

THE ANALYSIS AND SOME OF THE FACTORS  
ASSOCIATED WITH HIGH SCHOOL  
TRANSFERS IN HILL COUNTY

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ASSOCIATED WITH HIGH SCHOOL  
TRANSFERS IN HILL COUNTY**

**THESIS**

**Presented to the Graduate Council of the North  
Texas State Teachers College in Partial  
Fulfillment of the Requirements**

**For the Degree of**

**MASTER OF SCIENCE**

**By**

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**Irene, Texas**

**August, 1938**

**69854**

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## CHAPTER I

### INTRODUCTION

During the past few years in Texas the State Department of Education has attempted a program of equalizing educational opportunities for public school pupils of the state. Aware that many units set up for educating the public school pupils were too small to administer equally the opportunities of education, they inaugurated a new plan. Small school districts have been encouraged to teach only those grades which they could efficiently teach. The Committee on Classification and Accrediting has refused to admit to the accredited list, schools that were unable to employ more than six teachers, and had an enrollment in high school of fewer than sixty pupils. Schools employing five teachers and with a high school enrollment of thirty or more might be accredited as a nine grade school. Schools with fewer than five teachers were encouraged to teach only the elementary grades. The pupils who finished the grades that were taught in the small school districts were to attend the nearest, or most convenient accredited high school. The State Department of Education agreed to pay the high school tuition to the receiving high schools in the event the small school district was unable to pay the tuition, provided, the receiving high school did not charge more than

seven dollars and fifty cents per month per pupil for high school tuition.

The Education Department of the State of Texas, also, has encouraged the establishment of a transportation system. Pupils of all ages and grades living further than two and one-half miles from school were to be transported. For this transportation the state agreed to pay one dollar per month for each elementary pupil transported and two dollars per month for each high school pupil transported. In some small districts busses have been purchased to transport the pupils to accredited high schools. The most common practice, however, has been for the receiving high schools to furnish the transportation facilities to the small districts and receive the transportation money from the state direct.

Within recent years an extensive transportation program has been carried on by many high school districts as a result of the encouragement and assistance given by the State Department of Education. There has also been a desire on the part of most school administrators to secure as many of these high school transfers as possible that were eligible to have high school tuition paid by the sending district, or by the state.

#### Purpose of the Study

The problem of high school transfers has occupied a place of attention among school administrators within re-

cent years. It has been discussed frequently by the State Department of Education Officials, and by the Legislature of Texas. Questions have been raised as to the efficiency of the present plan of handling high school transfers.

It is the purpose of this study to make a survey of the thirteen accredited high schools in Hill County to determine some of the factors associated with high school transfers in Hill County, and their results. Particular emphasis is to be placed upon the investigation of the cost to receiving schools for these high school transfers, and what has been done to obtain them. Many questions that might arise from high school transfers in Hill County have been considered.

It is hoped that the results of the findings in this study will be helpful in making adjustments in the transferring of high school students, if adjustments are found to be needed.

### Scope

The scope of this study includes the thirteen accredited high schools in Hill County. Consideration of high school transfers for the year 1937-1938 only, was given. Each of the thirteen high schools was visited personally. The administrator in charge of each school was interviewed and all information asked for by the author was willingly given. The records were referred to, when needed by the administrator in charge, to obtain proper information. It is



the belief of the author that all information is correct and accurate. The thirteen schools visited, which includes all the accredited high schools in Hill County, were Hubbard, Hillsboro, Abbott, Mount Cain, Malone, Penelope, Bynum, Mertens, Blum, Irene, Whitney, Covington, and Itasca. The County Superintendent's office was also visited and a map of the transportation routes of the thirteen high schools was obtained from him. This transportation map had been approved by the county board of trustees for the year 1937-38.

#### Procedure Used

Periods for interviews were arranged by the author with the administrators of the various schools. A questionnaire was prepared and when the school was visited the administrator in charge was asked to answer all questions that it contained. Full explanation of each question was made when necessary to clarify it. Each administrator referred to his records when information was needed from them. A sample of the questionnaire used in obtaining the data for this study will be found below.

#### Copy of Questionnaire

##### Name of High School

Is this a Rural Aid School?

Does your course of study include commercial courses?

Does your course of study include vocational courses?

Does your course of study include manual training?

What is your salary schedule for high school teachers?

How many high school teachers do you use?

What is your high school enrollment?

What is your net number of high school transfers?

How many teachers added because of high school transfers?

Cost of extra rooms added because of high school transfers?

Cost of extra teaching supplies because of high school transfers?

Cost of equipment added because of high school transfers?

What is your per capita cost of high school instruction?

How much would your per capita cost increase without transfers?

How much would your per capita cost decrease without transfers?

How many busses were purchased to transport high school transfers?

Cost of busses purchased to transport high school transfers?

How many miles do your busses travel out of home districts?

Cost per capita for transporting high school transfers?

What is average grade of high school transfers?

What is average grade of home high school students?

Per cent failures of high school transfers?

Per cent failures of home high school students?

Do you assist high school transfers in securing work while in school?

How many students are employed on N.Y.A. roll in your school?

How many high school transfers are employed on N.Y.A. rolls?

How many high school transfers won athletic awards?

Was Superintendent's salary raised because of transfers?

Do you desire high school transfers? Why?

Do you solicit high school transfers?

Are the standards of your school raised because of transfers?

Do you collect tuition from transfers promptly when not paid by the state?

From how many districts do you receive transfers?

Do you have controversies with neighbor districts over transfers?

Do you benefit financially from high school transfers?

