

Educational Change

in

Reorganized

School

Districts

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FOREWORD

THIS REPORT is an outgrowth of a study undertaken by the Office of Education with the assistance of eight State departments of education to provide information concerning some of the major characteristics and educational achievements of reorganized school districts established in recent years.

The information obtained as a result of that study has been arranged in two reports. The first described the general characteristics of 552 reorganized districts located in the eight States participating in the study. This second report presents information relating to certain educational changes which have been made in these 552 districts since their establishment.

Invaluable assistance was received from each of the eight States taking part in the study. The State department of education officials who carried the responsibility for the study in their respective States were:

Drayton B. Nuttall, Chief, Bureau of School District Organization	California
George E. Denman, Supervisor, Transportation and Reorganization	Idaho
Luther J. Black, Secretary, State Teachers Certification Board	Illinois
Edgar L. Grim, Assistant State Superintendent in Charge of Instruction	Michigan
T. J. Beming, Assistant State Commissioner of Education	Minnesota
Arthur L. Summers, Director of School District Reorganization and Transportation	Missouri
Francis E. Griffin, Chief, Bureau of Rural Administrative Services	New York
Elmer L. Breckner, Assistant State Superintendent in Charge of Administration and Finance	Washington

These officials were helpful in developing the forms which were used for collection of information. They also designated the districts which were included in the study. In most instances they carried the entire burden of circulating the inquiry forms to the local districts and collecting the completed returns. The Office of Education is indebted to them and expresses appreciation for the contribution which each made to the study.

To the county superintendents in Illinois as well as those in other States who gave assistance, to the supervisory district superintendents in New York State, and to the superintendents of reorganized districts in each of the eight States, the Office of Education expresses appreciation for their efforts in supplying the information with which this study is concerned.

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EDUCATIONAL CHANGE IN REORGANIZED SCHOOL DISTRICTS

Introduction

Results of school district reorganization may be viewed in a number of ways. Frequently progress is measured in terms of the number of local districts eliminated by incorporating their territory in larger units. Results may likewise be measured by increases in the number of new districts having certain characteristics of size or other features commonly associated with adequate local administrative units. Such methods have obvious practical values in looking at the results of reorganization and assessing its progress. Their validity rests on the conviction that larger districts are more capable of providing the scope and quality of services required in a modern program of education than can be provided effectively by districts of very small size.

However valid this conviction may be, the establishment of larger districts is not a magic process automatically resulting in improvement of educational services. It merely makes such improvements possible. In other words the larger district constitutes a more adequate structure which enables local people to provide better education for their children.

That does not mean that school district reorganization is not directly concerned with better schools. Its important outcomes are educational in nature. Improvement of educational opportunity is the basic consideration. This is the underlying purpose of reorganization legislation and the guiding principle which charts the course for reorganization leaders.

Other important benefits may also be realized. The duplication of a dual elementary and high-school district structure may be eliminated. Nonoperating districts may be closed and their territory incorporated in an active educational enterprise. Local control may be greatly enhanced in situations where parents formerly sent their children on a tuition basis to schools over which they had no control. Local tax burdens may have been equalized within the larger unit where formerly gross inequities existed among small districts. These and comparable benefits have been realized in many communities.

Important though they may be, in the final analysis such benefits are complementary features of the major purpose of providing better schools. Their real significance is in the contribution made to that end.

The test lies in what is done for the pupils. Reorganization is the essential first step, but implementation of its purposes comes after the new districts have been created. For this reason in viewing the results of reorganization it is important to examine the educational changes made in such districts after their establishment. That is the purpose of this study.

Districts Included in the Study

Information was obtained from 552 reorganized districts located in eight States having reorganization programs which, in accord with delegated legislative authority, lodge final responsibility for establishing new districts with the local people concerned. Efforts were made to confine the study to districts which had not been in operation so long that it would have been impracticable to get reliable data concerning educational changes made since their establishment. As of 1952 when the information was collected, almost nine-tenths (89.3 percent) of the districts included in the study had been in operation for 6 years or less.

Representativeness of the Sample

There is good reason to believe that most of the districts from which information was obtained were reasonably representative for their respective States. Included in the report are all except four of the New York State central school districts established since 1943 and three-fourths or more of all those designated by State department of education officials in Michigan, Minnesota, Missouri, and Washington. Of the 244 community unit districts in Illinois, information was obtained from 117. With respect to characteristics of size, property valuation, and date established, these 117 corresponded closely to the total number in that State.

Limitations

A study of this type involving use of a questionnaire is subject to certain limitations which should be recognized at the outset. With all the possibilities for making changes influencing the scope and quality of educational services in a reorganized school district, there are obvious difficulties in devising an inquiry form which would take

account of all of them. Whatever shortcomings the inquiry forms had in this respect limited the study correspondingly.

Then there is the even greater difficulty of getting at the roots of educational change. Obviously, the real test of its soundness is what happens to the pupils. Evidences of this could be determined with respect to some aspects of the total school program but not all by any means. Thorough evaluation even under highly favorable conditions is a difficult and time-consuming process involving on-the-scene investigation. The impossibility of utilizing that approach made it necessary to confine the study to certain conditions and changes that are commonly agreed to be indicative of educational progress.

The consolidation of school attendance centers furnishes a good illustration of this. It is a well-known fact that some very small schools are excellent. But it is generally agreed that those of larger size are better able to provide the scope and quality of educational services that pupils of today need. Admittedly, the establishment of a larger school does not constitute an iron-clad guarantee that this will happen. Like the creation of the larger administrative unit, consolidation of small schools into a larger attendance center can only help set the conditions for improving the scope and quality of learning experiences. However, it is a change that people generally consider important for future educational progress where very small schools are concerned and where the pupils can be brought together in a larger school with due regard to their health, safety, and convenience.

Finally, in viewing the results of reorganization as evidenced by the 552 districts included in this study, it is important to recognize that conditions within them were not everywhere the same for making changes affecting the school program. Some districts were in a much stronger financial position for making certain kinds of changes than others were. There were also great variations among States in the amounts of State financial aid made available for capital outlay purposes and for operation of the school program. Moreover, considerable time may be required for many of the benefits of reorganization to reach full fruition and many of these districts had not been in operation very long. There were indications that many districts were still actively engaged in making a wide variety of educational improvements at the time their reports were submitted. A sizable number of reports mentioned specific changes of various types scheduled to be made at the beginning of the 1952-53 school year.

Consolidation of Schools

Before describing the school consolidation activities of the reorganized districts included in this study, it may be worth while to examine certain terms that are sometimes subject to misinterpretation.

As used in this report, the term school consolidation refers to the merging of two or more school attendance areas to form a larger school. A school attendance area, sometimes synonymously referred to as a school attendance unit, comprises the territory served by a single school.

A local school administrative district includes all the area under a single system of local school administration; i.e., under the jurisdiction of a single board of education. An administrative district may be composed of several attendance units or it may have but one or, in the case of nonoperating districts, only a part of one.

School district reorganization refers to the creation of new school administrative districts by combining the territory of two or more smaller administrative units which are abolished upon establishment of the larger district. In some instances the new administrative unit is called a consolidated or central school district, meaning that it constitutes a combination of two or more former administrative districts.

School district reorganization may or may not result in the consolidation of schools. Usually it does. The attendance units in existence prior to reorganization may be left unchanged or they may even be increased—the establishment of a larger administrative unit does not in and of itself reduce their number.

Moreover, attendance units may be consolidated without reorganization of administrative districts. A one-teacher school district may close its school and send the pupils to another one-teacher school in a nearby district or they may be sent to a larger village school. One-third of the old districts which were combined into the reorganized districts included in this study were "closed" districts; that is, they operated no schools of any kind but continued to function as administrative districts until they were reorganized. Sometimes this type of action resulted in the establishment of much larger attendance units, but usually it did not. Obviously, when a one-teacher school district closes its school and contracts with another one-teacher school for education of its pupils, this is a very rudimentary form of consolidating attendance units.

But the reorganization of small districts into a larger administrative unit in most instances opens up practical possibilities for consolidation of small schools into good-sized attendance units. This is generally regarded as one of the major advantages of larger districts and in some instances is influential in creating favorable attitudes among rural people toward reorganization.

All of the consolidation of school attendance units analyzed in this section took place after reorganization of the administrative units.

Number of Districts Consolidating Schools

More than four-fifths (86.8 percent) of 522 reorganized districts reporting information on this particular item had made consolidations of school attendance units between the time of their establishment and during the 1951-52 school year (table 1). The relative proportions of these districts did not vary significantly among the eight States, indicating that school consolidation was a relatively common activity, regardless of the State in which the new administrative units might be located.

Some of the 453 districts had made minor consolidations, in several cases nothing more than closing one, two, or perhaps three one-teacher schools. But most often, as will be indicated later, considerably more was involved and much more had been accomplished. Some reports indicated that although some small schools had already been closed as of the 1951-52 school year more extensive consolidations involving the establishment of larger attendance centers had been decided upon but had not been completed at that time.

Among the districts which had not reduced the number of their schools were some which had very little consolidation to do, most or all of it having been made before the new administrative unit was established. There were a few instances where the reorganization involved a combination of several closed districts with an operating district, usually a small village or hamlet-centered unit, administering the schools to which pupils from the closed districts were being sent.

However, most of the districts which had done no consolidating were operating sizable numbers of one-teacher schools during the 1951-52 school year. The majority of these districts had been established less than 4 years previously. Several reported that new school buildings were being planned or were under construction and on their completion some or all of the small schools in the district would be closed and the pupils transported to the larger center.

It should be added that there were a few districts which reported more schools in operation during the 1951-52 school year than at the time of their establishment. Almost all of these were larger administrative units.

