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LEGAL PROVISIONS
FOR
RURAL HIGH SCHOOLS

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LEGAL PROVISIONS FOR RURAL HIGH SCHOOLS

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INTRODUCTION

The development of secondary education in this country since the beginning of the present century has been truly remarkable. For example, in 1900 our total public high-school enrollment was 519,251; in 1920 no less than 1,857,155 pupils were enrolled—an increase of 257 per cent in 20 years. Between 1916, the year before the United States entered the war, and 1922, the latest postwar year for which statistics are available, high-school enrollment increased from 1,456,061 to 2,229,417. Here a gain of 53 per cent is shown for only a six-year period. If we view the case from a somewhat different angle, we shall see growth in an equally interesting phase. In 1900 only 3.3 per cent of the aggregate enrollment in the elementary and high-school grades was in high school; in 1920 the corresponding percentage was 10.2. This greatly increased proportion of secondary pupils came about in spite of a marked development of the elementary school and of a wide extension of compulsory attendance laws, which for the most part applied to children of elementary school age.

A comparison of high-school laws in force in 1900 with those of the present time may strike the reader less forcefully than the figures given above, but should add weight to his impression of recent great development. An examination of laws in force in 1900 discloses the fact that more than one-fourth of the States at that time had no laws whatever that provided for setting up high-school corporations in rural communities or that authorized existing school districts to organize high schools, except as secondary grades might in some cases be imposed on the lower grades in the same school. In Alabama, for example, the cities could have high schools, but such schooling of this grade as the country boy or girl received had to be in the same school with the elementary grades where it happened to be imposed on the latter, unless he or she went away to board in town or at a secondary agricultural school, of which schools there was only one in each congressional district. The general school laws of Georgia made no mention of high schools, but this grade of instruction was

usually provided in the towns and cities. In Kentucky no rural high-school education was required or authorized by law, except as it might be offered as part of a system of graded common schools. In Texas a condition similar to that in Kentucky obtained.

Facts no less impressive than those above may be found by a study of the development of the public high school in some of the States whose school systems are generally thought of as among the more advanced. It was as late as 1891, for example, that Massachusetts established by law the principle that free high-school tuition should be the legal right of every qualified child, and not until 1895 did the State begin to reimburse towns for tuition fees paid by them. Pennsylvania passed in 1895 its first effective law providing for rural high schools and allowing State subvention for schools of that grade. Illinois had township high schools in 1900, but its law providing for "community high schools," a kind of school now widely known, was not passed until several years later. In Kansas the so-called "Barnes high-school law," under which that State has seen its most marked high-school development, was not passed until 1905. California had no State high-school tax prior to 1902, in which year a constitutional amendment was adopted authorizing the legislature to provide a tax for the benefit of schools of secondary grade. On the basis of data collected about 1907-8, Edwin R. Snyder reported only 16 States which made legal provision for the payment by the home district of tuition fees of pupils attending high schools in districts other than those of their residence.¹

In contrast with these facts, we now find legal provisions for the establishment and maintenance of schools of secondary grade in the rural communities of every State in the Union; some States have three or four, and even a half dozen, ways of providing high-school accommodations for the youth of their rural territory. In 44 of the States are found provisions for the payment of tuition fees of pupils attending in districts other than those where they live; and in at least two of the four States not making such a provision there is probably little need for a nonresident tuition law. Further discussion of the extension of laws providing for secondary education need not be introduced here. It should suffice briefly to point out that the spread of high-school legislation has hardly fallen short of keeping pace with the material growth of the high school itself.

SOME CAUSES OF RECENT HIGH-SCHOOL GROWTH

Different persons will give different reasons for the great growth of the high school during the past quarter of a century and likewise will differ as to the relative weights of any number of reasons that

¹ Snyder, Edwin R. The legal status of rural high schools in the United States.

may be given by others, but there should be substantial agreement as to the principal forces that have been in operation. A few possible reasons are suggested below, no weight being attached to the order in which they are presented.

1. The work of the Committee of Ten and influences of a similar nature. At its July meeting in 1892, the National Education Association appointed a committee on secondary school studies which was known as the Committee of Ten and whose report was submitted and published in 1893. Of this report Dr. W. T. Harris, formerly United States Commissioner of Education, wrote:

The recommendations of this report will draw the attention of great numbers of teachers to the question of educational values, and this will lead to a better understanding of what the pupil should study to gain the most from his work in school. In this respect I consider this the most important educational document ever published in this country.

Though concerned primarily with internal organization and curriculum arrangement, the work of the committee had a much wider effect than a mere internal one. It undoubtedly helped the high school to find its proper place in our public school system. It was one of the forces which in the latter part of the nineteenth century, and in some sections of the country in the earlier years of the present century, set the high school as an integral and necessary part of the public school system.

Another of the more potent of these forces was the United States Bureau of Education. From the beginning of his long term as Commissioner of Education, Dr. Harris emphasized the importance of the secondary school and its place in the school system. The policies and work of the bureau were affected accordingly.

2. The growing complexity of our social and economic life has imposed new and wider demands upon the schools. To meet these demands it has been necessary to extend the school curricula in several directions, and this extension has in turn drawn more boys and girls into the high-school courses. Vocational education, as that term is now generally understood, received little attention prior to the appointment of the Massachusetts Commission on Industrial Education in 1906, and "technical high schools" and "business high schools" were found only here and there in the closing years of the last century. But curriculum extension took directions other than through organizing new types of schools, for the traditional high school underwent great expansion within its own organization. Vocational and semivocational courses came in and took their places beside the older classical and Latin-scientific. These changes in the secondary school curricula could not do otherwise than draw additional boys and girls up into the secondary grades.

3. A third probable cause of our recent great high-school development is an economic one. We now have a wider basis of prosperity in this country than we formerly had. Otherwise expressed, there is now a larger proportion of parents who are able to send their children on to the high school after the work of the lower grades is done. The family income has grown larger, and the family budget can now be met in more cases than formerly without the earnings of the youth of the household. This increase of capital and possible surplus in the American home has given additional boys and girls opportunity to go on to the high school.

4. The higher development of the elementary school as brought about by increased interest and support and by the extension of compulsory attendance laws has appreciably aided the high school. Here we have an influence working upward from the elementary grades. When it is remembered that in 1900 there were 16 States which had no compulsory attendance laws, that all States now have laws of this kind, and many of them have made their requirements much stronger than formerly, the effect of compulsory education must be obvious. In many States attendance is required up to such age that enrollment in high school becomes compulsory for many children, at least for the earlier secondary grades, but even where this is not true, the law is carrying more children than formerly through the elementary grades and thus bringing them to the door of the high school, with nothing to bar their entrance. Very naturally the result has been an increase of those entering upon high-school study.

5. A possible fifth cause of recent high-school growth may be thought of as coming down from the college and university. Possibly the college's influence here has not been very great, but in all probability the vast influx of young men and women into our institutions of higher learning, in some cases sending up the enrollment several hundred per cent, has likewise inclined many youth of high-school age. True, the pupil completing the work of the elementary school may be yet too young to have a definite college ambition, but once in the high school, he may soon conceive the idea of going to college, and this will operate to keep him at his college preparatory studies. Closely related to the point here made is the fact that many professions are now closed to those without a high-school education, and the number of these professions would seem to be increasing. A boy completing the elementary grades may by that time begin to think that he would like to be a physician, for example, but he soon learns that he must at least be graduated from a high school before he can enter a medical college. The call of the medical school is therefore first a call to the high school.

PURPOSE OF THIS STUDY

To this point we have concerned ourselves with the remarkable growth in comparatively recent years of the public high school as a part of our school system. This growth should not be other than gratifying. But has the administration of rural high-school education reached a reasonably high state of development? Has the most efficient unit for rural high-school management and control—county, township, common school district, separate high-school corporation—been found and adopted? Is the present division of our public-school course into eight elementary and four secondary grades the most suited for rural communities? Are high schools most equitably and economically supported? What part should the county have in the administration and support of secondary education? What of so-called State aid for high schools? These are some of the questions on which a study of existing legal provisions should shed considerable light. It is not hoped that the last word may be said in this study, but as an analysis of the laws is undertaken and their provisions examined in some detail, perhaps a better understanding of ways and means of further improvement may be reached.

By high school, as used in this study, is meant what is generally understood by the term, namely, the four-year school which continues public-school education beyond the traditional eight elementary grades. This is the school here most in mind, but laws relating to junior high schools are noted for the 19 States which have given statutory recognition to the six-three-three plan or some modification of it; and in one or two cases where acts providing for junior colleges are applicable to rural communities, these are also noted. Vocational courses receive only such attention as seems necessary in a treatment of secondary education in general; and special courses, such as teacher training, are likewise treated. The former would more properly belong in a study of vocational education, and the latter in a treatment of the training and qualifications of teachers.

The material presented in this bulletin was compiled from the pamphlets of school laws published by State departments of education and from the published acts of State legislatures. In the table found on pages 24-52 the effort is to give the framework of laws which relate to school corporations authorized to establish and maintain schools of secondary grade. The laws in this category usually take one of two general forms; that is, either an existing school corporation, as county, township, or district, is authorized to maintain a high school, or an entirely new corporation is formed for high-school purposes. This study is designed to treat only the external organization and general administration of secondary education; little or no attention is given to internal organization and

curriculum arrangement. What kind of school corporation may establish a high school; the nature of the board or body having administrative control; what kinds or classes of high schools may be established; what means of support are provided in the law—these are the main facts sought to be shown. It is thought that to show these elements of organization and administration will give a fair idea of the extent to which high-school provision has gone in this country, as well as of important tendencies and aims in present-day high-school development. Primarily the study seeks to determine, in so far as practicable in a legal study, whether the rural boy and girl are adequately provided with high-school opportunity.

In a second part of the legal provisions outlined in this bulletin are presented summaries of laws relating to the payment of tuition fees for high-school pupils attending elsewhere than in their home districts. These laws present ways, other than the creation of school corporations or the adaptation of existing ones, in which secondary education may be provided for rural children. They establish means by which a school district having no high school of its own may send its qualified pupils to the high schools of other corporations and pay tuition fees for them or have these fees paid from some other source. This is in a sense a supplementary method of providing high-school education; a more fundamental plan would include all rural territory in some kind of school corporation authorized and required to offer instruction of secondary grade.

A phase of high-school provision of which no treatment is attempted in this study is the issuance of bonds and incurring indebtedness for the purpose of providing the school plant. It is thought that the space which would be required for any adequate treatment of bonds would better be devoted to general administrative and maintenance problems. Generally speaking, ordinary school corporations which may establish high schools may issue bonds for high as well as for elementary school buildings; corporations formed for high-school purposes have bonding powers similar to those of elementary-school districts; and counties may usually finance secondary school buildings as they finance elementary buildings, where the latter are under county administration. Here reference may be made to the sections headed "Local bonds and indebtedness" in the Bureau of Education's series of digests of State school legislation.²

² Bulletin, 1915, No. 47, Digest of State laws relating to public education, in force January 1, 1915, and Bulletins, 1918, No. 23; 1920, No. 30; and 1922, No. 20, which constitute a series of supplements to the bulletin of 1915.

EXISTING HIGH-SCHOOL LAWS

An early impression which one gets from an examination of the laws of the various States relating to high schools is that the ways of providing schools of this grade are rather numerous. The more important plans for establishing and conducting high schools may be indicated in a general way by naming the several units used or especially created for secondary school purposes. These are (1) common-school districts authorized to add one or more secondary grades; (2) independent school districts, usually coextensive with or including an incorporated town or city; (3) consolidated school districts which may superimpose high-school work; (4) townships; (5) high-school districts established without necessarily following common-school district or township boundary lines; (6) "union high-school districts" whose boundary lines follow the outside limits of component common-school districts or townships; and (7) counties.

(1) The common-school district may offer instruction of the higher grades in most of the States, but its comparatively low property valuation and consequent inability to maintain a high school operates as a serious limitation of high-school development by means of this unit. In several States a common-school district is not permitted to introduce secondary subjects until the work of its elementary school has been brought up to a prescribed standard. For example, it may be required first to maintain at least eight months of approved elementary-school work.

(2) The independent school district is usually able to maintain grades above the elementary, but, as we have seen, this is a unit which generally includes a town or city. There is much territory out in the open country, in some cases many miles from an incorporated municipality. The high schools of independent districts by no means reach out to all children in rural sections.

(3) Consolidated school districts may add high-school grades in about two-thirds of the States. This is a form of rural high-school provision that is undoubtedly growing in favor and in turn is proving a potent influence toward effecting consolidations of elementary schools. Where a number of common-school districts are combined in one and a central graded school established, it is comparatively easy to superimpose one or more high-school grades. The law of Minnesota will serve as an example. In that State two or more school districts may be consolidated by majority vote of the electors voting at a meeting called by the county superintendent of schools, the meeting being composed of the electors of all the districts proposed to be consolidated. The resultant consolidated district may include high-school instruction organized either as a junior high school

comprising the seventh, eighth, and ninth grades or as a "high-school department" comprising two or more of the usual secondary grades. High-school pupils, as well as elementary, may be provided with transportation; and State money is received for approved high-school work as well as for various other activities for which that State provides subventions or aid.

(4) By reference to the tabular digest of laws it will be seen that in as many as 13 States the township is made the unit, or one of the possible units, for the establishment and maintenance of high schools. Generally speaking, these are the New England States and those outside of New England which have the township unit of local school administration. Where there is sufficient density of population and adequate property valuation for the support of both elementary and secondary grades, the township should prove a suitable school corporation for high-school purposes. Rhode Island has a notable high-school law of this class. In that State the law in substance is that every town (township) must maintain a high school or make provision for the free attendance of its qualified children at some high school or academy approved by the State board of education. State subvention is allowed on the basis of average attendance, and towns paying tuition fees according to law receive State funds on the same basis, and to the same extent as if they maintained their own secondary schools. By this simple and direct means, Rhode Island in 1921-22 had in its high schools 11 per cent of its aggregate public-school enrollment.

HIGH-SCHOOL DISTRICTS

(5) Passing now from the school district created primarily for elementary-school purposes but which may introduce the secondary grades, we come to another kind of school corporation, one whose main purpose is to provide secondary education. This is commonly called a "high-school district," but often with a distinguished prefix such as the word "union" or "rural." These may be considered as coming within one of two general classes: (a) Those formed without regard to common district boundary lines, and (b) those embracing whole common-school districts and having as their boundary lines the external limits of the component smaller units. An example of the former class is the "community high-school district" of Illinois. Section 89a of the School Law of Illinois, as amended by act of 1923, reads as follows:

A community high-school district may be established in the manner following, in any territory,

1. Which is compact and contiguous;
2. Which either comprises a community center or includes within its limits a community center;
3. The limits of which do not extend more than one-half the distance approximately between the community center of the proposed district and another

community center, or beyond a natural boundary between the community center in the proposed district and another community center;

4. In which there will be a probable attendance of 75 or more students who have graduated from an elementary school and who have not graduated from a high school; and

5. Which does not include any territory which at the time maintains, or is part of a district which maintains, a high school.

