entered other colleges. In all 42 entered the State University, 25 the State Agricultural College; two the Emporia State Normal School and 49 all other colleges and universities.

From the statistics just given it is observed that 22% of the classes of 1914 entered college. From this showing we conclude that the county high school is doing this portion of its work fairly well. Judging from the small number that entered the State Normal School, it follows that the county high school is doing its work quite well in preparing its pupils for teaching in the rural schools. The large number entering the State University and the State Agricultural College would indicate that many are desirous of completing some technical course. It can be said that the county high school succeeds in this sort of preparation.

The county high schools have a large number of their graduates entering directly into the various occupations. Of the class of 1914, twenty-five boys and five girls began careers in business. Five boys and one girl were reported as having taken up farm work for a livelihood. The number remaining at home was given as boys 9 and girls 54. About one half of the schools had pupils entering the teaching profession. In all 31 boys and 131 girls of the class of 1914 taught the following year. The returns give 36 boys and 61 girls entering other occupations. It is difficult to say just what these other occupations were. On account of the arrangement of the blank sent out it is presumed that many of them entered the occupation of teaching. No separate division was made for the subject of teaching and all who reported pupils as teaching did so on their own account. It would appear then that several reported those teaching as engaged in other occupations. Of those reported as attending college, two attended a business school, and one a dental college.

Those reported as working at some trade was surprisingly small. Only 13 boys and one girl were reported as employed in a trade. These fourteen came from

schools offering Manual Training courses. The schools that offered no course in manual training had no pupils that entered the trades. While the number is comparatively very small who entered the trades it can be said that the manual training course did prepare or stimulate them in this direction. It is better to have even fourteen pupils in the trades than to have them in the streets.

The next question considered was the teacher cost in the county high schools. This investigation was made during the school year and it was not possible to get the exact cost of the school for the entire year. It was known just as soon as the teachers were employed just what the teaching cost of operating the schools would be. The teaching cost in the various subjects was ascertained. It is to be regretted that no reports were received from Reno and Wichita counties. In making the conclusions concerning the cost it will be necessary to leave these two schools out of account and base our conclusions on the twenty-five reporting.

During the year 1914 the twenty-five schools enrolled 3,904, or an average of 162. Haskell county had the smallest enrollment, 10; and Montgomery the largest, 475. The teaching force varied from two in Haskell

county to 16 in Cherokee or an average of seven teachers for all county schools. The average number of pupils per teacher was 20. It is reasonable to suppose that these schools are not crowded, if we can draw any conclusions from the averages.

In the teacher-cost nothing is included except the cost of teaching, or, in other words, just the teachers' salaries. The total teacher-cost of the high schools was \$135,989, or an average of \$5,666 per school. The teacher cost per pupil ranges from \$32 in Clay county to \$144 in Haskell county. The average was \$49 per pupil. It will be observed that the cost is extremely high in Haskell county. The county school next below Haskell is Stanton with a cost of \$84 per pupil. Omitting these two extremely expensive schools the average falls to a little more than \$41 per pupil. The reason for the great cost in Haskell and Stanton counties is due to the very small enrollment. The enrollment in Haskell is 10 while in Stanton county it is 12.

The teaching cost by subject was next ascertained. It was found that this varied from \$25 in Dickinson county, for teaching music, to \$133 in Montgomery county for teaching Manual Training. Dickinson county school

is getting a very great bargain in its music teacher or the school is doing very inefficient work in its music department. None of Montgomery's county high school graduates entered any of the trades. This would appear that Montgomery county is paying high for such a small output. No information is at hand to indicate how long Montgomery county has been indulging in this luxury.

The teaching cost of English was from \$60 in Haskell county to \$100 in Chase and Norton counties, or an average of \$81 for all schools. The teaching cost of Mathematics was from \$65 in Hodgeman county to \$100 in Atchison and Norton counties. The average was \$83 for all county high schools. Language, other than English, cost \$72 in Cheyenne county to \$100 in Norton county with an average of \$83. The minimum cost of teaching science was \$75 in many of the counties and a maximum of \$100 in Crawford and Cherokee counties and an average of \$85 for all county high schools. Of the counties which had domestic science the teacher cost was from \$70 in Kiowa and Labette counties to \$100 in Norton county. The average teacher cost of domestic science was \$85. Nine schools offered



courses in manual training and the teaching cost of this subject varied from \$80 in four of the schools to \$133 in Montgomery county. The average was \$93. The highest teacher cost of the business course was in Atchison county, \$111, and the lowest in Scott county, \$50. The average was \$86. The normal training or the course in pedagogy cost for teaching \$65 in Hodgeman county to \$100 in Crawford and Dickinson counties. The average cost was \$84. There is a wide range in the teaching of agriculture, the difference being due to the manner in which the subject is handled. Some schools make the work merely a review of the work begun in the grades, some supplement the review, and a few do experimental work. The lowest teacher cost was \$65 in Lane county and the highest was \$100 in Dickinson and Crawford counties. The average was \$86 for all schools. The teaching cost of history was \$65 in Lane county and \$100 in Dickinson county, the average being \$65. Five of the county High Schools gave instructions in athletics. The instruction was the highest in Crawford county, \$75. and highest in Atchison county, \$105. The average for this kind of instruction was \$89. Twelve county high schools offer courses in music, but three of these charge fees.

