The high school auditorium: its place in high school planning.

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THE HIGH SCHOOL AUDITORIUM
ITS PLACE IN HIGH SCHOOL PLANNING

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THE HIGH SCHOOL AUDITORIUM: ITS PLACE IN HIGH SCHOOL PLANNING

By

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Massachusetts State College

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INTRODUCTION

There are several reasons for selecting as a topic this question of the economic justification of the assembly hall. In this introduction it has been attempted to point out these reasons, and, by so doing, to invoke within the reader an interest in what, at first glance, seems to be no question at all. The thought cannot help flash into one's mind as he first contemplates this subject, that, of course, an assembly is necessary, that we have always had an assembly hall, and that there seems to be no change in conditions which would warrant a change in the present organization of the assembly program.

Such is the common thought. If this may be jarred loose from the minds of school building committees and other school legislators, this thesis will be a success.

The schools of today represent a big item in the budget of any town or city. There is constantly heard a cry that expenditures in this direction are high, too high, that these expenditures must be cut. Directly a depression strikes, the town turns to its schools and their expenditures when trying to reduce its costs.

Yet teachers' salaries are low, as compared with business and the other professions. One constantly hears the remark that teachers gain for their lack of salary by their pleasant work and short hours. While this latter state-
ment might well be denied, there is a limit to what the salaries of teachers should be cut. It would seem, on the surface at least, that there must be other ways of saving money beside taking it out on the poor teacher. It is simple enough to say, cut the teacher's pay. This involves the least mental work by the members of the financing committee, and the teachers have little recourse from such action. Reducing the pay of the teacher is the quick way to save money, but it is hardly the fair way.

What other logical way is there in which money might be saved, is the natural query of those who would not cut the teacher's pay any more than necessary, yet are interested in saving money? Well, what possibility comes to mind at this question? Is it not the housing? The housing represents a tremendous outlay of money. Are we sure that it is being spent properly, and with the most efficiency possible? Do the schoolhouses of today contain any elements which might be discarded, thereby increasing their operating efficiency? Has the keynote of their construction been useful to the community?

A study might very well be made to determine the relationship between the cost of useful and of ornamental school housing. It is a strong possibility that many of these school structures have been erected as things of
beauty rather than of use. Of course, a building must be attractive. The question would be whether in many of our buildings we have not carried our civic pride too far. Architects, too, are often interested in producing monuments to their genius, this running rather to expense than to maximum school efficiency.

But within the school itself, what is the logical place to examine most carefully when attempting to evaluate each functional part of the school plant? Is it not the auditorium? It is, at first glance, that part which is least used within the school, and, therefore, possibly the least useful to the school.

It seems significant to the writer, that when he had progressed through the foregoing reasoning, and had presented this argument to several people having purely an incidental interest in this matter, that, as a body, they rebelled at the possibility that the auditorium might be eliminated. It seems to be the dominant opinion of the mass of people that a good high school must have an assembly hall.

There are any number of guess conclusions which might be drawn from this indication of public sentiment, but there is only one which can be definitely stated; that is, that, at least, a questioning of the assembly hall is in order. It has been indicated to have reached the complacent
stage. It has "arrived" and, having done so, need no longer fight for its place in the sun. It has been in the school system so long, it has become a permanent fixture.

But the question now arises as to whether the assembly hall is still an economic asset. Granting its value in earlier days, what is its justification today, and in those schools being built for the future? Do the programs held in the assembly halls justify their continuance?

In answer to this question, the work of Mr. Fabyan\(^1\), who dealt with the present use of the assembly hall in Massachusetts, is offered. He analyzed 154 schools and determined that they hold an assembly on the average of once a week\(^2\).

\[\begin{array}{|c|c|}
\hline
\text{Daily} & 7 \\
\text{Four times a week} & 3 \\
\text{Three times a week} & 1 \\
\text{Twice a week} & 9 \\
\text{Weekly} & 64 \\
\text{Three times a month} & 1 \\
\text{Twice a month} & 31 \\
\text{Once a month} & 12 \\
\text{Irregularly} & 23 \\
\text{No assemblies} & 5 \\
\text{Total} & 154 \\
\hline
\end{array}\]

Forty-two per cent of the one hundred fifty-four schools held a weekly assembly. About twenty per cent of the schools meet in assembly every other week. Approximately fourteen per cent meet more often than once a week.

Applying the standard formula for the mean to this table, \( \bar{X} \) is found to be just over the weekly mark. That is, the mean of assembly meetings in these schools is, for all practical purposes, a meeting once every week throughout the school term. These assemblies last approximately forty minutes.


2. Ibid. Table II. Frequency of assembly.
From the following chart, Fabyan p. 26, it will be seen that 85, or 54%, of the schools hold assemblies of from 40 to 45 minutes in length. By applying the averaging influence of the mean, and rounding off for the purposes of this thesis, a figure of forty minutes is obtained as the typical length of the high school assembly programs.
Fabyan then raised the question, does this once a week, forty minute program contain real educational value? Referring to table V of his thesis, Fabyan came to the conclusion that there was no purpose common to the assembly program. That, despite the importance attached to this function of the school by the authorities, there was an evident

1. Table V. Purpose of the Assembly.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster school spirit</td>
<td>47</td>
</tr>
<tr>
<td>Educational</td>
<td>37</td>
</tr>
<tr>
<td>Entertainment</td>
<td>29</td>
</tr>
<tr>
<td>A speaker</td>
<td>28</td>
</tr>
<tr>
<td>Pupil expression</td>
<td>27</td>
</tr>
<tr>
<td>Inspiration</td>
<td>26</td>
</tr>
<tr>
<td>Instruction</td>
<td>24</td>
</tr>
<tr>
<td>Observe special days</td>
<td>21</td>
</tr>
<tr>
<td>General information</td>
<td>18</td>
</tr>
<tr>
<td>Outlet for class and club work</td>
<td>18</td>
</tr>
<tr>
<td>Information</td>
<td>13</td>
</tr>
<tr>
<td>Citizenship</td>
<td>12</td>
</tr>
<tr>
<td>Social improvement</td>
<td>12</td>
</tr>
<tr>
<td>Blank</td>
<td>11</td>
</tr>
<tr>
<td>Devotion</td>
<td>10</td>
</tr>
<tr>
<td>Leadership</td>
<td>5</td>
</tr>
<tr>
<td>Supplement class work</td>
<td>3</td>
</tr>
<tr>
<td>Varies</td>
<td>2</td>
</tr>
<tr>
<td>Presents school problem</td>
<td>2</td>
</tr>
<tr>
<td>Comply with the law</td>
<td>1</td>
</tr>
<tr>
<td>Take attendance</td>
<td>1</td>
</tr>
<tr>
<td>See motion pictures</td>
<td>1</td>
</tr>
<tr>
<td>Develop religious interests</td>
<td>1</td>
</tr>
</tbody>
</table>
lack of real purpose in the assembly program. In these programs he found that there appears to be no definite aim, and only about one-third of them may be classed as educational. There is no way of determining whether these educational assemblies are really accomplishing their purpose.