A community high-school district in Illinois is formed by majority vote of the legal voters of the proposed district after certain preliminary proceedings are had. On petition of 5 per cent of the voters, a hearing is first held by the circuit court, and if the court finds that the proposed district conforms to the provisions of section 89a and is otherwise suitable for the purpose, the county superintendent is directed to call an election to decide the question of forming the district. Once formed, the district may provide instruction in all high-school grades and may by vote of the electors levy a tax as high as 3 per cent of the assessed valuation for maintenance and 1 per cent for building purposes. Other States which provide by law for the formation of high-school districts without regard to common-school district boundary lines are Kansas, Maine, South Dakota, and Wisconsin.

(6) "Union high-school district" is a term generally applied to a union of two or more entire common-school districts which unite for high-school purposes. It serves secondary education as the consolidated district serves elementary; in fact, both are "consolidations," the one for the purpose of maintaining a high school and the other to make possible a better organized and graded school of elementary rank. Many of the States have laws providing for union high schools. The California law is one under which that State has seen a marked development of secondary schools in rural communities. Under its provisions a union high-school district may be formed by majority vote of the qualified electors of the proposed corporation voting at an election called by the county superintendent of schools. Two or more contiguous school districts having an average daily attendance of 100 or more in the elementary grades may form the union. A board of five members is elected from the high-school district at large. The school is supported by a district tax which can not exceed $7\frac{1}{2}$ mills, a county tax sufficient to raise at least \$60 per pupil of average attendance, and a State apportionment of \$30 per pupil in attendance. It may be noted here that in California the secondary school is largely supported by State and county funds.

THE COUNTY AND THE HIGH SCHOOL

(7) County concern with secondary education would seem to be on the ascent. But it should not be understood from this general statement that all forms of county participation in high-school provision

are growing in favor. On the contrary, as we shall see later, at least one way in which this larger unit has heretofore provided for high schools is probably on the decline.

In general, the States which provide for especial county effort in the field of secondary education may be divided into three groups, as follows: (a) Those in which a single "county high school" is provided for in each county or in each of a certain specified class or classes of counties; (b) those in which the county is definitely or in effect made the administrative unit for secondary education, with power to establish and maintain a reasonable number of high schools; (c) those on whose counties is placed the responsibility of providing aid or subventions of high-school education under certain conditions. This grouping is not intended to take any account of the ordinary functions of the county, such as the apportionment of school funds. New Jersey, for example, does not belong in either of these groups, although that State's county superintendents apportion funds to districts for the part payment of high-school teachers' salaries.

Several States provide for county high schools of the one school in a county type, or they may be considered as belonging in this group, although in some cases two schools are maintained, since their laws were designed primarily to provide for a single county high school, and in any event the plan is not a county-wide plan for placing high-school facilities within convenient distance of every child. The high school of this type is found in about one-fourth of the States. Alabama is prominent in this group. Of the 67 counties in that State, 61 were reported as having "county high schools" in the school year 1922-23. The school is administered by the county board of education, subject to the general oversight of the State board. No special county tax is provided, but the county board of education or the county commissioners may appropriate money for the maintenance of the school. A State subvention of \$3,000 annually is provided for, and an additional \$1,500 is made available if the county appropriates an equal amount.

The county high school of the one school type shows no strong tendency toward wider extension. In several of the States which provide for it the provision applies only to the smaller or less populous counties or is evidently intended only for counties of that class. An Arizona law, for example, is applicable to a county having no other high school in it. In Nebraska a county high school must be established in a county not having in it an accredited 12-grade high school. Oklahoma provides for a county high school only in a county having fewer than 2,000 persons of school age. It seems clear that in these States the high school of the type here in question is thought of principally, if not altogether, as a means of providing secondary education in sparsely settled territory. For territory of this kind, it

may serve a useful purpose, since under any arrangement a large proportion of youth will probably have to go away from home for their schooling beyond the elementary grades; but for more densely populated areas, other means of high-school provision should be found more feasible. Iowa has only one high school of this type and shows no sign of increasing the number. West Virginia has established only five county high schools. Legislation of 1923 in Kansas was designed to do away with the county high school in favor of the "community" plan.

It is not intended here unduly to disparage the county high school, for conceivably it may be made an important part of a county's system of secondary education. For example, it may offer a wider range of courses than other high schools; it may be organized to offer vocational courses or to serve as a "cosmopolitan" high school. Again, as the movement for the junior college gains momentum, this will probably extend itself to rural territory, and it may be found practicable to superimpose on the county high school one or two years of college work.

Our second group of States which place on their counties important responsibilities in respect to high schools is, generally speaking, the group of so-called county-unit States. These are Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, New Mexico, North Carolina, Tennessee, Utah, and Virginia. In all of these States, with the exception of New Mexico, the county board of education may generally provide for a system of rural high schools, and this may be done in accordance with a county-wide plan with all parts of the county served and with no part left in "nonhigh school" territory. Some further discussion of the county in its relation to high-school education will be introduced later. Here it must suffice to point out that the county-unit States usually have in their county systems the administrative machinery for providing secondary as well as elementary education. But here as elsewhere adequate means of support are necessary.

Several States in which there are placed on the counties certain responsibilities, other than direct administration and maintenance, in respect to high-school education are principally in the West. One class of these provides for the levy of a tax in all "nonhigh school" territory of a county for the payment of tuition fees of pupils residing in such territory and attending high school elsewhere. Illinois, Kansas, Oregon, and Washington are States of this group. Another group provides for partial county support of high schools organized and maintained by smaller units within the county. High-school maintenance will be noticed in later paragraphs.

BOARDS OF CONTROL

It would seem unnecessary to introduce here an extended discussion of boards vested with the administrative control of high schools. The essential element of local school administration appears to be present in most, if not quite all, laws providing for high-school administration. This element is that the administrative board should be clothed with powers ample for the purpose which the State has in creating it; at the same time it should be subject to such oversight of State agencies as is necessary to maintain the standards of efficiency and economy which the State may prescribe.

High schools maintained by school corporations created for elementary school purposes are universally under the administrative control of the same board that controls the elementary grades. This is as it should be, for it is desirable that control of the local public-school system be unified as far as practicable.

Districts created for high-school purposes, being separate school corporations, must necessarily have their own administrative boards. Whether the high-school district be of what may be called the *union* type or the *community* type, the prevailing number of members on the board is five. Other forms which high-school district boards take are those made up of all the trustees of the component common-school districts and those composed of only a portion of these trustees, as, for example, the chairmen of the trustees of the several uniting common-school districts.

Where high schools are administered by county agencies, there are in general two kinds of boards of control. In the county-unit States the county board of education has control of secondary education as well as of that of elementary grade, except that in Mississippi the agricultural high school is under a special county board and the North Carolina farm-life school likewise has its own administrative body. In other States which provide for direct county participation in high-school control, as where "county high schools" are provided for, there is usually a separate board vested with the administration of the county's activities in secondary education.

HIGH-SCHOOL MAINTENANCE

As regards the ways and means of raising funds and providing for maintenance, there is no essential difference between elementary and secondary schools. The local community unit, the State, and in many States the county, each has a part in the maintenance of high schools, as in the case of the elementary grades. A percentage analysis of school revenue receipts for all public schools in the country as a whole for the school year 1921-22 shows the following: From local community units, 73.1 per cent; from State, 16.5 per cent; from counties, 10.4 per cent. It is very probable that funds for the

maintenance of high schools would be found derived in about the same proportions, if financial statistics for high schools were segregated from those for the elementary grades. Otherwise expressed, the local unit is bearing the main portion of the burden, the State is contributing less generously than it might, and the county is trailing perhaps culpably in the rear.

Local community taxation for school purposes is provided for by law in all States except Maryland; in that State there is no smaller unit of taxation for school purposes than the county. Tennessee and Utah provide for no local district taxes in territory subject to the county board of education—that is, in territory outside of independent city and town districts, which are permitted to tax themselves. With the exception of these three States, local school taxation is universally provided for, and where a common-school district is permitted to offer high-school instruction, this may usually be maintained by means of the ordinary district tax. However, in some States the elementary-school district, on introducing the secondary grades, is permitted either to lay a special high-school levy or to increase the maximum levy formerly allowed for the elementary grades only.

Wherever a separate corporation for high-school purposes is created, it is necessary to provide it with means of supporting its school, and this is usually done by authorizing the levy of a mill tax on the property of the high-school district. There are 22 States which provide for the formation of separate high-school corporations and make these corporations distinct taxing units for high-school purposes. In a few other States the high-school district is a distinct unit on the administrative side, but support of the school is provided by means of contributions from the ordinary funds of the component elementary districts. These contributions are in some cases required to be made in proportion to the assessed valuation of the respective districts, and in other cases are based on the proportion of pupils from each cooperating district. Limitations of tax levies are provided by law for high-school districts in similar way to the limiting of elementary-district levies, but maxima for high-school districts are in some cases lower than those for the common schools.

STATE CONTRIBUTION

In general, State contribution to high-school maintenance may be thought of as taking one of two forms: (1) Ordinary apportionment of State school funds, and (2) so-called "State aid."

Ordinary apportionment can be noticed only briefly here. Where State funds are apportioned on some bases, it is evident that there is no stimulation to high-school effort. This is true, for example, of the census of educable children as a basis of apportionment. On

the other hand, there are bases which have a salutary effect on the development of high schools. New York, for example, has a plan under which "teachers' quotas" are paid from State funds; and an additional \$200, called an "academic quota," is allowed for each year of academic work up to and including the fourth year of the high school. The State of Washington apportions funds to counties on the basis of aggregate days of attendance; and for purposes of apportionment, attendance at high school is counted as one and one-half times the number of days actually attended.

More definite State contribution to maintenance, commonly referred to as "State aid," appears in the laws in many forms. These are too numerous and involve too many of the principles of school administration and support to admit of exhaustive or very extended discussion of each form here. Only an outline of the plans of most frequent occurrence can be given.

Several States provide State funds for high schools and distribute these according to a plan that may be called a "flat rate." Alabama, for example, allows a flat sum of \$3,000 annually to each of its county high schools without regard to the number of pupils in attendance or the number of teachers employed. True, certain requirements must be met, but the essential principle of the plan is that each school receives a certain specified amount. Michigan has a similar plan of State subvention of its rural agricultural schools. These are of the nature of consolidated schools, but the district may maintain all of the 12 public-school grades. State subvention may amount to as much as \$400 for transportation and a flat \$1,000 a year to each school. Further examples are unnecessary. The principle of State contribution under this plan is that a certain amount is allowed for each high school.

Another plan of contribution, which has been adopted by about 10 States, is that under which high schools receive State funds according to their class or number of years of high-school instruction maintained. A State may, for example, designate four-year high schools as first class, three-year schools as second class, and two-year schools as third class, and allow State funds accordingly. In such a scheme of subvention, the school of higher class generally receives the larger share. Maryland makes such a grouping of its secondary schools and allows funds to each school according to the group in which it belongs. A four-year school receives more than a three-year school, and in turn, a three-year school more than one of two years. A similar plan is provided in West Virginia and North Dakota. Reference has already been made to the "academic quota" of \$200 for each year of high-school instruction maintained by a district in New York State.

Some other bases of State contribution which are found in several laws are the teacher basis and the attendance basis. Massachusetts has a plan of aid for its smaller towns, whereby such a town receives \$250 for the high-school principal and a like amount for each full-time teacher, but not to exceed \$1,250 in the aggregate. A town to which this law is applicable is one having fewer than 500 families and comparatively low assessed valuation. The attendance basis in one form or another is found in several States. Montana uses aggregate attendance as one of its bases of high-school-fund distribution, and Vermont uses average attendance in relation to assessed valuation. Utah levies a State high-school tax not to exceed one-fifth mill, the proceeds of which are apportioned to high schools in proportion to the number of pupils in attendance for at least 20 weeks in the school year.

Subvention of special activities and special branches of instruction in high schools deserves notice. Vocational subjects, particularly agriculture, are especially subsidized in a number of States, and this general statement takes no account of funds received from the Federal Government under the terms of the vocational education act, popularly known as the "Smith-Hughes Act." Georgia's secondary agricultural schools, of which there is one in each congressional district, North Carolina's "farm life schools," Michigan's "rural agricultural schools," Mississippi's "agricultural high schools," and vocational departments of high schools in Wisconsin, Kansas, Arizona, and some other States, all are examples of the special types of instruction here thought of, and all receive special State funds provided for them. This is sometimes referred to by writers as State encouragement of special effort in education.

COUNTY CONTRIBUTION

We have just examined briefly the parts which the local school corporation and the State have in the maintenance of high schools. There remains the county's part. County taxes for public-school purposes, elementary and secondary, are provided for by law in 27 States. Those not having such a tax are the 10 States of the most northeastern part of the country; West Virginia, Arkansas, and Texas of the southern group; Indiana, Illinois, and Michigan of the north central group; and Minnesota, Missouri, Kansas, Nebraska, and South Dakota of the States farther west. In the 27 States where the general county school tax is levied, the proceeds are usually available for the support of high schools, as well as of those of elementary grade. This is true by reason of the fact that the high schools either share with elementary grades the benefits of the ordinary apportionments of county funds or, as in the county-unit States,

receive from the county funds amounts specifically set aside for or applied to high-school purposes.

It has been seen that in Illinois, Kansas, Oregon, and Washington a special tax of the nature of a county tax but levied only in "nonhigh school" territory is provided for the payment of the tuition fees of high-school pupils living in territory of this character and attending school elsewhere. This may be regarded as a form of county participation in the maintenance of secondary education. A form not hitherto mentioned in connection with maintenance is found in Kansas, Nebraska, South Dakota, and West Virginia. These four States make no provision for a general county school tax, but provide for a levy to support a county high school in case such a school is established. Summing up our facts adduced to this point, we find that 32 States provide for some sort of county participation in the financial maintenance of secondary education.

One other phase of the county's part in high-school maintenance should be noticed. In a few States there is a form of direct county participation in the support of high schools not administered by the county. This differs from ordinary county maintenance of high schools, as under the county unit of school administration, in that under this plan the smaller corporations organize and conduct the schools and receive funds from the county. It also differs from the plan of maintaining what are called county high schools as well as that of levying a tax in "nonhigh school" territory for the purpose of paying the tuition fees of pupils living in such territory. Reference has already been made to the "Barnes high schools" of Kansas. These are high schools of districts or other local school corporations for which a county high-school tax is levied. California provides for county participation in high-school support; for in that State approximately \$60 per unit of secondary school attendance must be raised by the county. A Montana county having no county high school may levy not exceeding 3 mills, and this is distributed to approved high schools, two-thirds on the basis of teaching positions and one-third on aggregate attendance reported. In Nevada a county tax is levied for the benefit of district high schools, and the district must comply with certain requirements, including the admission of nonresident pupils, in order to receive county funds thus made available. All States of this group, except Kansas, levy county taxes for the benefit of elementary schools.