The music instruction costs \$30 in Thomas county and \$95 in Clay and Cherokee counties. The average is \$67 including the schools that charge fees. The fees were \$30 in Atchison county, \$60 in Montgomery county and \$75 in Norton county. It will be seen that the average teacher cost for all subjects in the county high schools is slightly over \$85. It would be very interesting to compare the teaching cost in the county high schools with the cost of similar instruction in the city high schools. So far as I am able to ascertain no information of this kind has ever been collected from the city high school.

The entire teacher cost of the county high schools is at the minimum in Stanton county at \$765 and at a maximum in Montgomery county, \$14,535. This is a very great difference but the enrollment differs greatly. It will be borne in mind that Stanton county enrolls 12 while Montgomery county enrolls 475. The Montgomery county school is located at Independence and the entire Independence high school was thrown into the Montgomery county high school. In several other of the larger county high schools it will hold true that the large enrollment is due to the fact that the

county high school is located in a large town. The size of the county high school has a great influence upon the salaries of the teachers. Sixteen of the county high schools are located west of the middle line of the state. This part of the state is sparsely settled and this fact contributed toward the smaller and cheaper school.

The county high school seems particularly adapted to the needs of the sparsely settled community. Many of the towns in sparsely settled counties are small and the town is scarcely able to support a high school but with the aid of the county one central school can be maintained. In some respects the county high school resembles the high school of the consolidated district of the more thickly settled portions of the country.

If we adopt the plan of placing a county high school in each county we would greatly reduce the cost of secondary instruction. This would prevent duplication of high school work in the other small towns of the county. One strong central school well organized and administrated would add to the efficiency of high school instruction. In the more populous portions of

the state the county school could install a two year college course. A plan of this kind would relieve the university of much of its exasperating elementary work. It is rather questionable whether the young boy or girl should be sent to the university while yet so inexperienced in the affairs of life.

It is to be regretted that some of the county high schools are so expensive. It appears that if this school did not exist several counties would be without a high school of any kind. These schools are sure to improve as the country becomes settled.

As many of the county high schools are located in small towns it would appear that the trustees should buy sufficient amount of land while land is cheap. It would be a step in the right direction if such county high school could have a school farm for experimental purposes. In many sections of this state the county high school could be made self-supporting, or, nearly so. If the county high school is to prepare for living in an agricultural community the sooner it gets a tract of land and begins its mission the better. Let the county high school prepare for college but, at the same time, let it reach out in the direction of the

people. It is obviously absurd to have a school in an agricultural community to prepare for college as if the college bred man is best fitted for a rural life. The agricultural community should prepare its people for itself and not for the city.

Some of the results of the county high school will be observed more in detail. A particular school is chosen for the purpose. Selection is made of the Lane County High School, not because it is an average county high school, or in any sense a typical county high school. Indeed, it is below the average county high school in point of equipment, enrollment, and teacher cost. It is however assumed that its influence is proportional to the influence of the other county high schools. The chief reason for selecting the Lane County High School for an illustration is because of the familiarity of the author with this particular school.

The Lane County High School was organized in 1903 under an act of the general statutes authorizing counties with a population of less than 6000 to establish county high schools. It is the only high school in the county and is located at the county seat, Dighton, which is at the geographical center of the county.

The central location of the school makes it easy of access from the different parts of the county. The school is supported by the general county fund, there being no separate fund for its maintenance. It has no board of education or board of trustees but is directly under the control of the County Commissioners. The Board of County Commissioners employ and pay the teachers but all details of the school are in the hands of the principal.

The school offers two courses of study; one, the Normal Training, is intended to prepare young people for teaching in the rural schools, and the other, the College Preparatory, prepares pupils for admission to the College of Liberal Arts and Sciences of the State University. Pupils are admitted from all parts of the county provided they have passed the diploma examination held annually by the county superintendent, or by the presentation of a teacher's certificate. During the past year 57% of the enrollment was from the rural districts. All townships in the county have been represented in the high school and most of them every year. The growth of the school has been due to the increased enrollment from the rural districts. Six years ago the

enrollment from the rural districts formed but 10% of the entire enrollment. This distribution of the school spirit over the county is having an influence for good. Its students and graduates are in demand as teachers for the rural schools. The students of the school have taught in all the adjoining counties except one and this year this county is offering two members of the class of 1915, \$55 and \$60, to teach the coming year in the rural schools of the county.

