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Dormitories For High Schools

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Dormitories For High Schools

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CHAPTER 1

INTRODUCTION

The increased enrollment of rural students in the high schools has given rise to a student housing problem which has become serious. The writer has first hand knowledge of conditions as they exist in his own community, where he is superintendent of the local school. That community is probably typical of a large number of rural communities in this respect.

Statement of the Problem

Rural students during the school year have been found crowded into small rooms that have poor ventilation. To economize, some of them try to do light housekeeping. They often live on diets which do not provide the body with energy, do not build up the tissues, and do not maintain the organism in a healthful condition. "Vegetables rich in starch usually form the bulk of the inexpensive diet, and there is danger of their being used in excessive amounts unless the diet is carefully supervised."[1]

Furthermore, it is a fair assumption that many more rural students would attend high schools if their parents were able to find places for them. Edith A. Lathrop expresses this thought in the following statement:

> "The difficulty in finding living quarters for children who must leave home in order to attend high school is stated as the real need that brought about the origin of the dormitory. Homes that offer both living quarters and parental responsibility for rural

[1] C. A. Lyford, The School Dormitory (M. Barrows and Co., 1932), pp. 138-139.

children are scarce....To leave children in town without the supervision of responsible persons causes much anxiety on the part of rural parents."[2]

Purpose of this Study

It is not expected that this study will solve the housing problems for the communities having rural students attending their schools but it is expected that it will aid in doing so. It is an attempt to accumulate and condense the information that exists concerning dormitories for high schools, in order to learn the reasons for their organization, how they are organized, how they are maintained, and how they are supervised. Opinions from those in charge of dormitories on the success of the ventures are also presented. The purpose of this study is to give a general picture of the dormitory situations as they have existed, or now exist. It is hoped that this may aid the communities having student housing problems in determining whether or not operating dormitories would be the means to the solution of them.

Other Work in the Same Field

This study revealed that there is very little literature on the subject of dormitories and that little work had previously been done on the problem. Richardson and Barger made a study of the twenty-one existing high school dormitories in Montana in 1927. The nature of their work is given in the foreword of their treatise.

"The scope of the inquiry included the reasons for establishing dormitories; the history of their growth, their legal authorization; their individual experiences; the effect of dormitory life upon pupils; what parents and school officials think of them; and the general factors responsible for the success of these dormitories."[3]

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[2]Edith A. Lathrop, "Dormitories for Montana Public High School Pupils," School Life, Vol. 13 (January, 1928), pp. 92-93.

[3]Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana Bulletin, No. 201, p. 3.

The only other study in this same field that could be found was made by Dorothy Dickins, who made a study during the school year 1930-1931 of the agricultural high school dormitories of Mississippi.[4]

Procedure

Before beginning the study of the dormitories for high schools, an attempt was made to find all the sources of information on the subject. A letter of request for a list of publications and bibliography was sent to the Office of Education, Washington, D. C. A brief questionnaire was formulated and was sent to the department of education of every state in the United States. After the preliminary questionnaire had been returned, and after a great deal of communicating by mail, a second questionnaire was sent out to the different dormitories that had been reported. A considerable amount of follow-up work had to be done in order to get sufficient data on which to work.

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[4] Agricultural High School Dormitories of Mississippi, Mississippi Agricultural Experiment Station Bulletin, No. 293.

CHAPTER 2

ORGANIZATION OF HIGH SCHOOL DORMITORIES

According to the information gathered the first high school dormitory was established in 1914 in connection with Flathead County High School in Kalispell, Montana. Whether or not this dormitory is still maintained the writer does not know, for the reason that there was no response to the request for information. The period of dormitory expansion in Montana was from 1914 to 1926.

> "In 1926 twenty high school dormitories were open, of which six were in connection with county, seven with second-class, and seven with third-class district high schools.
>
> "Although the dormitory movement in Montana increased rapidly from 1914 to 1922, it was not until 1923 that the legislature, by formal enactment, legalized those already established and authorized school district trustees to provide additional dormitories where needed."[1]

In the Montana Educational Directory, for 1930-1931, the latest report on dormitory schools according to the State Superintendent of Public Instruction, there were twenty schools having dormitories listed. The questionnaire was sent to each of the twenty schools listed. Fifteen of these returned the questionnaire, and eight of the fifteen that reported indicated that their dormitories had been closed and not been in operation for the last three to eight years (Table 1).

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[1]Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana Bulletin, No. 201, p. 8.

Table 1

States Having Dormitories for High School Students

State	Number Reported	Number Reporting	Ceased to Operate
Colorado	2	1	1
Minnesota	1	1	
Montana	20	15	8
Nebraska	1	1	
Nevada	3	3	
Oregon	1	1	
South Dakota	143	44	

All listed financial reasons such as, "too expensive," "students can stay at private places cheaper than at the dormitory," and "failed to be self-supporting." In addition to financial reasons, two schools listed "improved roads" and "substituted buses," respectively, as reasons for closing the dormitories. Two states indicated that dormitories had been in existence and at the same time failed to state where they were located.

> "Because of the density of the population of Pennsylvania it is not necessary for us to have high school dormitories. Several years ago a small school in one county had a dormitory, but I believe this has been discontinued."[2]

> "So far as I can learn, there are no public high schools in Alabama which have dormitories. Some years ago some few of the schools had dormitories, but we have developed consolidated schools and transportation so that schools are within reach of practically all our boys and girls without going to a dormitory."[3]

Minnesota has only one dormitory, at Deer River, which was established in 1922. This is a wing of the high school building which is used for no other purpose. In a communication to the writer, the secretary to the superintendent says:

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[2]J. F. Brougher, Advisor of Secondary Education, Pennsylvania, in a communication.

[3]W. L. Spencer, Director of Secondary Education, State of Alabama, in a communication.

"Our Home Economics teacher serves as preceptress of the dormitory, receiving her board and room in addition to her regular salary. She does all buying and plans meals and menus with the assistance of the cook, who is employed full time. Students assist in preparation of meals and do all serving and dishwashing. Students keep their own rooms clean and do all work of cleaning the dormitory during the school year. One of the high school women is assistant preceptress of the dormitory, receiving her regular salary plus board and room. Our junior high school principal is preceptor on the boys' floor under the same arrangement."[4]

In South Dakota the dormitory venture is new, having been established in the fall of 1934. This is the only state in which it is chiefly a FERA set-up. The state legislature of South Dakota, the same year, passed a law authorizing the establishment of high school dormitories. According to statements on the returned questionnaire, several schools indicate that they are planning to continue with the dormitories.

Two dormitories were reported in Colorado. Only one school, at Julesburg, responded. This school states that the dormitory has been discontinued. Giving three reasons for so doing, (1) "would not pay cost of operation," (2) "small patronage, automobile changed situation," (3) "too much grief for all they were worth" (Table 2).

Only one school in Nebraska was reported having a dormitory. This one is located at Bartlett, and was established in 1920. The State Department of Public Instruction of Nevada reported three dormitories which were established in 1924. One dormitory was reported at Crane, Oregon.

Out of the sixty-six dormitories reporting, it was found that only three were established during the years between 1926 and 1934, and

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[4]Aileen Hawley, Deer River, Minnesota, in a communication.

no dormitory was established during the three years from 1930 to 1934. Forty-four were established in 1934. These latter were FERA projects (Table 2).

Table 2

Date of Establishment of Dormitories

Year	Number	Ceased Operation	Reasons for Closing: Financial	Reasons for Closing: Improved Roads
1920	3	1	2	
1921	4	3	3	1
1922	4	2	1	1
1923	1	1	1	
1924	4			
1925	3			
1926	1	1	1	
1927				
1928	1			
1929				
1930	1	1	1	
1931				
1932				
1933				
1934	44			
1935				

Arrangement of Dormitories

In planning a dormitory for high school students the ideal is perhaps seldom reached. The ideal in numbers would be to have a separate dormitory for the girls and one for the boys. Only thirty-eight out of sixty-six schools have a separate dormitory for girls and boys. The balance, thirty-eight, have both the girls and the boys in the same building on separate floors or separate wings (Table 3).

With twenty-eight schools having two dormitories each and thirty-eight schools having one each, ninety-four dormitories were studied. For simplicity, the number of schools will be referred to as the number of dormitories, mainly for two reasons. First, that in reporting

the cost, the enrollment, the staff, forms of recreation, as well as other items, the schools have reported these items as though they applied to only one dormitory. Secondly, there is no assurance that some schools did not report two dormitories, when in fact they were only two apartments in the same building. Some of the responses seemed to indicate that this had been done. For these two reasons each school will be considered as having one dormitory.