In the conclusions drawn by Fabyan, he has this to say, "The attitude of the students is favorable toward assembly programs. The attitude of the teachers is less favorable."

1. Fabyan, pp. 28-29.

"As is readily seen there is no purpose common to all of the schools. The most common purpose is that of "fostering school spirit", approximately thirty per cent of the replies mentioning this as a purpose. In its broadest sense this term means the cultivation in the students of a deep appreciation of the institution ... its setting, its purpose, and the problems which confront it. In its narrowest sense this purpose means the awarding of athletic insignia and academic excellence certificates to encourage student endeavors.

"About twenty-four per cent were "educational" and twenty-four of the one hundred fifty-four said instruction was the purpose ...

"It was expected that there would be some difference in purpose among these schools, but it is rather disheartening to find such an evident lack of real purpose in so many schools considering the importance authorities attach to this part of the program. Taking it for granted that the new educational program is to equip the students in the school to contend adequately with a fluctuating civilization, then from the evidence given in this table the assembly as a part of the secondary educational system in Massachusetts is not aimed well to meet this problem."
It would seem that the teachers are in a better position than are the students to judge the value of assemblies, because of their more mature outlook. Too often among the students, the assembly is looked upon as a lark, as a holiday from classes. They would, therefore, show a strong tendency toward enthusiasm, even if they actually had little to be enthusiastic about.

That this supposition comes very near to the truth is made evident by the comment of one principal, as offered in the Fabyan survey. He stated that when the assembly was a daily program, the students showed a decided apathy toward it. When the assembly was held less frequently they welcomed it, thus indicating that a student vote is very apt to be for novelty rather than true scholastic worth.

But in a question of doubt, it would be unfair to weigh subjective evidence too highly. Let us say that one-half of these educational programs are successful in achieving a truly educational purpose which is what the assembly is supposedly for. This would mean that once in six weeks an assembly is held in the high school assembly hall from which the students may be said to have received educational benefit. This, in a typical school year, would place the number of educational assemblies at no more than seven. We will want to keep these seven assemblies in mind when we turn to the discussion of the cost of the auditorium.
Before attacking the body of this thesis, it might be well to indicate the trend of thought concerning the assembly as expressed by prominent educators. In an analysis of their summations, it is noted that these men feel that there is benefit to be derived from the assembly if it is carried out under theoretic standards. The question then becomes, are we upholding these standards in our assembly programs?


"Because of its possibilities, the assembly can be a vital part of any plan of pupil participation in government. In some cases the assembly has not yet adjusted itself effectively to the social aims of education and to efficient school administration. However, in many schools, by a co-operative effort of principals, teachers, and pupils, the assembly is a constructive part of the socializing process."


"The administrative feature is important and essential; but it is probably overemphasized in many schools. How many assemblies are largely recitals of announcements, long and confusing! The main value of the assembly is educational. It should inspire a worthy use of leisure time by means of good demonstrations. It should instil the common ideals and virtues indirectly, by dramatization, rather than by sermonizing and moralizing about them. It should supplement classroom work; develop self-expression; widen the interests of both students and teachers; correlate the interests of the school and community; and be a place for the recognition of worthy achievement. Good organization and administration are necessary for the achievement of these ends."


"For many, perhaps most, purposes, however, there is something to be gained by having smaller, more homogenous groups attend assembly."
These educators themselves, after presenting their theoretic opinions, all state that the assembly has not accomplished its purpose. It would seem obvious that we have outgrown the day when such a definition of the assembly as that presented by McKown\(^1\) can be said to actually hold true. Such an idealistic, close-knit, family arrangement is no longer possible within the high school assembly. it cannot hope to attain such a dignity as it seeks under the press of modern school conditions. Without this atmosphere its whole purpose as outlined by this definition is lost.

McKown\(^2\) feels that few outside speakers bring anything really constructive to the school, and that assemblies are poorly planned.

Cox\(^3\) strikes an even more discordant note. It is his belief that the assembly in many cases is cheating in


"The morning exercise or assembly is a common meeting: it is the family altar of the school to which each brings his offerings -- the fruits of his observations and studies, or the music, literature, and art that delight him; a place where all co-operate for the pleasure and well being of the whole; where all contribute to and share in the intellectual and spiritual life of the whole; where all bring their best and choicest experiences in the most attractive form at their command."

2. Ibid.

its performances. Outsiders read of activities within the school and believe that the whole school body is active. Actually this is not the case. A few of the students are doing all of the work. The main body of students is merely acting as audience to them.

So, in concluding this introduction, we have before us a picture of the high school assembly hall of the present day. This consists of its idealistic conception in the minds of educators, their opinions as to the value of its use, and its actual use as it was indicated by Fabyan. Keeping this in mind, let us try to discover what the place of the auditorium should be in school construction of the future.
Possibilities and Predictions
Concerning Future School Building Projects.
Before continuing this discussion further, it would be well to analyze the present conditions existing in the field of high school construction. Is it running ahead of, or behind schedule? Have we too many high schools, or too few? What are the prospects of school building in the near future? Such questions as these are important and relevant to the situation, because, although it is true that existing assemblies might be remodeled into classrooms were they decided to be no longer useful, the greatest possibility for change and economy would be in the construction of new schools. In these schools of the future, at least, let us profit by any mistakes in schools of the past. It is in these new schools that the chance will come to practise wise economies which were not realized in the schools of yesterday. I do not mean to overlook the possibility of revising buildings already in use if such were to be found needed, but, rather, to indicate that the greatest interest should be taken in regard to new construction.

It would quite naturally be imagined that our school building program is behind schedule, for we have been passing through depression years. In these years it was to be expected that construction would be curtailed. Such is found to have been the case. In Bulletin No. 1, Volume 13, of the
During the past four years school building which had been decreasing since 1926, has been halted abruptly. At present such operations are moving at about twenty-five percent of their normal rate. This sharp decline in building construction at a time when school enrolments are on the increase, together with a considerable volume of building needs accumulated prior to 1950, is creating serious housing problems.

Although definite information is available with respect to less than half the states and only about ninety cities over 30,000 in population in other states, it is definitely reported that:

(1) 687,611 students are housed in school buildings which have been condemned as unsafe or unsanitary.

(2) 618,068 students are housed in portable, rented, or other temporary structures.

(3) 391,748 students can attend school only part time because of inadequate housing facilities.

