

A STUDY OF CERTAIN CONDITIONS
EXISTING BEFORE AND AFTER
CONSOLIDATION IN TEN MICHIGAN
SCHOOL DISTRICTS

Thesis for the Degree of M. S.

Charles S. Hansen

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Schools - Centralization

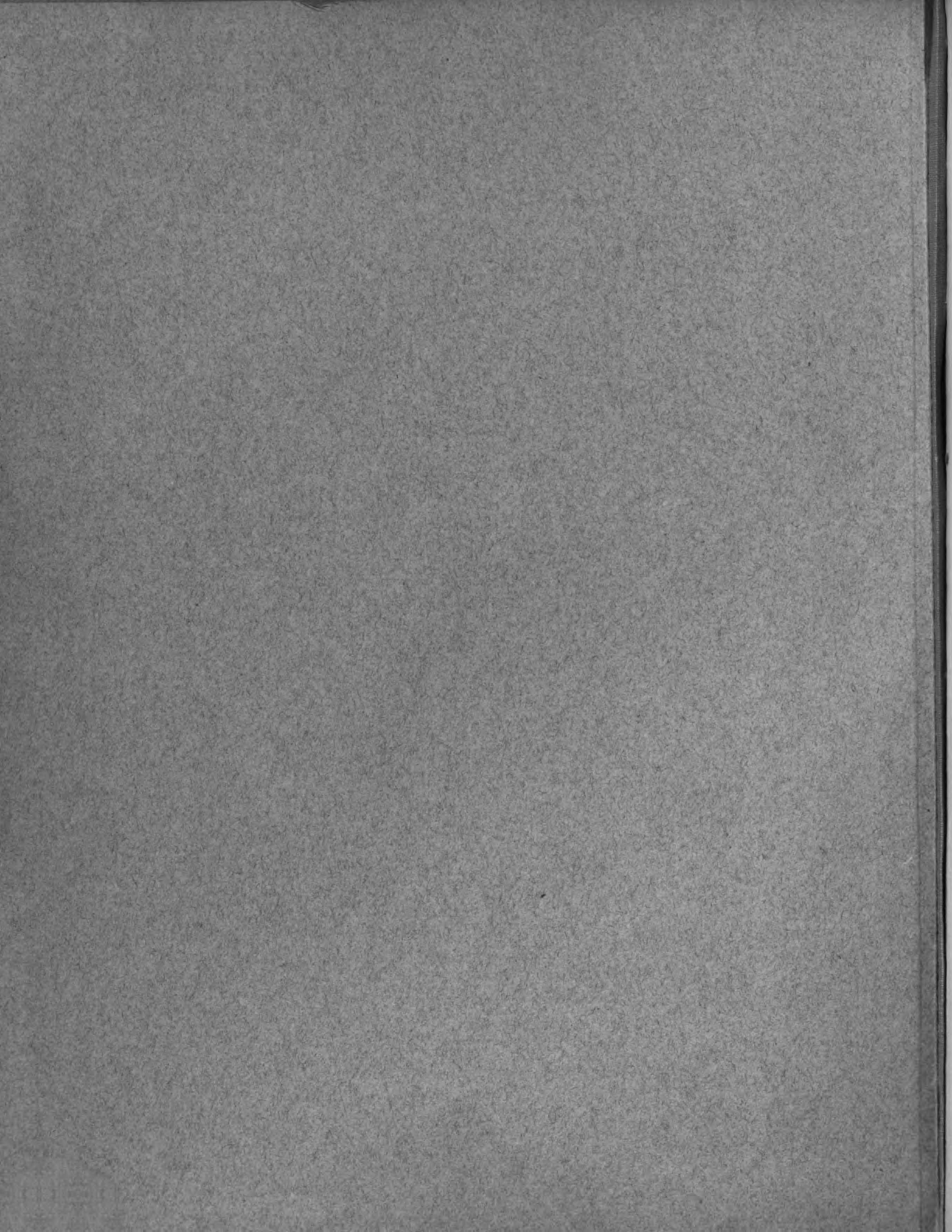
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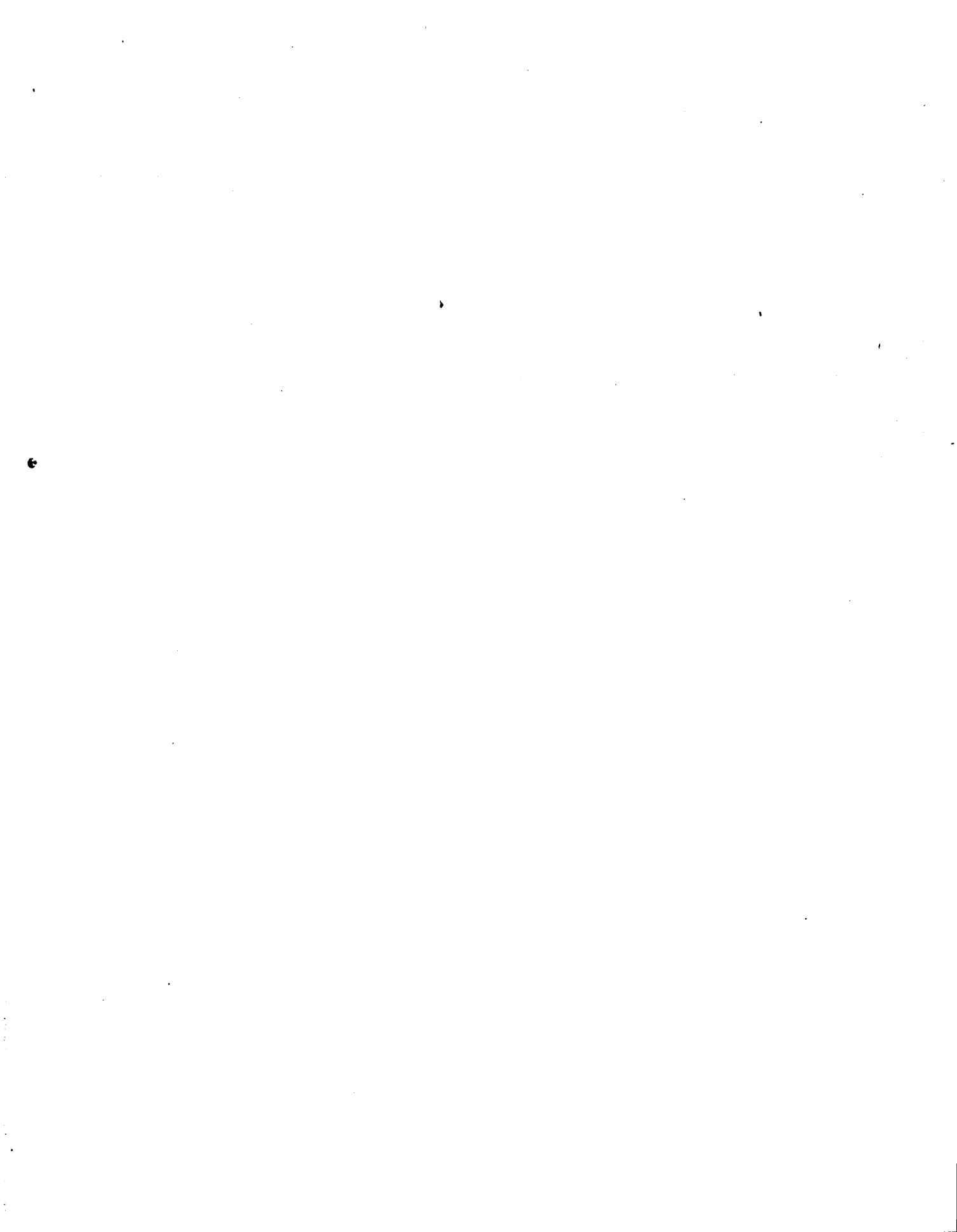


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A STUDY OF CERTAIN CONDITIONS EXISTING
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TEN MICHIGAN SCHOOL DISTRICTS

A Thesis Prepared by
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for the Degree of Master of Science
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THESIS

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C.S.H.