The salaries paid the students of the school may be taken as an evidence of the usefulness of the school. None of its students have, in the last six years, taught for a less salary than \$45 per month and some of them reaching the salary of \$70 per month. The salaries of the students are from \$5 to \$20 per month more than others teaching in the county with the same experience. Five of the class of last year were employed at an aggregate salary of \$2020, teaching an average of seven months during the year. This is an average of \$404 per individual or an average salary of \$56 per month. All, with one exception, began as inexperienced teachers. Three of this class have signed contracts for next year at \$55 each per month for

seven months. The other three members of the class will distribute themselves between the State University and the State Agricultural College.

During the year 1914-15, 37% of all the teachers of Lane county were former students of the Lane County High School. These people earned in salaries the aggregate sum of \$5,912.50, or an average of almost \$400, or in terms of average monthly salary \$59 each per month.

For the past two or three years all the officers of the County Teacher's Association have been former county high school students. Graduates as well as former students are active in church work, Sunday schools, young people's societies, teacher's associations, and other social activities of the community. Many of them while teaching have taken active parts in the community welfare. Some have been helpful to the community in which they taught by promoting community gatherings of different kinds.

Since the school is new and small the members of its alumni are not numerous. But 48 have been graduated from the school and eight of these belong to the class of 1915. An effort was made to ascertain the business or occupation in which the 40 members of the alumni



are engaged. During the past year it was found that 15 taught school; five were in college; four were engaged in farming; four remaining at home; two were bookkeepers and stenographers and one a deaconess. Of the four remaining at home, one is an invalid. Of the former students who have not finished their high school course six taught outside of the county; two are postmasters and some could not be located. At the present time - July 1915 - three of the former students are attending Summer School at the State University and five are attending Summer School at the State Normal at Emporia. The Lane County High School is not regarded in any sense as exceptional in the results accomplished. Indeed, it is believed that the school is scarcely up to the average in these particulars. At the close of this section is given a comparison of the number of graduates and the number engaged in the different occupations. No exact figures can be given for those who have gone into different line of work before completing the high school course. Many of the letters could not be found.

If we base our conclusions upon the reports of the success of the students of the school it is safe to say that the Lane County High School is filling a

useful mission. The true method of measuring the value of a school is in the success of its product. Just here we experience a difficulty in deciding upon what constitutes progress and what is the actual measure of progress. In this paper no absolute standard of progress has been established neither has there been an attempt to estimate the exact value of the high school to the community. Many of these things are matters of opinion and the results require time to even judge of the effect. It seems to be the consensus of opinion that the Lane County High School has an uplifting influence at the seat of the school and into all parts of the country where its students chance to go. The former students not only stand for the betterment of society but are actively engaged in its improvement. When a school accomplishes this it appears that it is approaching, at least, the aim of education as outlined in the earlier section of this paper.

It is believed that the claims set up for the Lane County High School are not extravagant. An attempt has been made to underestimate rather than overestimate the influence of the school. There is reason to believe that many other county high schools have accomplished much more.

School.	Enrollment	No. Teachers.	pupils per Teacher	Term of service.	Annual Teacher Cost.	Annual Cost per Pupil.
1. Atchison	193	10	19	3	8,280	43
2. Chase	187	8	23	2	6,435	35
3. Cherokee	288	16	24	4	13,920	35
4. Cheyenne	55	4	24	3	3,170	58
5. Clay	310	12	24	3	9,857	32
6. Crawford	210	8	26	3	8,030	35
7. Decatur	235	9	33	3	7,650	33
8. Dickinson	250	13	20	2	10,640	43
9. Grant	21	2	10	2	1,575	75
10. Greeley	33	3	11	2	2,340	71
11. Haskell	10	2	5	1	1,440	144
12. Hodgeman	59	3	20	3	2,502	42
13. Kiowa	110	5	22	1	4,130	38
14. Labette	172	8	22	6	6,465	38
15. Lane	65	3	21	6	2,215	34
16. Montgomery	475	16	30	6	14,535	34
17. Norton	218	10	28	2	7,485	36
18. Rawlins	120	5	20	2	4,990	42
19. Reno *						
20. Scott	68	4	17	2	3,835	56
21. Sheridan	95	4	24		3,315	35
22. Sherman	83	6	14	3	5,085	61
23. Stanton	12	1	12	1	765	84
24. Sumner	400 #					
25. Thomas	135	6	27	3	4,500	33
26. Trego #		5		3	4,830	
27. Wichita *						
Average	162	7	20	2	5,666	49
Totals	3904				135,989	