(4) 2,501,220 students are attending small schools which, in the judgement of chief state school officers, ought to be abandoned in favor of larger consolidated schools. Estimating from these figures, additional building facilities for 2,700,000 pupils are required merely to replace condemned and temporary structures and to provide full-time accommodations for all pupils. Likewise, about 16,000 consolidated schools ought to be established in the interest of some 5,000,000 rural school children now attending poorly equipped, inefficient schools.

(5) Less than five per cent of the nation's school buildings have been constructed since 1950. A third were constructed between 1870 and 1900, and about seven and six-tenths of them date back to the Civil War Period.

(6) Reports from individual states indicate that many other building needs exist. Buildings are carrying enrolments far in excess of their intended capacities. Additions, alterations, repairs, and adequate sanitary facilities should receive immediate attention.

(7) Contrary to an opinion widely held, the period 1918 to 1950 was not marked by wasteful and unnecessary school building construction. Individual cases of mismanagement can be cited in this period or any other, but in the nation as a whole school building construction lagged behind actual needs. The amount actually spent for school buildings since 1918 is approximately a billion dollars less than it would have been allowing an expenditure of $400 for each pupil added to the school system, and for one-fiftieth of the school enrolment. In the principal cities of the United States school building construction lagged behind that of other types from 1925 to 1930, the period of most liberal school expenditures. The average annual expenditure per city began to decline in 1926, long before the depression was felt.

(8) During the present crisis, thousands of school districts which lack sufficient resources for current operating expenses can do little to provide needed housing facilities. Other communities, however, in which buildings can be erected without despoiling the budget for instructional purposes, should no longer neglect their building programs. In addition during the immediate future, while it is necessary for the government to give employment to men unable to find a place in industry, no better public works project is available than the construction of needed school buildings. Generous provisions should be made for such projects in whatever works projects the federal government pursues."

This report very clearly indicates the drastic building situation in 1935. It was one which involved a vast construction program to even catch up to schedule. It indicates that this question of the value of the school auditorium is very pertinent, for it is during a period of expansive building that its consideration would be most important.
To further substantiate the contention that this question of school building is a very serious one, the following quotations are offered. They indicate the opinions of men in position to understand this construction problem.

"The great problem of school people throughout America at the present time is to try to provide comfortable, well-lighted, sanitary, and well-ventilated buildings so necessary to the general welfare and mental efficiency of this ever increasing multitude of boys and girls who are pleading for a chance, begging that they be not required to pay the price of the world's greatest depression."  

"Regardless of what may have been or what still may be the contributing reasons, whether depression, codes conventionality, or what not, it has been the almost national experience that for a number of years it has been, and still is, extremely difficult to raise money for a new schoolhouse construction."  

" — it is the firm conviction of the writer, engaged daily in the attempt to assist school districts in solving their schoolhousing problems, that the most important problem of all is the determination of adequate schoolhousing facilities, in the light of educational needs and practices."

"Future school architecture must keep in mind low cost operation as more important than low first cost. Most municipalities are hard pressed and upkeep money is not as "romantic" as a new appropriation, nor has it PWA assistance."


"I should say the essential changes to be observed in future school architecture will be in the design of buildings for community use, buildings which will offer a maximum of flexibility, buildings which will be attractive to work in, and above all things, economical in construction and operation."1

There remains now this very pertinent question. It has been shown that there is a necessity for a great increase of school building construction. It has been urged by such a reliable authority as the N. E. A. that this construction be carried on as soon and as rapidly as possible. The question now is, what has been done in the way of architectural work in the public school system since 1935? Is an attempt being made to catch up to schedule, so that our school population may be adequately housed, or does a great building need exist as it did in January, 1935?

In answer to this question the following graph is presented. It is taken from the Architectural Record, June, 19562 and presents an authentic, graphic picture of the entire building situation for the years 1932 through to June of 1936.

From the evidence of the following graph it can be clearly seen that educational building has been constantly increasing since 1935 in an attempt to catch up with demand.


(1) = Residential.
(2) = Other public and institutional.
(3) = Commercial and industrial.
(4) = Educational.
It is true that some of this building is taking place in the elementary field, since the figures quoted were inclusive of both elementary and secondary fields. However, as the trend in modern education is to continue through high school, because of the undesirable economic conditions of today which keep young persons from gaining employment, the expansion in secondary schooling must be greater than in the elementary field.

Also, since the high school requires a more expensive plant and more extensive equipment, the percentage of expense of the high school as compared with the total building expense must be high. So, it is safe to assume that the greater part of this housing program will be for secondary schools.

In 1933-34 the state of Massachusetts had an income of $70,536,764 for use on its public elementary and secondary schools. During that same year it received $1,836,950 in grants from the federal government for the purpose of erecting school buildings. It also borrowed from the federal government $60,000,000 more to be spent on its school buildings. Previous figures (page 17) indicate that at present the expenditure is double this sum. Twenty cents out of every dollar of all taxes are put into the maintenance of the school systems.

So it can be seen without further discussion that the whole education outlay represents a tremendous expense. Of
this terrific cost, one of the major factors has been indicated to be the housing. It can, therefore, be concluded that any saving on this housing bill, if it could be made at all general, would be tremendous. That is, a cut of but a fraction of one per cent, if applied in many instances would mean a saving of many thousands of dollars.

By presenting this picture of the housing problem, it is hoped that an idea of the magnitude of the situation has been revealed. Soon this discussion will be concerning itself with a much smaller field. It will be dealing with the problems of small and individual high schools. But in thinking of these towns, which are relatively so tiny, it should be constantly held in mind that any saving in one would mean, if it could be expanded to many, a vital and worthwhile saving.
The Relative Cost of the Auditorium.
In previous chapters, it has been shown what is the goal of the assembly. The theory of it has been expressed. The average program of the Massachusetts schools, as indicated by Fabyan's survey, has been presented and analysed in an attempt to portray the situation, as it actually exists today.

The next step is to arrive at a measurement of the costs of this assembly program. Let us for the moment assume that there is an assembly hall in the schoolhouse, that there is no other place available for those programs which have been judged as needed to the school. How much does it cost the school to maintain this meeting place? What is the cost per assembly meeting? To answer these questions requires arriving at a mean cost of building the auditorium into the school as compared with the cost of the same building without this auditorium. By arriving at this figure, it will be possible to arrive at a fair estimate of assembly costs.

In the National Education Association Bulletin\(^1\) of January, 1935, Vol. XIII, No. 1, a discussion may be found dealing with the constructing, as economically as possible, of a school building which shall nevertheless include all the requirements of the students.