#### Explanations

The term "home student" in this study will refer to those students who live within the city limits, or district limits, of a high school and who have graduated from an elementary school or junior high school in the city or district. "High school transfer" refers to students who live in small school districts in Hill County and have been transferred to an accredited high school in the county by the county superintendent, or by the county school board. They either paid their own tuition, the district in which they lived paid it, or it was paid by the state. "Receiving high school" refers to the accredited high schools in the county that receive and teach the high school transfers from the small schools. "Sending school" refers to the small schools which do not teach all the high school grades and send either

all or part of the high school students to an accredited high school for the completion of their high school education.

## CHAPTER II

### THE STATUS OF THE THIRTEEN ACCREDITED HIGH SCHOOLS OF HILL COUNTY

With few exceptions, all high school transfers in Hill County come from rural districts where farming is the chief occupation. Many of these high school transfers attend the accredited high schools for the purpose of preparing themselves for entrance into college, while many of them attend the accredited high schools knowing they would not pursue further education. It cannot be definitely determined whether or not the course of study offered in the accredited high schools of the county influence the transfers in selecting a school to attend, because of so many other factors that may enter into transferring. It was found in this study that only one school in Hill County, Hillsboro, designed a special course for the benefit of the high school transfers that came to it from rural districts. Vocational Agriculture was added to the course of study by the Hillsboro High School because a need was realized for this subject in shaping the course of study to accommodate the large number of rural boys transferring to the school.

It was found, from Table 1, that the school with the largest number of subject offerings had the largest number of high school transfers. There are other advantages that a large high school can offer a high school student, so, it

cannot be said that the variety of subjects offered have influenced the transfers to select this school. Although there are other factors that may influence high school pupils in their selection of a school, it may be seen from Table 1 that the number of accredited units offered by a high school may have an influence upon them.

TABLE 1

RELATION OF NUMBER OF HOME HIGH SCHOOL STUDENTS  
TO HIGH SCHOOL TRANSFERS

School	Number of Home Stu- dents	Number of Units Of- fered	Per Cent of Enrollment Who Are Transfers	Number of High School Transfers
Hillsboro	317	37	33	160
Itasca	152	33	42	113
Whitney	86	22	37	49
Mt. Calm	86	20	14	14
Hubbard	85	26	41	60
Bynum	75	20	18	17
Abbott	69	22	42	51
Irene	60	19½	9	6
Covington	60	16	9	6
Mertens	59	17	3	2
Blum	51	19½	17	11
Malone	44	16	24	14
Penelope	37	17	33	18

Hillsboro, as was stated above, added Vocational Agri-

culture to its course of study for the special benefit of those rural boys who had transferred to the school. From Table 1 it is seen that Hillsboro had a total of thirty-seven accredited units to offer the students. Hillsboro had a total of 160 high school transfers. In addition to the Vocational Agriculture course offered in Hillsboro High School, the course of study includes an Academic course, a Vocational Home Economics course, a Manual Training course, and a Commercial course.

Table 1 shows that Itasca High School has a total of thirty-three accredited units. A State Department Bulletin<sup>1</sup> shows that these include Vocational Agriculture, Vocational Home Economics, Commercial courses, and Academic courses. It had the next largest number of subject offerings to Hillsboro, and also the next largest number of high school transfers, 113. As this district embodies a large farming area, courses were being offered that would accommodate high school transfers from rural districts before the transfers were received.

From Table 1 it is seen that Hubbard High School offers its students twenty-six accredited units from which they may select their courses. Included in this variety is a general Academic course, a Vocational Home Economics course, and a Commercial course.<sup>2</sup> No course has been added to especially

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<sup>1</sup> Standards and Activities of the Division of Supervision, Number 372, p. 185

<sup>2</sup> Ibid

benefit rural pupils. The Hubbard High School is a member of the Southern Association of Colleges and Secondary Schools. This rating may influence transfers to select this school in preference to others. Without any means of transportation it was able to obtain sixty high school transfers.

Table 1 shows that Abbett and Whitney High Schools each offers twenty-two accredited units to the high school students and that each has forty-nine and fifty-one high school transfers, respectively.

Included in Abbett's course of study is a general Academic course, a Vocational Home Economics course, and a Commercial course. This is a rural district with most of the high school enrollment coming from farms. It offers Home Economics courses for the girls, but does not offer courses in Vocational Agriculture for the boys who might desire such courses.

Whitney offers its pupils a general Academic course, a Vocational Home Economics course, and a Vocational Agriculture course. Being located in a farming and ranching territory, it has emphasized the two Vocational Courses. In this high school it was not necessary to add courses for the benefit of high school transfers because the district is made up of the same type of home students as are the high school transfers who are coming to it.

Table 1 shows that the high schools in Hill County offering twenty or fewer accredited units did not have a large number of high school transfers coming to them. Bynum, lo-



cated in a rural farming section, offers a general Academic course, a Vocational Home Economics course, and a Vocational Agriculture course. It offers a total of nineteen and one-half affiliated units, only one and one-half units fewer than Whitney offers, and the same subjects that are offered at Whitney, yet it has only seventeen high school transfers, while Whitney has forty-nine. Mt. Calm, also located in a rural farming section, offers nineteen and one-half units. It offers a general Academic course, and a commercial course. Mt. Calm received only fourteen high school transfers. Malone offers only sixteen accredited units, all of which are Academic, and has a total of fourteen transfers.

The smaller high schools are located near each other, so it would not be possible for them to obtain as many transfers as the high schools that are a farther distance from each other. However, a larger number of subject offerings might have increased the number of high school transfers to the various schools. Replies to the questionnaire indicated definitely that all school administrators in the county are desirous of obtaining high school transfers. If it were possible to determine what courses appeal to the high school transfers, if any should, it is probable that the receiving high schools of the county would add these courses to their courses of study.