School	Teacher Cost by Subjects.											
	English	Mathematics	Language	Science	Dom. Sci.	Man. Tr.	Business	Pedagogy	Agriculture	History	Athletics	Music
Atchison	92	100	95	95	90	90	111	75	90	95	105	30
Chase	100	85	80	90	85	90	90	95	90	95		95
Cherokee	90	90	95	100	90	90	90	90	90	90		95
Cheyenne	80	75	72	80					70	70		
Clay	80	83	87	90	75	80	85	90	90	75		75
Crawford	80	85	80	100	80	100	75	100	100	100	75	80
Decatur	85	80	82	95	85	80	80	80	75	90		
Dickinson	90	80	80	80	80	90	110	100	100	100		25
Grant	75	75	75							75		
Greeley	85	80	85	75	85		80			75		
Haskell	60	80	80	80				80				
Hodgeman	78	65	75					65		75		
Kiowa	80	90	80	80	70	80	75	80	90	80	90	
Labette	85	80	90	90	70		75	80	90	80		80
Lane	70	70	70	70				75	65	65		
Montgomery	80	80	80	90	75	133	90	80	80	90		60
Norton	100	100	100	95	100		90	80	80	80		75
Rawlins	75	90	80	90	85		80	75	75	85		
Reno #												
Scott	75	75	75	85	90	80	50	75				
Sheridan	75	75	85	75				75	75	80		
Sherman	75	90	80	80	75		90	90	80	80		75
Stanton	85	85		85			85			86		
Sumner #												
Thomas	80	85	82	75	80		85	85	85	80		30
Trego	80	80	80	85	85			90	95	80	85	85
Wichita #												

\* Fees.

# No report.

# County High Schools

Classes of 1914.

Showing the number entering different colleges.

School	K. U.		Agri.		S. N. S.		Others	
	B	G	B	G	B	G	B	G
Atchison *								
Chase	4	0	3	3	0	0	2	0
Cherokee	2	2	1	0	0	0	2	0
Cheyenne	0	0	0	0	0	0	1	0
Clay	4	0	3	3	0	0	1	7
Crawford	1	0	0	0	0	0	5	0
Decatur *								
Dickinson	1	1	0	0	0	0	1	0
Grant	0	0	0	0	0	0	0	0
Greeley	0	0	0	0	0	0	0	0
Haskell #								
Hodgeman	0	0	1	1	0	0	0	0
Kiowa	3	0	1	0	1	0	0	0
Labette	0	0	0	0	0	1	0	0
Lane	1	0	1	0	0	0	0	0
Montgomery	4	2	0	0	0	0	3	0
Norton	1	0	3	0	0	0	3	0
Rawlins	0	0	0	0	0	0	1	0
Reno	4	1	0	0	0	0	2	4
Scott	0	0	0	0	0	0	1	1
Sheridan	2	0	0	0	0	0	1	0
Sherman	0	0	0	0	0	0	0	0
Sumner	1	1	0	1	0	0	2	3
Thomas	2	0	0	1	0	0	1	0
Trego	3	1	3	0	0	0	2	0
Wichita	1	0	0	0	0	0	0	0
Totals	34	8	16	9	1	1	27	22
Totals		42		25		2		49
Total								118

\*North Central Association Colleges and Secondary Schools.

#No report.

K. U. University of Kansas.

Agri. State Agricultural College.

S. N. S. State Normal School, Emporia.

Others, all other colleges.

# County High Schools

## Classes of 1914.

Showing numbers reported as having engaged in business, farm work, remaining at home, teaching, trades, and all other occupations.

School	Bus.		Farm		Home.	
	B	G	B	G	B	G
Atchison *						
Chase	1	0	0	0	0	4
Cherokee	4	0	1	0	2	10
Cheyenne	1	5	1	0	0	5
Clay	2	0	0	0	0	4
Crawford	0	0	0	0	0	6
Decatur *						
Dickinson	1	0	1	0	0	7
Grant	0	0	0	0	1	0
Greeley	0	0	0	0	0	1
Haskell #						
Hodgeman	0	0	0	0	0	0
Kiowa	0	0	0	0	0	2
Labette	3	0	4	0	0	3
Lane	0	0	0	0	0	0
Montgomery	8	0	0	0	0	0
Norton	0	0	2	1	2	1
Rawlins	1	0	1	0	0	0
Reno	1	0	0	0	0	3
Scott	1	0	4	0	0	0
Sherman	1	0	0	0	0	1
Sheridan	0	0	1	0	0	0
Stanton #						
Sumner	0	0	1	0	4	4
Thomas	0	0	0	0	0	3
Wichita	0	0	0	0	0	0
Totals	25	5	15	1	9	54
<del>Totals</del>		30	17			63
Total						110

\*North Central Association Colleges and Secondary Schools.