"The building is of simple colonial architecture, with exterior walls of brick...The heating plant is separate...The room floors are maple over wooden joists. The corridor floors are concrete covered with linoleum. The lockers are built into the corridor walls and ventilated...A number of rooms are used for more than one purpose. The study hall is simply three classrooms in a row with partitions folded back. At one end of this suite is the kitchen for cafeteria service. A partition opening from the kitchen into the assembly hall is raised when luncheon is served...Thus the study hall serves also as a cafeteria...There is a gymnasium but no auditorium...This building shows commendable multiple use of spaces and economies which do not handicap the program planned and yet permit such savings as make possible things for which otherwise there would not have been enough funds."

This building was designed for three hundred forty-two students. Its building cost was $425 per pupil not including the cost of the site nor necessary equipment. This amounted to a cost of 32.1 cents per cubic foot. Besides this 32.1 cents per cubic foot, a square foot measurement cost should be considered. For those not familiar with these two estimating methods, the cubic method is to calculate the actual number of cubic feet within the building from the first floor to the mean height of the roof. Basement areas are not included unless they contain classrooms. The square foot method involves the number of square feet available of classroom space within the school. This includes corridors and all special rooms.

Two high school structures with which the writer is acquainted are being built at the present time. The cost of

the first is five dollars per square foot. This is located in Vermont where the cost of buildings is less than in Massachusetts, for their building regulations are less strict than those of Massachusetts. In Massachusetts there is a building being erected at a cost between five and six dollars per square foot. As this is a structure entirely of wood, it, also, would run below the average costs in construction. An analysis of building records leads one to believe that this square foot cost of five dollars is a very economical figure. Recordings of buildings running to a cost of twenty dollars per square foot were found in the course of this survey.  

If a high school of three hundred sixty-five pupils were to have an assembly hall, how large would it be? In Massachusetts it is required by law that there be a minimum of six square feet of seating space per person. Added to this there must be platform space at the front of the room. There must also be aisle space. A moderate sized assembly hall would then be seventy feet in length, forty feet wide, and a minimum of fifteen feet in height. This last figure is very low for this type of room. These dimensions would mean an area of 2,800 square feet and a cubical content of 42,000 feet.

Applying to these totals the costs per foot as previously adopted, the assembly hall for this mean school would cost per cubic foot 42,000 x 32.1 or $13,482. By square foot calculation 2,800 x $5 the cost would amount to $14,000 for the auditorium.

Adopting $425 per pupil as a total building cost, a figure which is also very modest, the cost of our mean school would be $425 x 365 or $155,125.00.

What is the relation between the cost of the assembly hall and the total cost? $13,741 divided by $155,125 yields a clear percentage picture of this relationship. It reveals that nine per cent of the total costs in building a high school is represented in the assembly hall.

It has been previously stated in this thesis that twenty-two per cent of all building was educational in character. Taking nine per cent of twenty-two per cent, we arrive at a figure of two per cent as that proportion of all types of building which is represented by the assembly hall. That is, one-fiftieth of all building in this country today is of assembly halls.

What does this figure mean in the final analysis? What importance can be attached to the fact that one-fiftieth of all building costs consists of the construction of auditoriums? Perhaps it would be more clear in a dollar and cent quotation.
The average capital outlay for public schools since 1950 equals $210,950,335 per year. If but one-third of this were for high schools, the cost of auditoriums alone would amount to $6,327,909 yearly. Such a yearly expenditure is one with which we should not be unconcerned. It is too great a sum.

We have now seen the cost of auditoriums and what is done with them. We have attempted to arrive at some estimate of the value of this use. Let us now actually visit some of these schools. Let us see whether they maintain separate auditoriums, whether, if they do, these could in any satisfactory way be eliminated. Let us try to determine whether any satisfactory substitute is to be had for the auditorium. Finally, let us find out the opinions of the principals concerning these rooms and their programs.

Analysis of Specific Schools.
In town A there is a school population of three hundred and sixteen students. These pupils are housed in two brick buildings, while a third building houses the new gymnasium.

The original building is two stories in height, houses administration offices, a study hall seating one hundred pupils, and classrooms. It is ninety by forty feet in area and has a mean height of approximately forty feet. It was built in 1878 making it at the present time fifty-nine years old.

The second building was constructed in 1917 and is three stories high. It has ground dimensions of one hundred by fifty feet, and has a mean height of forty-five feet. The auditorium occupies practically all of the third floor, being fifty by seventy-five feet in area, and twenty feet in height.

The new gymnasium, built in 1937, cost $45,000. It contains 120,000 cubic feet of space. Figuring its cost at 52.1 cents per cubic foot, its value would be $38,520, so indicating that the mean figure of 32.1 as an estimating cost is not extravagant.

Summing up this information, there is found to be a total cubical content in the three buildings of 489,000 feet. Of this total space 75,000 cubic feet consist of the assembly hall.

Now as to the use of this space, for which a minimum
of $23,545 was paid. The school holds an assembly twice a week of twenty minutes duration. In these the students perform only rarely. About a dozen outside speakers are heard each year. The remaining assemblies are used for announcements, pep rallies, and the discussion of any new school policies which may concern the students.

In the town proper there is a town hall and a community center. Whenever the school wishes to hold a play, or any event requiring a stage, it is held in one of these two places. The socials and dances are all held in the new gymnasium, which has five hundred permanent seats.

Thus, it would seem that the critical assemblies do not here exist. They are already being held elsewhere. The principal does not feel he should eliminate his bi-weekly get-togethers. In fact, he is strongly against it. Yet, if they were not held in the auditorium, they could be carried on in the gymnasium without any appreciable difficulty, a fact admitted by the principal.

It would, therefore, seem that in this school a $23,545 room is being constantly heated and cared for, with its only use two assemblies a week of twenty minutes duration. This, when there is, besides two other available houses, another section of the school plant in which these assemblies could be held equally well.
In town B is found a town much larger than those for which this study is intended. It has been included simply to indicate the situation in the larger schools.

High school B is a large building erected in 1926. It contains an auditorium which seats one thousand people. This more than equals the student body which amounts to eight hundred. It is of interest to note that this eight hundred includes only the three upper classes of the high school. The freshman class, consisting of approximately four hundred students, has been transferred back to the Junior High. Before that time the auditorium could not seat the entire student body, a situation which the principal stated was completely unsatisfactory.

The entire plant actually cost $600,000. Using the estimating plan previously adopted, $70,000 of this cost was for an assembly hall, this hall being 100 x 75 x 50 feet.

This appears to be a tremendous cost. It is much more than that of the smaller schools. Yet consider the relation of its use as compared with that of the smaller schools.

The room is so large it is used as a community center. Every year a series of community concerts are held in the hall. Not only does the school hold its plays here, but
outside interests also use the hall for this purpose, it having the most fully equipped stage of those places available in the town. It is used by the American Legion, the Kiwanis, and like organizations.