Table 3

Replies Received from Questionnaire on Organization of Dormitories

Items Concerning Which Information Was Requested	Number of Dormitories Reporting	One in a District	Two in a District	Replies Received										
				Yes	No	Doubtful	Expected to	If Possible	Likely	Leased Building for 1936	Up to Public	Not Entirely	Perhaps	Too Expensive
Number of Dormitories Maintained	66	38	28											
Separate for boys and girls	66			32	34									
Separate division	66			38	28									
Number of Pupils housed	*66													
Year Established	†66													
Temporary Set-up	66			44	22									
Meant to be permanent	54			14	3	1	3	1	4	2	9		5	
Proved Successful	66			54	10							2		
Success becoming more evident	40			30	10									
Success on decline	11			3	2									6

*See Table 4
†See Table 2

Dormitory Enrollment

The enrollment of the different dormitories that have reported is tabulated in this study (Table 4). It was found that the largest enrollment was 100 and the smallest was eight pupils. The average enrollment per dormitory was thirty.

Table 4

Number of Students in Each Dormitory Reporting

Dormitory	Number of Pupils	Dormitory	Number of Pupils	Dormitory	Number of Pupils	Dormitory	Number of Pupils
1	16	18	46	35	38	52	45
2	25	19	56	36	34	53	25
3	43	20	30	37	29	54	23
4	35	21	24	38	28	55	23
5	14	22	28	39	25	56	10
6	19	23	60	40	44	57	10
7	24	24	27	41	52	58	10
8	19	25	26	42	100	59	20
9	40	26	40	43	16	60	25
10	29	27	42	44	90	61	19
11	34	28	19	45	30	62	23
12	28	29	40	46	36	63	20
13	18	30	30	47	30	64	32
14	16	31	39	48	27	65	23
15	35	32	20	49	32	66	8
16	22	33	28	50	45		
17	38	34	36	51	40		

One may get a more condensed picture by noticing the frequency of distribution; taking the range from one pupil to 100 pupils, in steps of five each (Table 5). It will be noticed that the greatest number of cases fall between the enrollments of eleven to fifty pupils; the mode is in the interval from twenty-six to thirty pupils. It has already been stated that the average enrollment in each dormitory was thirty pupils.

Table 5

A Frequency Distribution of Dormitory Enrollments

Number of Pupils	Number of Dormitories Having Designated Enrollments
1-5	
6-10	4
11-15	1
16-20	11
21-25	11
26-30	14
31-35	5
36-40	9
41-45	5
46-50	2
51-55	1
56-60	2
61-65	
66-70	
71-75	
76-80	
81-85	
86-90	1
91-95	
96-100	1
Total	67

The Success of Dormitories

In determining the success of a dormitory, one must keep in mind its purpose. Because a dormitory has ceased to function, it does not necessarily follow that it has been a failure. It may have served its purpose well until some more convenient agency has been substituted to fulfill that same purpose. For instance, the roads may have been improved, allowing the installation of bus service, which would permit the students to return to their home after school hours. The first purpose of the high school dormitory is to extend the privilege of attending school to those who would otherwise be deprived of it.

"It has been found that the school dormitories in Montana have uniformly been established for the benefit of rural children, to enable them to secure a high school education when this privilege was not within their reach while living at home."[5]

"There was much rejoicing and deep gratitude expressed upon its receipt (FERA support), as otherwise approximately 100 students would be deprived of schools this year."[6]

Following the first purpose of dormitories in order of sequence but not necessarily in purpose, is that of contributing to the students' development, physical as well as mental.

"The work of the boarding school when carefully analyzed presents four distinct phases for all of which the head of the students' dormitory must have concern if she is to fulfill the obligations of her position.

"First, the boarding school and college residence hall care for the rudimentary and primary needs; standards in the institution should be such as enable the student to maintain good habits of hygiene, good habits of eating, good habits of sleeping, and proper care for personal appearance. The present tendency to put dormitories and dining halls on a self-supporting basis should not be allowed to lead to standards of living that will in any degree impair the students' physical welfare.

"Second, the educational institution is expected to provide conditions that will make possible intellectual discipline of a high order....Orderliness and system must prevail....There should be opportunity for quiet and reflection, not only during study hours but throughout the day.

"Third, a well-mapped out daily program may develop habits that will make it easier for students to adjust themselves to group living while in school, and to the demands of society when school days are over....

"Fourth, the school of high standards offers opportunity for an enriched spiritual life for the student. Honesty in all dealings, consideration and service for others, and a high standard of devotion to the ideals for which the school stands are to be expected of every occupant of the dormitory. A love for the

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[5] Op. cit., p. 6.

[6] Anna M. Schultz, "High School Dormitories Established at Glendive and Richey," Montana Education (November, 1934), p. 8.

finer things of life will result if the right atmosphere pervades the dormitory and if living is maintained on a high plane."[7]

Although the foregoing citations are merely opinions, they are undoubtedly opinions that are generally accepted. With the true purpose of the dormitory in mind it is impossible to interpret the success or the failure of the dormitory to the fullest extent, from the results of the questionnaire. In answering the question, "Has the dormitory proved successful" fifty-four answered "yes" and twelve answered "no." Thirty stated that the success of the dormitory was becoming more evident, and eight stated that it was on the decline; while twenty-four left these two questions unanswered (Table 2).

Nine dormitories have ceased to operate on account of financial reasons (Table 1). Of course, the dormitory cannot fulfill its purpose unless it has means by which to operate. The occupancy of dormitories is treated in Chapter 3.

Summary

From records available the first high school dormitory was established in 1914. Nineteen were established during the years from 1920 to 1925, and three from 1926 to 1930. Forty-four sprang up in the fall of 1934, as FERA Projects. Eleven of these plan to continue.

Thirty-eight schools reported having two dormitories, one for girls and one for boys. Twenty-eight have girls and boys in the same building, but on separate floors, or separate wings. Forty-four are temporary set-ups, and twenty-two were meant to be permanent. Fifty-

[7]C. A. Lyford, The School Dormitory (M. Barrows and Co., 1932), p. 8.

four have been successful, and twelve have not. Thirty indicate that the success is becoming more evident, while eight state that it is on the decline. Nine dormitories have ceased to operate. The largest dormitory enrollment is 100, and the smallest is eight. The average enrollment in each dormitory is thirty pupils.

CHAPTER 3

THE OCCUPANCY OF THE DORMITORIES

In order to get a more perfect picture of the dormitories that are operated, every phase of the dormitory set-up was studied. The second part of the questionnaire dealt with the occupancy of the dormitory. Any district interested in establishing a dormitory can compare its situation with the situations involved in this study (Table 6).

Table 6

Replies Received from the Questionnaire on the Occupancy of Dormitories

Items Concerning Which Information Was Requested	Number of Dormitories Reported	Replies Received												
		Yes	No	One Week	Two Weeks	Four Weeks	Any Length	173 Days	174 Days	175 Days	176 Days	178 Days	180 Days
Are rural students, only, housed in the dormitory?	66	66											
City students?	66		66										
Are pupils permitted to stay a shorter period than till end?	59	52	7										
If so, how long?	52			1	1	5	45						
Length of school term in days	61							2	1	9	2	3	44

Rural Students in Dormitories

In all the dormitories only rural students were in occupancy. This shows that the dormitories were not in the nature of an orphanage,

but that they really served the definite purpose of extending school privileges to students in rural districts (Table 6).

It has been found a problem where dormitories are not maintained, for rural families to find living quarters for their children near the school. Often only a few private homes have been willing, or able, to supply room and board to the students who have been able to pay a reasonable charge. Rooms suitable for light housekeeping have also been difficult to find. It has been necessary for some parents to move to town for the winter to keep house for the children. When houses have been scarce, it has been found necessary to erect one. Cases have been known where a sod house or a tar-paper shack had to serve as a temporary dwelling.[1]

Periods of Occupancy

The replies from the questionnaire show that the length of the period during which the students may occupy the dormitories is not restricted. Fifty-two dormitories out of the fifty-nine reporting stated that the students were permitted to stay a shorter period than from the time entered until the end of the school term. Seven dormitories stated that the students were not allowed to stay a shorter period, which seems to indicate that the students who applied for admission to these dormitories had to agree to not change their place of occupancy as long as they remained in school that term. Out of the fifty-two replying that the students were not required to stay until the end of the school term, forty-five reported that the students could stay any length of time, five dormitories stated four weeks, one two weeks, and

[1]Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana Bulletin, No. 201, p. 7.

another dormitory reported that the students must stay at the dormitory at least one week.

Length of Term

Sixty-one dormitories out of the sixty-six that returned the questionnaire reported on the length of the school term. Forty-four reported that the length of the school term was 180 days, nine dormitories reported that it was 175 days, and three reported that the term was 178 days in length. Two reported 176 days and another two dormitories reported 173 days. Only one dormitory reported that the length of the school term was 174 days. This seems to indicate that the dormitories that reported the length of the school term to be 180 days did not deduct for holidays which should not effect the term of occupancy of the dormitories for the reason that the students would likely not go home for one day, unless the holiday were on a Friday or on a Monday.