#No report.

School	Teach.		O. Oc.		Trade.	
	B	G	B	G	B	G
Atchison *						
Chase	0	0	0	3	0	0
Cherokee	0	0	3	18	2	0
Cheyenne	1	5	0	0	0	0
Clay	0	0	0	3	0	0
Crawford	0	0	4	15	2	0
Decatur *						
Dickinson	6	2	1	0	0	0
Grant	0	0	0	0	0	0
Greeley	0	0	3	2	0	0
Haskell #						
Hodgeman	0	0	0	1	0	0
Kiowa	0	0	3	3	0	0
Labette	0	0	6	16	0	0
Lane	1	4	0	0	0	0
Montgomery	1	12	0	0	0	0
Norton	2	15	0	0	3	1
Rawlins	0	0	15	0	0	0
Ren.	0	10	0	0	0	0
Scott	8	3	0	0	0	0
Sherman	0	8	0	0	3	0
Sheridan	0	0	1	0	0	0
Stanton #						
Sumner	6	19	0	0	3	0
Thomas	2	9	0	0	0	0
Wichita	0	3	0	0	0	0
Totals	31	100	36	61	13	1
Totals		131		97		14
Total						242

\*North Central Colleges and Secondary Schools.

#No report.

# County High Schools.

Showing high schools that have courses in Manual Training, Domestic Science, Agriculture, and Normal Training.

School	M.T.	Agr	D.S	N.T
Atchison	X	X	X	X
Chase	X	X	X	X
Cherokee	X	X	X	X
Cheyenne		X		X
Clay	X	X	X	X
Crawford	X	X	X	X
Decatur	X	X	X	X
Dickinson	X	X	X	X
Grant				
Greeley	X	X	X	X
Haskell	X	X	X	X
Hodgeman				X
Kiowa	X	X	X	X
Labette	X	X	X	X
Lane		X		X
Montgomery	X	X	X	X
Norton	X	X	X	X
Rawlins		X	X	X
Reno	X	X	X	X
Scott	X	X	X	X
Sheridan				X
Sherman		X	X	X
Stanton		X		
Sumner	X	X	X	X
Thomas		X	X	X
Trego		X	X	X
Wichita				
Totals	14	23	19	24

May 1915.



Comparative Enrollment  
County High Schools.

Atchison 192.  
////

Chase 187.  
////

Cherokee 388.  
////////////////////////////////////

Cheyenne 55.  
////

Clay 310.  
////////////////////////////////////

Crawford 210.  
////

Decatur 235.  
////////////////////////////////////

Dickinson 250.  
////////////////////////////////////

Grant 21.  
//

Greeley 33.  
///

Haskell 10.  
7

Hodgeman 59.  
////

Kiowa 110.  
////////


Labette 172.  
//////////


Lane 65.  
////


Montgomery 475.  
////////////////////////////////////


Norton 218.  
//////////

Rawlins 120.  
////////

Scott 68.  


Sheridan 95.  


Sherman 83.  


Stanton 12.  


Sumner 400.  


Thomas 135.  


No report from Trego and Wichita counties on enrollment.

Scale  represents 100.

Atchison	\$1.700.
.....	

Chase	\$1.700.
.....	

Cherokee	\$1,500.
.....	

Cheyenne	\$1,100.
.....	

Clay	\$1,600.
.....	

Crawford	\$1.500.
.....	

Decatur	\$1.400.
.....	

Dickinson	\$1.800.
-----------	----------



Scott \$900.

.....

Sheridan \$1,200.

.....

Sherman \$1,400.

.....

Stanton \$765.

.....

Sumner \$1,800.

.....

Thomas \$1,260.

.....

Trego \$1,680.

.....

Wichita \$900.

.....

Scale

.....

represents \$1,000.

Comparative Annual Teacher Cost  
County High Schools.

Atchison	\$8.280.
.....	

Chase	\$6,435.
.....	
.....	

Cherokee	\$13,920.
----------	-----------

Cheyenne	\$3,170.
: : : : : : : : : : : :	

Clay	\$9,857.
.....	
.....	

Crawford	\$6.030.
: : : : : : : : : : : :	:

[illegible]

Dickinson	\$10,640.
-----------	-----------

<u>Grant</u>	\$1,575.
<u>.....</u>	

<u>Greeley</u>	\$2,340.
<u>.....</u>	

<u>Haskell</u>	\$1,440.
<u>.....</u>	

<u>Hodgeman</u>	\$2,502.
<u>.....</u>	

<u>Kiowa</u>	\$4,130.
<u>.....</u>	

<u>Labette</u>	\$6,465.
<u>.....</u>	

<u>Lane</u>	\$2,215.
<u>.....</u>	

<u>Montgomery</u>	\$14,535.
<u>.....</u>	

<u>Norton</u>	\$7,485.
<u>.....</u>	



Rawlins 4,990.