TUITION, TRANSFERS, TRANSPORTATION

There would now seem to be in practically all States ample statutory provision for the establishment of public high schools; in fact, more law of this kind than is necessary seems to be on the statute books of some States. In almost every State any community of suitable size

and population for such purpose, which finds itself able and willing to support a high school, may turn to the law and obtain there the desired legal sanction. But there appears to be a want of proper provision for support, or perhaps the laws are in some cases difficult to comply with and carry out. Whatever the difficulty, there is much territory in this country that is without adequate high-school accommodation, and in consequence there are many children to whom schools of secondary grade are not readily accessible. Just now we are in a period when it is sought to meet this problem in many of the States by means of the transfer of pupils of high-school grade from territory not maintaining a high school to high-school territory and the payment of tuition fees to the creditor corporation.

By reference to the summaries of laws given on pages 53-60 of this bulletin, it will be seen that 44 of the States make provision for transfers as here indicated, and in nearly all of these cases the payment of tuition fees is required or authorized. The four States for which no laws have been found on this subject are Maryland, Tennessee, Arkansas, and Utah. The absence of a provision for the payment of high-school tuition fees in Maryland is probably due to the existence there of the county unit of school administration. In that State the whole county, including any city, is in effect a single school corporation, and the county board is empowered to establish and maintain schools in its discretion. There would therefore seem to be no need for a tuition law, except possibly for a few pupils who may attend high school in counties other than those of their residence. A similar condition obtains in Utah, since there are only four independent city districts in that State. Tennessee also has the county unit, but there is a considerable number of independent town and city school districts in Tennessee.

Only brief discussion of plans of tuition payment can be introduced here. A first general division may be made between States which require and those which merely authorize payment for nonresident tuition. There are 30 of the former and seem to be about 14 of the latter, but the laws of some of the States which merely authorize payment for tuition are not very definite.

The Connecticut law will illustrate the plan of legally required tuition payment. That State requires any town or incorporated school district not maintaining a high school to pay the tuition fee of any child residing in such a corporation and attending a high school designated by the school committee of the town where the child resides and approved by the State board of education or attending an approved academy. The North Carolina law is of the permissive type. That State authorizes but does not require the county board of education to pay the tuition fees of children residing in the

county and attending school in "any local tax, special charter, or special school taxing district."

Laws relating to nonresident tuition usually provide some maximum limit that may be charged by the creditor corporation. This sometimes takes the form of a flat specified amount, as, for example, \$2 per week or \$60 per year for each pupil, or it may be expressed in a unit of cost, as the average cost per pupil in the high school of the district where the fee accrues.

State contribution is made for the payment of tuition fees in 12 States. This is sometimes a specified proportion of the amount paid, or it may be a flat rate named in the law, as, for example, \$25 per pupil. The law of Connecticut, for example, provides that every town having an assessed valuation of less than \$4,000,000 shall be entitled to receive from the State an amount equal to two-thirds of the sum actually paid by the town for high-school tuition fees, but not to exceed \$50 per pupil attending from the town. The New Jersey law directs the county superintendents of schools, in apportioning State funds to the school districts of their respective counties, to allow \$25 for each "pupil who shall have attended a high school or high-school department in a district other than that in which he resides, and for whom a tuition fee shall be paid by the board of education." In this State such nonresident tuition fees are paid as may be agreed upon by the school boards concerned, and in case of disagreement the State board of education may fix the rate to be paid.

An Illinois law provides for a "nonhigh-school district," which is composed of all territory of a county not included in a high-school district or a township or school district maintaining an approved secondary school. In this nonhigh-school territory a tax of not to exceed two-thirds of 1 per cent must be levied to pay the tuition fees of eighth-grade graduates living in the territory and attending high school elsewhere. Kansas, Oregon, and Washington have similar provisions.

TRANSPORTATION

In many cases the payment of tuition fees of high-school pupils attending in districts other than their own does not entirely meet the need, for the pupil may live at such distance from the nearest high school or the nearest school suited to his attainment that he must either have means of conveyance or go away from home and board. Out of this condition has arisen the problem of transportation of "nonresident pupils." About 10 States now authorize or permit the pupil's home district to pay for his transportation, and a few States positively require such payment, at least under certain conditions. The Massachusetts law belongs in the latter group. As a primary requirement every town in Massachusetts which has over

500 families must maintain a high school. Any town of less than 500 families must either maintain such a school or provide for secondary instruction by means of tuition payment and transportation, when necessary, of its qualified pupils. The State gives aid toward the payment of transportation costs to towns of comparatively low assessed valuation. For this purpose towns are in effect divided into three classes. Those of very low valuation are reimbursed by the State for the entire sum paid for transportation, a town of the next higher class receives three-fourths of the sum paid, and the next higher one-half. With the approval of the State department of education, the town may pay toward the board of a pupil in lieu of transportation. The law places a limit on the amount per day which the State will pay for each pupil transported or boarded.

GENERAL SUMMARY

In general there are in this country three classes of local administrative units which are authorized to establish and maintain schools of secondary grade. These are (1) the corporation (school district or township) created primarily for elementary school purposes, (2) the corporation created for secondary school purposes, and (3) the county. Under proper conditions any one of these may prove feasible.

But the ordinary school district in a rural community is seldom suitable for the maintenance of a high school. Its weakness is seen in several aspects. In the first place, only here and there does a common-school district have financial ability to support an elementary school of the right kind and to carry in addition the burden of supporting the four years of high-school instruction. Too often a rural district is found unable to provide the right kind and grade of elementary school. Its building, its teacher, its length of term and attendance record are all below standard. To expect a district of this class successfully to maintain the high-school grades would be unreasonable. Another phase of its weakness is the insufficient number of children of high-school age and attainment to make the right kind of high school. The principal argument for the consolidated school is that the disbandment of several one-room schools and the maintenance of a centralized graded school instead brings together sufficient pupils to permit more efficient organization and instruction. If the one-room or two-room district is unsuited for the best work in elementary education, little valid claim can be made for it as a unit for the maintenance of the secondary grades.

There remains, however, a rural school corporation organized primarily for elementary instruction which may successfully maintain secondary school work. This is the consolidated school district. Usually where such a district is large enough, it may not only include sufficient taxable property to support both elementary and secondary

grades but may also bring together a sufficient number of high-school pupils to justify the undertaking of their instruction. But the consolidated school district has been comparatively slow in developing. In some States it has made poor progress. Probably it will show most healthy growth when a greater number of States make the county the unit of local school administration and authorize county boards of education to rearrange district boundary lines and provide for larger attendance areas. The county is a good unit for the creation of the consolidated district, or similar corporation under another name, which is the only class of rural elementary district really capable of undertaking high-school education.

The school corporation created primarily for high-school purposes has been described in previous paragraphs. There remains to point out some of its limitations and possible strong points. One of the latter is that the usual high-school district is large enough to be able to maintain a high school and to assemble a sufficient number of secondary pupils to provide for appropriate classification and instruction. On the other hand, the high-school district, whether of the "union" or the "community" type, can hardly meet all requirements of a well-rounded public school system. Two criticisms that would seem valid are, first, that it lacks the element of equalized educational opportunity unless a large proportion of the support is assumed by the State and county, and second, that in many cases it leaves considerable parts of counties outside of any unit offering high-school instruction and therefore in nonhigh-school territory.

It is now a generally accepted principle that substantial equality of opportunity in education should obtain. The most effective means of bringing this about is a proper distribution of the burden of school support among the three units—State, county, and local community. Manifestly there are sections of many a county which are less populous, less fertile of soil, and otherwise less capable of maintaining a high school than other sections. Under such conditions some communities may have flourishing high schools, others small and puny makeshifts, while still others must go without altogether. This condition is by no means ideal, and yet this may be found in many counties where it is permitted to organize a high-school district without regard to the needs of other communities in the county. Equality of opportunity does not obtain.

The disadvantages of plans under which some territory is left outside of any corporation authorized to maintain a high school have already been noticed. It is sufficient to say here that such a condition arises under forms of the district system of school provision. Where the elementary school district or the high-school district is depended upon, there will in all probability be left parts of the county to constitute nonhigh-school territory.

THE COUNTY AS A UNIT FOR HIGH-SCHOOL PURPOSES

The ordinary rural elementary school district is in most cases unsuited to high-school effort, and the plan of organizing and maintaining separate high-school corporations presents defects which would seem vital, unless perhaps these may be cured by generous State and county administration.

The third unit which may establish and maintain schools of secondary grade is the county. This unit is too large for high-school purposes if the plan is that a single school serve its entire area; but this plan need not prevail. A large city has its eastern, central, and western high school, or perhaps a northside and southside school, and similar arrangement can be made in case of a county functioning as a single school corporation. Exclusive of counties in a few States all or a part of which are sparsely settled, the typical county in this country has an area of 600 to 700 square miles. It is conceivable that in most cases the county may be divided into about a half-dozen high-school attendance districts, and a school offering instruction in some or all of the secondary grades may be located and maintained at a central point in each of these districts. By this simple plan, if the county's adaptability for the purpose is once recognized, all children are included in high-school territory, and no nonhigh-school territory is left outside.

The consolidated district when used for high-school purposes offers another plan of county functioning to provide secondary grades, and possibly without the arrangement of high-school attendance areas as distinct from areas arranged for attendance at the central elementary schools. Where the county is the unit of administration, less difficulty is encountered in organizing consolidated districts, if the county board of education will only embark upon the policy of abolishing small districts and establishing larger centralized schools to serve wider areas. It is possible, for example, for a board to divide its county into 10 or 12 elementary school districts and to organize in some of these divisions junior high schools and in others schools of the full six-three-three class. Conveyance of high-school pupils would under such an arrangement go along with that for pupils of the elementary grades. Undoubtedly the county offers possibilities in the provision of high-school education which are yet far from realization in this country.

MAINTENANCE

Institutions of higher learning, where public, are almost universally supported with State funds. Only here and there is a college or university maintained by a municipality or other unit smaller than the State. On the other hand, more than two-thirds of the cost of

our elementary schools is paid by the local community. By analogy we might reason that our system of middle schools should be supported by some intermediate unit or by means of cooperation of State and local district. Certain it is that the local district alone can not be expected to provide adequate funds for both elementary and secondary education. Help must be had from some source or sources.

Writers on school finance mention some four or five bases of State school-fund apportionment, the number varying according to the point of view, and fully as many different bases may be found in State laws. The purposes which the State has in expenditures for education are three, and they may be stated as follows:

1. The State is not merely a patron of the public schools; it has a direct responsibility in education, no less binding than that of the local community, and if it recognizes and accepts this responsibility, it no longer merely extends "aid" but assumes a share in direct and unconditional support of the schools. Arizona, for example, provides from State funds approximately \$25 per pupil of average attendance and distributes this to the counties without regard to the class of pupil, wealth or poverty of community, or other consideration than the fact that a child is in school to be educated. Utah raises a State fund of \$25 per child of school age and distributes this to counties on the basis of the school census, and here again no account is taken of any facts other than that a child needs to go to school. This is direct *State participation in school support*, or a shorter term may be used simply calling it *State support*.

2. The next form of State contribution may be called *State subvention* of education. This differs from direct support of all schools for all classes of pupils. There are special activities and special branches of education or kinds of schools in which the State may have or take particular interest. One State, for example, may be particularly interested in the development of agriculture, and another in the growth of its textile industry. Or certain classes of children, as the deaf or the mentally backward, may appeal strongly to the beneficence of some States, and schools or special classes may be encouraged accordingly. Again, certain types of schools, as consolidated or secondary schools, may seem to need the fostering care of the State. This kind of contribution to maintenance is of the nature of encouragement of special effort and is usually made subject to compliance with specified conditions. The name here suggested for it is *State subvention*.

3. There are in all sections of the country comparatively poor communities, and whole counties are in many cases much less wealthy than their neighbors. The term "State aid to weak districts" has come into wide usage. The purpose of State contribution here is equalization of educational opportunity. This is accomplished by

the extension of aid to those communities or counties whose ability to support schools is considerably below the average. There is confusion of thought apparently on the term "State aid," but here is *State aid* in reality.

Passing now to an analysis of the county's part in school maintenance, we find a relation to the schools which is similar to that of the State. But one phase of State contribution would not seem to be desirable in case of the county. This is subvention. The State is much better suited for this purpose, and moreover policies with respect to special types of education should be State policies. True, the county should help support any vocational school or other special school or class that is made a part of the public school system, but its relation is that of receiver rather than giver of subventions. If this view is accepted, there remain two parts which the county may have, (1) direct support, and (2) the extension of aid to poor communities or such other use of county funds as will equalize educational opportunity.

The view taken in this study is one which would place upon the State and county the principal burden of maintaining high schools. The State should assume a part of the main support; should, by means of subventions encourage such special effort as seems compatible with its own purposes and the general welfare; and, finding a community still without a school as desired, should extend aid. The county's function should be of similar nature, but in its case the element of support is dominant. As regards "aid," the county's position is somewhat different from that of the State. The latter looks more to the county and the community, while the former looks to the small group and the individual. The county should make sure that no isolated section or individual child goes without high-school opportunity.

What proportion of the burden of high-school maintenance should be borne by each of the three units—State, county, and local district—is a question which naturally arises in a discussion of this subject. Varying conditions in different States justify different opinions. This much seems clear, that the means of support should come principally from State and county treasuries; and the larger contribution probably should come from the county, for in this connection it should be remembered that the entire support of public higher education rests on the State.

PROVISIONS FOR HIGH-SCHOOL EDUCATION IN RURAL COMMUNITIES
A TABULAR DIGEST OF STATE LAWS

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
Alabama	County	County board of education; 5 members.	"County high school." All high-school grades.	No separate high-school tax. County board of education or county commissioners may appropriate funds; city or town may appropriate funds.	Sum of \$3,000 a year and additional \$1,500 conditioned on county providing an equal amount.	Act provides for only one county high school in a county.
Do	do	do	All high-school grades; junior high schools	No separate high-school tax; county school tax of 4 mills may be voted by electors.	Regular apportionment to counties, on school census basis.	County board of education may establish high schools other than "county high school."
Do	Consolidated school district.	do	do	District may levy 3 mills for general school purposes.	do	High-school grades may be superimposed on elementary grades.
Arizona	County of fourth class	County high-school board; 5 members.	One or more county high schools; all high-school grades.	County tax as estimated by county high-school board and county superintendent.	\$25 per capita on all pupils in average daily attendance. For approved vocational training, amount equal to amount expended locally for such purpose but not over \$2,500 to one school.	Voters of county decide by majority vote whether high school or schools shall be established.
Do	School district having average attendance of 200 or more pupils or assessed valuation of \$1,500,000 or more; State board of education may permit other district to establish a high school.	School district board; 3 members.	All high-school grades.	District tax for high school as estimated by high-school board of education. County tax based on average attendance, not less than \$45 nor more than \$90 per unit of such attendance.	do	High school established on petition or by majority vote at district election.
Do	Two or more adjoining districts having average attendance of 200 or more or assessed valuation of \$1,500,000 or more.	"Union high-school district" board; 5 members.	do	Union high-school district tax as estimated by high-school board.	do	High school established by majority vote at election in proposed union high-school district.
Do	County not already having a high school in it.	County union high-school board; 5 members.	do	County union high-school tax as estimated by high-school board.	do	High school established by majority vote of electors of the county.

