

THE S I S
CONSOLIDATION OF COUNTRY SCHOOLS

by

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1908.

CONSOLIDATION OF COUNTRY SCHOOLS

The Need of Consolidation

Any one who studies at all carefully the situation in our public schools today, will see that a change is imperative. The country school child has the same rights in regard to schooling as his city cousin. Yet, if we compare the two systems we will see that the country child does not have these equal privileges.

The chief claim of our public school system is that it gives all an equal opportunities. In order, then, that this claim be made good, the system will have to be altered. In this necessary reform there are three factors to be considered:

1. The teacher.
2. The Course of study.
3. The machinery of the school.

Consolidation is rapidly bringing in the necessary changes and under these three headings we will consider the benefits to be derived from consolidation in our country schools.

The Teacher.

Before we can hope for the best results from our country schools, we will quite hiring anyone who has not had special training, fitting him for this especial work. Teaching is, or should be, a profession, just as much as medicine or law. It requires as much skill to be a successful teacher as it does to be a successful lawyer, yet we expect our young men and women to come to us without any training and take charge of our children for several months of the year.

To be a good teacher means to be a lover of children, a student of child psychology and development, to love the art of teaching and to be willing to make it an art.

The good teacher is not the young person who teaches for a few months until he or she (as is often the case) can find some more lucrative or pleasing employment. The country school board will employ almost anyone as a teacher who can show a certificate, while in town many school boards refuse a position to all, excepting those having had experience. This of itself shows something of the problem--how are we going to keep our teachers from going to the city schools? There is an answer, but only one. We must raise the salaries of our country school teachers to compete with city salaries.

Many states have now a minimum wage law fixing the salaries so that no school board may put the salary so low that the good teachers will refuse to come. West Virginia was the first state to fix the minimum salaries for teachers. In 1882 they passed a law which provided that teachers having a first grade certificate should be paid not less than \$25 per month; those with a second grade certificate should receive not less than \$22 per month; while those with a third grade certificate not less than \$18 per month. If such laws were enacted by every state, then there would be some incentive for competent persons to adopt teaching as a life profession. It is not true that the country schools cannot afford to pay higher salaries than the teachers are now receiving.

Where consolidation has been tried the salaries have been raised.

raised considerably, and yet not exceed the amount formerly paid. This is due to the fact that fewer teachers are required.

The following table from the report on the Lagrange County schools in Indiana for 1903-4, shows this saving in salaries:

Township	Schools abandon- ed.	Additional teachers at point of consolidation.	Saving in number of teachers.	Saving in salaries.
Bloomfield	4	0	4	\$ 1374.40
Clay	4	0	4	1374.40
Greenfield	5	1	4	1374.40
Johnson	5	1	4	1374.40
Lima	3	0	3	1030.80
Milford	7	2	5	1718.00
Springfield	5	2	3	1030.80
Van Buren	5	1	4	1374.40
	38	7	31	\$10651.60

The Course of Study.

The average consolidated school will perhaps not be able to add very much to the course of study. If there are only one or two teachers and a large school, it will be impossible to give a very strong course in addition to the usual subjects. However, in every school there should be found a place for Agriculture. Agriculture is not difficult to teach and every teacher can by a little diligent application, master it sufficiently to present it to a class of children.

On the other hand if the district is a wealthy one and can afford teachers and buildings, a high school should be maintain-

ed in connection with the consolidated school. In this case there
there will have to be a three or four year high school course. ✓

The first consolidated school with a high school course in
Indiana is the Lima School, in Lagrange County. The village has
a population of seven hundred (700) and its school attendance
for 1904 was two hundred (200). About sixty per cent of these
are students who live outside of the village but by transporta-
tion get the advantages of the consolidated plan and the high
school course. There are only two other high schools maintain-
ed in the township, and they are but poorly attended. The
school is under the control of the township trustee, has a com-
missioned high school and nine year's work in the grades be-
low. The school term is nine months and there are eight teach-
ers beside a supervisor of music.

A synopsis of the course of study for the four year's high
school course and a proposed recitation schedule are given. The
schedule requires only three teachers and a music teacher, so
that it would not need to be especially expensive.

Synopsis of Course of Study.