Yet despite the very high relative efficiency of this particular auditorium, its principal struck one discordant note.

In building, it was felt that economy must be practiced somewhere, if not on the auditorium. As a result, the gymnasium is relatively small. It has no permanent seats, and room for very few removable seats. At best, only six hundred can be seated at an athletic contest. The principal stated that they could easily collect admissions from two to three thousand people, if those people could be sure of having seats when they entered.

Thus, even in this large town, where an auditorium is not a luxury, where there is the talent available to have many worthwhile assemblies and activities, where the auditorium is in constant use, even here economy has had to be used. The gymnasium has had to suffer in order to have this magnificent assembly hall. If the town had a community center the justification of even this auditorium might be questioned.
SCHOOL C

In analysing school C, we once more get back to a school within the purposed scope of this study. This school has a population of 255 which is about one hundred less than the mean school. The building was constructed in 1924 at a cost of $155,000. (As the 32.1 yardstick previously adopted sets the cost of this building at but $112,000, this again indicates the conservatism of this selected measuring stick of costs.) Within this building there is no auditorium, but there is a gymnasium which is used for assembly purposes. This room cost $15,000. The question in this case, however, cannot be the justification of this cost as of an auditorium which does not exist, but rather a valuation of this gym-auditorium.

This combined room is used for all the purposes that the separated rooms ordinarily handle. The question must be whether this room while economical to the extreme can be desirable and practical.

The principal stated that he is satisfied with this arrangement with one big exception, which is, the lack of permanent seats within the hall.

He declared that, without doubt, the ideal situation with no consideration of costs, is to have a gymnasium with
permanent seats and an auditorium with permanent seats. This is, of course, true.

But it was his opinion that in a school of small size this is a luxury. He declared that a combination of the auditorium and gymnasium, so arranged that the assemblies could be held in the gymnasium without moving any seats was the ideal arrangement. This would also be adapted for the holding of basketball games.

This statement is all the more significant when one considers that this man is strongly in favor of the assembly program. There is no place outside the school and within the town where he can conduct assemblies of any sort. Therefore, it is indicated that he feels he could be entirely independent, carrying his entire assembly program within this gym-auditorium.

As has been stated he does not depreciate the assembly program. Rather, he feels that the assembly has a definite place in the school. In his own school he has a weekly meeting. He has as many outside speakers as possible. These come about once a month. This year he is having a series of paid lecturers, four in number, and feels it is worth the expense to bring them before his youngsters. He hopes in the future to increase his quota of outside speakers. His is a group of children whose horizon is very narrow. They
live in a backward, country town. The principal feels strongly their lack of knowledge of the outside world. The assembly program is his only chance of directly working against this, a fact which he strongly realizes. Nevertheless, he would be satisfied to carry his entire program in the gym-auditorium previously mentioned.
Town D has a school population of 380. It is housed in a building of mean content, 80 x 120 x 40, or 380,000 cubic feet. This gives the building a valuation of $163,520. Of this total space 37,900 cubic feet compose the rather small auditorium. This would mean a valuation of this room of between $12,000 and $15,000.

Auditorium has no stage facilities. Its seating capacity is only one-half the student body. All assemblies in this room are held in two sections.

In a nearby house, the Junior High, is housed the gymnasium. This is used for all large assemblies, as it seats six hundred. All of the school plays and debates are also held here. The townspeople use it for dramatic productions and town meetings.

When questioned as to the desirability of this arrangement, the principal had but one objection. This was to the acoustics of the room, it having a high vaulted ceiling.

He stated that in the near future a community center was to be built, either connected to the high school building or in conjunction with it. In anticipation of this, the school is to be remodeled this summer, eliminating the assembly room, the space being converted into classrooms. The
principal is confident that even if the new building should not come for five years, the gymnasium will be adequate for assembly needs. He feels that when the community center is completed his program will be, also, completely satisfactory.

Here, then, is a principal who feels that with his other facilities the auditorium may be completely eliminated from his school building.

What sort of an assembly program does he maintain is the final question. If it is scant, he would naturally deprecate the value of an auditorium. This is not the case. He firmly believes in having student organizations run assembly programs. In many they do all of the presentation themselves. The school is fortunately located near a college where many good speakers can be and are obtained at no cost. They have, as do many other schools, a program of professional assemblies every year.

So, a complete program is held in a gymnasium auditorium which was not even originally planned for this purpose. Yet the only complaint of the principal is against the acoustics. Surely this is a striking example in proof of the point that this combination can be satisfactory.

By remodeling to absorb the assembly hall, this school will be able to house an increased population without addi-
tional building. This is an illustration of the saving that can be effected by doubling assembly programs into a community house or into the gymnasium.
SCHOOL E

School E has a student body of one hundred and seventy. This school population is housed in one building 70 x 110 x 35 feet in size. Its cubical content is 269,000 feet, which places the valuation of the building at $86,509. Of this cost $9,028 is absorbed by the assembly hall, as it contains 28,125 cubic feet.

Here is a striking example of poor planning within a high school. The stage is placed on the long side of the auditorium. When it is used for a dramatic production, only about half of the seats command a view of the action. As a result, they have always used the town hall for their big programs, their own auditorium being unsatisfactory from the day of its original construction.

Because of the growth of the school, this room has since been partitioned into three sections which can be re-opened into one if an assembly is called. The assembly program now consists of a meeting once a week at which time the partitions are opened and moving pictures shown.

There is a gymnasium in the school approximately equal in size to the auditorium. Because it has no seating capacity, all school games are played in the town hall, the gymnasium being used only for class work and intramural games.
Although the principal saw no chance for it at the present time, it is his wish to remodel the school. He would eliminate the stage in the auditorium, making its now wasted space into a library study room, something which at the present time they do not have. He would like an annex containing both a gymnasium and an auditorium to replace those which at the present time are completely unsatisfactory.

When questioned as to why he would have both gymnasium and assembly, he replied that he thought it would be nice, that with both he could have an auditorium with raised seats. When asked as to what he would use this auditorium for, he stated that he would have about twelve assemblies a year, plus a five minute morning devotional service, as he had formerly had before the school outgrew its present hall. He admitted that there seemed to be no change in the running of the school without these devotional exercises. He also admitted that the other assemblies might very well be carried on in a combined plant. He then made reference to the fact that he thought that they might get federal aid in building, so that his plan might not really be called extravagance with the money of the town. I refer back to Mr. Schnitman, on page 16, for an authoritative opinion of such a statement. It is his opinion, and how could
it be else, that such construction is very apt to present the town with a white elephant. Such is apparently the aim of this principal. It seems to be the opinion of some that federal funds do not come from the pockets of the taxpayers, but grow on some everblooming bush to be picked at will.
In happening upon school F, the writer struck a gold mine, so far as his side of the story is concerned. In 1936 it was found necessary to build a new house to hold their increasing school population now amounting to 275 students in the Senior and 115 in the Junior High, which in the new plant are housed together.