Scott	\$3,835.
.....	

Sheridan	\$3,315.
.....	

[illegible]

Stanton \$765.  
:::

Thomas 4,500.

Trego	\$4,830.
.....	
.....	

Scale 1 cm. represents \$1,000.

Comparative Annual Cost per Pupil  
County High Schools.

Atchison \$43.  
: : : : : : : : :

Chase \$35.  
: : : : : : : : :

Cherokee \$35.  
: : : : : : : : :

Cheyenne \$58.  
: : : : : : : : :

Clay \$32.  
: : : : : : : : :

Crawford \$35.  
: : : : : : : : :

Decatur \$33.  
: : : : : : : : :

Dickinson \$43.  
: : : : : : : : :



Scott \$56.  
 ::::::::::::::

Sheridan \$35  
 ::::::::::

Sherman \$61.  
 ::::::::::::::

Stanton \$84.  
 ::::::::::::::

Thomas \$33.  
 &::::::::

Scale 1 mm. represents one dollar.

Average Teaching Cost per Subject  
County High Schools.

English \$81.

Mathematics	\$83.
-------------	-------

Language \$82.

Science \$85.

Domestic Science \$82.

Manuel Training \$93.

Business	\$85.
.....	

Pedagogy	\$84
----------	------

Agriculture	\$86.
.....	

History	\$85.
.....	

Athletics \$89.

Music	\$67.
.....	

Scale ::::: represents \$10.

Occupations of the Members of the Alumni  
Lane County High School.

Teaching            15.

Housewives 5.  
1111111111111111

In College 5.  
1111111111111111

Farmers 4.  
IIIIIIIIIIIIIIII

In Business. 4.  
11111111111111

At Home 4.  
11111111111111

Bookkeepers and Stenographers 2.  
111111

Deaconess 1.  
111

One student represented by 111 .

## VII.

### Conclusion.

In the first section of this monograph the school was shown to be traditional, conservative and the state's leading agent in the instruction of the young. It was also pointed out that the child of today has no short course or royal road to the acquisition of the experiences of the race. A large part of this work which was formerly done by the church or the family is now assumed by the school. In taking over many duties which were the work of the home has given the school many perplexing problems.

In section one it was shown that the school is a department of the state and not a department of the church. The school has a special work to do. The high school, as a division, of the educational system stands midway between the elementary school next below it and the university or finishing school just above it. That is to say, the high school is the "connecting link" in the system. In the first section it was noted that new problems are constantly pressing for solution and the high school gets its full share of these problems.



Our education is becoming one of service and not so much an education for adornment. The healthy atmosphere of usefulness extends to the high school.

It has been the aim of this monograph to set up an absolute standard whereby one can measure the results of the high school as one would measure a yard or a pound. Indeed, no mechanical measure can be used to measure mental progress. It was found necessary, however, to determine the aim in education, and, in a general way, reach certain conclusions concerning the results of the high schools. The foundation of all education should be grounded in ethics. Just how this moral education was to be given was left unsettled for the reason that no schools were found that were attempting to give any distinct work along this line. The schools may be criticised for not giving some kind of ethical instruction. Unless the moral principle obtains in our system of education, we have a system that is not meeting adequately the needs of our civilization. If we neglect the ethical aim in education we are in danger of turning out an expensive and useless by-product. It is this by-product that fills out institutions of correction and punishment. It is the belief of the

writer that if good moral principles are inculcated into the life of the young at the right time and in the right way we shall have less of the useless and expensive by-product of society. If the individual is given the correct perspective of life he is better prepared to turn his life into channels which make for the betterment of mankind. If our pupils go out from our schools with a good moral foundation the welfare of society is reasonably safe in their hands. The standard may be too high but it seems to be the correct one. Have our schools measured up to this standard? We cannot say that they have, indeed, we have no perfect social fabric. The school can be no more nearly perfect than society itself. The writer made no attempt to make a moral survey of the high schools but enough has been intimated to justify the conclusion that the schools are neglecting this important function. By way of illustration, we can say that there were no children sent from the Lane County High School to either of the industrial institutions of the state during the past six years. But two boys and no girls have been before the juvenile court during the same period of time. Neither of these boys had any connection with the high school.

The school takes some credit to itself for the healthy moral tone of the community.

In section III an effort was made to maintain the proposition that the high school should be more democratic in its course of study and in its manner of teaching. It was pointed out that the present government of the high school is very arbitrary and recommendations were made as to how the school could be made more democratic and thus have a greater socializing force. The socializing forces should be allowed to make a beginning in the school-room. Some of the methods and grade of work required of the pupils was adversely criticised but it was not criticised without offering suggestions for improvement.