Table 1

Number and percent of reorganized school districts that consolidated schools, by State

<u>State</u>	<u>Number</u>	<u>Percent</u>
California	9	75.0
Idaho	12	80.0
Illinois	101	87.8
Michigan	32	71.1
Minnesota	61	87.1
Missouri	128	92.7
New York	98	82.3
Washington	12	92.3
Total	453	86.8

Number of Schools Operated

The reports from 522 districts were sufficiently complete so that comparisons could be made concerning the number of schools in operation when the reorganizations were made and during the 1951-52 school year. This information is summarized in table 2 according to the pupil enrollment of the districts.

Especially significant are the two percentage columns in this table. At the time they were reorganized only 1.1 percent of the districts had but one school, 4.2 percent had two schools, and a total of 22.6 percent had five or fewer. Most of the districts which had few attendance areas when they were first established had small pupil enrollments and the greater part of them were formed by combining the territory of "closed" districts, and in some cases one or two operating one-teacher districts, with an operating unit in a hamlet or small village. All of the districts having enrollments of 500 or more had more

than one school and only four districts with enrollments in that range had as few as two. On the other hand, 13.8 percent of the total number had between 14 and 17 schools and 15.9 percent had 18 or more. In this latter group were 20 districts each of which had 30 or more schools. One of the 20 was an Illinois community unit with an enrollment of 1,457 pupils which at the time it was established had 64 elementary and 3 high schools.

The situation during the 1951-52 school year contrasted sharply with conditions which prevailed at the time these districts were established. In 1951-52, the proportion of districts having but one school had risen to 12.1 percent and for those with two schools to 19.2 percent. Over three-fifths (62.0 percent) of the total number had five or fewer schools as compared with 22.6 percent having five or fewer when they were first established. Whereas almost a third (29.7 percent) had 14 or more schools when they were reorganized, the proportion with that number of attendance units had been reduced to 7.8 percent as of the 1951-52 school year.

Comparison of districts of different sizes shows some significant variations with respect to reductions in the number of their schools. There was a strong tendency among smaller districts, particularly those having fewer than 500 pupils, to consolidate all schools into one or two attendance units. Two-thirds of the districts with enrollments under 300 had but one or two schools in 1951-52. Of the 125 districts with enrollments between 300 and 500, there were 27 which had only one school and 33 which had two. In most cases where small districts had two schools one of them was a consolidated elementary and the other a high school.

Although a number of districts between 500 and 900 in enrollment had consolidated their schools into one or two attendance units this trend was not nearly so marked as it was for districts of smaller size. Relatively more middle-sized administrative units had consolidated to three, four, or five schools and there were many which still had six or more.

The same general trend held for districts with enrollments of 900 and above. Although most of them had made consolidations by the 1951-52 school year, the majority still had a sizable number of attendance centers. Only 10 of the 161 districts with enrollments above 900 had fewer than three schools.

Although it is highly probable that a sizable number of the 522 districts had not made by the 1951-52 school year all the consolidations that will be made, certainly there is no evidence in the foregoing analysis of a widespread movement to consolidate all

Table 2

Number of schools operated in reorganized school districts at the time of their establishment and during the 1951-52 school year, by enrollment of districts

Number of schools operated	Number of districts with enrollments ^a -						Total	Per- cent	Cumula- tive Percent
	Under 300	300- 499	500- 899	900- 1,599	1,600 and over				
At time of reorganization									
1	3	3	--	--	--	6	1.1	1.1	
2	13	5	4	--	--	22	4.2	5.3	
3	13	9	5	--	--	26	5.0	10.3	
4	9	7	6	3	1	26	5.0	15.3	
5	5	14	10	6	3	38	7.3	22.6	
6 - 9	27	45	41	26	13	152	29.1	51.7	
10 - 13	4	24	35	19	15	97	18.6	70.3	
14 - 17	5	13	26	20	8	72	13.8	84.1	
18 and over	--	5	31	26	21	83	15.9	100.0	
Total districts	78	125	158	100	61	532	100.0	--	
During the 1951-52 school year									
1	23	27	12	1	--	63	12.1	12.1	
2	29	33	29	9	--	100	19.2	31.3	
3	13	16	19	5	3	55	10.5	41.8	
4	2	20	16	11	3	52	10.0	51.8	
5	4	11	25	9	4	53	10.2	62.0	
6 - 9	8	11	31	39	15	104	19.9	81.9	
10 - 13	--	6	18	9	21	54	10.3	92.2	
14 - 17	--	1	6	8	5	20	3.8	96.0	
18 and over	--	--	2	9	10	21	4.0	100.0	
Total districts	78	125	158	100	61	532	100.0	--	

^a During the 1951-52 school year.

schools into a very few large attendance centers without regard to the size of the administrative unit. On the contrary, the general practice with relatively few exceptions shows that pupil enrollment was a powerful factor in determining the number of attendance centers.

Consolidation of One-Teacher Schools

One-teacher schools figured so prominently in the school consolidation activities of the 522 reorganized districts that it seemed best to treat them separately from schools of other types and sizes.

Number at time of reorganization.—Table 3 shows the number of one-teacher schools reported by each district as being in operation the year that it was reorganized.

All except 50 (9.6 percent) of the 522 districts had one or more one-teacher schools. Forty-seven districts had only one, but at the other extreme were 51 districts which had 18 or more. In this latter group were 15 districts, 12 of them in Illinois and 3 in Missouri, which had 30 or more one-teacher schools. One Illinois community unit district had 55 at the time it was reorganized.

Many small districts had sizable numbers of one-teacher schools. One-third of the districts having enrollments below 300, and almost half (49.6 percent) of those with enrollments between 300 and 500 had six or more. Slightly over a fourth (25.3 percent) of those with enrollments between 500 and 900 had 14 or more. On the other hand, almost a third (32.0 percent) of those with enrollments between 900 and 1,600, and over half (57.3 percent) of those above 1,600, had five or fewer one-teacher schools.

Number in operation during the 1951-52 school year.—Examination of table 4 reveals a strikingly different situation. Almost half (47.3 percent) of the districts had no one-teacher schools, an increase from 50 to 247 districts which had none. Only 82 districts had six or more in comparison with 280 districts which had that many when they were first reorganized. The number of districts having 18 or more was reduced from 51 to 4.

Comparison of districts on the basis of their enrollments reveals some significant variations. Markedly higher proportions of smaller districts, especially those with enrollments below 500, had closed all their one-teacher schools than was the case with districts of larger size. However, districts with enrollments between 500 and 900 which at the time of reorganization had 10 or more had also been particularly active. By 1951-52 only 4 districts having enrollments below 500 had as many as 10 one-teacher schools and only 17 districts

Table 3
 Number of one-teacher schools in
 reorganized school districts at the time each
 district was established, by enrollment of districts

Enrollment of district	Number of districts that had -								Total
	None	1	2-5	6-9	10-13	14-17	18-29	30 and above	
Under 300	11	12	29	30	4	3	--	--	78
300 - 499	10	10	43	31	21	7	3	--	125
500 - 999	9	9	43	31	27	19	18	3	158
1,000 - 1,999	12	6	14	24	19	9	8	8	100
2,000 and over	8	10	17	8	3	4	7	4	61
Total	50	47	145	113	74	43	36	15	522

Enrollment of district	Percent of districts that had -								Total
	None	1	2-5	6-9	10-13	14-17	18-29	30 and above	
Under 300	14.1	15.4	37.2	24.4	5.1	3.8	--	--	100.0
300 - 499	8.0	8.0	34.4	24.8	16.8	5.6	2.4	--	100.0
500 - 999	5.7	5.7	26.6	19.6	17.1	13.0	11.4	1.9	100.0
1,000 - 1,999	13.0	6.0	14.0	24.0	19.0	9.0	8.0	8.0	100.0
2,000 and over	13.1	16.4	27.8	13.1	4.9	6.6	11.5	6.6	100.0
Total	9.6	9.0	27.8	21.6	14.2	8.0	6.9	3.9	100.0

Table 4
 Number of one-teacher schools in reorganized school districts during the 1951-52 school year, by enrollment of districts

Enrollment of district	Number of districts that had --							Total	
	None	1	2-5	6-9	10-13	14-17	18-29		30 and over
Under 300	54	4	17	3	--	--	--	--	78
300 - 499	71	18	26	6	4	--	--	--	126
500 - 899	63	26	38	14	13	4	--	--	158
900 - 1,599	37	11	30	7	7	5	2	1	100
1,600 and over	23	10	13	7	3	5	1	--	61
Total	247	69	124	37	27	14	3	1	523

Enrollment of district	Percent of districts that had --							Total	
	None	1	2-5	6-9	10-13	14-17	18-29		30 and over
Under 300	69.3	5.1	21.8	3.6	--	--	--	--	100.0
300 - 499	56.8	14.4	20.8	4.8	3.2	--	--	--	100.0
500 - 899	39.9	16.4	24.1	8.9	8.2	2.5	--	--	100.0
900 - 1,599	37.0	11.0	30.0	7.0	7.0	5.0	2.0	1.0	100.0
1,600 and over	36.1	16.4	21.3	11.5	4.9	8.2	1.6	--	100.0
Total	47.3	13.2	23.7	7.1	5.2	2.7	0.6	0.2	100.0

(10.7 percent) in the 500-899 group had that many. On the other hand, each enrollment size-group still had a sizable proportion, ranging from 20.8 percent for the 300-499 group to 30.0 percent for the 900-1,599 group, with 2 to 5 one-teacher schools.

Number consolidated per district.—As already indicated, 50 of the 522 districts did not have any one-teacher schools at the time of reorganization. Of the remaining 472 districts all but 69 consolidated one or more (table 5).

The total number consolidated was 2,767, an average of 5.9 for the 472 districts. Although many districts had consolidated but a few (a total of 222 districts had closed from one to five), in many instances they consolidated all they had. Other districts having larger numbers had closed only a part of them.