From Table 1, it may be seen that the total number of home high school students might influence the total number of high school transfers to a certain school. Hillsboro

High School with a total of 317 home high school students, has 160 high school transfers. Itasca High School has the second largest number of home high school students, 152; and it has the second largest number of high school transfers, 113. Whitney with eighty-six home high school students, Hubbard with eighty-five, and Abnett with sixty, each have forty-nine, sixty, and fifty-one high school transfers, respectively. Table 1 shows that Bynum and Mt. Calm have a larger enrollment of home high school students than does Abnett or Whitney. It also shows that Abnett and Whitney each have a larger number of high school transfers than Bynum or Mt. Calm. This can probably be accounted for, in part, by the location of Bynum and Mt. Calm, both being located near other accredited high schools.

As many other factors enter into the selection of a high school by transfers, it cannot be definitely determined how much influence the number of home students has in their selection of a high school. From Table 1 it is seen that the smaller high schools of the county, those with sixty, or fewer home high school students, have only a small number of high school transfers.

The cost of instructing high school transfers in Hill County has been given emphasis in this study. A question has been raised as to whether the receiving high schools are making large profits from the tuition charged for instructing the high school transfers. Every possible cost that might have been involved in teaching the high school trans-

fers has been considered. Records were referred to by the administrators in charge of the various high schools to obtain correct data in each item of cost.

TABLE 2  
COST OF INSTRUCTION FOR HIGH SCHOOL TRANSFERS

School	Additional Teachers Salaries	Equipment	Transportation	Supplies	Rooms	Total
Abbott	\$.....	\$50	\$ 855	\$300	...	\$1,208
Blum	.....	..	106	15	...	121
Bynum	877	..	175	10	...	1,062
Covington	.....	23	84	5	...	112
Hillsboro	2,187	..	2,620	160	...	4,967
Hubbard	900	..	.....	60	...	960
Irene	.....	..	45	10	...	55
Itasca	1,755	80	2,045	300	150	4,333
Malone	.....	..	252	...	...	252
Mertens	.....	..	30	4	...	34
Mt. Calm	877	..	252	15	...	1,144
Penelope	877	..	189	30	...	1,116
Whitney	877	..	.....	40	...	917

In Table 2 Additional Teachers Salaries refers to the salary paid to teachers that were employed in the faculty as a result of having high school transfers enter the school, and whom it would not have been necessary to employ had no transfers been received in the high school. Equipment in-

cludes the cost of extra equipment such as tables, desks, chairs, lockers, and cabinets purchased to efficiently care for the high school transfers. The equipment purchased can be used for many years. It is reasonable to assume that it will last ten years, so this cost was divided by ten to determine the cost for one year. Supplies in Table 2 refers to the cost of teaching supplies that were purchased in addition to the amount that it would not have been necessary to have purchased had it not been for the high school transfers. Rooms refers to the cost of additional rooms to the present buildings, or for extra rooms that were built to accommodate high school transfers, that it would not have been necessary to have had, had it not been for the additional high school enrollment due to the high school transfers. It was assumed that a room should last twenty years, so the original cost of the building was divided by twenty to determine the cost for one year.

Transportation includes the cost of busses purchased, and the expense involved in operating these busses for the purpose of transporting high school transfers. The cost of busses purchased was figured on five years use of each bus, and one-fifth of the original cost of the bus was charged against one year.

The income for high school transfers due the receiving high schools for teaching them is shown in Table 3. The amount received from per capita apportionment is \$22 per capita for each transfer, less thirty cents charged in Hill

County for county administration, times the number of transfers received. The rate charged to all high school transfers in all of the thirteen receiving high schools was seven dollars and fifty cents per month. The time for which tuition was charged was either for four months, or for four and one-half months. Most of the schools charged for four and one-half months.

TABLE 3  
INCOME FROM HIGH SCHOOL TRANSFERS

School	Per Capita Apportionment	High School Tuition	Salary Aid	Transportation	Total
Abbott	\$1,117	\$1,721	\$...	\$ 918	\$ 3,756
Blum	229	371	...	198	798
Bynum	369	573	877	306	2,125
Covington	130	202	...	108	440
Hillsboro	3,474	4,800	...	2,800	11,154
Hubbard	1,302	2,034	...	...	3,336
Irene	129	202	...	108	439
Itasca	2,453	3,813	...	2,034	8,300
Malone	304	472	...	252	1,028
Mertens	43	67	...	36	146
Mt. Calm	304	472	877	252	1,905
Penelope	390	607	...	324	1,321
Whitney	1,063	1,653	877	...	3,593

Income from transportation shown in Table 3 includes the two dollars per capita per month paid by the State of Texas, or by the sending district for high school transportation.

The Total Column in Table 3 shows the net amount of money received by each of the thirteen receiving high schools in Hill County from high school transfers. These amounts were paid by the State of Texas, or by the districts from which the high school transfers came.

TABLE 4  
PROFITS AND LOSSES FROM HIGH SCHOOL TRANSFERS

School	Number of Transfers	Cost of Instruction	Income from Transfers	Profits	Losses
Abbett	51	\$1,208	\$ 3,756	\$2,548	...
Blum	11	121	798	677	...
Bynum	17	1,062	2,125	1,063	...
Covington	6	112	440	328	...
Hillsboro	160	4,967	11,154	6,187	...
Hubbard	60	960	3,336	2,376	...
Irene	6	55	439	384	...
Itasca	113	4,333	8,300	3,967	...
Malone	14	252	1,628	776	...
Mertens	2	34	146	112	...
Mt. Calm	14	1,144	1,905	761	...
Penelope	18	1,116	1,321	205	...
Whitney	49	917	3,593	2,676	...