First Year	Second Year	Third Year	Fourth Year
Algebra R	Algebra R	Plane Geom. R	Physics or
Botany or Zoology R	(1/2 year.) Plane Geom. R	(1/2 year) Solid Geom. R	Chemistry R Amer. Hist. R or Civics
English R	(1/2 year)	(1/2 year)	Common branches R
Latin R	English R	English R	Latin E
Vocal R	Latin R	Medieval H. R	German E
	Anc. Hist. R	Modern Hist. R	English E
	Music E	Latin R	Vocal E
	German E	Music E	Teacher's reading circle E
	Science E	German E	
		Science E	

Proposed Time Schedule.

8:30	Exercises		
8:45		History	
9:25	Latin	English	Common branches
10:05		Recess	
10:20	Algebra	Latin English	
11:00	Music	---German---	Latin
11:40		Noon	
1:05		Latin.	U.S. History
1:45	English	History	Physics
2:25		Recess	
2:40		Vocal (Elective)	Reading circle
3:20	Botany	Algebra	Geometry.
4:00		Close.	

When high schools are conducted in connection with consolidated schools the courses vary somewhat but all contain the following branches:--Algebra; Geometry; Plane and Solid; Botany or Zoology; Latin; English; History; Civics; Physical Geography:

Such a course as the one outlined on one similar to it would be welcomed with delight by the majority of country school children who cannot hope to go to a city school to complete their education, and it would help to keep on the farm, many boys and girls who look upon the city and city life as the only means to get what means so much to them--an education.

The Machinery of the School.

By this term is meant the whole school system, excluding the teacher and course of study and including the subject of grounds buildings, transportation, finances, law, etc. Under this might be given the following subdivisions:

1. Laws for formation of consolidated schools.
2. Transportation of pupils.
3. Financial aspect of consolidation.
4. School buildings and grounds.

About seventy five schools have been closed in Massachusetts in very recent years for the purpose of consolidating and conveying pupils to other schools. If a school becomes so small in attendance that economy and efficiency will be promoted by consolidating with some other school or schools, without great risk or inconvenience to pupils, the plan should receive careful consideration by school committees and parents. Children

may be so located as to render the maintenance of a small school necessary for a time at least. The coming or going of residents may settle the matter definitely.

If the school is in an intelligent compact neighborhood, with an attendance of from fifteen to thirty pupils, it would perhaps be better to let it alone, than to consolidate unless the results were certain.

Many of our states have laws regulating and providing for the consolidation of country schools. A brief outline of these laws will show how generally the idea is being accepted all over the United States.

Laws Governing Consolidation.

California.

Two or more districts in the same county shall be formed into a union school district when so voted at elections held in each of the districts; these elections to be called by the County Superintendent for that purpose, on petition of the majority of heads of families in each district.

Colorado.

Two or more contiguous schools may be consolidated by a majority vote of each district at meetings called upon petition of a stated number of voters.

Connecticut.

Some townships retain the district system with a township board of school visitors. Others have abolished districts and have township school committees. Schools must be maintained in all townships and districts at least thirty six weeks, but

school need be maintained in any district when the average attendance at the school the previous year was less than eight. When the attendance is so small, as, in the judgment of the visitors, to render its continuance inexpedient, they may unite it with the school of an adjoining district and provide transportation for the children to and from school.

Florida.

Report gives no law, but by a statement of expenses showed that the number of consolidated schools must be increasing rapidly: Expense for transportation in 1901 was \$3225, while in 1902 it was \$5425.

Georgia.

Consolidation is reported as popular with the board members and not objectionable to patrons.

Indiana.

The trustees of a school district or corporation, upon petition of a majority of voters, for the abandonment of their schools and the consolidation of their school with others in the same township, must comply with them. No township trustees may abandon any district school without the written consent of the majority of voters, excepting schools with an attendance of twelve or less. A school so abandoned, must be reestablished upon written petition of two-thirds of the voters.

Iowa.

Consolidation has been tried and found successful in all but five cases which are reported doubtful.

Louisiana.

The law provides for the consolidation but it is not very

among those who consider it their right to have a teacher and school house for their family use.

Maine.

By an act of 1893 and subsequent amendments, school districts are abolished. The township determines the number of schools. Schools having too few scholars are abandoned for a year. Schools having less than eight pupils are discontinued.

Michigan.

In case two or more districts vote to consolidate, the township school board should proceed at once to form the new district.

Minnesota:

Two or more school districts may be organized as an independent school district, on petition of a majority of free holders of each district and vote of electors. A board of education shall be elected. Adjoining schools may consolidate with one which maintains a state, graded, or high school, upon petition and vote as above. School boards are to provide for transportation.