Arkansas.....	Special school district (city, town, or rural community organized as such district).	District board of directors; 6 members.	All high-school grades; Junior high schools.	No separate high-school tax. Maximum district tax for all school purposes, 12 mills.	For vocational subjects, 4-year high school, not over \$500; 3-year school, not over \$400; 2-year school, not over \$300. No special State aid; regular appropriation on school census basis.	State board of education designates schools to receive State aid for vocational work.
Do.....	Consolidated school district.	do.....	do.....	do.....	do.....	High-school grades may be superimposed on elementary grades.
California.....	School district having average attendance of 100 or more in elementary grades.	High-school board of 5 members in single district, 5 in consolidated district (union district).	All high-school grades; Junior high school; Junior college courses, if 400 or more in average attendance.	County high-school tax must be as estimated by county superintendent and must raise at least \$60 per high-school pupil in average attendance plus amount sufficient to pay for transportation of pupils living in non-high-school territory and attending elsewhere. District high-school tax (including high-school district) must be such as estimated by district high school board subject to limit of 7½ mills for maintenance.	An amount must be provided from State revenues which shall be equal to \$30 per pupil of average attendance in all public high schools.	All high-school districts, whether single, union or county, are established by vote of the qualified electors.
Do.....	Union high-school district, or joint union high-school district situated in two or more counties.	High-school board; 5 members elected from high-school district at large.	All high-school grades; Junior high schools.	do.....	do.....	A union high-school district is a union of two or more elementary districts for high-school purposes, formed by majority vote of electors of proposed district. On organization of one or more city, district, or union high-school districts in a county having one or more county high schools, county high-school district then becomes one or more union high-school districts according to number of county high schools therein.
Do.....	County.....	High-school board; 5 members.	One or more county high schools. All high-school grades; Junior high schools.	do.....	do.....	Board of any high-school district containing a school district whose school is more than 10 miles from the high school may maintain high-school classes in such elementary school.
Do.....	Elementary school district whose school is more than 10 miles from a high school and which is not included in any high-school district.	District board of trustees.	First and second years of high school; these years may be added with approval of county superintendent.	do.....	do.....	

The several digests in this table were sent to the respective State departments of education for examination and revision, and revised or approved returns were received from all States.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	3	8	4	5	6	7
Colorado	School district of the first, second class, or third class.	District board of directors; 5 members in first class district, 3 in second and third class.	All high-school grades.	No separate high-school tax. Third class district high-school receives an apportionment from county funds for not to exceed two teachers.	Regular apportionment on school-census basis.	District of first class is one having 1,000 school population or more; second class, 350 to 1,000 school population; third class, less than 350.
Do	Consolidated school district.	District board of trustees; 3 members.	do	do	do	School boards of two or more common school districts may organize a union high-school district.
Do	Union high-school district composed of 2 or more contiguous school districts.	High-school committee; 4 members, including county superintendent.	do	School supported by general fund apportionment and funds from constituent school districts in proportion to pupils from each district.	do	High-school district organized by common school district board.
Do	Union high-school district composed of school district which includes entire town or county seat.	High-school committee is common school district board or 3 members selected by said board.	do	School supported by general fund apportionment and a tax in the district.	do	District composed of incorporated town, or city and common school district adjacent thereto. Incorporated town or city must furnish the high-school building.
Do	Union high-school district in county of fourth or fifth class.	High-school board composed of city or town board and one member from each adjacent district.	do	School supported by general fund apportionment and a district tax of 1 to 3 mills.	do	County high school is located at county seat or other place designated by voters and is open to all qualified children in the county.
Do	County of second, third, fourth, or fifth class.	County high-school committee composed of county superintendent, ex officio, and 4 members chosen at county convention of district directors.	"County high school." All high school grades.	School supported by general fund apportionment and a county high-school tax not exceeding 4 mills. Districts, union high-school districts, and consolidated districts maintaining high schools accredited by State university may by vote be exempted from payment of county high-school tax.	do	

Connecticut.....	Town (township).....	Town-school committee or board of school visitors. In town not a consolidated district, a high-school committee of 3, 4, or 5 members is elected or may be appointed by board of school visitors.	All high-school grades.....	Town may maintain a high school and levy taxes therefor (no limit fixed).	Regular State apportionment on census basis. If town has a valuation less than \$1,500,000, State pays a proportion of the total amount paid for teachers' salaries inversely to valuation.
Delaware.....	High-school district (also special school district).	High-school district board of education; 3 members.	.....do.....	Schools principally supported with State funds. School districts and "high school attendance districts" may levy taxes as voted by the electors.	State board of education is authorized and directed to divide the State into "high-school attendance districts". Said board shall standardize high schools, approve those that conform to prescribed standards, and exercise administrative and supervisory control over them. County boards provide high schools in their discretion.
Florida.....	County.....	County board of public instruction; 3 members.	Ninth and tenth grades to be known as junior high-school grades; 11th and 12th as senior high-school grades.	No separate high-school tax. County school tax of not less than 3 nor more than 10 mills shall be levied as estimated by county board of public instruction.	No special high-school funds except for teacher training in high schools. State funds apportioned to counties on average attendance basis.
Do.....	Special tax school district.	County board; local board of trustees has immediate supervision; 3 members.	.....do.....	No separate high-school tax. Maximum district tax, 10 mills; an additional 5 mills to pay bonds.	.....do.....
Georgia.....	County (outside of independent districts).	County board of education.	All high-school grades; junior high schools.	No separate high-school tax; county school tax of 1 to 5 mills is levied on estimate of county board of education.	Special State subvention; \$1,000 to high school qualifying under the law.
Do.....	Municipalities or independent districts.	District board; number varies.	.....do.....	No separate high-school tax; district may levy up to 5 mills for elementary and high school purposes.	.....do.....
Idaho.....	Rural high-school district or joint rural high-school district.	District board of trustees; 6 members.	All high-school grades.	Not over 15 mills for maintenance; such levy as necessary to pay indebtedness; 4 mills additional may be levied for transportation; 1 mill may be levied for playgrounds and museum.	3 per cent of State and county distributive fund is set aside for approved high-school work in rural high-school districts and consolidated districts in the county.

A "special tax school district" is established by vote of electors of proposed district.

A rural high-school district may be formed of two or more common-school districts; also, by majority vote of voters in two-thirds of districts of county, entire county may form a rural high-school district.

LEGAL PROVISIONS FOR RURAL HIGH SCHOOLS

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1						
Idaho.....	Independent school district, joint independent school district, independent class A district or joint independent class A district	All high-school grades.	District board of trustees; 6 members.	No separate high-school tax; maximum district tax, 16 mills; 4 mills additional may be levied for transportation; 1 mill for playgrounds and museum	No special high-school funds.	An independent district must have an assessed valuation of \$150,000 or more, independent class A district must have \$2,500,000 or more.
Do.....	Consolidated school district, if of rank of independent district or higher rank	District board of trustees; 3 members	do	do	See under rural high-school districts above.	
Illinois.....	Township or remaining part of a township from which territory has been detached for high-school purposes.	Township high-school board; 3 members.	do	Not exceeding 2 per cent of property valuation for maintenance and three-fourths per cent for building; but voters may vote 3 per cent for maintenance and 1 per cent for building.	No special high-school funds.	A city of 1,000 to 100,000 inhabitants in two or more townships is part of high-school township in which majority of inhabitants reside.
Do.....	Union of two or more townships or two or more adjoining school districts in same or different townships.	High-school board; 6 members.	do	do	do	A township or part of a township in which there is no high school may be annexed to an adjacent high school district.
Do.....	High-school district composed of parts of adjoining townships or of a congressional township and parts of adjoining townships	do	do	do	do	
Do.....	Community high-school district.	Community high-school board; 3 members.	do	do	do	Such a district to include territory which is (1) contiguous, (2) includes a community center, (3) does not extend more than one-half way between included community center and another community center, (4) contains pupils for probable high-school attend-

Do.....	School district having a population of 2,000 or more.	High-school board; 5 members.	do.....	do.....	ance of 75, and (5) does not include other high-school territory.
Do.....	Community consolidated school district.	District board of education; 7 members.	do.....	do.....	Territory constitutes a high-school district separate from common-school district.
Do.....	Nonhigh-school district composed of territory of county not in township, high-school district, or school district maintaining approved 4-year high school.	Nonhigh-school district board; 3 members.	do.....	do.....	A nonhigh-school district is created for the purpose of paying tuition of eighth-grade graduates who attend high schools where maintained.
Indiana.....	Township.....	Township trustee.....	do.....	do.....	Any township having more than \$600,000 valuation, not having high school therein or within 3 miles, and having 8 or more residents, shall establish and maintain a high school. Township with \$1,250,000 or more of valuation must, on petition of one-third of heads of families maintain high school regardless of high school within 3 miles or number of eighth-grade graduates. Where two adjoining townships have joint valuation of \$750,000 or more, contain no high school and have 8 or more eighth-grade graduates, a high school must be established on petition of one-third or more of heads of families.
Do.....	Union of two or more townships to form a school district.	Trustees of townships comprised in such consolidated district.	do.....	do.....	Regular apportionment of State funds on school census basis; special subvention of vocational education.
Do.....	Incorporated town or city of the fifth class and township in which such town or city is situated. Township and city of fifth class or incorporated town of 2,000 population or less.	Trustees of town or city and trustee of township.	do.....	do.....	School must be located in city or town.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
Indiana	Township and incorporated town or city having 6,000 population or less.	Board of trustees of city or town and township trustee as ex officio member of said board.	All high-school grades; junior high school.	Each school corporation to contribute in proportion to its high-school enrollment, but contract may provide for contribution on basis of property valuation. Each school corporation to contribute in proportion to its assessed valuation.	Regular apportionment of State funds on school census basis; special subvention of vocational education.	
Do	High-school district composed of city or incorporated town maintaining a consolidated high school and the township or townships containing such corporation and also any other incorporated town located in such township or townships.	Board composed of trustees of townships and president of school board of each city or town.	"Commissioned high school," all high-school grades.	Each corporation to contribute in proportion to number of children of school age residing therein.	do	
Do	Consolidated district composed of town or city of fifth class and township wherein town or city is situated.	Board composed of township trustee, one member chosen from township, and one from town or city.	Elementary schools, high schools, or both, may be consolidated.	Tax not exceeding 15 cents on \$100 of assessed valuation in townships, towns, and cities in which no commissioned high school is maintained by the school corporation thereof.	do	County commissioners may donate county high school to township in which the same is situated.
Iowa	Any school corporation (district, independent district, school township, or consolidated district).	Board of school directors; 3 or 5 members.	Any or all high-school grades.	No separate high-school tax.	No special State funds except for teacher training in high school where approved. Apportionment of State and county funds is made to school corporations on the basis of the school census.	

Do.....	County.....	County board of high-school trustees: Rural high-school board; 3 members.	All high-school grades.	County tax not to exceed 1 mill.	do.....	County high school may be established by majority vote of qualified electors. Rural high-school district may include incorporated town or city where latter votes to be included. Township high schools governed by rural high-school law.
Kansas.....	Rural high-school district, composed of 16 square miles or more.	Community high-school board; 6 members and county superintendent as chairman.	All high-school grades; may include 2 upper elementary grades.	District tax may not exceed 6 mills.	No special State funds except for teacher training in high schools where approved and for industrial training.	By act of Mar. 17, 1927, all county high schools, excepting those provided by ch. 276, Laws of 1919, are disorganized and succeeded by community high schools.
Do.....	County of 2,000 population or more.	County high-school board; 6 members and county superintendent as chairman.	do.....	Tax not to exceed 4 mills in community high-school district.	do.....	Other laws providing for county high schools are, one for high school at county seat of county of less than 6,000, and one for "high school or high schools" in county of less than 10,000 population. See note above as to disorganization of county high schools.
Do.....	County having city of second class as county seat and having seven or more approved high schools in such county.	County high-school trustees composed of trustees of high school at county seat are fiscal authorities; other high schools have local trustees.	do.....	County tax not over three-fourths mill shall be levied; to be distributed to several high schools on basis of average attendance.	do.....	Under this law (ch. 278, Laws of 1919) school at county seat is "county high school"; for fiscal purposes other participating high schools are portions of county high school.
Do.....	School district or city of less than 16,000 inhabitants.	District board or high-school board.	do.....	County tax not to exceed one-fourth mill in certain cases; three-fourths mill in certain cases, and 0.35 mill in certain cases. Funds distributed \$800 per teacher and remainder on average attendance. In county of 85,000 to 110,000 population tax sufficient to produce \$1,500 per high-school teacher.	do.....	These are known as "Barnes high schools." Act not applicable to city of over 16,000 inhabitants, nor to county having county high school. County having 6,000 inhabitants or less and operating 2 to 6 high schools may elect to operate under "Barnes high school" law.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
Kentucky.....	County (outside of independent school districts).	County board of education.	High schools classified: First class, 4 years; second class, 3 years; third class, 2 years.	No separate high-school tax; school tax in county district must be not less than 2¼ nor more than 5 mills.	No special high-school funds; regular appropriation on school census basis.	One or more high schools may be maintained; county board may contract with existing high school in independent district for high-school instruction of county pupils.
Do.....	Graded common-school district.	District board of trustees; 5 members.	All high-school grades.	No separate high-school tax; graded school district tax must be not less than 2¼ nor more than 12¼ mills.	do.....	A graded common-school district must have 75 or more census children and must maintain elementary and high school 8 months or longer.
Do.....	Independent consolidated graded and high school district. Parish (county).....	do.....	do.....	No separate high-school tax; district tax not to exceed 10 mills.	do.....	The parish (county) is the unit of school administration. Parish board may establish and maintain high schools as approved by State board of education.
Louisiana.....		Parish school board; number of members varies.		No separate high-school tax; high school supported by parish-school funds. A parish-school tax of 3 mills or more must be levied unless board of education recommends a lower rate.	No special high-school funds. Regular appropriation on census basis.	No town may maintain exceeding two free high schools.
Maine.....	Town.....	Town school committee, 3 members.	Class A 4-year, high school class; B 2-year, or junior high school.	Town tax as voted by qualified voters.	As State superintendent certifies for each town and as approved by governor and council. Also regular State apportionment.	No town may maintain exceeding two free high schools.
Do.....	Union of two or more adjoining towns.	Joint committee of town school committees.	do.....	do.....	State subvention as for town high school.	No more than 2 such precincts shall exist at same time in same town. Sections of adjoining towns may organize a precinct; formed by majority vote of voters of proposed precinct.
Do.....	High-school precinct, composed of section of a town not providing for maintenance of free high school.	Town school committee and an "agent" elected by voters of precinct.	do.....	Tax as voted in precinct.	do.....	