Distances Traveled

The replies from the questionnaire revealed that several students traveled long distances to live in the dormitories. The longest distance traveled was 100 miles which was reported by one dormitory. This seems almost unreasonable, but not so unreasonable in light of the fact which was pointed out in the second chapter of this study, that in sparsely settled areas many school districts have no high schools, or at best, high schools offering from one to two years of high school work. The shortest distance traveled was reported as being one and a half miles (Table 7).

Table 7

Distance in Miles from Students Homes to Dormitories

Dormitory	Longest Distance	Shortest Distance	Average Distance	Dormitory	Longest Distance	Shortest Distance	Average Distance	Dormitory	Longest Distance	Shortest Distance	Average Distance	Dormitory	Longest Distance	Shortest Distance	Average Distance
1	24	3	10	18	18	4	8	35	12	2	6	52	25	15	20
2	16	2	8	19	26	1.5	15	36	20	4	10	53	15	4	12
3	30	8	18	20	73	13	50	37	22	4	9	54			
4	14	4	10	21	40	4	7	38	15	2	10	55			
5	16	2	8	22	15	4	7	39	10	1.5	5	56	40	15	30
6	10	2	5	23	100	8	60	40	19	5	10	57	40	15	30
7	14	2	8	24	18	4.5	12	41	40	4	15	58	40	15	30
8	10	2	5	25	19	2	8	42	35	4	15	59	40	4	20
9	35	3	14	26	35	2	9	43	28	6	14	60	40	10	17
10	30	2	27	27	22	4	8	44	45	10	32	61	35	3	17
11	22	3	11	28	45	8	25	45	20	3	8	62			
12	12	2	6	29	12	3	6	46	28	3	8	63	90		
13	15	3	8	30	50	5	22	47	20	3	8	64	28	6	15
14	25	15	12	31	50	5	25	48	25	8	18	65			
15	13	2	7	32	9	3	6	49				66	25	12	18
16	35	2	18	33	15	4	9	50	25	15	20				
17	12	3	5	34	15	5	10	51	25	15	20				

One dormitory reported the longest distance to be from eighty-six to ninety miles, and another dormitory reported it to be from seventy-one to seventy-five miles. Four dormitories reported the distance to be between forty-one to forty-five miles. Twenty-one dormitories reported the longest distance to be between twenty-six to forty miles. Twelve dormitories stated that the longest distance that the students traveled to the dormitories was from twenty-one to twenty-five miles. Twenty dormitories reported the longest distance to be between eleven and twenty miles, and four dormitories reported that distance to be between six and ten (Table 8).

Table 8

Distance in Miles Which Students Travel to Dormitories

Miles	Number of Dormitories Reporting the Designated Mileage as the Longest Distance	Shortest Distance	Average Distance
1-5		45	4
6-10	4	8	24
11-15	11	8	15
16-20	9	1	8
21-25	12		3
26-30	8		3
31-35	6		1
36-40	7		
41-45	2		
46-50	2		1
51-55			
56-60			1
61-65			
66-70			
71-75	1		
76-80			
81-85			
86-90	1		
91-95			
96-100	1		
Number of Dormitories	64	62	60

In the reports on the shortest distance traveled by students living in the dormitories less variation was found. Forty-five out of sixty-two reporting gave that distance as being between one and five miles, and sixteen as being between six and fifteen miles. Only one reported the shortest distance as being between sixteen and twenty miles.

In response to the questionnaire on the average distance that the students traveled to live in the dormitories, sixty dormitories out of sixty-six gave replies. Two dormitories stated that the average distance was between forty-six and sixty miles, and fifteen dormitories stated that distance as being between twenty-one and thirty-five miles. Fifteen reported the average distance as being between eleven and fifteen miles, twenty-four dormitories as being between six and ten miles, and four dormitories reported the average distance as being between six and ten miles. The data on the distances traveled by the students indicate that the greatest number of students living in the dormitories traveled a distance as being between ten and thirty miles.

Summary

The data indicate that it is impossible for a great number of students to be transported in these districts, either by private transportation or by buses. The reason that so many students come such a long distance is that in sparsely settled districts, as are found in the western part of South Dakota and Montana, there is no high school at all, or at best from one to three years of high school work is offered.[2] In the more populous sections of the United States, where

[2]Richardson and Barger, op. cit., pp. 6-7.

single districts cannot operate a high school, it may be remedied by the consolidation of two or more districts, and the daily transportation of pupils. This, however, is impracticable where the distance becomes too great, the population sparse, and the roads impassable during part of the school year.

Are the students permitted to stay in the dormitories for a shorter period than from the time they enter until the end of the term? To this question fifty-nine answered yes and seven no. Out of the fifty-nine that answered yes forty-five stated that the students were permitted to stay any length of time. One stated that they must stay at least one week, one that the pupils had to stay two weeks, and five that they had to stay in the dormitory at least four weeks. This indicates that the restrictions if any, in regard to the length of time the students must stay in the dormitory, are democratic.

What is the length of the school term in days? The greatest number answered that the term was composed of 180 days or close thereto. That shows that all the schools that reported having dormitories offered a nine months term of school (Table 6).

CHAPTER 4

DORMITORY COSTS

The plan in this chapter is to compare the yearly costs of maintaining the different dormitories that have submitted data to this study. The cost was financed locally by charging the students or by other convenient ways, such as federal relief. For instance, many schools during the year 1934-1935 had dormitories that were supported to a great extent by the Federal Emergency Relief Administration. As stated in the first chapter of this study, there were 143 of these dormitories in South Dakota, and forty-four are involved in this study. More will be said about the dormitories in South Dakota later in this chapter. The chief purpose here is to treat the total expense of operating each dormitory for one year; the daily per pupil cost of operation, the fee charged each student, and the net dormitory expense per term. Following that will be a brief summary of the cost to the federal government of operating the South Dakota dormitories, and also the average cost of rent, fuel, and light to the school districts.

Annual Costs of Operation

Sixty-two dormitories reported on costs. The responses showed that the yearly expense of maintaining a dormitory range from $10,932 to $1,620. The high is reported by Dormitory 42, and the low by Dormitory 48 (Table 9). A comparison of these two dormitories indicates that the one reporting the high expenditure had an enrollment of 100 pupils and the other had an enrollment of twenty-

seven (Table 4). Moreover, the first one reported as of two separate dormitories and the latter as of one. Assuming that two dormitories in that case meant two separate buildings the inequality in cost would be reduced considerably. Taking the average enrollment, which would be fifty pupils for two dormitories, and the average expense reported for the two, which is $5,466 there would be fifty pupils housed at a cost of $1,620 for the lowest one. The one ratio is not equal to the other, but it is not as bad as it seemed at first.

Table 9

Dormitory Expenditures Per School Year

Dormitory	Total Dormitory Expenses for Year	Aggregate Number of Days of Dormitory Occupancy	Daily per Pupil Cost of Operation	Fee Charged Pupil per Day	Income to Dormitory from Student Fees	Net Dormitory Expenditures per Term
1	$2795.00	2800	$1.09	.00	.00	$2795.00
2	2870.00	4625	.62	.00	.00	2870.00
3	4643.00	5200	.89	.01	52.00	4591.05
4	4515.73	5380	.84	.00	.00	4515.73
5	2530.00	2520	1.00	.00	.00	2530.00
6	2801.00	2700	1.03	.00	.00	2801.00
7	4581.00	4388	1.04	.20	569.00	4012.04
8	2300.00	2845	.81	.05	142.25	2158.35
9	3840.00	7000	.55	.08	560.00	3280.00
10	2435.00	5400	.45	.05	270.00	2165.00
11	2816.00	5340	.53	.11	253.00	2563.00
12	2945.00	4480	.66	.18	718.40	2226.60
13	2682.00	2950	.90	.02	59.00	2623.00
14	2588.00	2520	1.02	.15	378.00	2210.00
15	3076.00	5340	.58	.00	.00	3076.00
16	2843.00	3600	1.09	.11	396.00	2447.00
17	3955.00	6500	.61	.10	650.00	3305.00
18	3820.00	4600	.83	.00	.00	3820.00
19	4564.52	10080	.45	.00	.00	4564.52
20	3985.00	4250	.94	.11	465.50	4097.02
21	2772.00	3600	.77	.03	83.16	2688.84
22	2780.00	4500	.62	.14	630.00	2150.00
23	4011.00	10800	.36	.00	.00	4011.00
24	3245.00	4860	.67	.02	97.20	3157.80
25	3593.00	4420	.81	.12	530.40	3062.60
26	2415.00	6000	.40	.20	1200.00	1215.00
27	3187.00	6972	.46	.05	348.60	2838.40
28	2710.00	3420	.62	.03	102.60	2607.40

Table 9

Dormitory Expenditures Per School Year - Cont'd.