On the other hand, a sizable group of districts had made extensive consolidations. A total of 181 districts had closed six or more one-teacher schools. In this group were 44 districts which had closed 11 to 15; 16 districts which had closed 16 to 20; 11 districts which had closed 21 to 25; and 9 districts which had closed more than 25. Illinois had 1 district which had consolidated 41 one-teacher schools and another which had consolidated 45.

Relatively more districts in the 500-899 enrollment group had made consolidations than those in any of the other groups. Many of the 149 districts in this group had made extensive consolidations. Thirty-one of the 149 had closed 11 or more one-teacher schools. However, a higher proportion of the 900-1,599 group had closed 11 or more.

The lowest proportion making consolidations was the group above 1,600. Almost a third of these districts had not closed any of their one-teacher schools and relatively fewer had made extensive consolidations than any of the other groups except the smallest.

Relation of one-teacher school consolidation to district area.—This is shown in the first part of table 6 for the 460 districts which submitted information both on their area and on the number of one-teacher schools consolidated.

Relatively small percentages of the districts in each area size-group had not consolidated any one-teacher schools. The highest proportion (19.3 percent) making no consolidations was in the 50-74-square-mile group and the smallest proportion (9.5 percent) was in the 175-249-square-mile group. Comparison of the percentages of the other groups which had not made consolidations indicates that area alone does not appear to have been a determining factor.

Table 5
 Number of one-teacher schools consolidated by reorganized school districts, by enrollment of district

Enrollment of district	Number of districts having one-teacher schools when established	Number of districts that consolidated										Total number of one-teacher schools consolidated	Average per district	
		Number of districts that consolidated												
		None	1	2	3	4	5	6-10	11-15	16-20	21-25			Over 25
Under 300	67	7	14	11	12	6	2	9	6	--	--	--	248	3.7
300 - 499	115	17	14	9	10	13	8	29	12	2	1	--	567	5.1
500 - 899	149	14	17	18	18	7	13	34	16	6	7	2	968	6.6
900 - 1,599	88	15	8	3	4	10	5	21	10	7	2	3	665	7.6
1,600 and over	53	16	7	6	3	4	3	8	--	1	1	4	279	5.3
Total	472	69	60	47	44	40	31	101	44	16	11	9	2,767	5.9

Table 6
Amount of consolidation of one-teacher schools in reorganized school districts, by area of districts in square miles and by year when districts were established

Classification	Total districts	Percent of districts that consolidated				Total
		No one-teacher schools	Some but less than half	More than half but not all	All one-teacher schools	
Area of district in square miles						
Less than 25	9	11.1	11.1	11.1	66.7	100.0
25 - 49	63	15.9	9.5	15.9	58.7	100.0
50 - 74	109	19.3	11.9	23.8	45.0	100.0
75 - 99	71	11.3	15.3	28.1	45.1	100.0
100 - 124	70	14.3	18.6	30.0	37.1	100.0
125 - 174	61	11.5	13.1	36.1	39.3	100.0
175 - 249	42	9.5	16.7	53.4	21.4	100.0
250 and above	35	14.3	25.7	34.3	25.7	100.0
Total	460	14.4	14.8	29.1	41.7	100.0
<u>Year established</u>						
1943 or earlier	10	10.0	--	20.0	70.0	100.0
1944	16	--	6.3	43.7	50.0	100.0
1945	12	--	25.0	41.7	33.3	100.0
1946	17	--	17.6	23.6	58.8	100.0
1947	28	10.7	7.1	25.0	57.2	100.0
1948	95	12.6	6.3	43.2	38.9	100.0
1949	145	11.7	17.2	25.6	45.5	100.0
1950	63	22.2	15.9	23.6	38.1	100.0
1951	75	25.3	22.7	21.3	30.7	100.0
1952	11	27.3	18.2	36.3	18.2	100.0
Total	472	14.6	14.6	29.0	41.6	100.0

However, there was a marked relationship between area and amount of consolidation for the districts which had closed more than half or all their one-teacher schools. Relatively more small-area districts had completely consolidated them. Well over half the districts with areas of less than 50 square miles had done this, but less than a fourth of the districts above 175 square miles had done so.

There was a decided tendency among larger-area districts to close more than half but not all of their one-teacher schools. The percentages of districts which had done this was progressively higher in each area size-group except the largest.

Relation to age of district.—Table 6 also shows the amount of one-teacher school consolidation according to the year when each district was established. It may be noted that all except 83 of these districts were established after 1947.

Thus, a large majority had been in operation for 5 years or less as of the 1951-52 school year. In view of this, it is especially noteworthy that so many of them made reductions in the number of their one-teacher schools. Even a large proportion of those established during 1951 and 1952 reported that consolidations had already been made. Obviously, the 11 districts established in 1952 had not had time to construct new school buildings to house the pupils from the one-teacher schools which they reported had been closed, but had transferred these pupils to other schools in the district.

At first glance it might appear that the time factor was not of great importance. Obviously, there were many instances where all or a part of the one-teacher schools in a reorganized unit were closed shortly after the new district was established. For a district having but a few one-teacher schools and having room to accommodate the pupils in a larger center, the consolidation task was far simpler than in situations where many one-teacher schools were involved and where additional housing facilities had to be constructed. More time would generally be required in the latter cases.

Thus it may be noted that more than four-fifths of the districts established during 1947 and 1948 had closed all or more than half of their one-teacher schools. The corresponding percentages were successively lower for each year until 1952. These percentages also suggest that additional consolidations will probably be made after the 1951-52 school year, especially by districts established after 1949. Notations made on the reports submitted by several districts support this conclusion.

Some districts reported that they had closed all or more than half of their one-teacher schools in the past. These districts were 100 percent so some had to transfer the pupils to other schools in the district.

Elementary Schools Having One Teacher Per Grade

One of the most notable results of elementary school consolidation was the increase in the number of elementary schools having at least one teacher for each grade. That increase is shown in table 7 for the 510 districts submitting information on this particular item.

It may be noted that more than half the districts at the time they were reorganized had one or more schools with one teacher per grade. The great majority of these districts had total enrollments of more than 500 pupils. There were 57 districts, all of them having enrollments of more than 500 pupils, that had two or more elementary schools with at least one teacher per grade at the time of reorganization, including 18 districts that had four or more such schools.

There were some situations where consolidation activities did not produce any marked increase in elementary school size. In districts where a small number of one-teacher schools had been consolidated the number of pupils transferred to a larger elementary school did not greatly increase its size. There were many other instances, particularly among the smaller districts where all one-teacher schools were consolidated into a single school which had but five, six, or seven teachers for the eight elementary grades enrolled.

Moreover, many of the larger districts had large elementary schools but few small ones at the time of reorganization. However, there were some notable exceptions. Thus, of the 55 districts having total enrollments of 1,600 or more pupils, 7 had no school with at least one teacher per grade at the time of reorganization and 22 had but one such school.

The situation during the 1951-52 school year contrasted sharply with conditions when these 510 districts were first established. By 1951-52 the number of districts which did not have at least one elementary school with one teacher per grade had been reduced from 225 to 117. Sixty-two of these 117 districts had total enrollments of fewer than 300 pupils. Even among these smallest districts, the number with such schools had increased from 4 to 14 and of these with total enrollments between 300 and 500 the number had almost doubled.

But most of the increase came from larger districts. Only 17 of those above 500 in total enrollment did not have at least one elementary school with one teacher per grade as contrasted with 75 which did not have any at the time of their reorganization. Many of those which had one such school at that time had two or more by 1951-52. This was particularly true in the case of districts having 900 or more pupils. In this group of districts all but 47 had two or

Table 7

Number of districts having elementary schools with at least one teacher for each grade, by periods specified and by enrollment of districts

Enrollment of district	Number of districts which at the time they were reorganized had --				Total
	No schools	One school	Two schools	Three or more schools*	
Under 300	72	4	--	--	76
300 - 499	78	42	--	--	120
500 - 999	54	100	8	--	162
1,000 - 1,999	14	60	21	1	97
2,000 and above	7	22	3	17	55
Total	225	228	34	18	510

Number of districts which during the 1961-62 school year had --

Enrollment of district	Number of districts which during the 1961-62 school year had --				Total
	No schools	One school	Two schools	Three or more schools*	
Under 300	62	14	--	--	76
300 - 499	36	61	1	--	120
500 - 999	14	122	25	1	162
1,000 - 1,999	3	37	36	3	97
2,000 and above	--	7	11	12	55
Total	117	261	72	26	510
Increase or decrease	-106	33	38	27	--
* With one teacher per grade				10	--

more schools with one teacher per grade during the 1951-52 school year. Some of these schools, especially those in larger districts, had an average of more than one teacher for each grade enrolled. During the 1951-52 school year there were 93 elementary schools, all but six of them in districts above 900 in total enrollment, which had 500 or more pupils. Forty-five of these large elementary schools were in seven suburban districts having total enrollments above 4,500.

Consolidation of Secondary Schools

The reports from 534 districts contained information concerning the number of secondary schools in operation at the time of reorganization and during the 1951-52 school year. There were 35 of these districts which did not have a secondary school at the time of reorganization. The number in the remaining 499 districts is summarized in table 8.

There were 398 districts which had a single secondary school. In six districts this was a junior high school. Two of these six districts were in suburban localities and had large enrollments. In addition, there were two districts with a school having grades 7 through 10, four with a school having grades 9 and 10, and four with a school having grades 9 through 11.

A total of 101 districts had two or more secondary schools, all of them having at least one school which included all of the senior high school grades. The majority of these schools were organized to include grades 9 through 12. Almost all those in Illinois and Missouri were reported as having that type of organization, while a majority of those in Michigan and Minnesota and all but a few of those in New York included grades 7 through 12. Many of those organized as 6-year high schools were in districts which had 8-year elementary schools as well as one or a very few 6-year elementary schools, with the result that at the time they were created a very small number of districts were completely organized on a 6-6 or a 6-3-3 plan. Only seven of the 101 districts having two or more secondary schools had a junior high school organized either as a separate school or in combination with an elementary school.