Instability is the teaching force and in the organization of our high schools was found to be alarming. Insecurity in school faculties is a serious question since it impairs the efficiency of the system. In section IV. the causes for instability in the high school corps of teachers were found to be numerous. The heads of the county high schools were shown by the investigation to be the most insecure of all; their terms of continuous in the same school was shown to be less than that

of heads of any other class of schools in the state of Kansas.

In the effort to explain what the high school actually does, no attempt was made to exhaust the subject. The plan was to show what became of the greater part of those who were graduated from the high schools. From this study we learn that the period of the high school age is preeminently the one of decision. This was attested by the fact that the greater portion of the high school pupils made a choice of an occupation before completing the high school course. It must be remembered that the high school stands midway between the time of the acquisition of primary ideas and the period of carrying them over into actual practice. At this period youth is looking forward and anticipating the "battle of life".

At the high school age the young will question very seriously the advisability of arming himself with the weapons of antiquity to begin the battle of life. Right well might he raise this question for he is facing the future the future - not the past. In section V. of the investigation it was ascertained that the young people of our high schools did not have superfluous

ial reasons for making the selection. It is a very healthy condition to find the greater part of them trying to find the place in society where they are best naturally and educationally qualified to serve.

During the high school little or no vocational guidance is given the pupil. This is a hint to some of the reformers that they can show the necessity for assisting the high school pupil in making the selection of an occupation. At present the subject seems to be shamefully neglected in our high schools. We turn our finished product out upon society very much as we turn our cubs out to graze.

The teaching of high school English was adversely criticised in section V. Attention was called to the senseless assignment of requiring pupils to write "four hundred words on "What I see in George Eliot's Face." It is very difficult to see just what object a teacher can have in requiring such a thing to be done. What is the value to pupil or teacher? The pupils are to write an essay simply by looking at the picture of the authoress. Will the pupil become better acquainted with society, the authoress, or himself? Can he take a lively interest in the subject? With what there is in real life

that he can connect his subject? Such teaching of English drives boys from the English classes. Let us see what can be done in suggesting themes for the high school folk. The subjects must be such as will enlist the pupils attention and interest him. He must have something to tell and feel that it is worth telling. On the other hand, the teacher must have a well defined object in the assignment. The teacher should remember that aimless teaching is of no value even in the teaching of English. Suppose the teacher wants to draw out the pupil's interest and suggest a line of reading, then the topic, "My favorite Books" should be assigned. "My Experiences in Earning Money" will bring out the pupil's idea concerning work. The teacher can get the pupil's idea of happiness if the topic, "My Happiest Day" is assigned. If the teacher wants to determine the pupil's qualities and desirabilities let him assign the subject "Am I a Leader of a Follower?" "The Part I Should take in the High School" will show the attitude toward society, social activities, special interests etc. The point of contention is that no topics should be assigned as subjects of themes which have no object or value. Each theme topic should have an object that the teacher can justify. Better still, to

have the subjects connected with actual persons or things.

The high school pupil rarely, if ever, takes himself into conscious consideration when he selects an occupation. As a rule he comes to a decision by observing that some one else has done well in a particular occupation and therefore he will do well. The vocation is an abstract thing with him; he fails to do the concrete thinking; he fails to use his imagination as a headlight.

The investigation of both county and city high schools shows that many of the heads of the high schools were unable to tell what the pupils were going to do after graduating. The process reminds one of setting a day for a baby to walk and taking the baby to the appointed place and telling it to walk. Schoolmasters complain about the great "jump" from the grades to the high school but say nothing about the extremely uncertain jump from their high school into society itself.

In sections V. and VI. the question of expense was investigated. The question of expense did not extend to all phases of school work but merely to the teacher cost of instruction. The investigation was made early in the year which was too early for the

entire cost for that year to be known. Again, all our data was for the school year 1913-14 so that the figures would be comparable. It is to be regretted that no statistics of teacher cost in the city high schools were available. It is beleived, however, that the county high school will show a lower teacher cost than will the city schools. Perhaps it is not fair to make a comparison of the teacher cost of the county high schools with the teacher cost of the State University. The University is a very much more extensive and intensive in its work. The county high schools with an enrollment of 3,904 and a graduating class of 538 cost for instruction \$135,989. This is an average of \$49 per pupil on the basis of enrollment and a cost of \$252 per pupil on the basis of the graduating class of 1914. During the same period the State University enrolled 2,635, and had a graduating class of 528. The cost of instruction was \$384,000. Computing the average on the basis of enrollment gives \$145 per student and computing on the basis of the graduating class of 1914 gives an average of over \$730. It would appear that some of the lower grade work done by the



State University could be done more economically by the county high schools. Elsewhere was advocated the idea of extending the County high school course two more years in the more populous counties. The question of expense coupled with one of sending the youth so far from home seems to be sufficient reason for extending the high school course.