Dormitory	Total Dormitory Expenses for Year	Aggregate Number of Days of Dormitory Occupancy	Daily per Pupil Cost of Operation	Fee Charged Pupil per Day	Income to Dormitory from Student Fees	Net Dormitory Expenditures per Term
29	$3238.00	7080	$0.46	.06	$424.80	$2814.20
30	4208.00	5400	.78	.05	270.00	39.38
31	3235.00	7000	.46	.05	350.00	28.85
32	2830.22	4460	.63	.05	223.00	2607.00
33	2559.62	4550	.56	.24	182.00	2377.62
34	3050.00	5000	.61	.00	1.33	3050.00
35	4161.15	6840	.61	.00	.00	4564.52
36	3191.18	5878	.58	.00	.00	3985.00
37	3234.35	4590	.70	.00	.00	3234.35
38	3276.00	5040	.65	.033	225.72	3050.28
39	2927.00	4000	.75	.00	.00	2927.00
40	3871.90	7720	.50	.00	.00	3871.90
41	4184.31	8000	.51	.00	.00	4184.31
42	10932.26	16200	.68	.00	.00	10932.26
43	2137.00	2440	.85	.15	366.00	1771.85
*44	7500.00	15390	.49	.06	923.40	6576.60
*45	5000.00	4500	1.11	1.12	5040.00	Net Gain .40
*46	5200.00	4200	1.24	1.00	4200.00	1000.00
*47	5400.00	4500	1.20	1.02	4590.00	810.00
*48	1260.00	3500	.36	.36	1260.00	.00
*49	.....	....	....	....	.....	.....
*50	7087.50	7481	.95	.88	6583.28	504.22
*51	6300.00	6550	.96	.88	5764.00	536.00
*52	7087.50	7481	.95	.88	6583.28	504.22
*53	2590.00	3700	.70	.50	1850.00	740.00
*54	.....	.....	....	....	.....	.....
*55	.....	.....	....	....	.....	.....
*56	1620.00	1800	.90	.90	1620.00	.00

Table 9

Dormitory Expenditures Per School Year - Cont'd.

Dormitory	Total Dormitory Expenses for Year	Aggregate Number of Days of Dormitory Occupancy	Daily per Pupil Cost of Operation	Fee Charged Pupil per Day	Income to Dormitory from Student Fees	Net Dormitory Expenditures per Term
*57	$1620.00	1800	$0.90	.90	$1620.00	.00
*58	1620.00	1800	.90	.90	1620.00	.00
*59	3600.00	3600	1.00	1.00	3600.00	.00
*60	2925.00	4500	.65	.45	2025.00	900.00
*61	1876.00	3240	.55	.40	1296.00	580.00
*62	.....	....	....	....	.....	.....
*63	6077.83	3600	1.68	1.00	3600.00	2477.83
64	3992.28	5344	.75	.04	213.76	2779.52
*65	.....	.....	....	....	.....	.....
*66	1740.00	1440	1.21	1.00	,00	,00
Grand Total	220730.20		47.25	15.68	61835.07	158905.13
Average	3560.18		.76	.25	981.21	2529.85

* Dormitories not under FERA.

By continuing the comparison of the two dormitories, reporting the high and the low cost, it was found that the first one had a daily per pupil cost of operation of $.68, as compared to $.36 for the second one. This seems contrary to a fair assumption that as the enrollment increases the per pupil cost should decrease. That assumption, of course, holds true only when the enrollment is the only variable. The variables in this case were not all studied. The FERA was one of the important variables. In this comparison of extremes the dormitory reporting the highest cost came under the FERA and the one reporting the lowest did not (Table 9). The first one may have had plenty of help paid by the federal government, while the second one, due to financial stress, may have depended upon pupil help only.

Although the assumption stated may be true for the particular case just discussed, yet the figures reported seem to indicate the contrary. At least the figures show that the average cost of FERA dormitories is lower that that of dormitories which are not maintained by these funds. The average for the former was $3,364 per dormitory and for the latter, $4,027 per dormitory. These averages were compiled by taking the total cost of each group and dividing, respectively, by the number of dormitories in each group. The average cost per year per dormitory reporting was $3,560. The greatest number of dormitories ranged in cost from about $2,500 to $7,000 for maintenance (Table 10).

Table 10

Annual Cost of Maintaining High School Dormitories

Cost in Dollars	Number of Dormitories
10,500 - 11,000	1
10,000 - 10,500	
9,500 - 10,000	
9,000 - 9,500	
8,500 - 9,000	
8,000 - 8,500	2
7,500 - 8,000	2
7,000 - 7,500	2
6,500 - 7,000	2
6,000 - 6,500	
5,500 - 6,000	1
5,000 - 5,500	2
4,500 - 5,000	7
4,000 - 4,500	4
3,500 - 4,000	8
3,000 - 3,500	8
2,500 - 3,000	14
2,000 - 2,500	4
1,500 - 2,000	5
1,000 - 1,500	1

Per Pupil Cost of Operation

The highest daily per pupil cost of operation reported was $1.68 in Dormitory 63 and the lowest was thirty-six cents in Dormitory 48 (Table 9). The average daily per pupil cost of operation was seventy-six cents. The greatest number of dormitories reported a daily cost of operation ranging between fifty cents and $1.10 (Table 11). The cost to pupils for living in the dormitory will be discussed later. It is mentioned here for convenience in comparing with daily per pupil costs and for clarifying how the net dormitory expense was computed.

Table 11

Daily Per Pupil Cost of Operation of High School Dormitories

Cost in Dollars	Number of Dormitories
1.61 - 1.70	1
1.51 - 1.60	
1.41 - 1.50	
1.31 - 1.40	
1.21 - 1.30	3
1.11 - 1.20	1
1.01 - 1.10	5
.91 - 1.00	6
.81 - .90	10
.71 - .80	4
.61 - .70	14
.51 - .60	7
.41 - .50	7
.31 - .40	3
.21 - .30	
.11 - .20	
.01 - .10	
.00	

Net Dormitory Costs

The net costs of maintaining dormitories per term varied from a net gain of forty cents to an expense of $4,591. It depended largely upon the fees charged the students. Many of the FERA dormitories did not charge the pupils anything for board and room. The reason for this was that the federal government absorbed the greatest portion of the expenses. Even though a great part of the expense was taken care of by the government in some cases it was included in this study as expense to the dormitory. This was done for the purpose of getting a complete picture of how much money was needed to run such an institution. Any school interested in a dormitory wants to know the probable cost. How to meet such cost remains a local problem, which is not treated in this study.

Summary of FERA Dormitory Costs

A report was secured from the South Dakota Emergency Relief Administration on the costs of 100 dormitories under the FERA in that state. This summary is not a result of the questionnaire which was sent out for data; it merely supplements the results received in that manner. It is presented here for what it may add to this study.

Table 12

The Cost to the FERA of High School Dormitories in South Dakota

Items of Cost	Number of Dormitories	Amount in Dollars	Average per Dormitory
Dormitory help	100	201,550	2,016
Dormitory food	100	100,730	1,007
Canned stuff	100	19,541	195
Equipment	100	2,648	27
Total	100	324,469	3,245

The total for 100 schools amounted to $324,469 or an average of $3,245. In this same report it was stated that the average enrollment per dormitory for the 100 dormitories was $35.39. Dividing the average cost per school by the average enrollment the average cost to the federal government per dormitory student became $91.66.

Cost to Local Districts

This was also taken from the South Dakota FERA report on 100 dormitories. There was an average cost to each of the 100 districts of $893. Adding the total cost to the federal government and the total cost to the school district for 100 dormitories the grand total was $413,774 or an average cost per dormitory of $4,138.

Table 12A

The Cost to School Districts of FERA Dormitories in South Dakota

Items of Cost	Number of Dormitories	Amount in Dollars	Average per Dormitory
Dormitory help	100	2,815	28.15
Equipment and Furniture	100	15,911	159.11
Fuel	100	21,523	215.23
Food	100	19,926	199.26
Rent	100	22,802	228.02
Miscellaneous	100	6,346	63.46
Total	100	89,305	893.05

Summary

The average cost per dormitory per year for the sixty-six dormitories reporting in this study was $3,560.

The average cost per dormitory per year for the forty-four FERA dormitories reporting was $4027.

The average cost per dormitory per year for non-FERA dormitories was $3,363.

The average cost per dormitory per year for the 100 dormitories reported by the South Dakota FERA was $4,138.

The average daily cost of operation per pupil for the sixty-six dormitories was $6.76.

CHAPTER 5

THE ECONOMY OF HIGH SCHOOL DORMITORIES

The economy of high school dormitories as treated in this chapter deals with the monetary aspect only. The true economy of a dormitory should be determined in terms of how it aids in increasing the students' products of learning. To attempt anything like that in this study would be impossible. It will deal, instead, with dollars and cents. Three of the questions in the part of the questionnaire dealing with the economy of the dormitory called for a yes or no response. Nineteen out of fifty-three answered that the high school dormitories had reduced or eliminated transportation costs. Eighteen, on the other hand, stated that they had not. There were twenty-seven other answers to the same question, out of which fifteen stated that the district did not pay transportation costs. Nine said that transportation of the students was impossible and three that the dormitories partly offset it (Table 13).