Mention should be made of the likelihood that a sizable number of secondary schools, both those including grades 9 through 12 as well as those having grades 7 through 12, were housed in the same building with elementary grades. However, the number of instances where this was true could not be determined from the reports because the report forms were not designed to make this distinction with respect to conditions at the time of reorganization.

Table 8

Number of reorganized school districts having one or more secondary schools at the time of reorganization, by total enrollment of district

Total enrollment of district	Number of districts which had --				Total districts reporting
	One secondary school	Two secondary schools	Three secondary schools	Four or more secondary schools	
Under 300	62	1	--	--	63
300 - 499	111	9	1	--	121
500 - 899	127	27	7	--	161
900 - 1,599	60	22	5	7	94
1,600 and over	38	12	6	4	60
Total	398	71	19	11	499

The 499 districts had a total of 651 secondary schools (table 9). As measured by most standards of size the majority of them would be considered small. Only 88 of the total number had enrollments of 300 or more pupils and all except 9 of these schools were in districts with total enrollments of 900 or more for all grades.

On the other hand, a sizable number of medium- and large-sized districts had some very small high schools. Most of those which had fewer than 50 pupils were in districts with total enrollments above 500 pupils for all grades. Some districts had two, three, and in a few cases as many as five of these very small schools. However, in most instances where a district had two high schools one of them was considerably larger than the other although there were a few districts which had two with enrollments of 300 or more.

As already mentioned there were 101 districts which had two or more secondary schools at the time they were established. By the 1951-52 school year 71 of them had made consolidations. Twenty-three of these districts were in Illinois, 19 in New York, 14 in Missouri, 7 in Idaho, 4 in Washington, 3 in Michigan, and 1 in California.

The enrollments of the secondary schools consolidated, the number included in each consolidation, and the total enrollment for all grades in the districts making the consolidations are shown in table 10.

Fifty of the 71 districts had total enrollments ranging between 500 and 1,600 pupils; 11 districts were below 500 in total enrollment, but 10 were above 1,600. Comparing this distribution with that shown in table 8 for districts having two or more secondary schools reveals that all those with total enrollments below 500, all except 18 of those in the 500-1,599 range, and all except 12 of the 22 districts above 1,600 had made consolidations.

Of the 71 districts making consolidations, 57 consolidated two secondary schools each, 10 districts consolidated three, 2 districts consolidated four, and 2 consolidated five. Ten of the 14 districts which consolidated three or more were in the 500-1,599 enrollment group.

A total of 162 secondary schools were consolidated by the 71 districts. These 162 schools constituted almost one-fourth (24.9 percent) of all the secondary schools operated by the 499 districts at the time they were established. Over two-thirds (68.0 percent) of those with fewer than 25 pupils, more than three-fifths (61.4 percent) of those having from 25 to 49 pupils, and slightly over a third (34.1 percent) of those having 50 to 99 pupils were consolidated. Only 8 of the 162 schools had enrollments of 300 or more.

Table 9

Size of secondary schools in reorganized school districts
at the time of reorganization, by total enrollment of districts

Total enrollment of districts	Dis- tricts report- ing	Number of secondary schools which had enrollments of --					Total Secondary schools
		Fewer than 25	25-49	50-99	100-199	200-299	
Under 300	63	--	8	45	11	--	64
300 - 499	121	1	11	50	64	6	132
500 - 899	161	10	18	32	86	47	202
900 - 1,599	94	10	13	31	35	31	150
1,600 and over	60	4	7	9	19	15	103
Total	499	25	57	167	215	99	651

Table 10

Number of secondary schools consolidated in reorganized districts of specified sizes and the number included in each consolidation, by size of school

Enrollment of secondary schools	Number of secondary schools consolidated in districts having total enrollments in all grades of --				Total	Number of secondary schools included in --					Percent of total in 400 districts	
	Under 200	200-499	500-999	1,000-1,999		2,000 and above	Two-school districts	Three-school districts	Four-school districts	Five-school districts		Total consolidated
Under 20	--	2	7	7	2	17	9	3	4	3	17	68.0
20 - 49	1	7	13	11	4	36	21	9	1	4	35	61.4
50 - 99	1	19	16	19	6	67	37	14	3	4	57	84.1
100 - 199	--	1	11	10	3	31	28	3	--	--	31	14.4
200 - 299	--	--	4	6	3	14	13	--	1	--	14	14.1
300 and over	--	--	--	2	3	5	6	1	--	--	7	9.1
Total secondary schools	3	21	36	36	24	160	114	36	6	10	166	24.9
Total districts making consolidations	1	10	24	26	20	71	57	16	3	3	71	--

While the larger districts had most of the larger schools that were involved in consolidations, they also had some very small ones as well. This was particularly true for districts in the 900-1,599 enrollment range. Districts in the 500-899 group had also been particularly active in consolidating secondary schools enrolling fewer than 100 pupils.

In practically every instance where a larger school was involved in a consolidation the other school was much smaller. In no instance were two schools above 300 in enrollment involved in the same consolidation, although there was one case where a school enrolling between 200 and 300 pupils was consolidated with another having an enrollment above 300. There were also a few cases where a school in the 100-199 range was consolidated with one in the 200-299 range. However, the typical consolidation involved at least one and sometimes two schools that were considerably smaller. For example, Illinois had five districts in which schools enrolling more than 300 pupils were involved in consolidations, but in every case the other schools involved had fewer than 100 pupils.

On the other hand, there were a number of consolidations which involved small schools only. Idaho, Illinois, Missouri, and New York had districts making consolidations where each of the schools involved had fewer than 100 pupils. In several instances two schools enrolling 50 to 99 pupils were consolidated; in other cases a school having fewer than 50 pupils was consolidated with another having between 50 and 99; and there were a few consolidations where the largest school involved had fewer than 50 pupils.

The consolidations involving three or more schools merit particular attention with respect to the size of schools consolidated. There were only three instances where schools with more than 200 pupils were involved and in each of these three consolidations the other schools were much smaller. In six of the ten three-school consolidations all of the schools had fewer than 100 pupils.

Of the two districts making four-school consolidations, an Illinois community-unit district consolidated two schools with fewer than 25 pupils and one in the 50-99 range with a fourth which was in the 200-299 range. In the second case, a New York central school district consolidated two schools with fewer than 25 pupils, a third in the 25-49 range, and a fourth in the 50-99 range. With respect to the five-school consolidations, a Missouri district consolidated four schools enrolling between 25 and 50 pupils and a fifth having fewer than 25 into a single attendance center; in an Illinois community-unit district four schools in the 50-99 range and one having fewer than 25 pupils were combined.

It is significant that there were 14 consolidations which resulted in making one or more of the schools involved a junior high school. In other words the senior high school pupils were transferred to the larger center and the smaller schools were made junior high schools. One five-school consolidation, in Illinois, resulted in the establishment of two junior high schools. A four-school consolidation, also in Illinois, resulted in making three of the high schools involved junior high schools. A total of 17 junior high schools were established in this way. It is noteworthy that in all except two cases, the high schools involved in this type of consolidation were organized to include grades 9 through 12 prior to their consolidation.

Changes in the Grade Organization of Schools

Many districts had made grade organizational changes in their schools between the time they were reorganized and during the 1951-52 school year. Some of these changes were closely associated with or came as one of the results of consolidating school attendance centers. Other changes were not necessarily dependent upon nor directly related to school consolidation except in an incidental way if at all.

Some districts had made only one kind of change while many others had made more than one. In many instances the kinds of changes made affected all schools in the district, but in other instances only part of the schools were affected.

The kinds of organizational changes made were of two general types. The first type involved organizational adaptations in the grades included in school programs at the time of reorganization. The second type involved additions or extension of that grade organization.

Adaptations in Grade Organization

The most common type of organizational change involved a reduction in the number of grades in elementary schools which in many instances also resulted in a downward extension of the secondary school program to include grades 7 and 8. As mentioned earlier, most districts at the time of reorganization had their schools organized on the 8-4 grade plan and many of those having 6-year high schools also had 8-year elementary schools as well. It should also be mentioned that the great majority of one-teacher schools had 8 grades.

By the 1951-52 school year 83 districts previously operating on the 8-4 plan had changed either to the 6-6 or 6-3-3 plan (table 11). Some of these 83 districts were among those previously described as having two or more 4-year high schools at the time of reorganization, but had consolidated them in a single 6-year high school or into one 6-year high school and one or more junior high schools. However, at the time of reorganization, most of the 83 had a single 4-year high school, one or more 8-grade elementary schools having two or more teachers, and several 8-grade one-teacher schools. Except for those above 900 in enrollment, most had consolidated all elementary schools into one or two 6-grade elementary schools and had transferred grades

7 and 8 to the secondary school organization. In a number of instances the elementary and secondary grades were housed in the same building.

A sizable group of districts had not made a complete change to the 6-6 or 6-3-3 plan of organization but had reduced the number of grades in part of their elementary schools. In this group were 46 districts which had changed part but not all of their 8-grade elementary schools with two or more teachers to 6-grade schools and had transferred grades 7 and 8 to the secondary school organization. Twenty of the 46 districts transferred the seventh and eighth grades from two or more of their larger elementary schools.