Missouri.

A law of 1901 enables three or more school districts, one of which may be a village district, to unite and form a new district. The new district may maintain a high school and as many lower grades as the board of directors shall determine.

Kansas.

When petitions signed by five voters of their respective districts are presented to the several district clerks of two or more adjacent school districts, the clerks of such school districts shall call meetings at the schoolhouses of their re-

spective school districts and if a majority of the voters in each district shall vote to unite, the county Superintendent shall declare the districts so voting disorganized. The County Supt. shall then appoint a time and place for a meeting to elect a board of directors for the consolidated district, which board shall have the same power and duties as other district boards.

It is necessary that the proposition to consolidate shall receive a majority of all the voters in each of the districts before any of the districts voting on the proposition can be disorganized and consolidated.

Montana.

The law provides that the trustees of any school district in the state of Montana may, when he shall deem it for the best interest of all the pupils residing in such district, close their school and send the pupils of the district to another district, and for such purpose are hereby empowered to expend any moneys belonging to their district for the transportation of the pupils from their district to such other district and for paying for their tuition.

Nebraska.

Two districts may be made from one by the county superintendent upon a petition from each district proposed. One district may be discontinued and its territory attached to other adjoining districts upon petition signed by one half of the voters in each district.

New Jersey.

The report gives no law on consolidation but states that in making the apportionment of the school money that \$200 must

be apportioned to each district for each teacher whose services shall have been dispensed with by adopting consolidation.

North Carolina.

In the four years following June 30, 1901, there were consolidated 318 districts and there has been a total decrease of 129 districts. In Durham County the number of districts has been reduced from 65 to 49, and still more than nine-tenths of children are within less than two miles of the school houses, and less than one-hundred pupils are as far as three miles away. Consolidation meets with warm approval wherever it is introduced.

New York.

School districts are authorized to contract with adjoining districts for the tuition of any or all of their children and to convey them at the public's expense.

North Dakota.

A district school board may and on petition of a majority of the voters shall arrange for sending to the school of an adjoining district such pupils as can be conveniently taught therein and for the paying of their tuition and transportation. A school may be discontinued when the attendance for ten consecutive days shall be less than four. A district may and on petition of one-third of the voters, call an election to determine the question of conveying pupils at the expense of the district to and from a school already established, or of consolidating two or more common schools and of selecting a site and erecting a suitable building to accommodate the pupils of the schools to be consolidated. If a majority is in favor of either

of these proceedings, the board shall carry out the decision.

Ohio.

In 1894 a special law was passed authorizing centralization in Kingsville, Ashtabula County. The succeeding legislature passed similar measures applicable to Stark and Ashtabula counties. In 1898 the law was made general and subsequently amended until any township board of education may submit to a vote, the question of township centralization and must submit it upon the petition of one-fourth of the electors. Centralization once affected, shall not be discontinued within three years and then only be petition and election. A central graded school must be maintained in centralized townships and a high school course of not less than two years is authorized.

Pennsylvania.

An act of 1901 requires township boards upon petition of a majority of the electors representing one fourth of the assessed valuation to submit the question of township centralization which is carried by a majority vote. A graded course must be maintained in centralized townships and a high school course of not less than two years is authorized.

Rhode Island.

A law of 1898 authorizes school committees to consolidate any schools that have an average number of less than twelve enrolled. They shall also provide transportation. Any township may consolidate three or more ungraded schools with a district having graded school. The state pays \$100 to every district so consolidated.

Utah.

The county commissioners may consolidate two or more school districts upon the petition of as many residents of such district as have the care and custody of not less than twenty children of school age residing therein. Or, upon the recommendation of the Co. Supt. the county Supt. Said board may consolidate the districts set forth in such petition. It is not necessary for the people to vote upon the proposition.

Virginia.

District school boards are authorized to provide for the consolidation of schools and the transportation of pupils. It is made the duty of boards of education to guard against such multiplication of schools as will tend to cause a low grade of instruction.

Washington.

Upon receipt of a petition signed by five heads of families of two or more adjoining districts, the county Supt. may organize and establish a consolidated district. Provision is made for the election of a board of three directors, for the consolidated district.

Wisconsin.

Any school district may make provisions for closing its school and sending its pupils to adjoining schools and provide for transportation of the scholars.

Transportation of the Pupils.