<p>Maryland.....</p>	<p>County.....</p>	<p>County board of education: number of members varies in different counties.</p>	<p>First group, 4-year high school; second group, 3-year high school; third group, 2-year high school. Also junior high school.</p>	<p>Law provides a schedule of minimum salaries for high-school teachers and principals. County commissioners must levy county tax which, with State aid, will raise amount necessary to pay prescribed salaries.</p>	<p>The county unit of school administration obtains in Maryland, hence high schools are provided by counties.</p>
<p>Massachusetts.....</p>	<p>Town.....</p>	<p>Town school committee: number varies from 3 to 15.</p>	<p>All high-school grades; junior high school.</p>	<p>No separate high-school tax. Town school tax as voted by qualified voters.</p>	<p>State subvention, school of first group, \$9.0 for principal, \$600 for each of first two academic teachers, \$150 for each of first two special teachers, \$150 for next academic teacher, \$150 for each additional teacher, but not over \$6,000 in all. School of second group, not over \$700 for principal, \$500 for one teacher. School of third group, not over \$650 for principal.</p>
<p>Do.....</p>	<p>Union of two or more towns.....</p>	<p>Committee composed of one member elected from and by school committee of each constituent town.</p>	<p>.....do.....</p>	<p>Each town to pay in proportion to its proportion of the county tax, unless otherwise agreed, with approval of State department of education.</p>	<p>Town containing over 500 families or householders must maintain high school; town of less than 500 may maintain one.</p>
<p>Michigan.....</p>	<p>Township.....</p>	<p>Board of trustees; 8 members.</p>	<p>"Rural high school." All high-school grades.</p>	<p>Tax as estimated by board of trustees.</p>	<p>Two or more towns may vote to form a union high-school district, subject to approval of State department of education.</p>
<p>Do.....</p>	<p>Rural agricultural school district, composed of a township or consolidated district formed from three or more rural school districts.</p>	<p>Board of education; 5 members.</p>	<p>"Rural agricultural school." District may maintain 12 grades.</p>	<p>.....do.....</p>	<p>Establishment of school is authorized by majority vote of electors of township. Incorporated village or city may not be included.</p>
<p>Do.....</p>	<p>Township organized into a single school district.</p>	<p>Board of trustees; 5 members.</p>	<p>All high-school grades.</p>	<p>Tax as estimated by board or voted by the people.</p>	<p>Establishment of school authorized by majority vote of electors of proposed district. To receive State aid, school must be approved by State superintendent.</p>

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
I	3	3	4	5	6	7
Michigan	Graded-school district.	Board of education; 5 members.	All high-school grades.	Tax as estimated by board or voted by the people.	No special State fund for high school.	Any school district containing 75 or more children between 5 and 20 years of age may organize as a graded-school district. Two or more districts containing 100 or more such children may unite into a graded-school district.
Minnesota	School district.	Board of trustees; 3 members in common-school district, 6 in independent district.	Four-year high school, high-school department (of two years or more), junior high school, senior high school.	No separate high-school tax; regular district tax.	For 4-year high school, \$1,000; high-school department, \$400; junior high school, \$300; senior high school, \$600. Special aid, maxima. For agriculture, \$800; general industrial, \$500; home training, \$500; commercial training, \$500; teacher training, at discretion of State board of education. (State appropriation for teacher training, \$225,000.)	To have approved 4-year high school, district must maintain a graded school, employ a superintendent, high-school principal and one or more high-school teachers. To have high-school department, district must maintain graded school, employ a principal and one or more high-school teachers. District maintaining junior high, must also maintain 6 elementary grades. District with senior high school must also have 6 elementary grades, junior high school, and employ superintendent.
Do.	Consolidated school district.	Board of trustees; 6 members.	do.	do.	do.	
Mississippi	County (outside of independent school districts).	County board of education; 5 members.	All high-school grades.	No separate high-school tax. No limit on county school tax outside of independent districts.	Regular State apportionment on school census basis.	Territory of county outside of "separate" (independent) school districts is subject to county board of education, which may maintain high schools.

Do.....	County.....	Board of trustees: 2 chosen by county supervisors, 2 by county school board, and county superintendent shall be the fifth.	"Agricultural high school." All high-school grades; junior college grades may be added.	County board of supervisors may levy not to exceed 3 mills; also 3 mills for building purposes.	State subvention, \$2,000 a year for each approved school; for 30 or more boarding students, \$3,000; more than 45 such students, \$4,000; more than 75 such students, \$5,000.	Not more than two such schools established in any county, one white and one colored; voters of county may vote to levy county tax for only one such school. Instruction must be given in agriculture and domestic science.
Do.....	"Separate school district" (independent district).	Board of trustees; 5 members.	All high-school grades.	No separate high-school tax; no limit on district tax for school purposes.	Regular State apportionment.	A "separate" district may be either urban or rural.
Do.....	Consolidated school district.	Board of trustees; 3 members.	do.....	do.....	do.....	A consolidated school district has powers of "separate" district.
Missouri.....	Town school district (containing city of fourth class or incorporated town or village).	Board of district directors; 6 members.	Two-year, 3-year, or 4-year high school.	No separate high-school tax; town district with 6 directors may levy 10 mills for school purposes.	In county with no district having assessed valuation of over \$300,000, State aid of \$800 to approved high school. General high school aid; \$800 to district with less than \$300,000 valuation; \$600 for \$300,000 to \$400,000 valuation; \$400 for \$400,000 to \$600,000 valuation; \$200 for \$600,000 or more. For approved teacher-training course, \$1,500. State aid to town, city or consolidated district.	Classification of high schools: First class, 4-year; second class, 3-year; third class, 2-year.
Do.....	Consolidated school district.	do.....	do.....	No separate high-school tax; maximum levy for schools, 10 mills.	do.....	Any community with an area of 12 or more square miles and an enumeration of 200 or more children of school age may form a consolidated district, but may not include a town or city having an enumeration of 200 or more. Three or more common school districts, or a village with less than 200 children and 2 or more common school districts, may form a consolidated district.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
Missouri	Common school district in which reside three or more children who have completed the eighth grade.	Board of district directors; 3 members	Ninth and tenth grades, or first and second years of high school.	Maintained with regular district funds.	State aid for district having 3 or more eighth-grade graduates with high school inaccessible and not able with maximum tax to employ a first-grade teacher.	High-school grades provided by district board or by vote of the district.
Do.	Central high-school district (formed of four or more school districts).	Directors of constituent districts.	Two-year, 3-year, or 4-year high school.	Each district may contribute for teachers' salaries not over 20 per cent of the teachers' fund in said district.		The plan is for one district as "party of the first part" to furnish and equip room or rooms and cooperating districts, as "parties of the second part," to contribute to support.
Do.	Union of two or more common school districts.	.....do.....	Ninth and tenth grades, or first and second years of high school.	Each district to contribute equally for teacher's salary.		District formed by majority vote of electors voting in constituent districts.
Montana	School district.	Board of trustees; 7 in districts of first class; 5 in second class; 3 in third class.	All high-school grades.	District tax not over 10 mills by board; additional levy authorized by voters. In county having no county high school a county tax not over 3 mills; apportioned to accredited high schools two-thirds on teaching positions and one-third on aggregate attendance.	Regular State and county apportionment on school census basis. Portions of inheritance tax, oil taxes and royalties are allotted to high schools on basis of aggregate attendance and number of years of high-school work. State aid for teacher training in high schools.	Teacher-training department may be maintained in accredited district high school or county high school on approval of State superintendent, but State aid for not over one school in a county. Junior college course on approval of chancellor of the university; none of common school funds may be expended in any county for either of above purposes unless qualified voters so authorize.
Do.	Consolidated school district.	Board of trustees; 3 members.	.....do.....	.....do.....	.....do.....	.....do.....
Do.	County.	Board of trustees; county superintendent and 6 members	.....do.....	County tax, not to exceed 6 mills, in case a district also maintains ac-	As above, except no part of regular county apportionment.	County high school established by qualified voters of county.

LEGAL PROVISIONS FOR RURAL HIGH SCHOOLS

Nebraska.....	School district.....	appointed by county commissioners.	Ninth grade and other high-school grades if funds are available.	credited high school, such district shall share in as much as 5 mills of county tax on basis of average daily attendance. No separate high-school tax; district tax for maintenance, not over 35 mills, or 100 mills if voted by 60 per cent of voters.	No special State funds for district high school. Only regular State apportionment, one-fourth on basis of number of school districts and three-fourths on basis of school census.	A consolidated school district may provide high-school grades, such a district may have the organization of a common school district or a district with 150 or more children and with 6 board members.
Do.....	School district having 150 or more children between 5 and 21 years of age.	Board of trustees; 3 members.	All high-school grades.	No separate high-school tax; levy shall in no event exceed 100 mills.	do.....	A rural high-school district is established by majority vote of the voters in each district forming the union.
Do.....	School district including city of the second class (1,000 to 5,000 inhabitants).	Board of education; 5 members.	do.....	Voters at annual meeting make estimate of expense of maintenance; county commissioners to levy tax in district to raise amount so estimated.	State subvention for approved school with agricultural, home economics, or other vocational work: 2-room school, \$100 for equipment and \$150 annually for maintenance; 3 rooms, \$150 for equipment and \$200 annually; 4 or more rooms, \$250 for equipment and \$300 annually.	
Do.....	Rural high-school district, composed of two or more adjoining school districts.	Board of trustees; 3 members.	do.....	A county tax as estimated by high-school board, but not over 3 mills for high school, exclusive of levy for paying principal and interest on bonds. District maintaining approved high school is exempt from county high-school tax.	No special State funds for county high school except for teacher training in approved high school, either district or county.	A county high school must be provided in any county not having within its borders an accredited 12th-grade high school.
Do.....	County.....	Board of trustees; county superintendent and county treasurer, ex officio, and 3 members elected by directors of districts.	County high school. All high-school grades, including manual training, domestic science, agriculture, and for 11th and 12th grades, normal training.			

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
Nevada	School district	Board of trustees; 5 members in district having 1,500 or more census children, 3 members in other district.	All high-school grades; junior high school.	To receive county high-school tax, district must levy 1.5 mills; to receive maximum county aid, district must levy 2.5 mills. County tax is levied sufficient to aid districts as follows: District with approved high-school work and levying 1.5 mills, \$100 for each pupil of average enrollment; same levying 2.5 mills, \$200 per pupil of average enrollment. Amount to meet budget statement. In county having no county high school, county tax to aid district high schools shall be levied; apportioned on teacher basis.	Where county levies 5 mills for school purposes, of which 3 mills or more are for elementary schools, or where county levy for combined high and elementary school purposes is 5 mills, and if amount is insufficient to meet requirements of the law for school purposes, State superintendent shall apportion to such county such an amount as will enable the county to comply with the law.	High schools must comply with the legal requirements of the State and offer State high-school course.
Do.	County	County board of education (high-school board); 3 members.	County high school; all high-school grades.	County high-school tax shall be sufficient to raise amount estimated by county board of education as necessary to maintain high school; this tax is distinct from the one above for aid to district high schools.	No special State funds except for approved normal training course, not over one in any county; not less than \$1,200 nor more than \$1,800 per year.	County high school established by majority vote of electors of the county.

<p>New Hampshire.....</p>	<p>School district (usually a town or township).</p>	<p>All high-school grades; junior high school.</p>	<p>Tax for schools must be at least 3½ mills. Additional tax may be levied for high school or must be levied to pay non-resident tuition.</p>	<p>No special State funds for high schools.</p>	<p>The town in this State is usually the school district, and this district must maintain a high school or pay for the tuition of its high-school pupils attending elsewhere. Law permits organization of union high schools, but none is in operation.</p>
<p>Do.....</p>	<p>Union of two or more districts in the same or adjoining towns.</p>	<p>All high-school grades.</p>	<p>High school is maintained in accordance with contract entered by school boards.</p>	<p>do.....</p>	<p>do.....</p>
<p>New Jersey.....</p>	<p>School district (township, incorporated town or borough).</p>	<p>All high-school grades; 3-year high schools may be approved by State board of education.</p>	<p>No separate high-school tax; school-district tax is such as voted by legal voters of district.</p>	<p>As part of State apportionment, \$400 for each permanent teacher in approved 4-year high school, \$300 for each permanent teacher in approved 3-year school.</p>	<p>Any high school, to receive State apportionment, must have approval of State board of education.</p>
<p>Do.....</p>	<p>School district having a school enrollment of 100 or more in 7th, 8th, and 9th grades.</p>	<p>"Intermediate school" with work comprising 7th, 8th, and 9th grades (junior high school).</p>	<p>do.....</p>	<p>As part of State apportionment, \$250 for each permanent teacher in such school.</p>	<p>Do.</p>
<p>New Mexico.....</p>	<p>School district having 20 or more 8th-grade graduates enrolled for high school, or district already having high school with eight or more of average attendance.</p>	<p>All high-school grades.</p>	<p>No separate tax for high schools. District and county taxes as approved by county school budget commissioners and State educational budget auditor, but district tax not to exceed 5 mills and county tax, 18 mills.</p>	<p>No special State funds for high schools; regular apportionment on school census basis.</p>	<p>Any school district comprising an incorporated city, town, or village and territory attached for school purposes is classed as rural unless it has average attendance of 100 or more.</p>
<p>Do.....</p>	<p>Union high-school district composed of two or more districts, municipal or rural, and having a combined average attendance of 200 or more.</p>	<p>do.....</p>	<p>do.....</p>	<p>do.....</p>	<p>A union high-school district is formed by majority vote of electors of each uniting district.</p>

LEGAL PROVISIONS FOR RURAL HIGH SCHOOLS

Provisions for high-school education in rural communities—Continued

State	1	2	3	4	5	6	7
Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data		
New York	Central rural school district (consolidated districts).	Board of education: not less than 3 nor more than 7 members, as determined by district meeting.	All high-school grades.	District taxes, including high-school taxes, are levied as voted at district meeting.	Regular apportionment of teachers' quotas and "academic quota" of \$200 for each year to academic work up to and including 4th year of high school. Additional apportionment for books, works of art, and apparatus; also two-thirds salary paid approved teacher of agriculture, mechanic arts, or home making.	A central rural school is established by vote of the qualified voters of a district laid out or approved by the State commissioner of education.	
Do	Union free-school district.	Board of education: not less than 3 nor more than 9 members, as determined by district meeting.	do	do	do	A union free-school district usually includes or is co-extensive with a town or village, adjoining territory may be included.	District established by vote of qualified voters; majority vote required in each school district becoming a part of high-school district; central high-school district must have approval of commissioner of education.
Do	Central high-school district (union of two or more adjoining school districts).	Board of education: not less than 5 members, as determined by commissioner of education.	Tax levy as voted at district meeting.	do	do	County board of education locates high schools on general principle that not more than one shall be located in a township. Existing high schools may be continued in discretion of county board. No high-school instruction in a school having only one teacher. Approved high school must have average attendance of at least 20.	Do.
North Carolina	School district in which district school tax is levied.	District school committee: 3, 4, or 5 members. (Under county board of education).	No separate high-school tax. District tax not to exceed 3 mills. Approved high school shares county tax which, with State "equalizing fund," must be sufficient to maintain schools 6 months.	Regular apportionment of State equalizing fund to counties. Special aid for establishing standard high schools in counties having no standard schools; appropriation for 1923-24, \$110,000.	do	do	do
Do	Union of two or more school districts. (With approval of county board of education.)	School committee or board of education of district in which high school is located. (Under county board of education).	do	do	do	do	do

Do.....	County.....	Board of trustees; one member from each township, appointed by county board of education.	High-school department of "county farm life school."	County or township or school district, or all combined, shall provide by taxation or otherwise not less than \$2,500 per annum. County board of education may make additional appropriation for maintenance of a high-school department shall be same as for other high schools.	State subvention, not to exceed county and local sum for maintenance, and in no case to exceed \$5,000 annually.	Farm life school established by majority vote of qualified voters of the county. In case voters of county vote adversely, a township or union of two or more contiguous townships may establish such a school, which shall be subject to provisions of act relating to farm life schools.
North Dakota	School district. (Common-school district having four or more schools and 60 or more children of school age.)	District school board; 3 members.	Such high-school grades as approved by county superintendent.	Maximum district tax for common schools, 14 mills; district with two years of high-school work, 16 mills; 4 years of high-school work, 18 mills. Voters may increase levy 40 per cent, or 50 per cent by two-thirds vote. The proceeds of a county tax of one-half mill are apportioned to districts on same basis as regular State apportionment; voters of county may vote 1 mill as special county aid to rural, graded, and consolidated schools.	No special State funds for high schools generally. Regular apportionment according to class of school aided.	Voters of district may by majority vote establish a high school.
Do.....	Special school district. (City or village organized under general laws and having board of education.)	Board of education; 5 members.	All high-school grades	Graded school giving approved high-school work and approved instruction in agriculture, manual training, and domestic economy and having approved building and courses. State subvention as follows: \$2,500 to each of 5 schools already designated, \$800 annually to each school maintaining 4-year high-school course, \$500 for a 3-year course, \$300 for a 2-3-year course.	Where a high school is approved and receives State aid under this act it is known as a "State high school." In addition to 5 schools already designated, other schools with 10 acres of land and giving approved instruction in agriculture, manual training, and domestic economy may be approved to do agricultural and other vocational work and receive State funds under this act. But not more than one high school in a county may be designated to receive the full \$2,500 a year.	
Do.....	Union of adjacent school districts.	Joint board composed of boards of uniting districts.	do.....	do.....	do.....	