August, 1927.

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INTRODUCTION

What is the present status of the consolidated school? What are the changes which have been brought about in districts which have effected consolidation? Has consolidation brought real educational advantages and if so, what have these advantages cost? Is the consolidated school as expensive as its critics have maintained? What are the salaries of the staff connected with the consolidated school and what type of staff does consolidation provide? What portion of the school expense may be met by the State? What is the cost of transporting pupils in consolidated schools? These and a great many other questions are vital ones to students of rural education and to the communities anticipating consolidation.

The writer has found no systematic study of this problem in so far as it effects Michigan consolidated schools. The subject is certainly of sufficient importance to warrant a careful and detailed study of a limited number of Michigan consolidated schools to ascertain the exact status of this type of school.

GENERAL METHOD OF ATTACK

Because of the very nature of the study, the

writer has been compelled to obtain much of his data at first hand by making visits to the schools studied, spending enough time in each one of them to observe the students' behavior, the teaching methods, the textbooks used, the equipment provided, etc.

In addition to this first hand material records pertaining to the one-room schools which had been consolidated into the ten schools in this study were obtained from the Superintendent of Public Instruction. In addition to this objective data there was considerable subjective material which the author has set forth for consideration.

GEOGRAPHICAL LOCATION

The schools were selected from among rural consolidations rather than urban consolidations. Eight counties are represented by the ten schools in this study. The schools and counties are as follows:

Bath	Clinton
Byron	Genesee Shiawassee
Covert	Van Buren

---III---

Dansville	Ingham
Hartland.	Livingston
Haslett	Ingham
Lakeview	Calhoun
New Hudson	Oakland
Olenos.	Ingham
Walled Lake	Oakland

These schools were selected from lake to lake in the southern one-third of the State, so as to make them as widely representative of the Michigan consolidated school as was possible. The statistics of these counties wherein the school are located were used to ascertain the change which had taken place during the period which has elapsed between the time of operation of the one-room school and the time of operation of the consolidated school now.

Through-out the study an honest attempt has been made to maintain a strictly neutral position. The writer holds no brief for the consolidated school. It is not the function of this study to prove any preconceived ideas. Instead, the purpose of this investigation is to

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get at conditions as they actually exist to-day and to compare them with the conditions which prevailed before consolidation.

CHAPTER I

HISTORY OF SCHOOL CONSOLIDATION

DEFINITION

The term "Consolidated" as applied to schools has been defined in many ways. Some use the term "Union School," when one school replaces two. These reserve the term "Consolidated" for cases where one school replaces three or more. Ohio uses "Centralization" in the place of "Consolidation," but with exactly the same meaning. The North Dakota Legislature in 1917 defined the consolidated school as "one where at least two teachers are employed and at least 13 contiguous sections are served, without regard to manner of its formation."¹

BEST USAGE OF THE TERM

According to best usage, a consolidated school will conform to the following specifications:

1. A school which has been properly organized and

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 80.

authorized as such under the state law.

2. A school in which no less than five teachers are employed.

3. Teachers will be properly trained in higher institutions of learning, meeting the requirements of the Department of Public Instruction and of the Board of Education.

4. Buildings and grounds to include the following:

a. Minimum cost of building, \$35,000., \$50,000. being the average.

b. Laboratories and equipment for teaching Agriculture, Home Economics, and Manual Training.

c. Gymnasium equipped for indoor athletics.

d. Scientific methods of heating, lighting, and ventilation installed.

e. Provisions for modern sanitation.

f. Ample ground,--five acres giving very satisfactory results ordinarily.

g. Four play grounds--one for the younger boys, one for the younger girls, one for the older boys, and one for the older girls--each play ground to be well provided with the sizes and kinds of play-ground equipment needed for its group.

h. A baseball diamond and tennis court.--the basketball field being optional.