From Table 4 it may be seen how the amounts spent compared with the income from high school transfers. Cost of Instruction in Table 4 is the total of all the costs to the receiving school for any purpose. Income is the total income due the high school from transfers. Profits gained was figured by ascertaining the difference between the Cost and the Income.

It is seen from Table 4 that Mt. Calm High School received an income of \$1,905 from fourteen high school transfers. The additional cost for instructing the transfers was \$1,144. This is a profit of \$761. An additional teacher was added to the high school faculty at this school because of the fourteen high school transfers. Mt. Calm is a Salary Aid School, and received \$877 more from the Equalization Department of the State of Texas based upon its total scholastic population, and teacher-pupil load. By the addition of the fourteen high school transfers it was entitled to an additional teacher, and to have the salary paid from the Equalization Fund of the State Department of Education.

As may be seen from Table 4 all of the other receiving high schools realized a profit from having high school transfers without additional salary aid. Table 4 shows that the schools having the largest number of transfers gained the largest amount of profits.

In Table 5, the Per Capita Cost Not Including Transfers, was figured by subtracting the amount of money received from

transfers from the budget, and dividing this remaining amount by the number of home high school students on the roll. In Table 5 it is seen that the average cost per capita for high school instruction in the thirteen receiving high schools in Hill County was \$75, when all high school pupils were included. The Average Cost Per Capita for high school instruction of the home student was \$94. This was an average of \$19 per capita above the actual costs when transfers were included.

TABLE 5  
PER CAPITA COST OF INSTRUCTION

School	Per Capita Cost Including Transfers	Per Capita Cost Not Including Transfers	Decrease	Increase In Teach- er-Pu- pil Lead
Abbott	\$78	\$124	\$46	8
Blum	75	94	19	2
Bynum	60	61	1	1/3
Covington	64	66	2	1
Hillsboro	60	83	23	8
Hubbard	71	109	38	7
Irene	77	84	7	2
Itasca	67	89	22	7
Malone	94	124	30	3
Mertens	75	77	2	...
Mt. Calm	58	55	..	...
Penelope	99	123	24	4
Whitney	96	140	44	5
Average	\$75	\$ 94		



TABLE 6

DECREASE IN PER CAPITA COST; PER CENT OF ENROLLMENT WHO ARE TRANSFERS; TOTAL INCOME FROM TRANSFERS; PROFITS FROM TRANSFERS; ADDITIONS TO TEACHING STAFF; AND INCREASE IN TEACHER-PUPIL LOAD

School	Decrease In Per Capita Cost	Per Cent of Enrollment Who Are Transfers	Total Cost Of Transfers	Total Income From Transfers	Profits From Transfers	Additions To Teaching Staff	Increase In Teacher-Pupil Load
Abbott	\$46	42	\$1208	\$3756	\$2548	...	8
Blum	19	17	121	798	677	...	2
Bynum	1	18	1062	1248	186	...	1/3
Covington	2	9	112	440	328	...	1
Hillsboro	23	33	4967	11154	6187	1½	8
Hubbard	38	41	960	3336	2376	1	7
Irene	7	9	55	439	384	...	2
Itasca	22	42	4333	8300	3967	2	7
Malone	30	24	252	1028	776	...	3
Mertens	2	3	34	156	112	...	...
Mt. Calm	..	14	1144	1905	761	1	...
Penelope	24	33	1116	1321	205	1	4
Whitney	44	37	917	3593	2676	1	5

The high schools with the largest per cent of the high school enrollment made up of high school transfers, generally show the greatest decrease in per capita cost of high school instruction due to transfers. In Table 1 it is seen that Itasca and Abbott High School each have forty-two per cent of the high

school enrollment composed of high school transfers. In Abbott the decrease was \$46 per capita and in Itasca the decrease was \$22 per capita. Whitney High School had thirty-three per cent of its enrollment composed of high school transfers. It had a decrease in cost of \$44 per capita. Table 5 shows that Hubbard High School had a decrease in per capita cost for high school instruction of \$38, due to forty-one per cent of its high school enrollment being composed of high school transfers.

Table 2 shows that the total cost of fifty-one transfers to Abbott High School amounted to \$1,208. To care for the additional students it was necessary to add equipment at a cost of \$50, and teaching supplies at a cost of \$300. Teachers already employed in the faculty prior to the transferring of these high school students were able to care for the additional number in a satisfactory manner. Transportation costs were the highest expense involved, this amount was \$858. The housing facilities were adequate to care for the additional students, so there was no other expense involved.

From Table 3 it is seen that Abbott received a total income of \$3,756 from the fifty-one high school transfers. This amount is in excess of what the yearly income would have been to the district. From Table 4 it may be seen that Abbott gained a profit of \$2,548. The per capita cost for high school instruction, as shown by Table 5, was decreased from \$124 to \$78. This represents a decrease of \$46 per capita for cost of high school instruction due to high school transfers. The

teacher-pupil load in Abbott High School was increased eight pupils per teacher due to the high school transfers, as shown by Table 5.

Blum High School, which has only eleven high school transfers, had a net cost of \$121 for their instruction. Table 3 shows that \$106 was spent for transportation and \$15 was spent for supplies. This amount is in excess of what the cost for instruction would have been without the high school transfers.

The income to Blum High School from eleven high school transfers, as shown by Table 4, amounted to a total of \$798. From Table 5 it will be seen that Blum High School had a net profit of \$677 from its transfers. The teacher-pupil load in Blum High School was increased only two pupils per teacher as seen from Table 5.

The per capita cost of high school instruction in Blum High School was decreased from \$94 to \$75 due to transfers. This is a decrease of \$19 per capita.