In sections five and six it was noted that a large number of the high school graduating classes immediately engaged in teaching. The law providing for Normal training in the high schools of the state has been beneficial to the schools of all grades.. Directly it has increased the number of rural teachers who have a high school education, together with a minimum of professional training. The law has assisted in emphasizing the fact that there should be better preparation for teaching. As an indirect influence of the law it may be stated indirectly it has been given many high school students a motive for continuing in school and has dignified and enriched the high school course.

No teacher should be allowed to teach the normal training work unless he understands rural conditions and is in hearty sympathy with its possibilities

and problems. The Normal training work should be dignified by giving it the same time and importance as any other study that is required in the third or fourth year of high school course. The work should never be allowed to degenerate into a "fifth" study", and taken merely to fill in the time.

For emphasis I want to repeat the idea that our high school education should strive gradually to emancipate each pupil from external restraint and render him self-directing - intellectually, morally, and physically stable, alert, vigorous, and active. High school education should insist upon discipline that is wise, kindly and firm. The high school discipline should insist on progressive conformaty of conduct to insight, including habits of steady application and reasonable achievement.

It is the belief of the author that the high school should make an effort to prepare the pupil to make the best use of his leisure as well as his working time. Satisfactory diversions and good recreative habits are important for both the pupil and society.

The school has been found to be pregnant with shortcomings. At times we are much perplexed with the

situation but there is a vast field for improvement. Some times one is tempted to suggest an overthrow of the entire school system and to build anew. Sometimes an attempt to remedy the evils in the system reminds us of the situation that confronted our forefathers when they attempted to amend the Articles of Confederation. The country outgrew the fundamental law of the land and at present it seems as if the demands of society have increased faster than the schools have been able to meet the demand for the new order of things.

The findings in the investigation can be summed up under a few important heads: first, the county high schools afford the cheapest secondary education; second, the short tenure of the county high school principal tends toward inefficiency in the school; third, as yet the courses in manual training are not very satisfactory when we examine the results, little connection could be found between the manual training courses and pupils who afterward engaged in a trade; fourth, a lack of vocational guidance in all high schools was noticeable; fifth, the normal training course seems to be successful in increasing efficiency of the rural schools and adding to the enrollment of the high school; sixth,

there was found to be little practical work in agriculture and almost no experimentation in agricultural subjects; seventh, that the duties and responsibilities of the high school are increasing; eighth, a lack of ethical instruction.

During our discussion we are impressed with the magnitude and importance of the work of the high school. It is difficult to define the work of the school and the term teacher. We can find no better definition of teacher and school than the idea contained in the little excerpt from Prof. Davis' book on vocational guidance. He tells the story of the artist to whom he likens the teacher. In the illustration the pupil is likened to the pliable clay. He says, "An artist was sitting in his studio, his eyes fixed in steadfast gaze upon a vision which raised before him. It was a form of rare beauty - a form more beautiful than his eyes had ever before held - a conception so wonderful in its loveliness as to transport his whole being. His frame thrilled with ecstasy as he continued to gaze upon it, and then came to him an overwhelming desire to grasp that form and make it live forever. He seized a lump of clay and while his fingers were yet trembling,

with frenzy of his inspiration, he began to mold. He pressed in here, and he pressed out there. He gave a firm touch here, and a tender touch there. Day after day he molded on. When the clay hardened he moistened it and molded again. And by and by there grew up in his hands a form so beautiful that the world heard of it and came and looked upon him and his work and said to him, "Well done."

After a day of toil and worry a teacher sat alone at twilight, her eyes fixed in steadfast gaze upon a vision that had risen before her. It was the most beautiful, the rarest, the most charming form that had ever blessed her eyes. As she looked she recognized the face of "Him who was the fairest among ten thousand and altogether lovely." Her whole being was filled with the blessed vision. Her heart yearned toward Him. She threw herself at his feet and gave herself heart and soul and mind to Him. And when she arose there came into her heart an irresistable desire to mold some life like unto Him. And she took into her hand a lump of living clay - a little child - and trembling with the frenzy of the vision she began to mold. Day after day she taught and trained the little mind and the little

heart, pressed in here, and pressed out there; firmly here, tenderly there. When the child began to grow hard her love and sympathy softened him and she molded on. By and by there grew up from her hand a strong, symmetrical man. The world heard not of what she had done, and came not; but the fame of her workmanship reached the court of heaven, and one day the Lord came down and looked upon the work of her hands and he said to her, "Well done."