5. Free transportation provided for all pupils.

PUBLISHED DATA NOT COMPARABLE

Reports as to the number of consolidated schools in each state are not comparable, owing to the fact that the data has been collected from several investigations, each investigator very likely using a different meaning of the term consolidated. And even tho the investigators used the term with exactly the same meaning, the reporters' meanings might vary greatly. A concrete example will make the last point much clearer. In North Dakota, any two-room school employing two teachers is called a consolidated school where "18 contiguous sections are served." This in reality might be no better than a one-room school. No buildings properly equipped for carrying on consolidated school work are specified, the transportation of pupils is not mentioned, and the qualifications of the teachers are not stated. To compare the number of consolidated schools in this State with the number in Iowa, for instance, which specifies the kind of buildings, requires that transportation be provided, and has definite

standards for its teachers, would be unfair. Even within a state seeming contradictions may be found. In 1922, P. E. McClenahan, Superintendent of Public Instruction, announced officially¹ that Iowa had four hundred and thirty-nine consolidated schools. Two years later, Ray E. Francis, Superintendent of Public Instruction, and W. E. Stone, Inspector of Consolidated Schools,² said that there were only three hundred and eighty-nine consolidated schools. This does not mean retrogression in the consolidated school movement, for in 1924 Iowa specified the kind of buildings, defined the qualifications of the teachers, and required that transportation be provided for all pupils, whereas, in 1922 only approximately two hundred and seventy schools were consolidated schools in the 1924 meaning of the term.

ORIGIN OF THE MOVEMENT

In the year 1846, Horace Eaton, of Vermont, put forth the idea of eliminating the weak schools. Mr. Caleb Mills, Superintendent of Public Instruction in

-
1. Brown, George, Iowa's Consolidated Schools, State of Iowa, 1922, p. 2, 3.
 2. Stone, W. E., In A Letter, Dated Nov. 24, 1924, p. 2

Indiana, expressed and urged his desire for consolidation in 1856. Horace Mann considered the Massachusetts Act of 1789 as "the most unfortunate law of common school legislation ever enacted in the state." This law took the administration away from the township and vested it in the small district.¹

UNION-SCHOOL LAWS

Laws permitting the union of schools were passed very early in the history of several of the states.² In line with these laws, Michigan in 1844, established the Fayette Union School; Connecticut in 1839, established the Farmington School; Ohio in 1846 established a school at Akron; and New Hampshire in 1849, consolidated the schools of New Castle. Thus we can see that the forerunner of the true consolidated school was the "Union School."

TREND OF ORGANIZATION IN EARLY TIMES

The trend of organization from about fifty

1. Foght, H. W., The American Rural School, p. 206.
2. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1922, No. 41, p. 21.

to seventy years ago can be seen from the following two quotations:

"Each village, town, or incorporated city in this State shall constitute but one school district, and the public schools therein shall be under the supervision and control of the trustees thereof." (School Laws of the State of Nevada, 1867.)

"No incorporated city or town shall hereafter be divided into two or more school districts." (School Law of the State of Colorado, 1886.)

MASSACHUSETTS, FIRST STATE TO CONSOLIDATE

Massachusetts passed a union-school law in 1838¹ and a law authorizing consolidation in 1865,² and in 1869 authorized the transportation of pupils at public expense.³ The first consolidated school was at Greenfield, Massachusetts, in the same year, 1869,⁴ but the first attempt to give the pupils "better educational opportunities" was not made until in 1875 at Montague.⁵

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 21.
2. Foght, H. W., The American Rural School, p. 306.
3. Rapeer, L. W., The Consolidated Rural School, p. 108.
4. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 21.
5. Ibid.

They erected a new brick building at a central location, to which the pupils were transported at the expense of the public, as provided for in the law of 1869. Twenty square miles was the territory the new school served.¹ Another notable early consolidation was in 1879, when a large eight-room structure was erected at Concord, which soon came to accommodate the pupils who had formerly attended twelve one-room schools.²

INDIANA, SECOND STATE TO CONSOLIDATE

In Indiana nothing was accomplished by Mr. Mill's agitation until in 1889, when transportation was provided for at public expense.³ In 1906 there were established three hundred and sixty-one consolidated schools; and, in 1920, one thousand and forty were in operation. Mr. Abel makes the statement that "Indiana has probably effected more rural-school consolidations than any other