Bynum High School added one additional teacher to its faculty because seventeen high school transfers were added to its enrollment. With this additional teacher the teacher-pupil load was increased from fifteen pupils to fifteen and one-third pupils. Had there been no additional teacher added to the high school, the teacher-pupil load would have been less than 155, which is recommended by the State Department of Education.

Table 2 shows that Bynum spent a total of \$1,062 as a

result of having obtained seventeen high school transfers. Table 3 shows that Bynum received an income of \$2,125 from the seventeen high school transfers, thus a profit of \$186 was realized by Bynum from the seventeen high school transfers. From Table 5, it is seen that the per capita cost of high school instruction in Bynum was reduced from \$61 to \$60, a net reduction of one dollar per capita.

Table 2 shows that a cost of \$23 for equipment, \$5 for supplies, and \$84 for transportation was involved in Covington's instructing six high school transfers, a total of \$112. The income to Covington High School from the six high school transfers was \$440, a profit of \$328. Table 5 shows that the teacher-pupil load was increased one pupil as a result of the transfers, and that the per capita cost of high school instruction was reduced \$2 per capita, from \$66 to \$64.

Hillsboro High School, as has already been mentioned, added to its course of study, Vocational Agriculture for the benefit of rural high school transfers. It was necessary to employ a specially trained teacher for this course. Another teacher was used half time by the high school, making an equivalent of one and one-half teachers added for the additional 160 high school students who were transfers. Table 2 shows that Hillsboro High School had a total cost of \$4,967 above what the cost would have amounted to without the additional 160 high school transfers.

Table 3 shows Hillsboro's income from having obtained the 160 high school transfers to be \$11,154. Thus it is seen

that Hillsboro High School gained \$5,187 more than the amount spent for instructing the 160 high school transfers. Table 5 shows the teacher-pupil load was increased due to the high school transfers, from twenty-three pupils to thirty-one pupils, an increase of eight pupils per teacher. The per capita cost of high school instruction was decreased, as is shown in Table 5, from \$83 to \$60, a reduction in per capita cost of \$23 per pupil.

Hubbard High School added one additional teacher to its high school faculty because of sixty high school transfers. This additional teacher's salary amounted to \$900 and as shown by Table 2, the total amount spent for the transfers was \$960. The only other expense being \$60 for supplies. The income to Hubbard High School, as shown by Table 3, was \$3,336, or a net profit to Hubbard of \$2,376. The teacher-pupil load increased from seventeen pupils per teacher to twenty-four pupils per teacher, an increase of seven pupils per teacher, Table 5. The per capita cost, as shown by Table 5, was decreased from \$109 per pupil, to \$71 per pupil, a decrease of \$38 per capita.

Irene High School, one of the smaller high schools of the county, with only six high school transfers, shows by Table 4 that it gained \$384 from the six high school transfers. The teacher-pupil load was increased less than two pupils per teacher, and Table 5 shows that the per capita cost for the entire high school was decreased \$7.

To adequately house its high school transfers, it was

necessary that Itasca High School erect new rooms. This was done by adding classrooms to a newly erected gymnasium. The cost for the additional classrooms amounted to \$3,000. Assuming that the average building may be used for twenty years, the cost for the use of the building for one year would be \$150. Equipment purchased for the new rooms amounted to \$800. Assuming that the equipment may be used for ten years, the cost for one year would amount to \$80. Table 2 shows a total cost of \$4,333 to Itasca High School for instructing the 113 high school transfers. From Table 3 it is seen that Itasca High School received an income from the 113 high school transfers of \$8,300. This is a net profit of \$3,967. The per capita cost was reduced from \$89 to \$67 because of the transfers, a reduction of \$22 per capita.

The teacher-pupil load in Itasca High School increased from nineteen pupils to twenty-six pupils, an increase of seven pupils per teacher.

The only expense involved in teaching fourteen high school transfers in Malone High School was \$252 for transportation. The income received by Malone High School from these transfers was \$1,028. This represents a net profit of \$776, as shown in Table 4. The per capita cost of high school instruction was reduced from \$124 to \$94 per pupil, a net decrease of \$30. The teacher-pupil load increased only three pupils per teacher.

Penelope High School, after adding an additional teacher for the high school transfers, was able to show a gain

of \$205 above the cost of instructing the eighteen high school transfers. The teacher-pupil load was increased four pupils per teacher. From Table 5, it is seen that the cost per capita for high school instruction was decreased from \$123 to \$99, a net decrease of \$24 per pupil.

Whitney High School employed an additional teacher at a salary of \$877 because of forty-nine high school transfers. Table 2 shows that the total cost to Whitney High School for teaching the transfers was \$917. From Table 3, it will be seen that the total income due to transfers amounted to \$3,593. This is a profit to Whitney High School of \$2,676. The per capita cost for instruction was reduced from \$140 to \$96, a net decrease of \$44 per capita. The teacher-pupil load was increased from seventeen pupils to twenty-two pupils per teacher, as shown in Table 5.

It may be seen from the enclosed map of transportation routes in Hill County that some of the high schools carried on an extensive program of transportation. It cannot be determined, however, whether this transportation factor had any influence on the high school transfers or not. Hubbard High School obtained sixty high school transfers, and Whitney forty-nine, and neither of these two schools operated a bus. On the other hand, Hillsboro High School's busses travelled 180 miles per day and received 160 high school transfers. Itasca High School's busses travelled 120 miles per day and received 113 high school transfers.