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
North Dakota	County	Board of trustees; 5 members.	County agricultural and training school. Courses in agriculture, manual training, and domestic economy and branches necessary for training teachers for rural schools.	County tax must be sufficient to raise sum equal to State funds received and may exceed State funds.	Not to exceed one-half the cost of maintaining the school is paid by State, but no school to receive over \$5,000 a year. To provide State aid a State tax not to exceed one-fifth mill shall be levied.	Such school established by county commissioners when authorized by majority vote of qualified voters of county. A State agricultural and training school board of 5 members has general oversight of such schools. Two or more adjoining counties may unite in maintaining a school under this act.
Ohio	Rural school district	Board of education; 5 members.	All high-school grades. Classes of high schools: First class, 4-year; second class, 3-year; third class, 2-year. Junior high schools provided for.	No separate high-school tax. High schools maintained with district funds and funds received from State and county. County school tax, 2½ mills.	No special State funds for high schools. Regular apportionment of State and county funds.	State superintendent formulates policy for classification and recognition of high schools. School boards must provide work in high-school branches for children of compulsory school age who have completed elementary grades, if such children live more than 4 miles from high school and transportation thereto is not furnished.
Do.	Village school district	do.	do.	do.	do.	Each incorporated village and territory attached thereto for school purposes shall be a village school district, if assessed valuation is \$500,000 or more. A village having 3,000 population or more may be an "exempted village district," i. e., exempted from operation of county-unit law.
Do.	Union of two or more adjoining school districts	High-school committee; 2 members from each of boards created.	do.	High school maintained by appropriations from constituent districts in	do.	The boards of education of two or more adjoining school districts may, by

<p>Oklahoma.....</p>	<p>School district (single).....</p>	<p>ing such union district. District school board; 3 members.</p>	<p>Any or all high-school grades.</p>	<p>proportion to total valuation of property in the respective districts. No separate high-school tax. District levy not over 5 mills unless voters authorize excess levy, which additional levy may be as much as 10 mills.</p>	<p>No special State funds for high schools. Regular apportionment of State and county funds on school census basis.</p>	<p>majority vote of full membership of each board, unite such districts for high-school purposes.</p>
<p>Do.....</p>	<p>Consolidated school district.</p>	<p>do.....</p>	<p>do.....</p>	<p>do.....</p>	<p>No special State funds for high school. State subvention is granted for building in consolidated district.</p>	<p>Two or more adjoining school districts or parts of districts may be consolidated, but consolidated district must have an area of 25 square miles or more and \$200,000 or more of assessed valuation. If valuation is \$500,000 or more, district need not have area of 25 square miles or more.</p>
<p>Do.....</p>	<p>Union graded district.</p>	<p>do.....</p>	<p>Grades above the sixth, including high-school work.</p>	<p>do.....</p>	<p>No special State funds for high school. Regular apportionment.</p>	<p>A union graded school district is formed from two or more adjacent school districts.</p>
<p>Do.....</p>	<p>County (only in county having a population of less than 2,000 persons of school age).</p>	<p>County board of school trustees; 7 members, including county superintendent.</p>	<p>"County high school." All high-school grades.</p>	<p>As estimated by county board of school trustees, but not to exceed 1 mill on the taxable property of the county.</p>	<p>No special State funds for county high school.</p>	<p>High school is authorized by county commissioners who appoint first board of trustees. Thereafter trustees are elected by voters of county. Only one county can qualify.</p>
<p>Oregon.....</p>	<p>School district.....</p>	<p>District board of directors; 3 members (5 members in first-class district, which must have 1,000 or more children of school age); 7 members in district with 20,000 or more such children).</p>	<p>All high-school grades</p>	<p>No separate high-school tax. District school tax as provided in estimates and voted by district. County tax must be levied to raise \$10 per census child; apportioned, \$100 to each district, \$5 for each teacher attending institute, and balance on census.</p>	<p>No special State funds for high school. In one county a county tax is levied for approved high schools in the county.</p>	<p>To be entitled to use State and county funds for high school, district must maintain at least 9 months of elementary school.</p>
<p>Do.....</p>	<p>Union high-school district, composed of two or more contiguous school districts or districts and parts of districts.</p>	<p>Union high-school district board; 5 members, unless high-school district is composed of only two districts, then combined boards of component districts.</p>	<p>do.....</p>	<p>Union high-school district tax as estimated by high-school board and levied by said board.</p>	<p>do.....</p>	<p>Union high-school district is established by a majority vote of electors of a majority of the districts proposed to be united.</p>

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	Special funds	Other data
1	2	3	4	5	6	7
Oregon	County	County high-school board, composed of county judge, county commissioner, county treasurer and county superintendent	"County high-school." All high-school grades.	County tax as estimated by county high-school board. School district or union high-school district maintaining high school of equal efficiency with county high school may be exempt from county high-school tax, but if not exempt shall receive same amount for average daily attendance of pupils residing in the county as the cost of average attendance in central county high school.	No special State funds for county high school.	One or more county high schools may be established by vote of the qualified voters of the county.
Pennsylvania	School district (township, incorporated town, borough, or city).	District board of directors; 5 members in fourth-class districts, less than 5,000 inhabitants; 7 members in third-class districts, 5,000 to 30,000 inhabitants.	Two-year, 3-year, and 4-year high schools; also 6-year high-school course, if junior high school is organized. Junior high school; vocational high school.	No separate high-school tax. Fourth-class district may levy as much as 25 mills, third-class district as much as 20 mills. For salaries and increments of minimum salaries of teachers and supervisors in third-class districts, no limit to tax levy, in fourth-class districts, not over 35 mills. School supported as agreed upon among uniting districts. Each district may raise funds for such purpose as it raises other school funds.	Regular State apportionment in part payment of minimum teachers' salaries ranging from 25 per cent in first-class districts to 75 per cent in certain other districts. Basis—Ability and effort plan.	A district of the fourth class may not establish a new high school without consent of State board of education. Classification of high schools: First class, 4-year; second class, 3-year; third class, 2-year. State superintendent classifies high schools.
Do.	Union of two or more adjoining school districts.	Joint board composed of the several boards of directors of uniting districts.	All high-school grades.	No separate high-school tax. Towns may vote such sums for the support of schools as they deem necessary.	do.	A "joint high school" may be established by boards of directors of districts uniting for such purpose.
Rhode Island	Town (township)	Town school committee; 8 members, unless otherwise provided.	do.	No separate high-school tax. Towns may vote such sums for the support of schools as they deem necessary.	For high school approved by State board of education, \$35 per pupil for first 25 pupils in average attendance, \$25 per pupil for second 25 pupils. Also not over one-	Every town must maintain a high school or provide high-school education by arranging for attendance of pupils at a high school or academy in another town.

South Carolina	School district	District board of trustees; 3 members.	do	Special high-school tax which must be at least 4 mills, if school is to receive State aid. A county tax of 3 mills is levied and proceeds apportioned to districts on basis of enrollment.	half cost of industrial courses. School with 2 high-school teachers, not over \$800; 3 teachers, not over \$1,150; 4 or more teachers, not over \$1,400. Additional \$5 per month for teacher in second year of service, \$10 per month for teacher in third year.	To receive State funds, school must have 2 or more high-school teachers and 25 or more high-school pupils; State board of education to prescribe rules and regulations for high schools.
Do	Union of two or more adjoining school districts.	Board composed of trustees of district wherein high school is located and chairmen of each cooperating district.	do	do	do	
Do	Union of three or more adjoining districts none of which contains an incorporated town of 2,500 inhabitants.	High-school board composed of chairmen of trustees of component districts.	do	do	do	
South Dakota	Common-school district.	School district board; 3 members.	Any or all high-school grades.	No separate high-school tax; district tax may not exceed 15 mills.	Same as above except that, in discretion of State board of education, such State aid may be doubled for a high school of this class.	Organization of high-school grades must have sanction of voters at annual election.
Do	Independent school district (a district having within its boundaries a city or incorporated town).	Board of education; 5 members.	All high-school grades.	No separate high-school tax; district tax may not exceed 25 mills. If land is assessed at over \$50 per acre, levy on agricultural land is limited to 10 mills.	No special high-school funds. Regular apportionment of State funds on school census basis.	
Do	Consolidated school district.	do	Any or all high-school grades.	Same as above if district includes incorporated town; if not, agricultural tax limit does not apply.	First-class consolidated school, \$100; second-class consolidated school, \$250. Also \$500 toward a teachers' cottage.	Consolidated school districts must comply with certain requirements of law and have approval of State superintendent of public instruction. Do.
Do	Consolidated high-school district (a district comprising not less than 25 square miles).	do	Four-year high school with not fewer than 3 teachers must be maintained.	Combined elementary and high school tax not to exceed 25 mills.	State subvention, \$600; also \$500 toward a teachers' cottage.	
Do	Township (a civil township).	Township board of education; 3 members.	All high-school grades.	A township tax not to exceed 10 mills may be levied.	No special high-school funds.	Township high school is established by majority vote of the people; two or more adjoining townships may cooperate in establishing and maintaining a high school.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
South Dakota.....	County, or central high-school district composed of two or more school districts having an assessed valuation of \$3,000,000 or more.	High-school board; 5 members.	"County or central high school"; must be four-year high school.	A tax of not less than one-half mill nor more than 3 mills in county high-school district or central high-school district.	County or central high school is entitled to receive State aid in same manner as other State-aid departments in high schools.	Establishment of county high school is authorized by majority vote of electors of territory to be served by high school; such school not to be located within 3 miles of a city having 1,500 inhabitants or more. County system of high schools is provided for by county court (fiscal board). High schools are classified under regulations of State board of education; location, establishment, and management of county high schools belong to county boards of education.
Tennessee.....	County.....	County board of education; 7 members.	First-class high school 4-year; second class, 3-year; third class, 2-year. One first-class high school must be maintained in each county; also necessary number of third-class schools. Two years of high-school work may be county board of education be permitted in elementary school of 2 or more teachers; in such case elementary and high school funds may be consolidated.	County high-school tax may be levied, but not to exceed 1.5 mills. County court shall make sufficient levy to maintain a first-class high school, as estimated by county superintendent.	One-third of gross revenues of the State is paid into "general education fund" of this, \$225,000 for county high schools, \$1,000 to each county, \$250 for teacher training in high school, remainder on average attendance basis.	
Do.....	School district (city or incorporated town or surrounding civil district).	Board of education; number varies.	Any class of high school.	No separate high-school tax; total municipal tax not to exceed 10 mills, or limit fixed in charter.	City high schools receive no State subvention or aid.	High schools of incorporated towns and cities may serve as county high schools under contracts entered by city or town boards and county boards of education.

<p>Texas.....</p>	<p>School district.....</p>	<p>Board of district trustees; 3 members</p>	<p>Combined elementary and high school, 1, 2, 3, or 4 years of high-school work.</p>	<p>No separate high-school tax; district school tax may not exceed 10 mills.</p>	<p>Under State department of education, county board of education classifies high schools; at county convention of district trustees, said county board considers classification and location of high schools and other pertinent matters. A consolidated district may be formed by county board on petition of majority of qualified voters in each uniting district, or by election at which majority of such voters vote for consolidation.</p>
<p>Do.....</p>	<p>Consolidated school district.</p>	<p>Board of district trustees; 7 members.</p>	<p>"Elementary-high school," or any or all high-school grades, elementary schools not being consolidated or united with high school. First-class high school, 4-year; second class, 3-year; third class, 2-year.</p>	<p>do.....</p>	<p>Regular apportionment of State funds, State subscription, \$1,000 for biennium ending Aug. 31, 1925, for consolidation of two or more districts resulting in high school with not less than 3 teachers, but school census of consolidated district must not exceed 500.</p>
<p>Do.....</p>	<p>Independent school district (city or town, or incorporation for school purposes only, having town or village of 200 inhabitants or more and not over 25 square miles of area).</p>	<p>do.....</p>	<p>All high-school grades.</p>	<p>do.....</p>	<p>No special State funds for high school; regular apportionment of State funds.</p>
<p>Utah.....</p>	<p>County school district of the first class (usually an entire county outside of cities of first and second classes).</p>	<p>Board of education; 5 members.</p>	<p>Any or all high-school grades.</p>	<p>No separate high-school tax; county district maximum levy varies from 7 to 12 mills according to amount of assessed valuation per child of school age; the lower the relative valuation, the higher the rate permitted.</p>	<p>Such high schools are independent of county board of education, whose principal functions relate to the provision of high schools.</p>
<p>Utah.....</p>	<p>County school district of the first class (usually an entire county outside of cities of first and second classes).</p>	<p>Board of education; 5 members.</p>	<p>Any or all high-school grades.</p>	<p>No separate high-school tax; county district maximum levy varies from 7 to 12 mills according to amount of assessed valuation per child of school age; the lower the relative valuation, the higher the rate permitted.</p>	<p>High schools established by county board of education, but one must be established on petition of majority of taxpayers of voting precinct or precincts having 1,200 or more school population, if such precinct is 5 miles or more from an established high school and if proposed high school is not within 12 miles of an established high school. High schools must have approval of State board of education.</p>

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	Town school district	Board of school directors; 3 members.	A 4-year high school above 8 elementary grades, a "junior high school" comprising grades 7 to 10, or a "senior high school" comprising a junior high school course and two additional years (11 and 12).	No separate high-school tax; town school district must maintain a high school or furnish higher instruction for its advanced pupils at a high school or academy selected by parent or guardian of pupil.	Annual State aid to town maintaining high school (9th to 12th grades, not a junior or senior high school): \$25 per pupil in town with assessed valuation of \$500,000 or less; \$20 per pupil in town with \$500,000 to \$700,000; \$15 in town with \$700,000 to \$1,000,000; \$10 in town with \$1,000,000 to \$1,500,000. Such a high school may receive \$200 for each course in manual training, domestic economy or agriculture (not aided under vocational education act). For junior or senior high school, State board shall allow aid to "equalize facilities" and the "burden of maintaining the same."	High schools and junior or senior high schools must have approval of State board of education; such schools are classified by the State board. Academies serving in lieu of high schools must also have State board's approval.
Virginia	School district (magisterial district)	County school board; number of members varies, one from each magisterial district.	Four-year high schools and junior high schools comprising 7th, 8th, and 9th grades. With approval of State board of education, high-school subjects may be taught in a 2, or 4 room elementary school not less than 2 miles from any	No separate high-school tax; district must levy a school tax of not less than 3 nor more than 10 mills. County tax for school purposes must be not less than 5 nor more than 10 mills.	State board of education to appropriate to stand- ard 4-year high school not over \$1,000; to junior high school, not over \$800; local authorities must appropriate at least 30 per cent more than State allotment. Special subvention of approved vocational courses.	State board of education prescribes rules and regulations for high schools and approves such schools for the purpose of State aid.