Reduction of Costs to Students

Fifty-one out of fifty-eight reporting answered that the high school dormitories reduced costs to the students who occupied the dormitories. Not one answered no to this question. Four stated that doing light housekeeping was cheaper than living in the dormitories. These four, of course, meant to say that the dormitories did not reduce the costs to students occupying them. Two answered by saying that it was doubtful that costs were reduced and one answered: "Very little."

Table 13

Replies Received From Questionnaire on Economy of High School Dormitories

Items Concerning Which Information Was Requested	Number of Dormitories Reporting	Replies Received									
		Yes	No	"Baching cheaper"	Doubtful	Increases tuition income	Not paid by district	Partly	Transportation is impossible	Very little	Yes, under the FERA
Do dormitories offset, or eliminate transportation costs?	53	19	18				15	3	9		
Do they reduce costs to students occupying dormitories?	58	51		4	2					1	
Do they reduce costs to school districts?	54	9	38			6					1
Daily per Pupil Cost?	*										

*See Table 9

Reduction of Costs to School Districts

Nine out of fifty-four state that the high school dormitories reduced costs to the school districts and thirty-eight agreed that they did not. Six said that the costs to the school districts were reduced because the dormitories increased the tuition income. One reply was that the costs to the districts were reduced when the dormitory was under the FERA. The daily per pupil cost of maintaining a dormitory

varies from thirty-six cents to $1.68. The average daily per pupil cost of operation was found to be seventy-six cents. The daily per pupil charge for living in the dormitory ranged from nothing to $1.12. The data indicated that living in the dormitory was a great saving to many students. It also indicated that the saving to the pupils depended upon how much of the dormitory expense the school district was willing to absorb. Had the daily cost of operation been charged the fee would have been considerably higher for many students. For the sake of illustrating, three different dormitories were chosen by the writer from the list of sixty-six that answered the questionnaire. These dormitories were numbers 1, 7, and 8 (Table 14).

Table 14

A Comparison of Pupil Costs

Dormitory	A Daily per Pupil Cost of Operation	B Daily Cost Charged Pupils	C Daily Saving based on A	D Daily Cost per Pupil Without Dormitory	E Daily Saving to Pupils based on B and D	F Annual per Pupil Cost Without Dormitory	G Annual per Pupil Cost of Operation	H Annual Saving to Pupils F minus G
1	1.00	.00	1.00	1.00	1.00	180.00	180.00	.00
2	.62	.00	.62	.60	.60	108.00	111.60	-3.60
3	.89	.01	.89	.50	.49	90.00	160.20	-70.20
4	.84	.00	.84	.50	.50	90.00	151.20	-61.20
5	1.00	.00	1.00	.60	.60	108.00	180.00	-72.00
6	1.00	.00	1.00	.50	.50	90.00	180.00	90.00
7	1.04	.20	.84	1.25	1.05	225.00	187.20	37.80
8	.81	.05	.76	.50	.45	90.00	145.80	-55.80
9	.62	.08	.54	1.00	.92	180.00	111.60	68.40
10	.45	.05	.40	.75	.70	135.00	81.00	54.00
11	,.53	.11	.42	.50	.39	90.00	95.40	-5.40
12	.66	.18	.48	.35	.17	63.00	118.80	-5.40
13	.90	.02	.88	.30	.48	90.00	162.00	-72.00
14	1.02	.15	.87	.50	.35	90.00	183.60	-93.60
15	.58	.00	.58	.75	.75	135.00	104.40	-30.60
16	1.09	.11	.98	.33	.22	59.40	196.20	-136.80
17	.61	.10	.51	.60	.50	108.00	109.80	-1.80
18	.83	.00	.83	.50	.50	90.00	149.40	-59.40
19	.45	.00	.45	.80	.80	144.00	81.00	63.00
20	.94	.11	.83	.60	.69	108.00	169.20	-61.20
21	.77	.03	.74	.50	.47	90.00	138.60	-88.60
22	.62	.14	.48	.60	.46	108.00	111.60	-3.60
23	.36	.00	.36	.55	.55	99.00	64.80	34.20
24	.67	.02	.65	.60	.58	108.00	120.60	-12.60
25	.81	.12	.69	.88	.76	158.40	145.80	12.60

Table 14 (Continued)

Dormitory	A Daily per Pupil Cost of Operation	B Daily Cost Charged Pupils	C Daily Saving based on A	D Daily Cost per Pupil Without Dormitory	E Daily Saving to Pupils based on B and D	F Annual per Pupil Cost Without Dormitory	G Annual per Pupil Cost of Operation	H Annual Saving to Pupils F minus G
26	.40	.20	.20	.90	.70	162.00	72.00	90.00
27	.46	.05	.41	.50	.45	90.00	82.80	7.20
28	.62	.03	.59				111.60	
29	.46	.06	.40	.20	.14	36.00	82.80	-46.80
30	.78	.05	.73	.55	.50	99.00	140.40	-41.40
31	.46	.05	.41	.75	.70	135.00	82.80	-52.20
32	.63	.05	.58	.50	.45	90.00	113.40	-23.40
33	.56	.24	.32	.60	.36	108.00	100.80	7.20
34	.61	.00	.61	1.00	1.00	180.00	109.80	70.20
35	.61	.00	.61	1.75	1.75	315.00	109.80	205.20
36	.58	.00	.58	.75	.75	135.00	104.40	30.60
37	.70	.00	.70	.75	.75	135.00	126.00	9.00
38	.65	.033	.617	.55	.517	99.00	117.00	-18.00
39	.75	.00	.75	.60	.60	108.00	135.00	-27.00
40	.50	.00	.50	.50	.50	90.00	90.00	.00
41	.51	.00	.51	.50	.50	90.00	91.80	-1.80
42	.68	.00	.68	.90	.90	162.00	122.40	39.60
43	.85	.15	.70	.50	.35	90.00	153.00	-63.00
44	.49	.06	.43	.75	.69	135.00	88.20	46.80
45	1.11	1.12	-.01	.70	-.42	126.00	199.80	-73.80
46	1.24	1.00	.24	.70	-.30	126.00	223.20	-97.00
47	1.20	1.02	.08	1.00	-.20	180.00	216.00	-36.00
48	.36	.36	.00	.75	.39	135.00	64.80	70.20

Table 14 (Continued)

Dormitory	A Daily per Pupil Cost of Operation	B Daily Cost Charged Pupils	C Daily Saving based on A	D Daily Cost per Pupil Without Dormitory	E Daily Saving to Pupils based on B and D	F Annual per Pupil Cost Without Dormitory	G Annual per Pupil Cost of Operation	H Annual Saving to Pupils F minus G
49								
50	.95	.88	.07	.75	-.13	135.00	171.00	-36.00
51	.96	.88	.08	.75	-.13	135.00	172.80	-37.80
52	.95	.88	.07	.75	-.13	135.00	171.00	-36.00
53	.70	.50	.20	.50	.00	90.00	126.00	-36.00
54								
55								
56	.90	.90	.00	.67	-.23	120.60	162.00	
57	.90	.90	.00	.67	-.23	120.60	162.00	
58	.90	.90	.00	.67	-.23	120.60	162.00	
59	1.00	1.00	.00	.75	-.25	135.00	180.00	
60	.65	.45	.20	.75	.30	135.00	117.00	
61	.55	.40	.15	1.00	.60	180.00	99.00	
62								
63	1.68	1.00	.68	.75	-.25	135.00	302.40	
64	.75	.04	.71	.75	.71	135.00	135.00	
65								
66	1.21	1.00	.21	1.00	.00	180.00	217.80	

Illustrations of Economy to Students

According to the data the daily per pupil cost for Dormitory 1 was $1.00. The charge for occupying the dormitory was nothing. Therefore, there was a saving to the students in this dormitory of $1.00 per student per day, because either the school district or some other agency must have met that expense. Supposing that it was not necessary for the students in Dormitory 1 to live in the dormitory. Supposing that they could have been supplied with board and room outside the dormitory. In that case the saving per day per student staying in the dormitory would depend on the cost of board and room outside. To continue the illustration it was found that the students in Dormitory 1 could secure board and room outside at a daily per student cost of $1.00. Again the saving per student per day would be $1.00. The per student cost per school term outside the dormitory would be $180. Therefore, the saving to each student per term would be nothing, were the annual per pupil cost of operation charged to each student.