It may be seen, also, from the map of transportation

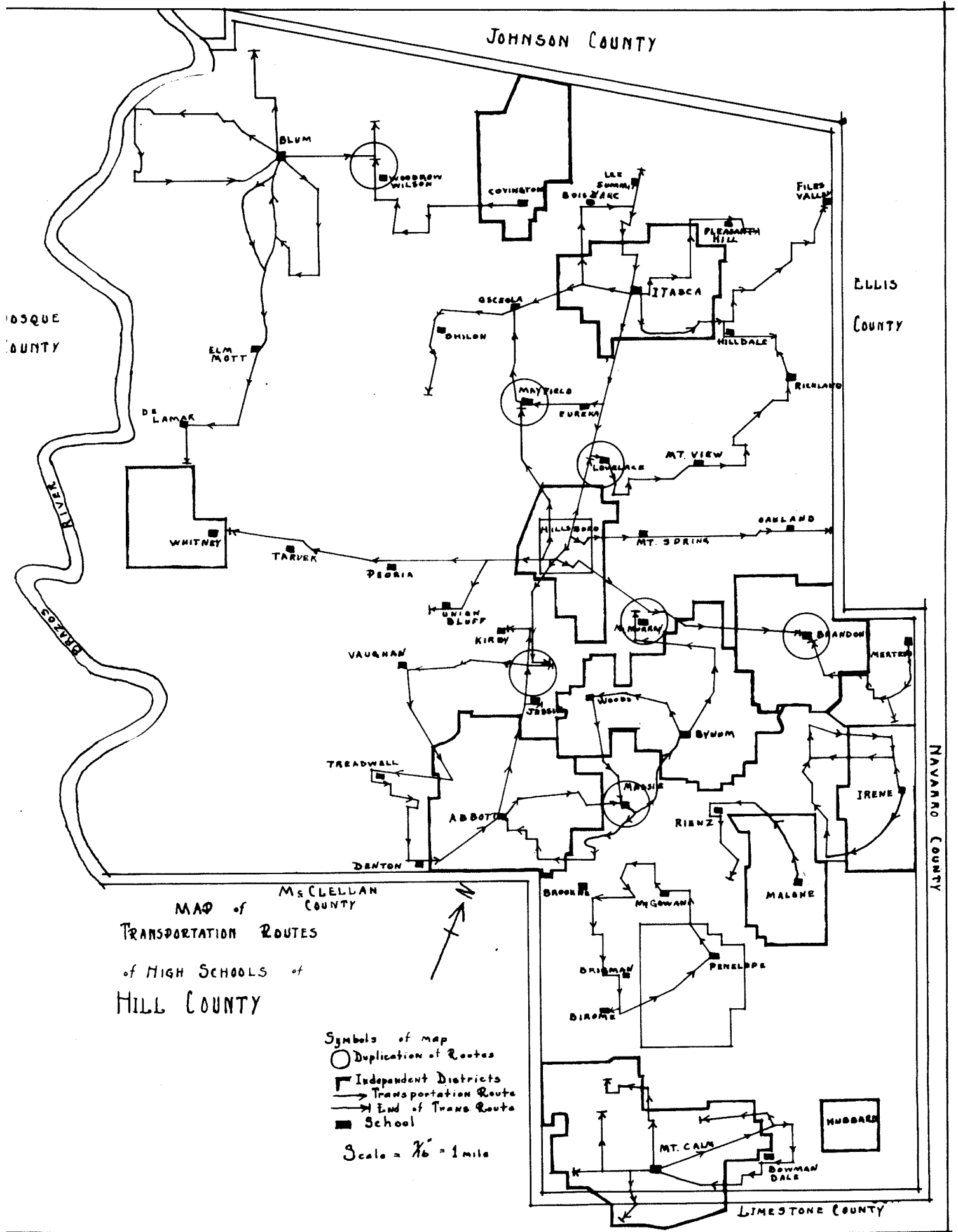


Fig. 1 Transportation Routes of Hill County



routes, that some of the sending districts were served by busses from two receiving high schools. This gave the high school transfers an option of schools they might attend.

TABLE 7  
GRADE OF HIGH SCHOOL STUDENTS

School	Average for All Home High School Students	Average for All High School Transfers
Abbott	86	74
Blum	88	78
Bynum	86	72
Covington	85	75
Hillsboro	85	75
Hubbard	87	75
Irene	85	72
Itasca	85	75
Malone	86	74
Mertens	85	75
Mt. Calm	85	83
Penelope	83	72
Whitney	85	72

A complete record of grades of high school transfers in Hill County were not available at the time of this survey. In these high schools the term reports of transfers were used in making a comparison of their grades with those of home high school students.

Table 7 shows the average grade of the home high school student and that of the high school transfer. The grade for each subject taken by each pupil was not handled separately, only the total average grade for the pupils' entire load was considered. In each school, except that of Mt. Calm, the high school transfers' grade was at least one letter, or ten per cent below that of the home high school student, Table 7.

These grades were considered for high school students in the eighth, ninth, tenth, and eleventh grades. It was found from replies to the questionnaire submitted to the school administrators that the grades of first year high school transfers were much lower than those who had been in the high school one year or more. The Superintendent of Hubbard High School revealed that eighty-nine per cent of its high school failures in the eighth grade were transfers, and that sixty-one per cent of all its high school failures were high school transfers.

In Mt. Calm High School, according to the administrator of that school, the high school transfers entering here were the top ranking students of the rural schools from where they came, and ranked with the average home high school student of that school. This was the only high school reporting the high school transfers' grades to be as high as that of the home high school students' grades.

In a recent survey of six high schools in Texas to show the status of the rural child in the city high school the author gives the following findings.