Do.....	County.....	high school. do.....	No separate high-school tax; county school tax not less than 5 nor more than 10 mills.	do.....	Under an act of 1922, Virginia now has the county unit of school administration; all rural high schools now under county school boards; districts may still contribute to support. For high-school purposes, all school districts are divided into two divisions and classified by State board of education as "high-school districts" and "nonhigh-school districts." The first-mentioned class may maintain high schools.
Washington.....	School district (when classified as a "high-school district" by State board of education).	District board of directors; 3 members.	No separate high-school tax. Directors may levy as much as 10 mills; voters may vote as much as an additional 10 mills for school purposes. County school tax, sufficient levy to produce \$10 per child of school age but not to exceed 5 mills. County school tax is apportioned to districts, two-thirds on attendance basis and one-third on basis of number of teachers employed.	do.....	Current State school funds apportioned on basis of aggregate attendance, high-school attendance to be counted as one and one-half times actual attendance. In addition, a "bonus" of \$100 for each grade above grammar grades is allowed.
Do.....	Consolidated school district (consolidation of two or more adjoining school districts in same county).	do.....	do.....	do.....	A consolidated district is formed by majority vote of electors in each district proposed to be consolidated. Such a district is subject to the law providing for classification as "high-school district" or "nonhigh-school district."
Do.....	Union high-school district (union of two or more adjoining or contiguous school districts in same county).	Board of directors of union high-school district; composed of directors of uniting districts where two school districts unite, composed of district chairmen where three or more districts unite.	Board of directors may recommend special levies of taxes for high-school purposes; not over 10 mills to be levied.	do.....	When it is proposed to form a union high-school district, approval of county superintendent must first be obtained; thereafter union district established by majority vote of electors in each uniting district.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1	2	3	4	5	6	7
West Virginia	School district; (magisterial district).	District board of education; 3 members.	First-class high school, 4-year; second class, 3-year; third class, 2-year. Junior high schools may be organized under "six-three plan" or other plan recommended by State board of education.	District maintaining high school shall "levy a rate sufficiently high to defray the expenses for such high-school purposes for the current fiscal year." (Not maintaining high school, district must lay levy to pay tuition of its high-school pupils attending elsewhere.) Cost of establishment and maintenance to be apportioned to component districts on the basis of their respective valuations of taxable property.	State subvention, to each high school of the first class, \$800; to each of second class, \$600; to each of third class, \$400. Additional aid of \$1,000 each is granted to 20 rural normal training high schools.	High schools are established in school districts by majority vote of qualified voters. Classification of high schools is made by State board of education.
Do	Union of two or more contiguous districts or contiguous districts and an independent district, in the same or adjoining counties. County (in 5 counties).	Board of education of component districts acting jointly, also county superintendent of schools ex officio. County high-school board.	All high-school grades.	do	do	The establishment of such "joint high school" is authorized by majority vote of qualified voters of each uniting district.
Do	School district.	School district board; 3 members.	All high-school grades (9th to 12th).	Total district tax, not over 25 mills, but any district maintaining a free high school and having an assessed valuation of \$500,000 or less may levy not over 30 mills. Included in such levy must be a sum sufficient to maintain the high school 9 months. County tax must be sufficient at least to equal State apportionment; proceeds apportioned to districts on census basis.	State subvention, one-half the cost of high-school instruction but not to exceed \$500 in any year, for special courses in manual training, domestic economy, agriculture, or commercial subjects, one-half of the cost of instruction but not to exceed \$250 per course for first three mentioned courses nor \$350 for commercial subjects.	County high schools have been established in 5 counties by special acts of the legislature. The establishment of a high school must be authorized by vote of the qualified voters of the district and must have approval of State superintendent.
Wisconsin	School district.	School district board; 3 members.	All high-school grades (9th to 12th).	Total district tax, not over 25 mills, but any district maintaining a free high school and having an assessed valuation of \$500,000 or less may levy not over 30 mills. Included in such levy must be a sum sufficient to maintain the high school 9 months. County tax must be sufficient at least to equal State apportionment; proceeds apportioned to districts on census basis.	State subvention, one-half the cost of high-school instruction but not to exceed \$500 in any year, for special courses in manual training, domestic economy, agriculture, or commercial subjects, one-half of the cost of instruction but not to exceed \$250 per course for first three mentioned courses nor \$350 for commercial subjects.	County high schools have been established in 5 counties by special acts of the legislature. The establishment of a high school must be authorized by vote of the qualified voters of the district and must have approval of State superintendent.

Do.....	Consolidated school district (composed of a rural school district and one or more contiguous school districts within or outside an incorporated village). Any school district maintaining a district free high school, union free high school, or a graded school employing 5 or more teachers.	do.....	do.....	do.....	State subvention same as for union free high schools below.	A consolidated district is established by majority vote of qualified voters of each district proposing to consolidate.
Do.....	Any school district maintaining a district free high school, union free high school, or a graded school employing 5 or more teachers.	do.....	do.....	do.....	One-half of the cost of instruction not to exceed \$500, for approved instruction in agriculture and other industrial subjects, an additional \$100. Special subvention for approved courses in manual training, domestic economy, and agriculture, same as for district high schools.	No junior high school shall be established in district where aggregate enrollment in 7th and 8th grades the preceding year was less than 40. Such high school shall employ at least 3 teachers.
Do.....	Joint free high-school district (union of two or more school districts for high-school purposes).	do.....	do.....	do.....	State subvention same as for district high schools above (first item).	Joint free high-school district is established by majority vote of qualified voters of each uniting district. Such high-school district must have approval of State superintendent.
Do.....	Union free high-school district (composed of any township or contiguous territory not less than 36 nor more than 72 square miles; may contain an incorporated village or a city of not over 3,000 inhabitants).	do.....	do.....	do.....	State subvention, one-half the cost of high-school instruction, not to exceed \$900 for principal and 1 assistant, \$1,200 for principal and 2 assistants, nor \$1,500 for principal and 3 or more assistants. Aid for agricultural, domestic economy, manual training, and commercial courses same as for district high schools.	Union free high-school district is established by majority vote of qualified voters of territory proposing to unite, unless an incorporated village or city is included, in which case a majority vote must be cast both in the outlying territory and in the village or city.
Do.....	First-class State graded school.	do.....	do.....	do.....	Tax sufficient to maintain 9 months' school.	State graded school must have approval of State department of education.

Provisions for high-school education in rural communities—Continued

State	Nature of unit providing high school	Administrative board	Classes of schools; high-school grades	Local tax for high school	State funds	Other data
1 Wyoming.....	2 School district.....	3 Board of district trustees; 3 members, or 5 members if district contains 1,000 inhabitants or more and voters decide to increase number to 6.	4 All high-school grades.	5 District voters may vote as much as 4½ mills for general school purposes. If district maintains an approved 4-year high school, an additional 2 mills may be levied for teachers' wages and contingent expenses, and in case of building not to exceed an additional 10 mills may be levied. A county school tax sufficient to raise \$300 per teacher, but not to exceed 3 mills.	6 State funds apportioned to districts on school census basis; county school funds apportioned on basis of number of teachers, including high-school teachers. Fifty per cent of Government royalty fund is used for schools and distributed on basis of number of teachers and drivers of vehicles for transportation in consolidated district; one and one-half times as much for a high-school teacher as for elementary teacher. County tax apportioned as indicated above; State funds are apportioned, in case of high-school district embracing two or more common-school districts, among the high-school district and common-school districts in proportion to number of children attending high school from each component school district; (Government royalty fund apportioned as indicated under school district.	7 County superintendent and district board may determine whether a high school shall be established in any district. A high-school district is composed of common-school districts in which a majority of votes cast on question are for formation of high-school district.
Do.....	High-school district (composed of any number of organized school districts).	Board of trustees; 6 elective members and county superintendent ex officio.	do.....	High-school district tax shall be as estimated by trustees, but shall not exceed 10 mills.		

SUMMARY OF LAWS RELATING TO TUITION, TRANSFERS, AND TRANSPORTATION

Below are given summaries of the laws of the several States which provide for the education of pupils of high-school grade who live in school districts or other territory not maintaining a high school.

ALABAMA

City and county boards of education may reach agreements whereby children in the city may attend the schools in the county, or children in the county, the schools in the city. Such arrangement must be made when necessary to let pupil attend a nearer school.—*School Code, 1919, p. 31.*

ARIZONA

Properly signed certificates of promotion from eighth grade admit holders thereof to any high school in the State. Qualified nonresidents may be admitted on payment of reasonable fee fixed by board in charge of high school. For vocational departments, fee as fixed by board but not over \$3 per month. Such fee to be a legal charge against district of pupil's residence.—*School Laws, 1921, pp. 41 and 45.*

CALIFORNIA

Eligible pupil residing in a high-school district may attend in another high-school district in accordance with agreement between high-school boards concerned: in case of disagreement county superintendent fixes rates, or if two counties are concerned, the two county superintendents fix rates. Eligible pupil residing in elementary district not in a high-school district may attend any high school in the county. In apportioning funds, county superintendent shall first apportion to districts in adjoining counties to pay tuition fees thereto for high-school pupils attending from his county. He shall then apportion to high-school districts of his own county to reimburse for cost of transportation of pupils not residing in any high-school district but attending high school in such high-school districts; said cost not to exceed \$5 per month. Provision is made for payment by elementary district where pupil resides for tuition of eligible pupil attending seventh and eighth grades of junior high school.—*School Laws of California, 1921, pp. 144, 279, and 288.*

COLORADO

Any school district may by vote of the electors decide to transport children to and from school, or may pay for the board of pupils in lieu of transportation. By agreement of the boards of the two districts concerned, a pupil may attend high school in a district other than the one wherein he resides, and his home district shall pay such tuition fee as may be agreed upon.—*Education laws passed by the 22d General Assembly, 1919, pp. 36 and 37.*

CONNECTICUT

Any town or incorporated school district not maintaining a high school shall pay the tuition fees of pupils residing therein and attending a high school approved by State board of education. Town having assessed valuation less than \$4,000,000 shall be reimbursed by the State for two-thirds of amount paid for such tuition, but not over \$50 annually per pupil. For tuition purposes, State

board may approve an incorporated or endowed high school or academy. Town not maintaining a high school shall pay for the cost of transportation of high-school pupils residing therein and attending (with consent of school board) a high school approved by State board. State to reimburse for one-half of such cost of transportation, but not over \$35 per pupil.—*Laws Relating to Schools, 1922, pp. 79-81.*

DELAWARE

State board of education is empowered and directed to divide the State or any section thereof into high-school attendance districts and to regulate attendance therein.—*School Laws, 1923, p. 37.*

FLORIDA

Children residing outside of a special tax school district may attend in such district with consent of trustees thereof and approval of county board of education. Children of one county may attend in another county on payment by home county of "pro rata share of such attendance." Districts are likewise chargeable with tuition fees for their children attending in other districts.—*School Laws, 1923, p. 64.*

GEORGIA

In school districts levying a local tax for educational purposes boards of trustees may fix the rates of tuition for nonresident pupils.—*Georgia School Code, 1921, p. 45.*

IDAHO

All school districts not maintaining four-year high schools shall pay tuition fees for pupils of such districts who have completed the course offered therein and who attend high school in other districts. Rate charged by high school shall be based on average cost per pupil, under rules prescribed by State board of education.—*School Laws, 1923, pp. 102-103.*

ILLINOIS

In any county all territory not included in a township or community high-school district or school district maintaining a four-year high school shall be organized into a "nonhigh-school district" for the purpose of levying a tax to pay tuition fees of eighth grade graduates residing in such territory and attending high school elsewhere. Tax in nonhigh-school district not to exceed two-thirds of 1 per cent of assessed valuation. On approval of county superintendent, pupil residing in a high-school district may attend a more convenient high school elsewhere, and the high-school district where he resides shall pay tuition fee therefor based on average cost per capita.—*School Laws, 1921, pp. 38-39; supplement, 1923, p. 19.*

INDIANA

Any township trustee may transfer the high-school pupils of his township to another school corporation. Township trustees and school boards may provide transportation for high-school pupils. Tuition fee paid for high-school pupil shall be equal to annual per capita cost of high-school education in school corporation where pupil attends.—*Laws relating to the Public School System, 1923, pp. 63, 159, and 160.*

IOWA

Person of school age who resides in a school corporation not maintaining a four-year high-school course and who has completed the course offered in his home school corporation may attend high school elsewhere. School corporation in which such student resides shall pay to creditor corporation \$12 per month per pupil, but not over average per capita cost of such high-school instruction.—*School Laws, 1919, pp. 14 and 15, as amended by chs. 53 and 94, acts of 1921.*

KANSAS

In every county where provision for high-school tuition is not otherwise made, any qualified pupil residing in a school district not maintaining a four-year accredited high school shall be admitted to any accredited high school in such county, and if he desires, shall be admitted to the most convenient high school, though situated in another county. County commissioners shall levy on taxable property of county, exclusive of any district or city maintaining an accredited four-year high school or rural high school, a tax sufficient to pay tuition fees of such high-school pupils; rate, \$2 per week. Trustees of county high school (in county having population of 2,000 or more) fix rates of tuition for pupils not residing in the county. In county having a county high school and also one or more high-school districts maintaining accredited high schools, county high-school board shall pay \$2 a week tuition fee for pupil residing in county district and attending in such other high-school district; likewise such other high school district, if receiving part of county high-school fund, shall pay tuition for its pupils attending county high school. Tuition in "Barnes high schools" (district high schools in county where county tax is levied for their benefit) shall be free to all high-school pupils of the county where Barnes high-school law is in force. Commissioners of county not under Barnes law shall pay tuition fee of \$2 per week for pupil of such county attending in county having Barnes high schools. County commissioners must pay tuition fees of pupils living in remote communities which have insufficient high-school pupils to maintain high school; fee of \$2 per week to be paid out of general fund of county.—*Laws Relating to Common Schools, 1919-20, pp. 155-156 and 176; School Laws, 1921, pp. 5, 6; School Laws, 1923, pp. 7, 9, and 10.*