In Dormitory 7, according to the data received, the daily cost of maintaining the dormitory per student was $1.04. The dormitory charged per student twenty cents daily for living in the dormitory. Based on the cost of operation, this dormitory was operated at a daily loss of eighty-four cents per student, which resulted in a daily saving to each student of the same amount. If the dormitory had not been maintained, the students would have had to pay for board and room at the rate of $1.25 per student per day. This was found to be $1.05 in excess of what each student had to pay per day to the dormitory. This means that the dormitory resulted in a daily saving per student of that amount,

or a total saving of $225 per student per school term of 180 days. This was good economy for the student; but the dormitory, as previously stated, must have been running at a loss. Had the dormitory charged each student the daily per student cost of operation, it still would have been more economical for the student to stay in the dormitory than to stay at some other place. It would have been a saving to each student of $1.25 minus $1.04 or twenty-one cents per day, which would have resulted in a total saving per student per 180 days of $37.80.

Dormitory 8 reported that the daily per student cost of operation was eighty-one cents, the daily per student fee charged the students was five cents, and the daily per student cost without a dormitory would have been fifty cents. Applying the same calculation that was applied in the former two illustrations, it was found that the students in Dormitory 8 were paying a daily charge which resulted in a daily per student saving of seventy-six cents. This was based on the daily per student cost of operation and on forty-five cents as the per student cost outside the dormitory. That would have resulted in a daily per student loss of thirty-one cents to the student if the dormitory had charged each student the daily per student cost of operation.

In the three illustrations just given it was found that in the three dormitories considered the daily fee charged each student resulted in a saving, whether it was based upon the daily per student cost of operation or upon the cost of board and room outside the dormitories. The three differed, however, in comparisons of the daily per student cost minus the daily per student cost outside the dormitory. If the daily per student cost of operation had been charged each pupil in each

dormitory, it would have resulted in no financial economy to each student in the case of Dormitory 1, but would have resulted in a saving to each student in the case of Dormitory 7 and would have resulted in a daily loss to each student in the case of Dormitory 8.

Conclusions in Economy to Students

Applying the same calculations, as were applied to the three dormitories previously mentioned, to the data from each of the sixty-one dormitories reporting, it was found that every dormitory charging a fee charged a daily per student assessment which was less than the daily per student cost of operation of each particular dormitory. It also was found that fifty-five dormitories out of the sixty-one that reported charged a daily per student fee that was less than the cost per student per day for board and room outside the dormitories; five dormitories charged the same as the cost to each student per day outside; and one dormitory charged a fee that was greater (Table 15).

Table 15

Frequency Distributions of Daily Per Student Costs and Savings

Amounts in Dollars	A Daily per pupil Cost of Operating Dormitory Number of Dormitories	B Daily Cost Charged per pupil for Dormitory Occupancy Number of Dormitories	C Daily Saving per pupil A minus B Number of Dormitories	D Daily per pupil Cost Outside Dormitory Number of Dormitories	E Daily Saving per pupil D minus B Number of Dormitories
1.71 - 1.80				1	1
1.61 - 1.70	1				
1.51 - 1.60					
1.41 - 1.50					
1.31 - 1.40					
1.21 - 1.30	2			1	
1.11 - 1.20	2	1			
1.01 - 1.10	3	1			
.91 - 1.00	8	4	4	6	3
.81 - .90	10	6	7	3	1
.71 - .80	4		5	15	6
.61 - .70	15		10	5	5
.51 - .60	6		8	11	7
.41 - .50	7	2	7	14	15
.31 - .40	3	2	4	2	4
.21 - 3030		1	2	1	2
.11 - .20		10	4	1	2
.01 - .10		17	4		1
.00		17	5		2
*-.10 - -.01			1		
-.20 - -.11					4

Table 15 (Continued)

Amounts in Dollars	A Daily per pupil Cost of Operating Dormitory Number of Dormitories	B Daily Cost Charged per pupil for Dormitory Occupancy Number of Dormitories	C Daily Saving per pupil A minus B Number of Dormitories	D Daily per pupil Cost Outside Dormitory Number of Dormitories	E Daily Saving per pupil D minus B Number of Dormitories
-.30 - -.21					
-.40 - -.31					6
-.50 - -.41					1
Total	61	61	61	60	60

*A negative interval embraces loses.

Comparison of Daily Per Pupil Costs

It was computed from the data received on the economy of the high school dormitory from the sixty dormitories that answered this part of the questionnaire, that had each dormitory charged its students the daily per pupil cost of operation of each particular dormitory, there would still have been a saving to many students by staying in the dormitories. Stating it more definitely, the results showed that forty-seven dormitories had a daily per student cost of operation which was less than the cost per day for each student to board and room outside the dormitory. This indicates that it would have been a saving to the students in each of these forty-seven dormitories, even if each student had been charged the daily per student cost of operation of the dormitory which he occupied. In similar manner it would have resulted in no difference to the pupils in two of the dormitories, and in a daily per student loss to the students in eleven dormitories.

Summary

Reports from dormitories were about equally divided in regard to whether or not high school dormitories reduced or eliminated transportation costs. Nineteen answered yes and eighteen no. Fifteen stated that transportation was not paid by the district, and nine stated that transportation was impossible. The remaining three of the fifty-three dormitories reporting on this question stated that transportation costs were partly eliminated by providing dormitories.

Out of fifty-eight dormitories reporting, fifty-one agreed that high school dormitories reduced costs to the students occupying them.

Four stated that "baching" was cheaper, two that it was doubtful, and one dormitory that the costs to students occupying the dormitories were reduced very little.

Nine high school dormitories out of fifty-four reporting stated that the dormitories reduced costs to the school districts, thirty-eight that they did not, six that they reduced the costs because the tuition income was increased, and one that the dormitories decreased the costs under the FERA.

Data from sixty-one high schools indicate that fifty-five dormitories have resulted in a saving to the pupils occupying them. The daily cost per pupil was equal to the daily cost of board and room per pupil outside the dormitory, and in one the daily cost to each student was slightly greater than the daily cost to each student outside the dormitory.

The data indicated that forty-seven dormitories out of sixty reporting had a daily per student cost of operation which was less than the daily per student cost had students lived outside the dormitory. Two reported that the two were equal and eleven dormitories reported that the first was greater than the second.

CHAPTER 6

MANAGEMENT AND SUPERVISION OF HIGH SCHOOL DORMITORIES

In commection with sixty-one out of sixty-six dormitories it was stated that the superintendent of the local high school was chiefly responsible for the management and supervision. Five replied that the local high school superintendent was not chiefly responsible. One out of these latter five answered that the state democrats were responsible for the management and supervision, three that this responsibility resided chiefly with the matron of the dormitory and the board of education, and the fifth stated that the clerk of the school district was chiefly responsible (Table 16).

Table 16

Replies from Questionnaire on the Responsibility of the Management and Supervision of the Dormitories

Questions on Which Information Was Requested	Number of Dormitories Reporting	Number of Replies Yes	No	Clerk of School District	Motion and Board of Education	State Democrats
Is the Superintendent of the local high school chiefly responsible for the management and supervision of the Dormitory?	66	61	5			
If the Superintendent is not responsible, who is?	5			1	3	1

Kind of Help Employed

In response to the request for information on the help employed by the dormitories, forty-two out of sixty-six dormitories reported that a total of forty-two deans of boys were employed. That was one dean for each dormitory. Sixty-four reported a total of sixty-five deans of girls, one dormitory reporting two. The greatest number of any one kind of help employed was in the employment of cooks. Sixty-four dormitories reported a total of eighty-three cooks. Thirty-three dormitories employed a janitor apiece, and six reported a nurse apiece. Sixteen dormitories reported the total of thirty-two assistants employed, apparently these assistants help the deans, cooks, and janitors with the general work of the dormitories. Only four reported student help. These four reported a total of six student helpers (Table 17).

Table 17

The Help Employed in the High School Dormitories

Kind of Help Found Employed	Number of Dormitories Reporting	Number of Persons Employed
Boys' Dean	42	42
Girls' Dean	64	65
Cooks	64	83
Janitors	37	39
Nurse	6	6
Assistants	16	32
Student Help	4	6

Time Allotted for Activities

Replies received from the questionnaire on the supervision of the students in the high school dormitories indicate that sixty dormitories out of the sixty-six reporting maintained regular study hours in the evening for the students. Four stated that regular hours were not maintained (Table 18).

The data received from the sixty-six dormitories show a regular schedule was followed throughout the day by most of them. Sixty-five stated that they had regular hours for meals; sixty-five had regular hours for rising in the morning; and sixty out of sixty-two reporting stated that they had regular hours for retiring. Only two dormitories reported that they had not maintained regular hours for retiring.

Table 18

Replies Received from the Questionnaire on the Supervision of the Students in the Dormitories

Questions on Which Information was Received	Number of Dormitories Reporting	Number of Replies	
		Yes	No
Are regular hours maintained for Study	64	60	4
For Meals	65		0
For Rising	65	65	
For Retiring	62	60	2
For Recreation	61	48	12
Are students allowed to spend week-ends at home	66	66	
Do parents furnish transportation when students go home for week-ends	66	66	

Not all the dormitories had regular hours for recreation. Forty-nine out of sixty-one reporting stated that they had regular hours, and twelve indicated that they had not.