The data obtained from the survey made in this study seem to lead to certain definite conclusions. There has been an astonishing growth in the number of rural school children who have transferred to the larger districts of the state within the past five years. This is shown by the increase in the number of transfers made by county superintendents to the larger accredited high schools. It is also shown by a continuous decrease in the number of rural schools of the state that offer high school work. The data of chapter one show that there was a decrease of 995 in the number of such schools in the period between 1930 and 1936. It is maintained that this increase in the percentage of rural pupils who are attending city high schools creates a problem which is not being solved to any great extent by the city high schools.

It is true that the administrators of the six schools visited are very much concerned about this problem and that they are attempting to solve it, yet they have no definite program to follow in its solution. All of the schools offer home economics into which rural girls fit better than any other course that they take; and several have placed vocational agriculture in the course of study especially for the boys who transfer from rural schools. Others are adding such courses for the year 1937-38. There is no way of determining just how well the individual teacher is planning her work to meet the needs of the rural child.

It has been determined through this study that the rural boys and girls are considerably older than the urban pupils. Their grades in English, especially, are low. The rural pupils receive too many failures in all subjects, especially among the rural school boys. When the grades made by rural children in subjects such as agriculture and home economics are considered, it is found that they are as well able to do the required work as urban children are.

Due to this inability of the rural school child to fit into the curriculum of the city high school, a much larger per cent of them withdraw from school. It should also be noted that many of the rural boys and girls attend school in the city high school for only a short time and then withdraw.<sup>3</sup>

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<sup>3</sup> Robert F. Kunkel, The Status of the Rural School Child in the City High School, pp 60-61, (an unpublished Masters Thesis, North Texas State Teachers College Library)

**TABLE 8**  
**HIGH SCHOOL STUDENTS RECEIVING ATHLETIC AWARDS**

School	Students Receiving Athletic Awards					Per Cent Of Students Who Are Transfers
	Total Number	Home Students		Transfers		
		Number	Per Cent	Number	Per Cent	
Abbott	22	11	50	11	50	42
Blum	16	8	50	8	50	17
Bynum	10	7	70	3	30	18
Covington	8	8	100	..	..	9
Hillsboro	27	11	44	15	56	33
Hubbard	20	14	70	6	30	41
Irene	10	8	80	2	20	9
Itasca	30	5	16	25	84	42
Malone	10	6	60	4	40	24
Mertens	6	5	83	1	17	3
Mt. Calm	14	14	100	..	..	14
Penelope	10	9	90	1	10	33
Whitney	16	12	75	4	25	37
Total	193	118	69.4	75	39..	30.6

It was found that the receiving high schools of Hill County used many of the high school transfers in athletics. From Table 8 it will be seen that seventy-five high school

transfers earned athletic awards in the various schools of Hill County. Only 193 students in all the high schools earned awards of any kind. From this Table it is seen that thirty-nine per cent of all athletic awards made were to high school transfers, and that only thirty and six tenths of the high school enrollment was composed of high school transfers. Thirty-three per cent of Hillsboro's enrollment was composed of transfers and fifty-six per cent of all athletic awards were earned by the transfers. In Itasca High School forty-two per cent of its enrollment was composed of transfers, and eighty-four per cent of the athletic awards were earned by the high school transfers. These two schools had championship football teams in recent years, Hillsboro winning the championship of its class A district in 1936, and Itasca winning the Regional Class B championship in 1937. It will be remembered from Table 1, that these two schools had the largest number of high school transfers of any receiving high schools in the county. It is possible that the athletic reputation of these two schools influenced boys to transfer there. Securing athletes may also account for a part of the effort made by the various schools to secure high school transfers.

Whitney, Hubbard, Mt. Calm, and Abbott High Schools are the only other high schools in Hill County that participate in football, and as is shown in Table 1, these high schools obtained a larger number of high school transfers than the smaller schools that did not participate in the sport of foot-

ball. This may have been a factor that caused boys to transfer to schools that played football in preference to schools that did not participate in football.

TABLE 9  
HIGH SCHOOL STUDENTS EMPLOYED BY  
NATIONAL YOUTH ADMINISTRATION

School	High School Transfers Employed	Home Students Employed	Total
Abbott	5	3	8
Blum	2	2	4
Bynum	1	1	2
Covington	1	1	2
Hillsboro	7	9	16
Hubbard	2	5	7
Irene	1	2	3
Itasca	7	8	15
Malone	...	3	3
Mertens	1	2	3
Mt. Calm	3	4	7
Penelope	2	2	4
Whitney	...	4	4
Total	32	46	78

Many high school students have been given financial assistance the past few years through the National Youth Administration. In this study a survey was made of the Nation-

al Youth Administration rolls to determine the number of high school transfers employed and the number of home high school students employed. From Table 9 it may be seen that many of the high school transfers were assisted by the National Youth Administration. Forty-one per cent of all the jobs offered to high school students in Hill County by the National Youth Administration were given to the high school transfers, yet only thirty-nine per cent of the high school pupils were transfers. The high school students who receive this assistance are supposed to be in need of assistance to the extent that they would be unable to attend high school without receiving aid. There are exceptions made to this rule, and it is possible that high school transfers were given preference for these jobs, to offer some inducement to them to transfer to certain high schools of the county. This fact could not be established, but as is determined by Table 9 and Table 2, more than six per cent of the high school transfers were employed on the National Youth Administration rolls while only a little over three per cent of the home students were on these rolls. It is possible, however, that the high school transfers were in more need of assistance than the home high school students were.

In the questionnaire submitted to the administrators of the thirteen receiving high schools of this study, this question was asked, "Do you solicit high school transfers?" The Superintendent of Hillsboro was the only administrator giving a negative answer to this question. He said that he de-

sired high school transfers and extended invitations to them to enter his school, but did not solicit transfers in any other manner.