The question of transportation of pupils is one of great importance wherever consolidation is employed. In many cases too, pupils are transported at the cost of the district when there is no consolidated school. Many states allow a certain proportion of the funds to be used in this way; with many others the districts vote on the amount to be spent in this way.

In many cases schools are closed and the children are sent to other schools, the district paying transportation, owing to the small number of pupils in the school. In such case, the expense has generally been less for transportation than the cost of maintaining the schools at the time of closing them.

The Iowa law concerning transportation is a typical one. It provides that when a board is for sufficient reason released from keeping a school, or when the children live at an unreasonable distance from their own school, they may be sent to school and have their tuition paid in another district, and when there will be a saving of expense and the children will also receive increased advantages thereby, school boards may arrange for the transportation of any child to and from school in the same or another corporation. In Iowa as in many other states, bad roads are the chief obstacle to satisfactory transportation, but it has been found that transportation will quickly remedy the road difficulty. In localities where it has been tried for some time it has been found that the roads will soon be improved under a system of transportation.

In Kansas children living more than three miles from the

school house may be transported at cost of the district. In most states, however, the distance is left to the judgment of the individual school boards to determine.

The objections to this system of transportation are:

1. The children are left to the care of irresponsible, immoral persons for so many hours of the day.
2. The children have to go from home very early in the morning and return very late at night.
3. There is very great danger from exposure to cold and stormy weather.
4. The children are thrown under the influence of other children of a vicious nature.

The only one of these that we can consider as being at all serious, if it were true, is that the children are kept from home so much. But from a careful study of the conditions as they actually exist we cannot believe that even this is very good argument.

In the study of three consolidated schools by the Iowa State Supt. in 1905, he took three which would best represent the system as it was in Iowa; the children are conveyed to and from school in covered hacks, provided with stoves or else with robes and blankets and soap-stones.

In the Lake Township school in Iowa, the eight drivers each furnish his own team and hack, subject to the approval of the board.

The first child called for on route 1 must ride 6 miles.

2	4 1/2
3	6
4	6
5	7
6	4 1/2
7	9
8	6

The average rate on the road is five miles an hour. This means that the first child on routes 1-3-4- and eight must start about 7:45. On routes 2 and 6 the first child must start about 8:00; on route 5 at 7:30; on route 7 he must start a few minutes after 7:00. This last one is quite early but the others are no earlier than many parents let the children go to the district school in order to have the time to play until school time.

In Logan Township in Iowa the driver enters into a contract which is similar to those used in all consolidated districts. It should remove all arguments against transportation.

The driver agrees to furnish a strong, safe, properly covered vehicle, with comfortable seats and a safe, strong, quiet team, with proper harness, all being subject to the approval of the board; to furnish warm comfortable robes, blankets, sufficient for the best protection and comfort for each and all of the pupils to and from the school and their homes; to collect all pupils on the route by driving to each and all the homes where pupils reside, each morning that school is in session in time to convey the pupils to school so as not to arrive at the school later than 8:50 A. M., and return the pupils to their respective homes, leaving the building at 4:00 P. M.; to personally drive and manage his team; and to refrain from the

use of any profane or vulgar language within the hearing or presence of the children; nor will he use tobacco in any form during the time that he is conveying the children to and from school. He further agrees that he will not drive faster than a trot nor will he race with any other team; that he will keep order and report any improper conduct on the part of the pupils to the principal or to the President of the Board.

During the life of the contract the board retains one-half of the previous month's salary of each driver to insure the faithful performance of the contract.

A County Supt. of Lagrange county, Indiana, gives the following statements in regard to transportation.

The statement

1. Each driver keeps the time of the consolidated school, generally standard.
2. The rate of speed while on the route averages five miles per hour.
3. The time of arrival at various the school grounds varies from ten to fifteen minutes prior to the morning opening of the school.
4. The more remote the pupils ride about five miles and sixty per cent ride three miles or less.
5. Children are kept comfortable by stoves, patent heaters, blankets, and soapstones.
6. The greatest advantage to service is township ownership of hacks and the improved conditions of roads.
7. The drivers exercise due responsibility in promptly and safely conveying the children to school and returning them to their respective homes.

By 8. By contract the drivers prohibit questionable language
b undue familiarity and boisterousness in and about the hacks.

9. Eight-five per cent of the patrons have reported the consolidated school as their preference in comparison with the old way.

m Financial Aspect of Consolidation.

Consolidation is not expensive; it is economical. It is economical in actual money saving, and it is economical in that it gives to our youth a better education, a more desirable preparation for life, as well as a fuller life while in school.