All the sixty-six dormitories that reported indicated that they allowed the students to spend week-ends at home, meaning by week-end that period from the time school closes on Friday until it opens on Monday, or any part of that period. All the dormitories stated that the

parents had to supply the transportation. At least, the dormitories were not responsible for transporting students to and from their homes.

Sixty dormitories, as stated in a previous paragraph, indicated that they maintained a regular study period in the evening for the students. Ten of these failed to report the hours that they maintained as study periods. The fifty dormitories that submitted their schedules had a variation of periods as shown by the data received (Table 19).

The study hours from seven to nine o'clock were mentioned the greatest number of times, being reported by twelve dormitories. However, thirty-five of the fifty schools reporting had their study periods for one or two hours beginning at half past seven and ending at ten o'clock. Nine had their study period between eight and ten o'clock and the same number had it between eight and nine thirty. There were four different dormitories. These hours were from half past seven to half past eight o'clock, reported by four dormitories. From eight o'clock to nine o'clock was reported by four; from eight to ten was reported by four; and from half past eight to half past nine was also reported. As should be expected, few of the dormitories begin their study periods at seven o'clock. It would seem that seven o'clock is a little too close to the evening meal. According to the data received three of them had their supervised study between seven and eight o'clock and only two reported the period between seven and eight thirty o'clock for that purpose.

Table 19

A Distribution of Dormitories using Different

Hours for Supervised Study

Hours in Evening for Study	Number of Dormitories
8:30 - 9:30	4
8 -10	9
8 - 9:30	7
8 - 9	4
7:30 - 9:30	1
7:30 - 9	4
7:30 - 8:30	4
7 - 9	12
7 - 8:30	2
7 - 8	3
Total	50

It was indicated by the data on supervision which has been presented in the foregoing paragraphs that generally the dormitories agree on having a regular schedule for the activities outside of school hours. This agrees also with conclusions from other sources:

> "Practically all of the dormitories have worked out sets of rules, regulations, and schedules that have helped to secure good order and discipline. These are quite necessary where a large group of individuals live together. They should not be regarded as unjust restrictions on the freedom of students, but as simple guide-posts to action and a means of preventing confusion and disorder, which are distasteful to everyone."[1]

Forms of Recreation

Forty-nine dormitories, as already pointed out, stated that they had regular hours for recreation, in which students living there participated. The data further showed that the forms of recreation were of various kinds. Twenty-five dormitories reported athletics as the form of recreation for their students. Two listed basketball and five gave indoor tennis as activities for the students. The latter

[1]Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana Bulletin, No. 201, p. 64.

two could probably be called athletics, making a total of thirty-two dormitories reporting that form of recreation. Thirty dormitories reported parties, eight that their hours of recreation were varied, seven listed games, seven gave music as a form, and seven others named outdoor activities as recreation for their students (Table 20).

Table 20

Forms of Recreation offered by Dormitories

Forms of Recreation	Number of Dormitories
Athletics	25
Basketball	2
Cards	5
Clubs	4
Dancing	3
Games	7
Indoor Tennis	5
Hiking	5
Music	7
Outdoor	7
Parties	30
Reading	6
Socials	3
Sewing	2
Skating Parties	4
Taffy Pulls	1
Teacher Party	1
Valentine Parties	2
Varied	8
Weiner Roasts	2

The forms of recreation which have been named in the foregoing paragraph were mentioned the greatest number of times by the dormitories but yet one wonders why they were not mentioned more frequently. With athletics, for instance, it would seem reasonable to expect that the majority of dormitories would have it as a form of recreation. The forms of recreation which have been reported by the dormitories seem to indicate that most of them were participated in inside the buildings.

Other forms of recreation which were mentioned less frequently by the dormitories were cards, clubs, dancing, hiking, reading, socials, sewing, skating parties, taffy pulls, teacher parties, valentine parties, and weiner roasts (Table 20).

Inspection of Quarters

Sixty-one dormitories reported that there was regular inspection of quarters, and five out of the sixty-six reporting, stated that they did not have it. Eight out of the sixty-one which reported regular inspection failed to state by whom the dormitories were inspected and also failed to give information on the regularity of the inspection. The fifty-three which gave information on who did the inspecting, and at what intervals, indicated that thirty-five dormitories had daily inspection of quarters. Thirty stated that it was done by the deans and five that the superintendents of the local schools made the inspection. Five dormitories had weekly inspections, one stating that it was performed by the deans, and four dormitories reported that the superintendent of the local schools inspected the quarters. Six out of the fifty-three dormitories which reported replied that they received monthly inspections; one stated that it was done by the deans, and five that it was performed by the superintendents of the local schools. Seven dormitories reported that the inspections were irregular; two stating that it was made by the deans, one stating that it was made by the local superintendent, and four giving the school officers as the ones who made the inspections (Table 21).

Table 21

Replies Received from the Questionnaire on the Regularity of the Inspection of the Dormitories

Persons Making the Inspection of the Dormitories	Are Dormitories Inspected Frequently		Number of Replies			
	Yes	No	Daily	Weekly	Monthly	Irregularly
	61	5				
Deans			30	1	1	2
Superintendent of local School			5	4	5	1
School Officers						4
Total			35	5	6	7

The data on the inspection of quarters indicated also that in thirty-four schools out of the fifty-three reporting the deans performed the inspections; in fifteen dormitories the superintendents of the local high schools performed them; and in four out of the fifty-three, inspections were made by the school officers. Replies received from the questionnaire on the examination of health conditions in the dormitories showed that regular health examinations were made in forty-six dormitories out of sixty-six and twenty dormitories reported that regular health examinations were not made (Table 22).

Regularity of Health Examinations

Five dormitories reported that the examinations were made daily by the nurse, three that they were made weekly by the nurse, and one that they were performed twice per week by the nurse. Seven dormitories reported that examinations were monthly, two that they were made by a doctor and five by the nurse. Seven dormitories had their health examinations twice per month; in three of them they were reported by the

doctor and in four by the nurse. Six dormitories reported that their their health examinations were twice a year. One reported that the doctor came that number of times and five stated that the nurse made the examinations. The data indicated that twelve dormitories had annual examinations, made in seven by the doctor and in five by the nurse. Five dormitories had irregular health examinations, two by the doctor and three by the nurse. Eight reported that the doctor and the nurse were called when needed. Four stated that the doctor performed the examinations and four reported the nurse.

Table 22

Replies Received from Questionnaire on Examination of Health Conditions in Dormitories

Person Performing Health Examinations	Are Health Conditions Examined Regularly		Number of Replies								
	Yes	No	Daily	Weekly	Bi-Weekly	Monthly	Bi-Monthly	Semi-Annually	Annually	Irregularly	When Called
	46	20									
Doctor						2	3	1	7	2	4
Nurse			5	3	1	5	4	5	5	3	4
Total			5	3	1	7	7	6	12	5	8

The data on the health examinations of the students in the dormitories indicate that the majority of the dormitories made attempts to safeguard the health of their students. Keeping sickness out of a dormitory is often a difficult problem. If a physician is employed to make regular health examinations parents object to a medical fee. If the physician is paid by the dormitory, that results in an additional cost to the school district.[2]

[2]Dorothy Dickins, Agricultural High School Dormitories of Mississippi, Mississippi Agricultural Experiment Station Bulletin, No. 293, p. 32.

Some Effects of Dormitories

From the questionnaire opinions were received regarding the effect of the dormitory on health conditions and on the scholastic work of the students. In reply to the question, have the dormitories improved health conditions, thirty-six out of fifty-nine reporting stated that the dormitories had improved health conditions, and five replied that they had not. Ten dormitories reported that they could not say; three reported respectively, that they did not think so, that they probably had not, and that it was questionable. Two stated that it was doubtful that the dormitories had improved health conditions; two, that perhaps they had; and two others, that they had improved health conditions somewhat (Table 23).

Thirty-five out of sixty-four reported that the dormitories had improved the work of the students who occupied them and eleven stated that they had not. Five indicated that it was doubtful; three could not say; three said they improved the work in some cases; and two reported that they improved the work of the students somewhat. One stated that perhaps they did. The data received from the questionnaire indicate that the majority agree that the effects of the high school dormitories have been to improve health conditions and to improve the work of the students. This conclusion is, however, debatable for the reason that so many dormitories were in doubt concerning the effect on both these points.