A question was also submitted to determine why high school transfers were desired by school administrators of Hill County. The thirteen replies given to this question were the same, "to raise the standards of their high school by having an increased enrollment." The financial gain received was not mentioned as a cause for desiring high school transfers.

It was also determined from the questionnaire that all of the school administrators, except those in Abbott and Mertens, had been involved in controversies with nearby school districts because of high school transfers. Most of these controversies were over questionable distances that transfers lived from receiving high schools, and were settled by the County Board of Hill County.



### CHAPTER III

#### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

##### Summary and Conclusions

Through the data obtained from the survey made in this study it has been possible to make an analysis of high school transfers in Hill County, and to determine certain factors that were associated with them. The schools in Hill County offering the largest number of accredited units were the schools that obtained the largest number of high school transfers. Only one of these has added subjects to its course of study for the special benefit of high school transfers. It appears that the nature of the subjects offered to high school students was not a factor in determining what school the transfers attended.

The largest high schools of Hill County, from a standpoint of high school enrollment, were able to obtain more of the high school transfers than were these schools with a much smaller enrollment. The total cost for instructing the high school transfers above the total cost for instructing the home high school students was not greatly increased. The largest item of cost to the receiving high schools was transportation. The next largest item of cost was salaries of additional teachers that were added to the faculty because of having obtained high school transfers. All of the high schools

except one, received more money from the high school transfers through per capita apportionment, high school tuition and transportation aid paid by the State of Texas or by the sending districts than was spent on them. The data of chapter two show that only a small amount was spent for equipment, supplies, and additional housing facilities. The schools were equipped to care for the transfers without making adjustment except for additional teachers in seven of the high schools. Fifty-two per cent of all high school transfers of the county are in the largest two high schools, and eighty-one per cent of the total number of high school transfers in the county were in the largest five high schools. An amount of \$16,881 was spent by the receiving high schools for instructing the high school transfers, and an amount of \$36,308 was collected from the state or from the sending districts for instructing the high school transfers. The profit gained amounted to \$20,011, or more than \$38 per transfer. More than half of the total profits gained from the transfers went to the largest two schools of the county, and eighty-three per cent of all the profit went to the largest five high schools of the county. It was also determined that only thirty-four per cent of the entire cost of instruction for high school transfers was spent by the largest five high schools, and eighty-five per cent of the income was received by them.

The per capita cost for high school instruction in the thirteen receiving high schools of the county was greatly re-

duced because of the high school transfers. The high schools having the largest percentage of their high school enrollment composed of transfers, had the largest reduction in the per capita cost for instruction. The average cost for high school instruction including the transfers was \$75 and the average per capita cost not including the transfers to the schools would have been \$94, an increase of \$19 per capita.

It was also determined that all of the schools of the study, except two, have purchased busses and set up transportation routes to common school districts. The schools travelling the longest distance with the busses obtained more transfers. It was determined, also, that Hubbard and Whitney did not operate busses and obtained more transfers than any school except Hillsboro and Itasca. It was found, from the map of transportation routes, that in many instances two busses were serving the same school districts and a duplication of routes occurred. Due to this duplication of transportation routes an unnecessary expense is involved in the cost for transporting transfers. This extra expense would be the operation of two busses where one might serve as well.

The data obtained in this study also reveal that the average grades made by the high school transfers was considerably lower than the average grades made by the home high school students. The failure of a transfer to do average work cannot be attributed to the receiving high school. It is probably a weakness of the rural school from where

the transfer came. Another thesis has been developed on this phase of the rural high school transfer.<sup>1</sup> The number of failures among the high school transfers were greater than the failures of the home high school students, especially was this true for the eighth grade transfers.

The per cent of high school transfers receiving athletic awards was very high as compared to the per cent of home high school students who won awards. It was also determined that schools with a reputation for athletic achievement were able to obtain a greater number of high school transfers than schools without an athletic reputation. The desire to compete in high school athletics with schools that have a reputation for strong athletic ability no doubt, was one of the factors that influenced high school boys from rural schools most in their selection of a high school to which to transfer. The athletic reputation of a high school is also used by high school officials as a means of making the high school more attractive to high school transfers, or prospective transfers.

The high school transfers in the receiving high schools of the county, it seems, were given preference in the selection of students to receive jobs through the National Youth Administration. This was shown by the percentage of high school transfers on the rolls being much higher than that of the home high school students.

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<sup>1</sup> Robert F. Kunkel, The Status of the Rural School Child in the City High School.

It was found that all school administrators desired high school transfers, and that all of them, except one, solicited high school transfers to attend thier school. The present system of transferring high school students caused disputes among school officials of neighboring districts.

#### Recommendations

In view of the summary and conclusions of this study it is possible to make certain definite recommendations.

It is recommended that only five high school administrative units exist in Hill County. It is evident that too many small high schools are now existing in the county. The various districts should be grouped geographically into five high school districts and provisions be made for the education of all the pupils residing within these five geographical districts. A centrally located high school within each district should be established to care for all high school students. This would eliminate the expense of tuition being paid for high school transfers, and would add little to the expense of transportation as it now exists. A further need for this grouping is shown by the high school enrollments being composed of thirty-nine per cent of high school transfers, and an expenditure of \$36,308 being spent for them.

Under the plan mentioned above, no transfers should be permitted from one district to another unless the transfers paid their own tuition and transportation cost. This

would tend to prevent districts from soliciting transfers for the purpose of financial profits, and for the purpose of recruiting superior athletes. It would also give equal educational opportunities to all students residing in the same district.

Under the present system of transferring high school students it is recommended that the State continue to pay the high school tuition to the receiving high schools of the county, but distribute the money to the high schools that are in actual need of this assistance.