There were 56 districts which reduced the grades in part of their two-or-more teacher elementary schools to less than six grades. This group of districts included several of those already described as making a complete change to the 6-6 or 6-3-3 grade organization. There were some instances where it appeared that this type of change had been made in an effort to adjust the elementary grade organization to the school building situation. In a few districts each elementary building housed but two or three grades. Although there were not many of these situations, most were in the middle-sized group of districts having enrollments between 500 and 1,500. However, most of the 56 districts in this group operated 6-grade elementary schools as well as one or more having less than six grades. The typical smaller district in this group had established one relatively good-sized 6-grade elementary school and had a smaller primary grade school with a teacher for each grade. Most larger districts in this group had established two or more small primary grade schools, several of them having five or more. Some had two or more relatively large primary schools which included kindergartens and the first two or three grades as well as a large unit which included the intermediate grades.

Several districts, most of them large, had organized good-sized schools which comprised part of the upper elementary and part of the junior high school grades. Most of these schools included grades 5 through 8; but some included only the sixth, seventh, and eighth grades. All were in districts which had 4-year high schools. Some of them were reported as intermediate schools, while others including the same grades and having as many pupils were reported as junior high schools.

A large group of districts changed the grade organization of their one-teacher schools which were not consolidated. In 57 districts the seventh and eighth grades were transferred from all

Table 11

Number of reorganized school districts making specified adaptations in the grade organization of schools, by size of district

Type of change	Number of districts having enrollments of -						Total
	Under 300	300-499	500-899	900-1,599	1,600 and up		
Changed from 8-4 to 6-6 or 6-3-3 organization	9	15	28	16	15	83	
Some but not all two-or-more teacher elementary schools having 6 grades organized to include:							
(a) grades 1-6 or K-6	2	6	16	15	7	46	
(b) less than 6 grades	1	2	11	26	16	56	
All remaining 8-grade one-teacher schools organized to include:							
(a) 6 grades	1	10	24	17	5	57	
(b) less than 6 grades	--	1	10	7	2	20	
Part but not all remaining 8-grade one-teacher schools organized to include:							
(a) 6 grades	3	2	9	8	5	27	
(b) less than 6 grades	1	1	8	14	9	33	

one-teacher schools. Practically all these districts had 6-year high schools at the time they were established although there were a few with 4-year high schools which were changed to include grades 7 through 12. In addition there were 20 districts which reduced all their one-teacher schools to less than six grades. Many in both groups had consolidated part of their one-teacher schools which were being operated at the time of reorganization and had reduced the number of grades in the remainder which were then used as "feeder" schools to larger attendance centers.

Other districts changed the grade organization in part but not all of their one-teacher schools. In 27 districts some of them had been made 6-grade schools and in 33 districts some one-teacher schools had been reduced to less than 6 grades.

Additions to the Secondary School Organization

As already indicated in the section dealing with secondary school consolidation, there were 35 districts which did not have a secondary school at the time of reorganization. Most of these districts were small. Seventeen had total enrollments below 300, but 3 were above 1,600.

By the 1951-52 school year 5 of the 35 districts had established secondary schools which included the senior high school grades and 3 districts established junior high schools. Of the districts establishing high schools, 2 were in Missouri and 1 each in Illinois, Minnesota, and New York. Two of the 5 had enrollments of fewer than 300 pupils but 1 had more than 1,600. Of the 3 districts establishing junior high schools, 2 were in Minnesota, 1 of them having fewer than 300 pupils and the other more than 2,000; the third, a California district, had an enrollment of approximately 1,100.

There were indications in the reports from a few of the larger districts not operating a high school during 1951-52 that they may do so in the future. In one instance a large suburban district in Minnesota reported a 64-teacher station high school was then under construction.

Some districts which had a secondary school that did not include all the senior high school grades extended their programs. Three districts which had a 9-grade organization added senior high schools. One of these, a California district, had more than 6,000 pupils enrolled in all grades, while the other two, one in Michigan and one in Missouri, had fewer than 300. In addition, two 10-grade districts, one in Illinois and the other in Michigan, extended their secondary school programs to include all of the senior high school grades.

Kindergartens Added

At the time of their establishment a total of 152 districts had one or more elementary schools which included a kindergarten. Seventy-seven of these districts were in New York. In the great majority of cases only one school in the district had a kindergarten, but a few larger districts, notably in California, had as many as five to ten. It should be mentioned that a number of Michigan districts were reported as having a kindergarten grade in their one-teacher schools. However, with relatively few exceptions the kindergartens reported were in schools having at least one teacher for each school grade.

Moreover, most districts having a kindergarten at the time of reorganization were in the larger-size categories. Only 16 of the 152 districts had enrollments of fewer than 500 pupils; 51 districts were in the 500-899 range, 51 in the 900-1,599 range, and 34 in the group above 1,600.

By the 1951-52 school year, 41 of these 152 districts had expanded their programs by installing kindergartens in one or more additional schools (table 12). This does not include several Michigan districts which had one-teacher schools organized on a K-6 or K-8 plan and subsequently consolidated them into a single elementary school having one teacher for each grade, including the kindergarten.

All but 7 of the 41 districts had enrollments of 900 and above and 16 had enrollments above 1,600. In a number of instances kindergartens were established in every elementary school in the district except the one-teacher schools.

Table 12 also shows that kindergarten programs were initiated by 73 districts, none of which had a school with a kindergarten at the time of reorganization. Approximately two-thirds of these districts had enrollments between 500 and 1,600. In most districts, particularly those having fewer than 900 pupils, the kindergarten program was centered in a single school and in the majority of cases this was the only elementary school in the district which had more than two teachers.

However, there was a marked tendency among larger districts to install kindergartens in more than one school. All of these districts had more than one relatively large elementary school, thus making it necessary to have more than one kindergarten in order to serve the large number of pupils involved.

Of the 73 districts which initiated a kindergarten program, 37 were in New York. Each of the other States except Idaho had four or more districts which had initiated kindergarten programs.

Table 12
Kindergartens added to schools in reorganized school districts

Enrollment of district	Number of districts that had kindergartens in one or more schools but added others to --				Number of districts that had no schools with kindergartens at time of reorganization but added kindergartens to --				Total
	One school	Two schools	Three schools	Four or more schools	One school	Two schools	Three schools	Four or more schools	
Under 500	1	1	1	1	4	0	0	0	4
500 - 999	4	2	2	6	21	3	1	1	26
1,000 - 1,999	11	4	3	18	11	8	2	2	23
2,000 and above	6	2	2	6	0	5	4	2	11
Total	23	9	6	41	45	16	7	5	73

Improvements In the College Preparation of Teaching Staffs

Information was requested from the 532 reorganized districts concerning both the number of teachers employed by the old districts at the time of reorganization and the number employed during the 1951-52 school year who had the following amounts of college preparation: (1) less than 2 years, (2) 2 years but less than 4, (3) Bachelor's Degree, and (5) Master's Degree

A sizable group of respondents did not furnish complete information for both periods. Many of them reported the college preparation of teachers employed during the 1951-52 school year but either indicated that comparable information was not available with respect to those employed at the time of reorganization or left the latter item blank.

However, complete information with respect to the college preparation of teachers for both periods was received from a total of 432 districts. This information, together with the percent of change in each of the four levels of college preparation, is presented in table 13.

Before analyzing this table it may be pertinent to point out that improvements in the college preparation of teachers as reported by these 432 districts constituted one of the most widespread of all the educational changes contained in this entire report. Of the 432 districts reporting, 381 (88.2 percent) had a teaching staff with a higher level of college preparation than that held by the teachers employed by the old districts at the time of reorganization.

Of the 51 districts which did not indicate any improvement, 32 had enrollments of fewer than 500 pupils and only 5 had enrollments of 1,600 or more. There were 10 very small elementary districts in which no member of the teaching staff held a college degree at either period and the majority of teachers employed during the 1951-52 school year had less than 2 years of college preparation. However, such situations were highly exceptional.

The total picture presented by the 432 districts shows a striking improvement in teacher preparation. The number of teachers with less than 2 years of college preparation had been reduced from 2,560 to 915, a decrease of 64.3 percent. A total of 221 districts (8 in California, 3 in Idaho, 29 in Illinois, 26 in Michigan, 34 in Minnesota, 76 in Missouri, 37 in New York, and 8 in Washington) reported that no teachers with less than 2 years of college were employed during the 1951-52 school year. At the time they were established only 78 had gone with less than 2 years.

The number of teachers having 2 but less than 4 years of college work had been decreased by slightly over an eighth (12.8 percent). On the other hand the number of teachers holding a bachelor's degree had been increased by 48.6 percent and the number holding a master's degree showed an increase of 84.1 percent.

This improvement was not concentrated in any particular group of districts, despite the poorer showing of some of those which were small in size as noted above. Each of the five enrollment groups shown in table 13 made large-scale improvements. However, the smaller districts, especially those enrolling fewer than 300 pupils, made a poorer showing with respect to increases in the number of teachers holding master's degrees. On the other hand the districts having enrollments below 500 had a higher percentage of decrease than the larger districts had in the number of teachers with less than 2 years of college.

Districts with enrollments below 500 had fewer teachers during the 1951-52 school year than at the time of reorganization. But districts in the 500-899 and the 900-1,599 enrollment ranges had a greater number in 1951-52, and those above 1,600 had almost a third more. It should be mentioned that a sizable number of these larger administrative units were located in areas suburban to metropolitan centers. The fact that the districts with enrollments above 1,600 had so many more teachers in 1951-52 would appear to account for the very large increase in the number holding bachelor's degrees.

Districts in all of the eight States made highly significant improvements. Each State group showed a large decrease in the number of teachers with less than 2 years of college preparation and all showed significant increases in the number holding bachelor's and master's degrees. The largest increases in teachers holding bachelor's and master's degrees were in the States having the smallest numbers of districts reporting.