1. Raper, L. W., The Consolidated Rural School, p. 109
2. Arp, J. B., Rural Education and The Consolidated School, p. 183, and Foght, H. W., The American Rural School, p. 307.
3. Raper, L. W., The Consolidated Rural School, p. 112.

state."¹ Indiana was said to be forty-five per cent consolidated in 1920 and much progress has been made since. Eight Counties had a ninety per cent consolidation or over, and one had a ninety-seven and seven-tenths per cent consolidation. In this county there were only three of the one-room schools remaining out of the original one hundred and thirty-one.²

REASONS FOR RAPID DEVELOPMENT IN INDIANA

The two requisites necessary, according to Arp,³ for the advancement of school consolidation are that the township system of school organization be present, and that school officers have sufficient legal authority for the performance of their duties. Indiana was fortunate in having both of these necessary provisions. The laws which increased the power of officers of Indiana were one providing for compulsory education, enacted in 1899; one compelling the closing of all schools with less than

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 77.
2. Firestone Ship by Truck Bureau, Consolidated Rural Schools and the Motor Truck, 1920, p. 17.
3. Arp, J. B., Rural Education and the Consolidated School, p. 184, 185.

twelve pupils and making it optional with the attendance of fifteen, passed in 1910; and one making transportation of pupils in all consolidated schools compulsory, effective in 1907.

OTHER EXAMPLES UNDER THE TOWNSHIP SYSTEM

The people of the state of Ohio have been active in consolidation or "Centralization," as they call it. The first consolidated school was established in 1892, but a general law was not passed until 1893,¹ and consolidation was rather slow until in 1914, when at a special session, the assembly enacted the "Rural-School Code," which served as a mighty stimulus to the movement. Indiana had as many consolidated schools in 1906 as Ohio had in 1914, but the number gradually increased to approximately eight hundred in 1920, as compared with Indiana's one thousand and forty.²

North Dakota proves the statement of Arp³

1. Rapeer, L. W., The Consolidated Rural School, p. 111.
2. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 79.
3. Arp, J. B., Rural Education and The Consolidated School, p. 187.

that "The compelling force back of the consolidated school is not wealth or density of population, but rather an enlightened, energetic, and progressive rural citizenship." One half of its students attend consolidated schools,-- only forty per cent attending the one-room school.¹ North Dakota is a very sparsely settled farming country, and far from wealthy. Thus it is clear that seeing the need of the rural children obtaining an education is the most essential requisite for consolidating a school.

The three cases cited above have been states where the township system of school organization prevails, the most favorable system. The other states which have this system are New Jersey, Michigan, Maine, Vermont, Rhode Island, Connecticut, and New Hampshire.

EFFECT OF THE PREVAILING SCHOOL SYSTEM

The township system of school control has been very advantageous to the idea of consolidation, whereas the district system has been a very strong decentralizing influence. Two adjoining states may be cited to illustrate the effect of these conditions,--Indiana and

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 52, 53.

Illinois, respectively. The former during the period of 1910-1920 reduced the number of one-room schools by nearly two thousand, or twenty-eight per cent, while the latter, with more than twice as many pupils in schools, reduced her's by only slightly more than five hundred, or four per cent. The reason for this condition is the fact that in the township system, the entire township is under the control of one agency,--a board directing in some extreme cases as many as one hundred and fifty one-room schools, whereas, in the district system each one-room school is directed by three trustees.¹ In Illinois there were ten thousand one hundred and forty-five one-room schools,² meaning that there were thirty thousand four hundred and thirty-five trustees to direct ten thousand one hundred and forty-five teachers. Consolidation under such a condition is very difficult, since it calls for the formation of new districts, which can not be accomplished until proper settlement is made of the business affairs and the

1. Kapeer, L. W., *The Consolidated Rural School*, p. 114.
2. Abel, J. P., *Consolidation of Schools and Transportation of Pupils*, Bureau of Education, 1923, No. 41, p. 52, 53.

jealousies of the trustees in the old districts. The trustees are often the most difficult persons in the district to convince of the benefits of the consolidated school.