At a cost of $125,000 an addition was made to the school containing two large offices, eight classrooms, a library, and a combined gym-auditorium. Everything is completely equipped, and built with an air of durability and service.

The gym-auditorium was examined with particular interest. It is 88 x 58 and has a clearance of 22 feet. A large, fully equipped stage is located at one end of the hall, a balcony with permanent seats at the other. The remaining seats are stored under the stage and are brought out by a rapid and efficient truck-roller arrangement. If this system is satisfactory, it would eliminate the argument advanced by the principal at school D - that of objecting to the space intervening between the stage and the audience when permanent seats are used.

Talking with the superintendent, he was found to be
enthusiastic about the arrangement. He stated that they had at first been afraid to make the combination because older arrangements of that type had not been satisfactory, but were awkward and cumbersome. Yet in fairness to the taxpayers, they on the building committee had felt that they should combine the two rooms. This has meant a more complicated program arrangement. It means, for example, arranging the dramatic season so that it will not conflict with basketball. Nevertheless, the superintendent declared that no part of the program suffered. Debates and plays are an important part of their program. They have at least fifteen assemblies a year for outside speakers or special holiday programs. They also have a weekly assembly, usually consisting of moving pictures.

The result is that this auditorium-gymnasium is in actual use ninety per cent of the time.

There is one more interesting thing to note in regard to this room. It has been stated that the combined room is bad, because it is not possible to have an attractive auditorium if it is combined with the gymnasium. The answer of the superintendent to this statement was that the room was so desirable, the townspeople wanted to use it for their functions, and it was yearly becoming more of a comm-
unity center, despite the fact that there were other places in the town quite suited to their needs.

His final statement was that the town had really received its money's worth when this plant was erected. With this statement in mind, let us turn to the next school.
Leaving town F and arriving in town G, a striking contrast is found. Here is another town which has long since outgrown its high school. The present building was erected in 1912 to accommodate 250 students, with an auditorium which would seat just that number. At the present time, the high school enrolment is 500 of which 200 are being housed in another building.

Because of the fact that the assembly hall can seat but half of the present student body, assembly meetings have practically ceased in this school. To date, in this current school year they have had but four meetings in this room. It is, however, being used as a study hall and general overflow room.

The gymnasium is in the basement and is also very inadequate, being the same size as the assembly room, or 54 x 25 feet. Its only use is for girls' gym classes.

All plays and debates are carried on in the town hall and town theatre. Any assemblies which gather the entire student body into one room are also held in the town hall. As this is over a quarter of a mile from the school, it is obvious that not many assemblies could be held to satisfaction.

The gymnasium work of the boys and all of the games are carried on in the old gymnasium of a nearby academy.
It is obvious that here is a plain case where additional building is really needed, since no part of the school is adequate to its needs. The principal stated that this was the plan, and that within a year or two building is to take place. An addition is to be made, for which plans are already drawn up. Its cost is to be $140,000. It is to supply three additional classrooms, a gymnasium, and an auditorium. Note the relationship of the costs of this addition and that already completed in town F. It is getting five less classrooms; it is not getting a library nor any office space as is the former. This, in order that they may have a separated gymnasium and assembly. By adopting the latter plan they might reconsolidate their entire school, and still not pay as much as they are now planning to spend. Under the present plan, they will have no room for their freshmen and no room for expansion. (This is a town in which the population is on the increase.) Here again is a case of the white elephant about to set up new headquarters.

The principal stated that they expected to receive government aid which had possibly caused them to splurge a trifle. They had, he said, investigated one combined auditorium-gymnasium (which turned out to be one of ancient vintage) and on the basis of this one case rejected this possibility. They had not investigated the new erection of town F, merely thirty miles distant.
Apparently everything had been left in the hands of the architect, whose interests are certainly not naturally in the line of economy. This, combined with the possibility of governmental aid, has caused them to be lax in their original survey.

If nothing is done about this before construction starts, in the mind of the writer a tremendous sum will be poorly spent.
School H, a smaller school, has one hundred and twenty students. They have no gymnasium in the school. All things of a gymnastic nature must be carried on in town structures. The local Opera House is hired for basketball games. This situation was deplored by the principal, as their costs are made high by rentals, despite the fact that they hold practically no practice sessions.

They have an auditorium within the school, which consists of a section of the basement patched into a meeting place by the present principal. It is entirely inadequate, being 40 x 18 feet in area.

It happens that the town has grown rapidly in late years and the school has rapidly become smaller. Certain funds due the town in 1945 are then to be used to build an up to date plant.

The principal was emphatic in his belief that in this new house, when it is finally erected, will be a combined gymnasium and auditorium. He could not see where in a small town the taxpayers could possibly be expected to maintain the two separately. He was against depending upon space outside the school for school functions, unless a community house had been constructed with the purpose of serving
the school as one of its objects. In his own case, he ex-
pects the new school will serve as a community house, as well
as fulfilling its combined duties as auditorium-gymnasium for
the school.
School I has a population of three hundred twenty students, being located in a town of approximately five thousand inhabitants. In 1926 they built a new school plant which cost $250,000, rather more of a sum than one would expect in a town of this size. The gymnasium and auditorium are separate, the auditorium being placed over the gymnasium. Their measurements are 50 x 62 x 22, making a combined volume of $136,400 cubic feet. The cost of the two at 32.1 cents per cubic foot comes to just under $44,000. Actually their cost must have been greater than this, for the cubical content of the entire plant is but three times that of these two rooms.

The principal declared that he is against a combined room, and feels that the two separate rooms in his plant are being used enough to warrant their existence. Both are community centers. The auditorium is used for all town meetings, by the Kiwanis, and for all the plays put on by various organizations within the town. The gymnasium is used by the entire school system, rather than just the high school. It is used by town teams for their basketball court. It is also used every day as a school lunchroom.

There is no doubt that this town is using these two rooms as much or more than they would be used by any other
town in the state, for they are so located as to make an ideal community center.

The school has its regular weekly assemblies, either to hear outside speakers or to conduct their own programs. The principal stated that they had ten outside speakers a year. They also hire a series of professional entertainers.

Possibly with such a complete schedule of use it is worthwhile and economical to maintain these separate rooms. The following are possible objections. They can seat but one hundred fifty spectators at any game. They have spent what is for the average town a tremendous sum. They have not shown that even here the two rooms could not be successfully joined. It might still be a possible arrangement.