Table 13

College preparation of teachers in old districts at the time of reorganization and of those in reorganized school districts during the 1931-32 school year, by enrollment of district and by State

Enrollment of teachers in old district	Number of reorganized districts	Number of teachers in old districts at time of reorganization who had -		Number of teachers in reorganized districts during the 1931-32 school year who had -		Percent of increase or decrease in teachers having -				
		Less than 2 years but less than Bachelor's degree	2 years or more	Less than 2 years but less than Bachelor's degree	2 years or more	Less than 2 years but less than Bachelor's degree	2 years or more			
Under 500	66	176	379	313	48	59	72	-49.9	-17.9	48.9
500 - 999	56	462	672	684	133	69	313	-79.9	-10.7	67.4
1,000 - 2,999	143	828	1,476	1,513	239	267	1,316	-87.7	-10.7	35.9
3,000 - 4,999	58	731	1,385	1,599	406	319	1,134	-86.4	-10.3	60.0
5,000 and over	45	635	1,547	1,947	504	183	1,164	-85.9	-17.3	78.9
Total	433	2,300	6,000	6,076	1,804	915	6,443	-64.3	-13.9	48.6
State										
California	18	28	106	247	29	9	133	-67.9	-30.3	148.6
Idaho	16	69	229	174	13	16	169	-71.6	-19.7	21.3
Illinois	56	1,009	1,371	1,413	486	916	1,694	-68.7	-11.3	36.9
Michigan	31	130	317	333	44	30	339	-83.3	-26.9	77.1
Minnesota	66	240	400	323	49	66	448	-73.9	-13.0	48.0
Missouri	113	463	671	1,024	203	113	608	-78.9	-16.0	33.3
New York	103	591	1,474	1,941	694	373	1,297	-87.1	-6.3	40.6
Washington	9	85	176	169	15	1	73	-89.3	-39.1	307.7
Total	433	2,300	6,000	6,076	1,804	915	6,443	-64.3	-13.9	48.6



Changes in the School Program

A thorough inquiry into all the curriculum changes which may have taken place after the reorganized districts were established was in large measure beyond the scope of a study such as this. Such an inquiry even for a much smaller number of districts would in itself constitute an undertaking of major proportions and would necessitate detailed study of the school program in each district.

Because a comprehensive inquiry was not possible, it was necessary to confine this particular part of the study to certain types of curriculum changes which for the most part represented additions in subject-matter course offerings and provision of additional services. Such a limited view of curriculum change undoubtedly fails to present a true picture of what had been accomplished by many districts. Thus, it should be recognized that the changes shown in this section, impressive though they may be, do not necessarily show all the improvements that were made.

Courses Added to the Secondary School Program

Respondents were requested to list the courses and organized instructional services which had been added to the secondary school curriculum since the establishment of their districts. In a number of cases no response was made to this item. A sizable group of respondents stated that no courses had been added; some of them indicated that their districts had been established but a short time or that course additions to the secondary school program awaited the completion of new school buildings then under construction or in the planning stages. A few others indicated that courses would be added at the beginning of the 1952-53 school year, in most cases specifying the titles of those to be added.

However, of the 525 districts which had a secondary school, 383 (72.9 percent) had added one or more courses. An attempt was made to tabulate the number that each district had added, but this could not be done with accuracy because a large group of districts reported one or more subject fields as course additions but did not specify the number of courses each subject field included. This was particularly true for those reporting agriculture, homemaking, industrial arts, and physical education.

The percentages of smaller districts adding courses was nearly as high as that for the larger districts. The highest proportion

(80.8 percent) was the group of districts in the 900-1,599 enrollment range. While 73.0 percent of those above 1,600 had added courses, 69.7 percent of those with enrollments below 300 had likewise done so (table 14).

The types of courses added are shown in table 15. Because of the great variety added it was necessary to group them in subject fields, except in a few instances where it appeared desirable to list certain ones separately in order to indicate more clearly the emphasis in program improvement.

Of the 97 districts reporting agriculture, there is good reason to believe that most added complete programs. Many reports contained such terms as "Agriculture, grades 9-12," "Vocational Agriculture," "Agriculture I, II, III," or "Agriculture Program and Farm Shop."

Table 14

Number and percent of reorganized school districts adding courses to their secondary school programs

<u>Enrollment of district</u>	<u>Number</u>	<u>Percent</u>
Under 300	46	69.7
300 - 499	93	71.5
500 - 699	122	70.9
900 - 1,599	76	80.8
1,600 and over	46	73.0
Total	383	72.9

Much the same was true, although to a lesser degree, for the 163 districts reporting homemaking. As in the case of agriculture, many of these programs were specified as vocational. However, in a number of instances it appeared that one or two courses had been added to complete a full program. A total of 55 districts reported that homemaking courses had been added for the seventh and eighth

grades only. There were a few instances where homemaking courses had also been added for boys.

More districts reported the addition of courses in industrial arts than in any other single subject field. Among the 210 districts reporting courses in the industrial arts field were a small number which specified such courses as arts and crafts, mechanical drawing, and woodworking. But in the majority of cases the courses added in this field were reported as general shop courses. A total of 64 districts reported that shop courses had been added for the seventh and eighth grades only.

Many districts reported more than one course in commercial or business subjects, particularly districts with enrollments below 900. Some of the courses in physical education were added for the seventh and eighth grades only, but a larger number of districts had initiated a program in this field for girls, several districts indicating that a woman physical education instructor had been added to the staff.

Most of the districts reporting music specified that more than one course had been added. Almost a third reported that instrumental and vocal music had been added to their programs. Thirty districts, most of them below 900 in enrollment reported bands. Art was reported by 79 districts. The number of districts reporting music and art was equal to the number reporting courses in industrial arts.

Driver education programs were added by 90 districts. Only four subject fields (agriculture, homemaking, industrial arts, and music) exceeded driver education as a program addition.

Of the 60 districts reporting courses in the field of English, 31 had added a course in speech. Several districts had added courses in journalism, dramatics, and in remedial reading.

The range of courses added by the different size-groups did not vary as greatly as might have been expected. Except for specialized shop courses and diversified occupations programs reported by some of the larger districts, courses in all of the subject fields listed in table 15 were reported by one or more smaller districts.

However, the most common additions by districts with enrollments under 300 were in the fields of homemaking and industrial arts. By comparison, relatively more districts above 300 had added courses or complete programs in other subject fields such as commercial or business, physical education, driver education, music, and art.

This was true to a marked degree even for districts in the 300-499 range. Moreover, a sizable number of this group reported that complete subject fields had been added rather than the addition of one or two courses to a given field which was already a part of

their programs. An example of this was a Missouri district established in 1949 and having a total enrollment of 311 pupils which reported the addition of industrial arts, vocational home economics, and instrumental and vocal music programs for grades 7-12 as well as the addition of physical education for grades seven and eight.

Districts in the 500-899 enrollment range had been very active in broadening their programs not only in agriculture, home-making, and industrial arts but also in physical education, driver education, music and art, as well as making increases in their course offerings in business or commercial work and science. The addition of complete programs in given subject fields was relatively common. Three examples illustrate this tendency. An Illinois 572-pupil district established in 1948 had added programs in agriculture, home-making, general shop, physical education, and art for grades 7-12. A California 625-pupil district established in 1949 reported the addition of programs for grades 7-12 in industrial arts, homemaking, instrumental and vocal music, and physical education for both boys and girls as well as increased course offerings in science and business education. A Minnesota district established the same year and having 610 pupils reported the addition of a vocational homemaking program, instrumental music, and art for grades 7-12 as well as driver education for grade 9.

Other districts had evidently added courses to subject fields already a part of the total secondary school program thereby giving increased emphasis to some particular area or areas. Typical of this was an Illinois district in the 500-899 range which reported the addition of vocal music, speech, homemaking 3, physics, and business law. Another illustration was a Michigan district in the same size range which reported increased course offerings in industrial arts, homemaking, and business subjects, and expansion of the guidance program to include the study of occupations, and an extension of the conservation program to include school camping and a school forestry project.

Much the same general types of course and subject field additions were made by districts in the 900-1,599 enrollment range. As was the case with districts in the 500-899 range, a sizable group reported complete programs had been added in some subject-matter fields. An illustration of this was a 975-pupil New York district which reported the addition of industrial arts and vocational home-making for grades 7-12 and a complete business education program for grades 9-12.

Table 15

Types of courses added to secondary school programs
by reorganized school districts

Type of course	Number of districts having enrollments of -					Total
	Under 300	300-499	500-699	700-1,499	1,500 and over	
Agriculture	10	29	25	22	13	99
Homemaking	32	42	46	30	13	163
Industrial Arts ¹	26	46	64	32	22	210
Specialized Shop Courses ²	--	--	4	7	12	23
Diversified Occupations	--	--	--	2	6	8
Business and Distributive	8	18	17	24	16	83
Physical Education	1	12	29	12	6	62
Health	3	4	4	8	1	20
Driver Education	9	12	35	22	11	89
Music	16	39	37	27	15	134
Art	3	16	34	19	7	79
English ³	2	10	12	24	11	60
Foreign Languages ⁴	1	7	12	8	7	35
Science ⁵	1	9	21	12	2	45
Mathematics	1	11	11	8	6	37
Social Studies ⁶	2	10	12	15	5	44

¹Includes courses in general shop, mechanical drawing, arts and crafts, and woodworking.

²Includes machine shop, metal work, electrical work, printing, automobile mechanics, and building trades.

³Predominantly courses in speech, but also including journalism, dramatics, and remedial reading.

⁴Predominantly French and Spanish.

⁵Includes general science, chemistry, biology, and physics.

⁶Predominantly courses in government, geography, community civics, and group guidance.

More common, however, was the addition of courses to subject fields already a part of the secondary school program. For example, a 900-pupil New York district had extended the agriculture, shop, and homemaking programs to include courses for the seventh- and eighth-grade pupils, had added courses to the music and business education programs, and, in addition, had established courses in art for grades 7-12 and a driver education program. Although many districts in this group had made additions in the various vocational fields, relatively high proportions had also added courses in music, art, speech and dramatics, science, and the social studies.