Table 23

Replies from Questionnaire on Effects of the Dormitories

Questions on Which Information Was Requested	Number of Dormitories Reporting	Replies Received									
		Yes	No	Can't Say	Don't think so	Doubtful	In some Cases	Perhaps	Probably Not	Questionable	Some
Have the dormitories improved the health conditions	59	36	5	10	1	2		2	1	1	2
Have the dormitories improved the work of the students	64	35	11	3		5	3	1			2

In Mississippi a study was made on the effect of the dormitory life of students occupying agricultural high school dormitories. The number of dormitories studied were forty-seven. The conclusion follows:

> "In twenty-five schools attendance of dormitory pupils is better than non-dormitory pupils. This cannot be attributed to better health of dormitory pupils for in the few schools where health examinations are conducted, dormitory pupils are in no better physical condition than non-dormitory pupils. Non-dormitory pupils are often kept at home to do extra jobs or because of bad weather. Better school attendance of dormitory pupils is another reason why they make better grades than other pupils."[3]

Advantages and Disadvantages

The questionnaire requested that each dormitory list the chief advantages of that organization and the chief disadvantages. According to the data received, more dormitories listed advantages than disadvantages. The advantage which was found to be given the greatest number of times was that the dormitories extended school privileges to the

[3] Ibid.

rural students. This advantage was reported by fifty dormitories. Next in order of frequency was that they reduce the expense to students, reported by forty-six dormitories. Better living conditions was given as an advantage by forty-one dormitories. Twenty-one stated that they afforded better supervision for rural students and ten gave better social training as an advantage (Table 24).

Table 24

Advantages of Dormitories Reported by Fifty-six Dormitories

Advantages Reported	Number of Dormitories Reporting
Extends school privileges to Rural students	50
Reduces Expenses to students	46
Better living conditions	21
Better social training	10

As already stated, the disadvantages of a high school dormitory were not listed as many times as the advantages. Thirty-six dormitories reported disadvantages, some reporting more than one (Table 25).

Table 25

Disadvantages of Dormitories Reported by Thirty-six Dormitories

Disadvantages Reported	Number of Dormitories Reporting
Results in Disciplinary Problems	27
Too Expensive to districts	16
Matrons are not qualified	14
Lack of Parental Cooperation	5
Too Much Grief	3
Too Expensive	2

Disciplinary problems were reported as a disadvantage by twenty-seven dormitories. Too expensive to district was reported by sixteen and matrons not qualified by fourteen. Five reported lack of parental cooperation, three that the dormitories were too much grief, and two

that they were too expensive. Some stated that the dormitories did not have disadvantages, and a few stated that the disadvantages were not serious enough to mention.

Summary

From the facts reported in Chapter 6 it can be stated that the superintendents of the local high schools are chiefly responsible for the management of the dormitories which are maintained in connection with their schools.

All the dormitories employ deans either for the girls or for the boys, or for both. All the dormitories employ cooks, but only thirty-seven dormitories reported having janitors. Sixteen reported having assistants help with the dormitory work, six having each a nurse and four employing student help.

Nearly all the dormitories reporting had fixed daily schedules for rising, retiring, eating, and studying. Not as many had regular hours for recreation. All the dormitories permitted their students to go home for week-ends, but the parents were responsible for the transportation.

The majority of the dormitories having regular hours for study placed them in the evening between half past seven o'clock and ten o'clock.

The chief form of recreation was parties. Next in line came athletics. The data also showed that the recreation reported by the dormitories consisted chiefly of indoor activities.

Nearly all the dormitories reporting had regular inspections made daily, chiefly by the deans.

About two-thirds of them had health examinations. Only nineteen dormitories had health examinations performed by physician and those examinations varied in regularity from monthly to annually, being chiefly annual ones. The nurse performed more health examinations than the physician, these varying from daily to annual examinations.

A trifle more than one-half of the dormitories reporting stated that they had improved health conditions. Five stated that they had not. The others were undecided in their opinions.

Practically one-half of the dormitories reporting stated that they improved the work of the students. About one-sixth of them reported that they did not and the balance of the sixty-four dormitories reporting were undecided in this matter.

The advantages of the dormitories, reported by fifty-six of them were as follows:

1. More rural students attend high school.
2. Reduces the expense to students.
3. Better living conditions.
4. Better supervision of rural students.
5. Better social training.

The disadvantages of the dormitories reported by thirty-six of them were as follows:

1. Results in disciplinary problems.
2. Too expensive to districts.
3. Matrons not qualified.
4. Lack of parental cooperation.
5. Too much grief.
6. Too expensive.

CHAPTER 7

CONCLUSIONS AND IMPLICATIONS

The present study has concerned itself with bringing to light as much information as possible on dormitories for high schools. It has revealed that a small percentage of all the high schools in the United States maintain dormitories, and that the schools that do maintain them are concentrated chiefly in the states of Montana and South Dakota.

Although the first dormitory was established in 1914, it was during the last fifteen years that the venture of having dormitories took on proportions, and a goodly number has been established in 1934 under the FERA.

Only rural students stay in the dormitories, it was revealed by this study, and many of the students travel between thirty and fifty miles to get to them. The longest distance reported was 100 miles.

Although a few reports from dormitories denied that the dormitories had been successful the greater majority of those reporting were in favor of maintaining them for the high schools. Several dormitories reported that plans had been made for their continuation.

The dormitories that had failed to continue in operation, and those that reported that their dormitories had proven unsuccessful, based their conclusions chiefly on the grounds that they had failed to be self-supporting. The reports stating that the dormitories had failed to be self-supporting were consistent with the results of the data received. Careful calculations showed that not a single dormi-

tory charged a daily per student fee that was in excess of or equal to the daily per student cost of operating the dormitory.

Although, according to the data received, the dormitories were operating at a loss, this resulted in a saving to the students, with only one exception. Calculations from the data showed that all the dormitories, with the exception of one, charged a daily per student fee that was in excess of the cost per student per day for board and room outside the dormitories. Another conclusion drawn from the data was that had the dormitories charged their students a daily per student fee that was equal to the daily per student cost of operation, it would have resulted in a daily loss per student compared with cost of board and room outside in eighteen per cent of the dormitories reporting. Nearly all the dormitories agreed that the dormitories resulted in a saving to the pupils, but not always to the school district. Some dormitories reported that they had increased the tuition income, and thereby had reduced costs to the district of operating the school.

Dormitories reporting disagreed as to the results of their operation. The majority of the reports seemed to point to the conclusion that the dormitories had resulted in an increased attendance from rural districts, and that they provided better living quarters for the rural students. Undoubtedly the systematic supervision which was reported by most of the dormitories accounts for the improvement in health conditions and the work of the student, which were reported by a slight majority of all the dormitories reporting.

From this study it is implied that a school district maintaining a high school dormitory must be able and willing to assume extra

responsibilities, both administrative and supervisory in order to improve the living condition of rural students while they are attending school. Dormitories increase the enrollment of rural students in school. That naturally increases the tuition income. Whether or not this increase in school revenue will be sufficient to take care of the increased costs to the district resulting from the operation of the dormitory is for each district to determine, depending upon local conditions.

Without a dormitory the school usually has supervision over the students during school hours only. With a dormitory the school would have supervision over the rural students all the time, except when they go to their homes. That means that a certain set of rules must be made and enforced.[1] Parents bringing students to the dormitory naturally have their own ideas as to how the children should conduct themselves while away from home. To some the rules as set up by the dormitory may be too strict and to others they may be too lenient. Problems may easily arise from such disagreements.

The study of the dormitories for high schools, and the gathering of information, have resulted in suggestions which may be of help to those who are planning to establish them in connection with their schools. The same suggestions are made here as have already been made by Richardson and Barger for Montana:

> "A. A public school dormitory should be established only when it meets a real need in a community. In order to determine this need, a careful survey of the community should be made to secure the following information:

[1] F. J. Ward, "The High School Dormitory in Rural Montana District," American School Board Journal, Vol. 79 (August, 1929), pp. 49-51.

"(1) How many children in rural areas contributory to the town must live away from home during the school year in order to get a high school education?

"(2) Has it been difficult to secure enough suitable living places in town for these children?

"(3) Would it be possible or practicable to correct this condition by installing a school-bus system?

"(4) Is it probable that any of the outlying rural schools will be consolidating and eventually offering high school courses?

"B. What resources for maintaining a dormitory would be available in the community? It has been found advisable to consider the following items rather early in making plans for a dormitory:

"(1) Would there be any building in town, suitable and available for a dormitory?

"(2) If this building could be obtained only through purchase, would the district be willing to vote sufficient bonds or make time payments from the regular fund?

"(3) If the building could be leased, who would pay the rent--the students living there or the school district?

"(4) If a new building had to be erected, would the district be willing to vote for the bonds?

"(5) From what fund would the necessary furnishings and equipment be supplied?

"(6) From what fund would a matron's salary be paid--from the income from the students or the regular school fund?

"(7) Would there be anyone--qualified as to ability, experience, and personality, who could be secured as matron for the dormitory?"[2]

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[2]Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana Bulletin, No. 201, pp. 28-29.

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