It is true that the town has no other suitable place for its gatherings, but let us compare this plant with that of school J. Perhaps this case will then be more easy to evaluate. Certainly these towns, side by side in actual location, present a contrast.
SCHOOL J

Town J is located but four miles from town I. It has just finished the construction of what amounts to an entirely new plant. It has a student body of five hundred which is more than half again larger than in town I. Yet when they came to build this new school, they felt that they could not afford the separated rooms. In a total expenditure of $307,655 they have a combined gymnasium and auditorium. This is a large room, being 84 x 95 with a clearance of 24 feet. It has bleachers along one side which will seat the entire student body. Temporary seats may be added which increase the seating capacity to nine hundred. These are brought in for any major affairs such as school plays or concerts.

The testimony of this principal is prize evidence in favor of this combination. He declared frankly that he fought his best against the combination when it was first proposed, and that its erection was entirely against his wishes. Yet this room has been in use now for almost a school year, and the principal admits as frankly as he condemned it that it has been a success.

"You will hear", he said, "Statements that the acoustics of this type of room cannot help but be poor. I find them better in this hall than any school auditorium I have ever been in."
As for the objection that it is impossible to carry on rehearsals for plays when the gym is being used for other purposes, we have a double room with a small stage which had worked out admirably for public speaking classes and various rehearsals."

This statement apparently squashes flat two of the great objections to the combined room.

The hall is used continually, either for gymnasium work or assembly, the school being still on the old plan of the daily religious assembly. They also have a weekly meeting, at which is presented an outside speaker or a program worked up by the school pupils.

Here are two towns which have spent within fifty thousand dollars of the same amount, one spending $250,000, the other $300,000 on their buildings. The latter has so much larger a plant there is no comparison between the two. The former is swallowed up by its two main rooms, the rest of the school being minor in size. In the latter, while the gym-auditorium is very large, it composes a relatively smaller amount of the entire plant space. In this school the money has been spent for more classrooms, better equipment, a more rounded, complete school. Compare the pupil costs of the two as a final realization of the difference in value received by these two schools. $250,000 divided by 320 yields
a per pupil cost of $761. $307,000 divided by 500 yields $614 per pupil. These figures reveal which school is yielding the greater return on its investment. In the case of the former, does its use by the town warrant the extra cost?
The following four or five schools are smaller in size than those previously discussed. They are included to present the situation in the small school, and so have a well rounded picture of the assembly-gymnasium arrangement in all schools up to five hundred in population.

Town K is the smallest of this group. The entire school plant of the town consists of one building containing all of the grades. The total enrolment amounts to 150 of which 42 are in the senior high. An assembly for the high school is not held more than once a month. For all plays or meetings where a good hall is required, the town hall is used.

The auditorium is a fine example of old time short-sightedness and lack of planning. The room takes up the entire second floor of the building, is 34 x 50 x 15 in size. It is so constructed that it would be impossible to remodel it into satisfactory classrooms. Yet space is so badly needed in the school that the typewriting class is held on the stair landing. Since the original construction of the school an addition has been made. This is a gymnasium of cheap, boxlike construction added to the rear of the building. The principal uses this rather than the assembly hall for those infrequent assemblies which he does have.
The auditorium is used for classes, for which it is poorly adapted. Most of the space is never in good use, because of the awkward room design. The principal stated that, although nothing could be done about it, this room was, without any doubt, the most inefficient part of his school building.
SCHOOL L

Continuing to the town of L, we find a school containing a student body of two hundred. It has an auditorium which will seat two hundred and thirty students, and which is used quite extensively. There is a weekly meeting, the program of which is conducted by the students. They have both a school orchestra and a school band, which use this space for their rehearsals. They also subscribe to professional entertainment, hold plays, and debates.

The gymnasium is pitifully inadequate. It is located in the basement, and consists of part of an old shop. They maintain no basketball schedule, but play an intra-mural program. Otherwise they carry on physical training by home room drills.

The principal stated that it only lacked his word to have a new gymnasium added to the school. He had a singular objection to this. He is afraid that with a gymnasium the school will be forced by town feeling into playing only to win, rather than for the development of health and sportsmanship. He maintains that intra-mural sports cannot exist where there is a varsity team.

He objected to the idea of building a gym-auditorium, because he felt that this would eliminate a chance for rehearsals. That is, when the gymnasium was being used for
athletic practice, the rehearsing of the band or of plays would be impossible. He had previously stated that his one other need in the school was a large study hall. The writer suggested that he build a combined gym-auditorium, and convert his present auditorium into a large study hall. In this way he could keep his present auditorium as it is with but a few minor alterations. (He might put in a folding partition, thus gaining two serviceable rooms, and still keeping his large room available for possible use.) He would then have two available assembly halls, and both would be of more service than is the single one which he now has.
SCHOOL M

Town M has a high school population of one hundred and ninety-five students. The building has neither assembly hall nor gymnasium. A large study hall seats one hundred and forty-four of the pupils, the rest having to stand about the back of the room. Using such crowded quarters, this school holds as many as sixty assemblies throughout one school year. They have approximately fifteen speakers a year, and thirty moving picture performances. They carry on debating, public speaking, plays, several clubs with regular meetings, and a magazine better than was seen in any other school.

They use the town hall for gymnastic work and basketball games, also for the performance of their plays. This hall is over a fourth of a mile from the school, and has no shower facilities.

Despite what seems to be a very inadequate set-up, the principal stated that the spirit in his school is excellent. He deplored the lack of showers within the town hall, feeling that it is unfair to the students' health to expect them to get along without this equipment.

The school spirit in this town he rated as higher by far than that in the town in which he had previously been
associated, the high school of which having had excellent equipment.

The school has not the money, nor the prospect of any, for new building. When questioned, the principal stated that if any building ever were erected, the combination gym-auditorium would be entirely satisfactory. He feels that no town of small size should afford anything different.
SCHOOL N

Town N is another with a very small school, it having a population of but fifty-four students. The house has no auditorium and no gymnasium, so the local town hall is used for these purposes. An assembly is held once in two weeks with one hundred per cent student participation. Both the assembly and gymnastic programs are very satisfactory, but the facilities are very poor. This principal, as did the principal of town M, regrets the lack of shower facilities in the town hall, and feels it is not conducive to the best of student health as the program is now conducted. He, too, feels that the spirit of the school is excellent, and that while the entire dependence upon the town hall for its extracurricular activities is difficult and awkward, it is a passable substitute for the holding of activities within the high school proper.