Many of the reports from districts having more than 900 pupils indicated a much greater degree of program specialization than in the case of smaller districts. This would naturally be expected because the larger districts had more pupils to serve in any given subject-matter program. Thus, many reports from larger administrative units indicated that instructors had been employed to devote full time to a specific field, such as art, vocal music, instrumental music or band, or the physical education program for girls.

Many of the larger districts, especially those with total enrollments above 2,500, had developed specialized vocational programs in the skilled trades and industrial fields. Several reported the addition of vocational programs in machine shop, metal work, electrical work, automobile mechanics, and the building trades. Eight districts, all with enrollments above 900 reported diversified occupations programs had been added. It is also significant that 13 districts with enrollments above 1,600 had added courses in agriculture and the same number had added courses in homemaking.

Perhaps the most striking characteristic of the range of courses added by all sizes of districts was the degree to which it represented a broadening of secondary school programs beyond the course offerings commonly associated with the traditional college-preparatory curriculum. That this took place, even if to a lesser extent, in small as well as larger districts indicates that size alone was not a determining factor with respect to making improvements that local people felt were needed. However, this does not mean that the quality of these curriculum additions was everywhere the same without regard to the size of the district. Any judgment as to that is clearly beyond the scope of a study such as this.

Courses Added to the Elementary School Program

There were 373 districts (67.6 percent of the total number) which reported that one or more courses had been added to their

elementary school programs (table 16). Many had added more than one, in a number of instances as many as three.

Of these 373 districts, 341 reported the addition or extension of elementary music programs. Most reported that music had been added without specifying whether it included vocal or instrumental or both. However, approximately a fifth of them indicated the addition of instrumental music.

Art was reported by 115 districts all but 18 of which had also reported the addition of music. Physical education was reported by 80 districts most of which had also reported music or art or in a few cases both. A total of 33 districts had added other courses, for the most part industrial arts or handicrafts and science. One New York district reported that instruction in French had been added.

It should be recognized that there were probably many instances where these elementary curriculum additions did not represent course additions in the same sense that agriculture or homemaking, for example, were added to secondary school programs. No doubt there were many elementary schools where at the time of reorganization the pupils were given some instruction in music and art. What the scope or quality of that instruction may have been there is no way of knowing. However, the consolidation of small schools into larger attendance centers where an organized program of instruction in music could be established under the direction of a trained music instructor would appear to constitute a highly significant improvement. The same would appear to hold true in situations where music supervisors had been employed, as was the case in a number of districts, to assist classroom teachers with their music programs.

Addition of Other Curriculum Services

A variety of other curriculum services or school program features had been instituted after reorganization by a number of districts. The types of services added and the number of districts adding each type are shown in table 17. Thus, the table includes only those districts which did not have a given type of service at the time of reorganization but initiated it after that time. Although several districts reported that certain services had been instituted from the county or other intermediate district level, these were not included.

A total of 185 districts initiated testing programs which included the use of both psychological and standardized achievement tests. Visual aids programs, including the use of 16-millimeter films, were added by 166 districts; central library service, including circulation of book collections, was added by 142; and cumulative pupil

Table 16

Courses added to elementary school programs
by reorganized school districts

Courses added	Number of districts having enrollments of --					Total
	Under 300	300-499	500-899	900-1,599	1,600 and over	
Music	41	80	108	71	41	341
Art	4	21	35	36	19	115
Physical Education	5	9	26	18	22	80
All others ¹	4	8	13	4	4	33
Total districts adding courses²	43	83	123	77	47	373
Percent	52.4	62.9	71.1	76.2	73.4	67.6

¹Predominantly industrial arts, handicrafts, and science.

²Many districts added more than one course. Hence, the total given for each size-group is not the sum of the numbers above it.

records systems were installed by 155. Most of the districts which had added one of these also had added the other three. This had been done by some districts in every size-group, but particularly by those having enrollments between 300 and 900.

A sizable group of districts had initiated health services. In 136 districts clinics had been instituted for examination of pupils' teeth; 102 districts had instituted general physical examinations; and audiometer tests of hearing had been added by 132. Many of the districts which had added the four services mentioned in the preceding paragraph had also added one or more of these three health services. This was especially true for districts with enrollments between 500 and 1,500. Many medium- and large-sized districts employed specialized personnel for providing health services on a part-time or full-time basis.

Although 99 districts had initiated programs of corrective instruction for pupils having speech handicaps, all but 17 of them were districts having enrollments above 500. Most of the districts adding remedial reading programs were also in the larger size-groups. Obviously, the larger districts were in better position to initiate such services because they would normally have more pupils in need of them and the per pupil cost would not be nearly as great.

Special Service Personnel

Respondents were requested to indicate the types of supervisory, health, and other special service personnel that were employed, either part time or full time, during the 1951-52 school year. There were 491 districts (88.9 percent) which reported one or more types employed during that year. The various types which were reported as employed by districts in the different-sized groups are shown in table 18. This table does not show the increases in employment of such special service personnel after reorganization, but only indicates conditions as of 1951-52.

The number of districts reporting the three types of supervisory personnel listed in the table should be interpreted with considerable caution. In all probability some districts reported personnel whose duties included supervisory functions but were not primarily that of supervision. It may be noted that most of the districts reporting general instructional supervisors were in the three groups having enrollments of fewer than 900 pupils. It appears practically certain that many of these smaller districts, particularly those with enrollments below 500 pupils, did not have in their employ a person designated by the title of general instructional supervisor but had reported school

Table 17

Number of reorganized school districts
which instituted specified services
in their school programs

Type of service added	Number of districts having enrollments of —					Total
	Under 300	300-499	500-999	1,000-1,500	1,500 and over	
Testing program, including use of psychological and standardized achievement tests	26	49	61	28	21	185
Visual aids program, including use of 16mm films	28	46	50	25	17	166
Cumulative pupil record system	22	36	52	30	15	155
Central library service, including circulation of book collections	18	26	42	26	20	142
Dental clinics	10	28	40	36	22	136
Audiometer tests of hearing	13	24	43	29	22	131
Physical examination of pupils	18	28	28	16	12	102
Corrective instruction for pupils having speech handicaps	4	13	29	26	27	99
Remedial reading program directed by specially qualified teacher or supervisor	3	12	24	22	16	77

principals who devoted a portion of their time to supervision of instruction. On the other hand, there were some districts which had very large schools, enrolling more than 500 pupils, which did not report principals as instructional supervisors. Obviously, it would be impossible to draw valid conclusions concerning the provision of general instructional supervisory services in the districts included in this study when the likelihood is so great that the terminology had been subject to different interpretations. However, there are valid reasons for considering school principals as general instructional supervisors in situations where they do not devote full time to teaching or administrative duties but devote a portion of it to supervision of instruction. Certainly a school principal, either elementary or secondary, has a highly important role in supervising instruction. Thus, the fact that a sizable number of smaller districts were reported as having general supervisors may well be of considerable significance indicating that supervision of instruction has been made a function of school principals in such situations.

It should be added that there were indications in the reports from a number of districts in the three largest size groups that they had one professional person, usually the elementary school principal, but in combined schools enrolling both secondary and elementary pupils the assistant principal, whose duties were primarily supervision of instruction. There were also several districts, all but one of them in the 500-1,599 enrollment range, that reported that they had general elementary supervisors who were officially designated by that title. It appears likely that many of the largest districts reporting general instructional supervisors had one or more persons who were officially designated by that title.

The large number of districts reporting supervisors of music and of art likewise merits explanation. More districts reported music supervisors than any other type of personnel listed in table 18 and many of them were in the two smallest size groups. A sizable portion of these smaller districts had but one school or had a very few one-teacher schools in addition to a larger attendance center which typically housed both the elementary and secondary grades. It appears very likely that in many instances a music instructor had been employed to teach music in the high school and to assist with the music program in the elementary classrooms, either by doing all the instructing herself or helping the classroom teachers do it themselves. Some of the smaller districts indicated that their music instructors functioned as itinerant teachers, visiting the smaller outlying schools from time to time to give music instruction and giving the teachers help in carrying on the program between visits. Whether such music

Instructors could properly be classified as music supervisors is a question which cannot be settled here. However, it is noteworthy that they were reported as music supervisors by the respondents. Certainly there was striking evidence of a highly significant increase in music programs reported by districts in all size groups. It may be recalled that a total of 341 districts, as shown in table 16, reported that music courses had been added to their elementary school programs. This could not have been done without the assistance of personnel trained to give instruction in that field. There is likewise good reason to believe that much the same explanation holds for the smaller districts which reported art supervisors.

The situation with respect to the health personnel was more clear-cut. School nurses were employed by a total of 224 districts, school physicians by 138 districts, and dental hygienists by 101 districts. Many of those reporting school physicians indicated that they were employed on a part-time basis and it seems reasonable to conclude that the great majority were so employed. It is also likely that many of the smaller districts employed school nurses on a part-time basis and that the same was true with respect to dental hygienists.

Relatively fewer districts with enrollments below 500 reported either nurses, physicians, or dental hygienists than was the case with districts above that size. The total number of dental hygienists and dentists reported in table 18 is smaller than the number of dental clinics reported in table 17. In fact, some districts reported dental hygienists but did not report that dental clinics were held. It seems quite likely that several districts that reported dental clinics may have provided this service by getting local dentists to make examinations of the pupils' teeth without charge.

A total of 210 districts reporting that guidance counselors were employed either on a part-time or full-time basis. In the smaller districts it appears likely that guidance services were provided by a regular teacher on a part-time basis. Speech correctionists were reported by 125 districts, 27 of which had enrollments of fewer than 500 pupils.