KENTUCKY

Trustees of a-graded common school district may admit to schools thereof pupils from outside the district upon the payment of such tuition and other fees as the said trustees may deem proper.—*Common School Laws, 1922, p. 121.*

LOUISIANA

With permission of superintendent of home parish (county) and the approval of the superintendent of the parish in which attendance is desired, children without access to schools of suitable grade in the home parish may attend in an adjoining parish. Tuition fees to be paid by home parish on basis of per capita cost. Likewise children of a parish may attend the schools of an independent city school system, and tuition fees shall be paid on basis of per capita cost.—*School laws enacted by the Legislature of 1922, pp. 24 and 25.*

MAINE

Any youth residing in a town not maintaining a standard secondary school may attend any secondary school approved by the State commissioner of education and to which he may gain entrance, and in such case tuition fee shall be paid by the town in which said youth resides. On proper returns from such town, State commissioner certifies to governor and council the amount of State reimbursement to which the town is entitled. A town, precinct, or union maintaining a high school is not required to pay high-school tuition if it maintains an approved four-year high school and is not required to pay tuition for the first two or three years of high-school instruction when it maintains such instruction approved by State commissioner. Towns may raise money to pay for conveyance of high-school pupils. Where one or more precincts maintain high school, same is open to pupils of the town or towns including the precinct, but town must pay tuition fee based on per capita cost.—*Laws Relating to Public Schools, 1923, pp. 37, 38, 40, 42, 43.*

MASSACHUSETTS

Any town of less than 500 families which does not maintain a four-year high school shall pay for the tuition of any pupil residing therein and obtaining from the school committee a certificate to attend a high school maintained in another town and approved by the State department of education. Town shall also, when necessary, provide for the transportation of such a pupil at a cost up to 40 cents a day, and a greater amount may be so expended. In lieu of transportation, town may pay toward board of pupil, if State department deems such payment expedient. On refusal of school committee to issue a certificate of attendance, State department may issue same. State reimbursement to town of less than 500 families paying for transportation or board of high-school pupils is as follows: To town expending from taxes for public schools between \$4 and \$5 per thousand dollars of assessed valuation, one-half the cost of such transportation or board; to town so expending between \$5 and \$6, three-fourths of such cost; to town so expending more than \$6, all of such cost. If pupil has to travel 3 or more miles by other than public conveyance, State will reimburse such a town, if expending \$5 or more for public schools, three-fourths of excess cost over 40 cents but not to exceed 80 cents per pupil per day.—*Laws Relating to Education, 1921, pp. 31-32; Acts of 1923, ch. 363.*

MICHIGAN

The district board or board of education of any district or township not maintaining a high school shall levy a tax to pay the tuition fees of pupils resident of such district or township who have completed the eighth grade and who give notice of desire to attend elsewhere a high school approved by the State superintendent. Such tuition fee shall be based on the per capita cost in high school attended but shall not exceed \$60 a year per pupil, unless pupil's home district votes a larger amount. School district may vote a tax to pay for transportation of high-school pupils.—*School Laws, 1923, pp. 138 and 221-222.*

MINNESOTA

District school board may admit to its school pupils from other districts and fix tuition rates therefor. To district furnishing high-school instruction to non-resident pupils, State shall pay tuition fee at the rate of \$7 per month for not exceeding 10 months in the year, but pupil must have completed eighth grade work, and tuition fee shall be paid only for such years of high school as are not provided by pupil's home district. Where such pupil resides in State-aided rural district, amount of State payment for his tuition shall be deducted from amount otherwise going from State to said district if district levies less than 4 mills for school purposes.—*Laws Relating to the Public School System, 1921, pp. 29 and 65-66.*

MISSISSIPPI

Children residing in one district may attend school in another district with the consent of the trustees of the two districts concerned and of the superintendent or superintendents of the county or counties concerned. County of pupil's residence shall pay tuition fee. Children may attend a high school in their county free of tuition "if the school has been established as a free public school of the county," but pupil must pay tuition for studies beyond the public-school curriculum.—*School Laws, 1922, pp. 65 and 89.*

MISSOURI

School board may admit pupils not residents of the district and prescribe tuition fees to be paid by them. Any town, city, or consolidated school district may receive State funds for maintenance of a high school on compliance with certain conditions, one of which is that it admit nonresident high-school pupils on payment of reasonable tuition fees.—*School Laws, 1923, pp. 17 and 109.*

MONTANA

When pupil attends school in district other than that of his residence with approval of county superintendent, trustees of district where such pupil resides must transfer to creditor district school funds due by apportionment for such pupil. School boards have power to determine rates of nonresident tuition fees. Board of trustees of county high school may admit pupils from other counties and fix tuition fees therefor.—*School Laws, 1922, pp. 42-44 and 94.*

NEBRASKA

School district approved by State superintendent for purpose of giving high-school instruction shall receive \$3 per week for each nonresident pupil attending high school in such district. School district where child resides is liable for payment of said amount, but if pupil's home district is unable with maximum levy allowed by law to maintain school nine months, said district shall not be liable for such payment. Board in charge of county high school may admit pupils from other counties and fix tuition rates therefor.—*School Laws, 1923, pp. 65 and 70.*

NEVADA

Law provides for county tax not to exceed 2 mills in county not maintaining a county high school for purpose of aiding district high schools. District high school must admit all properly qualified pupils of the county in order to share in such county funds.—*School Code, 1923, pp. 92-93.*

NEW HAMPSHIRE

Any district not maintaining a high school must pay for the tuition of any child residing therein and attending high school or an academy elsewhere, but home district shall not be liable for tuition in excess of per capita cost and in no event in excess of \$70 per year.—*Laws relating to Public Schools, 1923, pp. 49-50.*

NEW JERSEY

When two districts can not agree on rates for nonresident tuition, State board of education shall fix such rates and may require a district to admit pupils from other districts at rates agreed upon or fixed. In apportioning school funds, county superintendent shall apportion to each district maintaining a high school \$25 per high-school pupil attending such school and residing outside such district. He shall also make apportionment to pay 75 per cent of the cost of transportation of public-school pupils, but the necessity for such transportation and the cost and method thereof must have approval of said superintendent.—*School Laws, 1921, pp. 9, 134 and 136.*

NEW MEXICO

Governing authorities of schools may admit nonresident pupils and fix tuition charges for same based on per capita cost.—*School Code, 1923, p. 27.*

NEW YORK

In apportioning school moneys, State commissioner of education shall allow to each city and union free school district maintaining a high school or high-school department \$50 a year for each high-school pupil attending in such city or district from districts not maintaining high schools. No charge in excess of said \$50 shall be made for such instruction by the city or district unless the school tax rate therein is equal to or in excess of that from which the pupil comes or unless the instruction of nonresident pupil adds to the total cost of academic instruction in the creditor corporation a sum in excess of \$50. Tuition in excess of said \$50 shall be a charge against the district wherein pupil resides. All acts of school boards or other district officers relating to nonresident attendance and tuition charged therefor shall be subject to review by the commissioner of education.—*Education Law, 1923, pp. 161-162.*

NORTH CAROLINA

County board of education may arrange to send children of the county residing outside of any local tax, special charter, or special school taxing district to the schools of such district and pay tuition fees therefor.—*School Laws, 1923, p. 64.*

NORTH DAKOTA

School board of district having standardized graded school or standardized high school may admit nonresident pupil prepared to enter high school; common-school diploma shall be evidence of the completion of elementary school work. Any school district not having a full four-year high-school course shall pay the tuition of pupils residing in such district and attending elsewhere for such part of such four-year course as is not maintained by pupil's home district. Creditor district may charge not over \$1.50 per week for each nonresident pupil.—*Education laws enacted by the 1921 session of the legislature, pp. 15 and 16.*

OHIO

The tuition of pupil eligible for admission to high school and residing in a district not maintaining such school must be paid by the board of the district where pupil resides; such tuition based on per capita cost in school attended; amount of State levy retained in county and amount of common-school fund apportioned for such pupil to such high school shall be deducted from tuition chargeable to debtor district. Board of any village or wholly centralized rural district may pay for the transportation of high-school pupils residing therein and attending elsewhere. Board of a district paying tuition of a resident pupil attending elsewhere may furnish all or a part of cost of pupil's room and board in lieu of transportation, if such cost is less than cost of transportation and if county board of education approves. Board of district not maintaining a high school may enter agreement with one or more boards of other districts for the instruction of all its high-school pupils. In such case such district is exempt from payment of tuition at any other high school of pupils living within 3 miles of school designated in agreement. If no such agreement is made, eligible pupil may designate high school to be attended but must give due notice to board. Standing or grade of public high schools shall be determined by State superintendent. District maintaining a junior high school is not required to pay tuition for its ninth-grade pupils.—*School laws, 1922, p. 388, 392-393, and 416.*

OKLAHOMA

County superintendent may transfer pupils from one district to another. Tuition fees based on per capita cost in district attended, elementary and high-school costs to be computed separately. County superintendent to notify each district of amount of "transfer fund" needed therein, and district board shall include such amount in its estimates for taxes.—*School Laws, 1923, pp. 63 and 64.*

OREGON

District school board may contract with the board of another district for the admission of pupils to any school in such other district, expense incurred to be paid out of school funds of district sending pupils. If debtor district fails to pay as agreed, county superintendent in apportioning funds shall deduct from amount to be apportioned to such district the amount of its unpaid tuition fees. When facilities warrant, board of any union high school or board of district maintaining high school shall admit to such school eligible pupils from districts not maintaining high schools. Board to fix nonresident tuition rates. In county not maintaining county high school, a tax shall be levied on all taxable property of the county not situated in a high-school district for the purpose of paying for tuition of pupils residing in such nonhigh-school territory and attending high schools elsewhere.—*School Laws, 1923, pp. 52, 147-148, and 154-155.*

PENNSYLVANIA

Pupil residing in district not maintaining high school may attend high school in another district, or having completed part of a high-school course may attend elsewhere for uncompleted part; such attendance at expense of home district. Consent of directors of district where school is attended must be obtained. Tuition to be paid on basis of per capita cost of instruction, text books, and supplies, unless a different basis is agreed upon by boards concerned. In computing per capita cost, board shall first deduct amount received from State toward payment of high-school teachers' salaries.—*School Laws, 1921, pp. 119 and 120; Session Laws, 1923, p. 456.*

RHODE ISLAND

Town receiving State moneys for high schools shall admit pupils from other towns so far as capacity of high school permits; tuition fees based on per capita cost. Town not maintaining a high school shall make provision for the free attendance of its children at some high school or academy approved by State board of education. Such town to receive funds from State for each pupil on same basis and to same extent as if it maintained its own high school. Town school committee may provide transportation.—*Laws Relating to Education, 1923, p. 35.*

SOUTH CAROLINA

Any accredited high school receiving State support in maintaining a six months' term shall admit high-school pupils from any part of the State, and pupil shall be charged no fee. If enrollment exceeds 20 pupils per teacher, county board of education shall pay to high-school district not less than \$5 nor more than \$9 per pupil per month, exact amount to be determined on basis of per capita cost; but in such case there must be no accredited high school in district where pupil resides; this provision not effective until six months' term expires.—*School Laws, 1924, p. 91.*

SOUTH DAKOTA

Any pupil having successfully completed the work of the eighth grade may continue school work through the twelfth grade in any high school offering a higher course than that offered in his home district. School board of home district shall pay tuition fee based on per capita cost as determined by county superintendent. Where such tuition is in a school outside the State, same must have approval of superintendent of county where pupil resides.—*School Laws, 1923, p. 43.*

TEXAS

County trustees in classifying schools shall not deprive any pupil of instruction in grade in which he belongs, unless arrangement is made for pupil to attend free of charge a convenient school in another district not more than 3 miles away, or unless transportation is provided at expense of district where pupil resides. County superintendent may transfer pupil from one district to another, in which case State funds apportioned for such pupil shall also be transferred.—*School Laws, 1924, p. 30.*

VERMONT

Town district shall maintain a high school or provide high-school instruction elsewhere for its qualified pupils. Tuition fee shall not exceed \$60 per year per pupil, unless a higher rate is voted by the debtor town district. State apportionment to town maintaining high school or paying high-school tuition in an approved high school or academy is as follows: To town having an assessed

valuation of \$500,000 or less, \$25 per pupil; \$500,000 to \$700,000, \$20 per pupil; \$700,000 to \$1,000,000, \$15 per pupil; \$1,000,000 to \$1,500,000, \$10 per pupil. Town may vote to pay for transportation of its high-school pupils.—*School Laws, 1921, pp. 33-34.*

VIRGINIA

Any school district not maintaining a high school but paying for tuition for high-school pupils elsewhere may share in distribution of State high-school fund. School district may charge high-school tuition fees, subject to approval of State board of education, such fee to be based on per capita cost.—*School Laws, 1920, pp. 50 and 51.*

WASHINGTON

State board of education to make rules for the classification of all school districts into high-school districts and nonhigh-school districts. County commissioners, on certificate of county superintendent as to amount needed, shall levy tax on property of all nonhigh-school districts of the county to pay high-school tuition fees of pupils residing in such districts and attending high schools elsewhere, such tax not to exceed 4 mills. Tuition fees to be based on per capita cost of high school after deduction of State and county funds received for attendance of such pupils. High schools shall admit nonresident pupils who have completed the eighth grade. Board of directors of nonhigh-school district may pay for the transportation of high-school pupils, residents of such district, to the most available high school.—*Code of Public Instruction, 1923, pp. 97-100.*

WEST VIRGINIA

Duty of board of any district not maintaining a high school or assisting in the maintenance of a county high school to pay the tuition fees of all pupils in the district who have completed the course in the elementary schools and attend public high school elsewhere, but not less than \$2.50 nor more than \$5 per month shall be paid for each such pupil, nor shall any pupil's tuition be paid for more than four years. A board maintaining a course of less than four years must pay for tuition of pupil having completed such course and attending elsewhere to complete high-school course.—*School Laws, 1923, p. 41.*

WISCONSIN

Board of any free high-school district may admit to its school pupil who resides in any town or incorporated village not within a free high-school district and who has completed the course in the district in which he resides or the equivalent thereof. Such board may charge a tuition fee not exceeding \$2 per week. District maintaining a first-class State graded school may likewise receive nonresident pupils in its ninth or tenth grade or both and may charge not exceeding \$1 per week for instruction therein. Whenever no high school is maintained in any year in any union free high-school district, such district shall pay the tuition fees of its high-school pupils attending elsewhere.—*Laws Relating to Common Schools, 1919, pp. 430 and 436; Laws of Wisconsin, 1923, ch. 245.*

WYOMING

All school districts not maintaining a four-year high school shall pay tuition for pupils of such districts who have completed the course offered therein and who desire to attend high school in another district. In case payment is not made, county treasurer shall, on statement made by creditor district, transfer amount due from funds of debtor district to funds of creditor district. Rate of tuition based on per capita cost.—*School Laws, 1921, p. 126; Supplement, 1923, p. 22.*