Wherever consolidation and transportation have been tried the plan has met with hearty approval and been found to be a success. The fathers and mothers of our children are willing to spend money that their children shall be educated, but it is doubtful whether a new system would find such ready support if it were made much more expensive than the common way.

Previous to March 1, 1902, the State Supt. of Indiana, said that forty-four counties have practiced consolidation in one way or another. Without a single exception the trustees who have tried the transportation, report favorably upon it and say that there is financial saving and that high schools may be provided in each township on the money saved by such transportation.

The Lorraine school in Ellsworth County, Kansas, has been organized under this plan, since the fall of 1896. It is composed of the territory of what was formerly four country school districts. There is no reduction in the number of teachers. It was started with three teachers, but a two-year high school

course has been added thus making an additional teacher necessary. These conditions have resulted in a total increased cost to the county, but it is nevertheless true that the cost per capita, estimated on the basis of the average daily attendance, is slightly decreased. As in almost every place where this plan has been tried, the enrollment and attendance is much larger than before, being almost one-half greater than under the old plan. This increased attendance and greater length of term are of great value to the community and to the pupils attending school.

The accompanying table shows the comparative cost of two plans in the Lorraine District:

	Consolidation	
	Before	After.
Cost per year.	\$1091.00	\$1791.00
Cost per month	167.69	238.80
Cost per capita of school pop.	1.27	1.70
Cost per capita on enrollment.	1.76	2.15
Cost per capita av. attendance.	2.33	2.27
School population	132	140
Enrollment	95	111
Average daily attendance	72	105
Average school year..	6.5 months	7.5 months.

The people of Lorraine district are more than satisfied with their school and would not think of going back to the old way of four country districts and no high school, for the dif-

ference of seven-hundred dollars. The Lagrange county gives this report on gains and losses due to consolidation:

Number schools receiving conveyed pupils	14	14
Number of schools abandoned	38	
Additional teachers required in central school	7	
Saving in number of teachers	31	
Saving in salaries		10651.60
Total saving		2260.00
Number of pupils conveyed	428	
Number of hacks required	29	
Total cost of transportation for 1 year.		6176.86
Net saving		<u>\$6734.74</u>

Loyd township, Dickinson county, Iowa gives an average for the three years before consolidation and the three years directly following:

	<u>1899-1900-1901.</u>	<u>1902 to 1904.</u>
Average enrollment per year	155	192
Average daily attendance per year	78	118
Average paid to teachers per year	1510.00	1579.00
" " for fuel, monitors, rep, etc.	438.85	277.00
" No. of months per year	7	8
" Compensation of teachers per month		
Males	30.33	76.66
Females.	30.50	40.00

The following table is for the Lake township in Iowa for the past five years. The first four years under the old district plan and the last under the consolidated plan.

Year	Enrollment.	Av. daily attendance.	Total paid teachers.	Fuel, repair janitor.	Months of school.	Av. Salaries	
						Males	Females.
1900	126	62	1479	150	8	27.12	27.45
1901	120	55	1639	120	8		29.23
1902	107	64	1650	150	8		28.92
1903	96	70	1102	380	5.5	28.00	92.60
1904	116	101	1000	150	8	50.00	37.50

In 1905 there was a further change in the salaries so that the principal received \$50.00 per month and the grade teachers all \$40.00. The cost per month of maintaining this school in 1905, was:

Teachers' Salaries	\$130.00
Transportation (8 teams)	224.00
Fuel and Janitor hire.	20.00
Total.....	\$374.00

The assessed valuation of the township was \$178000; on the present basis of cost the levy for teachers' salaries and contingent funds combined for eight months of school would be 17.2 mills. For the year 1902 when eight months school was maintained in the seven separate districts, the levy was 10 mills, (assuming the valuation to be the same as in 1905), but for the year 1902, the average daily attendance in the township was but 64, while in 1905 it was over 100. The people are spending more in dollars and cents, but they are getting more children educated and giving them a better education.

In Lagrange county, Indiana, the idea of consolidation has been worked out carefully and very fully. For this reason their statistics given below will be of great value in showing the saving by consolidation where it has been tried and found to be successful:

(See table on next page)

Township	Schools abandon- ed.	Additional teachers at cen- tral school.	Saving in No. of teach- ers.	Saving in sal- aries.	Saving in fuel and rep- airs.
Bloomfield	4	0	4	1374.40	300.00
Clay	4	0	4	"	320.00
Greenfield	5	1	4	"	300.00
Johnson	5	1	4	"	260.00
Lima	3	0	3	1030.80	240.00
Milford	7	2	5	1718.80	280.00
Soringfield	5	2	3	1030.80	240.00
Va Buren	5	1	4	1374.40	320.00
Total	38	7	31	10651.60	2260.00

(Continued from above.)