There were a few significant variations in the types of services provided in different States. For example, 110 of the 224 districts reporting school nurses, 102 of the 138 districts reporting school physicians, and 81 of the 101 districts reporting dental hygienists were located in New York State. By way of comparison, 49 of the 125 districts reporting speech correctionists were in Illinois and 19 of them were in Michigan, but only 26 of the total number were in New York State.

Table 18

Special service personnel employed by reorganized school districts either on a part-time or full-time basis

Type	Number of districts having enrollments of --					Total
	Under 300	300-499	500-999	1,000-1,999	2,000 and above	
General Instructional						
Supervisor	18	25	63	51	37	191
Music Supervisor	45	95	148	86	55	430
Art Supervisor	3	19	62	60	40	184
Pupil Attendance Supervisor	6	19	49	59	44	177
Physical Education Supervisor	--	1	2	5	6	14
School Nurse	5	37	70	65	57	234
School Physician	4	12	48	51	25	138
Dental Hygienist	--	9	32	41	19	101
Dentist	1	--	1	1	1	4
Guidance Counselor	9	29	56	69	45	210
Speech Correctionist	7	20	38	28	22	125
School Psychologist	--	--	4	4	3	11
Reading Consultant	--	--	1	2	1	5
Visiting Teacher	--	--	--	2	1	3
Teacher of Homebound Pupils	--	--	--	2	1	3
Director of Audio-Visual Aids	--	--	1	3	7	11
Curriculum Coordinator	--	--	--	1	1	2
Director of Curriculum Materials	--	--	--	--	2	2
Director of Special Services	--	--	--	--	1	1
Total districts reporting one or more types	55	111	163	99	62	491
Percent	67.1	84.1	84.2	98.0	98.4	88.0

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All of the 11 districts reporting school psychologists were in New York State and all except 3 indicated that these psychologists were employed on a shared service plan whereby several districts joined together in providing this service. Some of the larger districts in the other States as well as New York had employed a variety of other highly specialized personnel. Obviously the larger administrative units were in a much stronger position to do this than were those of smaller size.

Curriculum Development and In-Service Education of Teachers

Respondents were requested to specify the kinds of curriculum development and in-service teacher education projects undertaken after their districts were established. Reports from 239 districts (43.3 percent) indicated that one or more such projects had been carried on (table 19). This type of activity was more characteristic of larger than of smaller districts, the proportion of those with enrollments above 900 being more than twice that for districts with enrollments below 500.

Table 19

Number and percent of districts reporting curriculum development and in-service teacher education projects undertaken after reorganization

<u>Enrollment of district</u>	<u>Number</u>	<u>Percent</u>
Under 300	21	25.6
300 - 499	36	27.3
500 - 899	79	45.7
900 - 1,599	64	63.4
1,600 and above	39	60.9
Total	239	43.3

Practically all of the 239 districts indicated that more than one project had been carried on. While in many reports the nature of each project was specified, indicating the subject-matter fields included in curriculum development programs or the procedures used in other in-service teacher education activities, there were almost as many others which did not but instead described what had been done in rather general terms without specifying the nature of each activity. The latter was particularly true in the case of larger districts which had been established for some time so that it appeared probable that the inquiry form was inadequate for reporting all the activities that had been carried on. Because of this and because of the great variety and combinations of projects, studies, and curriculum improvement and in-service teacher education programs reported by other districts, a classification of them in tabular form would not have revealed satisfactorily what had been done. Judging from the reports, the curriculum development and in-service teacher education activities of these districts would in itself have constituted a separate study of considerable proportions.

However, there are certain generalizations which can be made on the basis of the reports from the 239 districts. There was a distinct trend among the larger districts and to a lesser degree among those in the 500-899 and 900-1,599 groups to regard curriculum development as an on-going process. In numerous instances the reports indicated that curriculum committees and study groups had been operating continuously since reorganization. A number of reports indicated that each year efforts were concentrated on one particular aspect of the total school program, such as the integration of subject matter in the elementary school program and the teaching of reading or the social studies.

Of the specific subject-matter projects enumerated, those dealing with the teaching of reading and of the social studies in the elementary school were most common. However, projects dealing with improvement of instruction in elementary science, art, and arithmetic were also listed by several districts.

Another characteristic common to a sizable group of districts was the emphasis given to curriculum development in the secondary school. Some indicated that work had been done on developing a core curriculum. Others reported projects dealing with certain subject-matter fields. A still larger group indicated that secondary and elementary teachers were working together on projects dealing with certain subject-matter areas.

In many districts efforts were not confined to improving instruction in subject-matter areas alone but were extended to other aspects of the total school program. A number had conducted projects for developing improved methods of reporting pupil progress to parents. The grouping of pupils for instruction had been studied in several districts. Projects leading to the establishment of pupil guidance programs had been conducted and a few follow-up studies of school drop-outs and graduates had been made. A small number of districts reported studies of child growth and development.

College extension courses had been held in a number of districts. In some cases these courses were held concurrently with and as a part of curriculum development projects being carried on. Pre-school workshops for teachers were reported by a number of districts, most of them in the larger size-groups. Other districts reported that workshops and conferences for their teachers were held during the school year.

School Building Construction and Remodeling

Respondents were requested to indicate the amount of school building construction undertaken since the establishment of their districts and to indicate the total capital outlay expenditures for school buildings.

There were 399 districts (72.3 percent) which reported either that new school buildings had been constructed or that one or more of the existing buildings had been remodeled or enlarged (table 20). There were a number of districts which had constructed one or more new school buildings as well as remodeled or enlarged some of the existing school buildings.

It should be mentioned that a number of the districts indicated that construction of new school buildings had been decided upon but had not been started as of the 1951-52 school year. Several districts reported that plans were under way for initiating a school building construction program. A few others reported that plans for a building program had been developed but that school bond elections had failed to carry.

However, there were 241 districts (43.7 percent) which reported the construction of 1 or more new buildings. Most districts reported only 1 new building had been constructed but there were 49 which reported 2 and 23 which reported 3 or more. There were 3 California districts and 4 Washington districts, all of them quite large in size, which reported construction of 5 or more new school buildings. One Washington district reported 9 and 1 in California reported 12.

A higher proportion of the districts with enrollments above 1,600 reported construction of new buildings than any other size group. However, the proportion in 300-499 group was almost as high as that of the 900-1,599 group and higher than that of the 500-899 group.

Over half (57.2 percent) of the districts reported that one or more old buildings had been remodeled or enlarged. Although in most instances this involved but one school building, 132 districts had remodeled or enlarged two or more. Twenty-four districts, all but 4 of them having enrollments above 900, reported 5 or more.

Of the 316 districts which reported that school buildings had been remodeled or enlarged, 222 indicated that classrooms had been added to existing buildings. In many instances relatively extensive additions had been made. Thus, 54 districts reported that 8 or more

Table 20
School building construction and remodeling
by reorganized school districts

Classification	Number of districts having enrollments of —					Total
	Under 300	300-499	500-999	1,000-1,999	2,000 and above	
Number of new school buildings constructed						
One	26	49	53	25	16	169
Two	--	10	13	16	10	49
Three or more	1	--	3	5	14	23
Total reporting	27	59	69	46	40	241
Percent	32.9	44.7	39.9	45.5	62.5	42.7
Number of old buildings remodeled or enlarged						
One	27	57	61	30	9	184
Two	8	16	24	12	14	74
Three	--	1	9	5	6	21
Four	4	1	4	1	3	13
Five or more	2	1	1	9	11	24
Total reporting	41	76	99	57	43	316
Percent	50.0	57.6	57.2	55.4	67.2	57.2
Classrooms added to one or more old buildings						
Total reporting	21	53	74	40	34	222
Percent	25.6	40.2	42.8	39.6	53.1	40.2
Total districts reporting construction of new school buildings and/or old buildings remodeled or enlarged						
Number	46	84	127	79	53	399
Percent	56.1	71.2	73.4	78.2	82.8	72.3

classrooms had been added to existing buildings and there were 5 districts which reported the addition of 32 or more. There were a number of districts which indicated that building additions had been made to house such facilities as school shops and cafeterias.

The capital outlay expenditures for school buildings reported by the 399 districts are shown in table 21. It may be noted that exactly one-third of the 399 districts had expended less than \$50,000. Some of these districts reported the construction of small buildings. Others reported that some enlargements had been made in existing buildings. The reports from a number of these 133 districts indicated that extensive new building construction programs were then under consideration or in the planning stage.

At the other extreme were 60 districts which reported capital outlay expenditures for school buildings of \$900,000 or more. There were 13 districts which reported expenditures of \$2,500,000 or more. One large Washington district established in 1944 reported an expenditure of \$5,000,000. A large California district established in 1949 reported \$8,500,000, which was the highest expenditure reported by any district. Of the 16 districts reporting expenditures of \$2,000,000 and above, 12 had enrollments of 1,600 or more pupils and the other 4 were in the 900-1,599 size group.

Table 21
 Capital outlay expenditures for school
 buildings in reorganized
 school districts

Expenditures (in thousands)	Number of districts having enrollments of -					Total
	Under 300	300- 499	500- 999	1,000- 1,999	1,000 and above	
\$ 1 - \$ 49	22	40	45	17	9	133
50 - 99	8	15	17	8	5	53
100 - 199	14	16	16	4	1	51
200 - 299	1	8	12	3	1	25
300 - 399	1	5	5	6	2	19
400 - 499	--	5	3	5	2	15
500 - 599	--	2	6	--	4	12
600 - 699	--	1	4	6	3	14
700 - 799	--	1	4	5	--	10
800 - 899	--	--	1	3	3	7
900 - 999	--	1	3	2	--	6
1,000 - 1,499	--	--	10	8	6	24
1,500 - 1,999	--	--	1	8	5	14
2,000 - 2,499	--	--	--	--	3	3
2,500 - up	--	--	--	4	9	13
Total districts reporting	46	94	127	79	53	399