As the building is very crowded and over fifty years old, the principal expects that within a short time, probably three or four years, an entirely new plant will be constructed. The plans for this are already prepared, and contain an auditorium-gymnasium. The principal's statement was that it was the only thing possible for them, so it had been adopted. It will be better than the present situation, he feels, and he hopes that with proper adjustment it will be satisfactory.
He stated that he had at first looked at the idea with gloom, but that since he had seen such arrangements which were satisfactory to the owners, and so felt that the combination room might also be satisfactory to him. He statement equals the contention of the writer — that the combined room in its modern form is flexible, and, therefore, satisfactory.
SCHOOL 0

At town 0 was discovered what is believed to be another argument in favor of combination. In this town there is a high school with an enrolment of one hundred and seventy-five students. They have neither a gymnasium nor an auditorium. The town hall, which is a five minute walk from the school, is used for both of these purposes.

Here is another town in need of additional school building. The principal stated that only last year an attempt had been made to raise $125,000 for this purpose. He further stated that things had gone as he had predicted that they would. He had advocated the combined room, but the finance committee had overruled him and decided on an addition containing both gymnasium and assembly. He had predicted that the town would not stand this additional expense. It would not. It decided that the cost was too great, and so turned down the entire proposition. As a result they have nothing when they might have had a reasonable addition.

"Further", said the principal, "They got so excited over the whole thing that I won't dare to revive the question for another five years."

This is a fine example of over enthusiasm. It means that many school children will have no chance at gymnastic,
recreational training. Only those who make the varsity may play under the present arrangement. Exercises in the home room are a mighty bloodless substitute for an active gymnastic program. Also, the assembly program must be less than if the combined room were available. Of course, it cannot be stated absolutely that they could have had this room if they had asked only for this. It is the opinion of the principal, however, that it would have passed if this combined room had been presented as the original plan.
No subject is complete until it strikes violet opposition. Only then does it assume natural proportions. In town P the principal exploded at the mentioning of the combined gym-auditorium.

"I wouldn't have such a thing in my high school", he declared. "My own experiences have shown me that it is impossible to reconcile the two." (This man had struggled with an ancient combination until a large addition completed only this year installed a gymnasium.)

His complaint was caused by the old, sad story. His assembly hall is not really good for anything. It would be impossible to convert it into an efficient combined room, or even to convert it into classrooms. It is a monstrosity of waste space and always will be.

The statements of the principal could not help but be warped, if he once tried to use this room for a combined program. It does not even make a good assembly hall, let alone one easily converted into a gymnasium.

Under the circumstances the best has been made of a bad lot. It would have been complete extravagance not to use the assembly hall for something. Its only possible use is as an auditorium, so, its present justification for existence.
It is not right, however, that the mistakes of the past should have so much influence on the present. In this case a principal is so disgusted with his former combination held in this hopelessly planned room, he will not even listen to a modern combination. Yet the comparison of the old and the new is grossly unfair, as can be seen by the complete success of those who have instituted an up to date gym-auditorium.
School Q comes as close to the mean school as any included in this study, it having a school population of three hundred and forty-eight pupils. It has a gymnasium and an assembly hall.

The cubical content of the entire plant amounts to 505,000 feet, which makes the valuation of the plant $161,465. The assembly hall is 45 x 70 x 15 feet. This means a cubic content of 47,250 feet, or a cost of $15,167.

The gymnasium is 50 x 60 x 22, a cubic content of 66,000 feet, which, at 52.1 cents per foot, cost $20,186.

Both of these rooms have a seating capacity greater than is the student body, as the auditorium seats 350, while the gymnasium has permanent seats for four hundred pupils.

The school uses its auditorium for assemblies at the call of the principal. To date this school year, there have been two assemblies with outside speakers. One of these was judged to be good, the other not so good. The rest of the programs, coming once a week, have been for talks by the principal. The room is also used for rehearsals, and, occasionally, for a small play. Once a week there is a music assembly. All plays, oratorical contests, and graduation exercises are held in the town hall, it having a greater seating capacity.
As the gymnasium has enough permanent seats to accommodate the entire school body, it would seem that in this last school is one more indication of extravagance. By holding the previously mentioned assemblies in the gymnasium, and there seems to be no reason why this could not be done, the present auditorium might well be converted into classroom space. If this were done, it would mean that the seventh grade, which has been crowded out of the building since its construction, might come back, and the old plan of housing the high school and the junior high together might be again used.

There is even a room with a small stage already available for rehearsal purposes if the combine were made. This would negate any difficulty in carrying on a dramatic program.

A second possibility would have been not to cut the expenditure by $15,000, the cost of the auditorium, but to have spent this money on the gymnasium. Certainly a larger gymnasium would receive more use than the present auditorium. At the present time there is not room to seat many spectators at athletic games. Such a procedure would obviate this difficulty.
Summary and Conclusions.
It was the purpose of the writer when this study was begun to determine whether or not the auditorium could not be altogether abolished from the high school. It soon became evident that this would be an impossibility in fact, even if it were theoretically shown that the assembly should be eliminated from the school program. Every principal, no matter what his program, felt that he should have some place to assemble if he so desired, preferably within the school plant.

The question then logically evolved into a consideration of the possibility of combining the auditorium and gymnasium, such being the obvious compromise between the old plan of having two separated rooms, and the plan involving complete elimination of the auditorium. After a consideration of the possibilities of this combination, as compared with the maintenance of separate gymnasium and assembly rooms, the following conclusions are offered:

1. That because of its bulkiness and poor design the combined room in its first stages was not practical.

2. That, at present, combined rooms can be practical, because of efficient planning and original design for this purpose. This conclusion is based on the testimony of those principals who have entirely new combines; they state that they are in all respects satisfactory.

3. That the combine is more economical, since it can be built at less cost, and is more efficient, it being in more constant use than either room of the separated plan.
4. That, at the present time, there is needed a program to present to high school principals the facts concerning the possibility of combination. This, for two main reasons:

1. First, because those principals who are acquainted with the old combine feel that it is representative of all combines, and, therefore, condemn the possibilities of the new arrangement.

2. Second, because principals and members of building committees do not evidence enough interest in the possibilities of the combined room. They, therefore, erect new buildings without sufficient consideration of this possibility for economy. (Evidences of the results of this negligence have been indicated in the body of this thesis; namely, the town has been unable to afford the amount recommended and, therefore, built nothing, or adopted the plan presented and committed an extravagance.)

These conclusions are based on facts previously presented, the highlights of which are here presented:

The two schools having new and modern combines (built in 1936 and 1937) find them completely satisfactory, so much so, that they are enthusiastic about them and very positive in their statements upholding them.

Of the nine schools maintaining and using separate rooms, six are so inadequate that they are forced to depend on outside space or to develop a makeshift combine. This situation was admitted by every principal to be undesirable. In every case a combined room would eliminate this difficulty had it been incorporated into the original building.

No objection to the combined gym-auditorium was presented by any principal, either for or against the combination, which has not been met successfully in some other school having either a new combine or a relatively successful adaption.
Bibliography.


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Graduate Committee

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