Cost of transporta- tion per year	Net gain.
1017.00	657.40
712.08	982.32
646.00	1028.40
517.50	1116.90
583.00	687.80
1261.48	736.52
873.00	397.80
566.80	1127.60
6176.86	6734.74

School Buildings and Grounds.

The school grounds should contain at least an acre; two or even three in a large school is much better if possible. If the school house can be situated on an elevation it will be much better from a sanitary standpoint.

The grounds should be as near the center of the district as possible, to accommodate transportation of pupils, but the beauty and desirability of a certain location should not be overlooked or sacrificed for the difference of a mile or two. It is possible that the school house should be in a wooded district or in a location where there will be good skating during winter, at a convenient distance from the school grounds. On the grounds there should be trees, but not so many but that there is a large open space to play upon.

The school house should be in the front, about the middle of the distance along the front of the grounds. ~~If~~ the house has no basement, there should be a small building just back of the school house, in which to keep fuel. If there is a basement and the room is heated by a furnace, the fuel will, of course be kept there.

A furnace is the best method of heating a school house of from 10 to four rooms as the consolidated school house is apt to be. It is much more convenient to heat with a furnace than with an ordinary stove in the room. It heats the room more evenly and has the added advantage of furnishing thorough ventilation, which is of great importance.

The room should be well lighted with windows at the sides

of the room; and at the back above the black-board, there should be windows to furnish light on dark days. Shutters should not be had since the light coming in through the bars is hard on the eyes. The shades should be transparent so that when closed to keep out the direct sunlight, they will not darken the room.

It is best to seat pupils facing the door; this will prevent the children turning in their seats whenever a visitor comes. It also places the teacher in a more convenient position to answer calls. The desks must be arranged so that all the desks in each row are of the same size; if they are graded from front to rear of the room, there will be difficulty in the seat being either too low or too high for the desk. This is a serious objection and should not exist.

Adjoining the room at the back should be a library or teacher's room, where books, maps, charts, and other school supplies may be carefully kept. In front of the house should be a flag pole. There must be a well on the grounds in order to furnish good, fresh water. Every year this well should be thoroughly cleaned and pumped out just before school opens.

The outbuildings should be situated in the rear of the grounds, separated as widely as possible. They should be secured from sight by evergreens and shrubs. If these trees and shrubs are arranged nicely they will add much to the appearance of the grounds. The vaults of the water closets should be of cement. Dry dust, lime, or ashes may be used as a deoderizer. The vaults should be thoroughly cleaned at least once a year and disinfected.

The Outlook of Consolidation.

For those who are looking forward to the time when the country schools of this country will be doing, under a system of consolidation, more thorough work in educating our youth, there is much room for congratulations and hope. During the past ten years, rapid strides have been made in this direction, and it does not seem unreasonable or unlikely to say that in ten or twenty more years this system will have practically crowded out all of the little country schools. All over the country it has been tried. Scarcely a state exists but has some laws providing for consolidation. It has been tried under all conditions and among all classes of people, and it is but rarely that it is met with opposition. The chief objection is that it takes the children from home too great a part of the day, but it is being shown again and again that they are not from home much longer than under the old system. Another objection is that roads are bad and so make transportation difficult, but this is said, by the advocates of consolidation and transportation, to be one of the benefits, as it will make the officials see to having good roads, and wherever it has been tried, this latter view is justified by a marked improvement in the roads. Still another objection is urged: That the children are exposed during their ride to school, but the defender of this argument is growing scarcer and scarcer and weaker in insistence on it.

Opposed to these arguments against consolidation are more and better ones for it. Among them are: Consolidation gives

better teachers; better houses and equipment; longer terms; better classification; larger enrollment; more regular attendance; it gives the pupil a larger social world and a broader idea of society; the association afforded will make the children more sympathetic and will do away with the monotony of isolation of country life; public interest in the schools is strengthened; and the community at large is drawn nearer together. So one after another the obstacles are being proven to be no obstacles and the advantages and benefits are becoming more universally recognized and believed in.

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