In order to insure success for consolidation in those states whose schools are governed by the district system, two things have been shown to be necessary,--special state aid for transportation, equipment, or maintenance, as an inducement to consolidate, and a majority vote to the entire territory to decide the question.¹

EXAMPLES OF THE DISTRICT SYSTEM

Minnesota has provided by law for both the above requisites,--the former in 1911, and the latter in 1910. It had three hundred and eleven consolidated schools in 1923.² The State aid which these schools receive is large,--several times the amount allowed by any other state. One-fourth of the entire cost of the new building can be obtained, provided this proportion of the cost does not

1. Arp, J. B., Rural Education and The Consolidated School, p. 190.
2. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 107.

exceed two thousand dollars. An annual "Consolidation Aid" of five hundred dollars is available. For each grade teacher, one hundred and fifty dollars is allowed, and for each high school teacher two hundred and fifty dollars, the maximum allowance for the two classes combined being eighteen hundred dollars. The entire cost of transportation is provided for by the State, up to a maximum of two thousand dollars. Thus a consolidated school in Minnesota may be able to obtain as much as sixty-two hundred dollars for the first year, and forty-two hundred dollars each year thereafter. The above amount does not include the general State apportionment, which is approximately seven dollars per pupil, so that if the school had an enrollment of two hundred, another sum of fourteen hundred dollars may be secured.¹ The majority of consolidations in Minnesota consist of rural territory with a village as the nucleus, altho many are of the open country type of consolidated school. The northern part of the State is²

1. Arp, J. B., Rural Education and The Consolidated School, p. 191, 192.

2. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 107.

not entirely settled as yet, but consolidated schools are being established in preference to one-room schools as soon as any section has pupils enough to need them.

Washington is another example. The main difference lies in the amount of state aid, she allowing only two hundred dollars annually for each abandoned one-room school. In 1910 she had one hundred and twenty consolidated schools, and in 1920, two hundred and seventy-four,--forty consolidations being effected during the year. Consolidation is making steady progress with the results that "tardiness and absence evils have almost disappeared. The health of the pupils, especially in the cold and rainy season, is better."¹

Iowa is quite analagous to Washington. Its maximum state aid is seven hundred and fifty dollars a year. During the past eight years an intensive campaign for consolidation has swept the State. In 1924 there were three hundred and eighty-nine consolidated schools in active operation, with a total enrollment of eight-one thousand one hundred and thirty-one,--twenty-two thousand

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, NO. 41, p. 124, 125.

forty-eight of whom were of high school grade. Three hundred and fifty-four of the schools maintained an approved four-year high-school course.¹

The other states consolidating under this district system are Colorado, Kansas, Nebraska, Missouri, South Dakota, Wisconsin, Oklahoma, Arkansas, Montana, Wyoming, Idaho, Oregon, and West Virginia.

EXAMPLES OF THE COUNTY UNIT SYSTEM

The third type of consolidation we are to consider is that in states in which the county as a unit is a considerable factor in bringing about consolidation.

Utah is divided into forty consolidated school units. "The actual operation of the county district plan was found to be far less difficult and met with much less opposition than was anticipated. Almost without exception, the patrons of the schools accepted the new order of affairs as the right thing, and obstacles which at first seemed formidable quickly vanished under the touch of reality."

1. Stone, H. E., In a Letter Dated Nov. 24, 1924, p. 2.

Louisiana under this consolidated system is perhaps the leading state of the South. In 1920 it had over twelve hundred consolidated schools and made the prediction¹ that within from five to ten years from then, "all of the small schools, with their numerous classes and inefficient teachers, will disappear, and that the country children will receive educational advantages in all respects equal to those enjoyed by children living in the larger centers."

The consolidated idea is growing very rapidly in the South. In Alabama the consolidated schools are now being established at the rate of over one hundred a year,--this number excluding small two and three-room schools.²

Other states which belong to this group are North Carolina, Mississippi, Tennessee, Kentucky, Maryland, Georgia, Florida, Virginia, and New Mexico.

STATES WHICH ARE IN CONSOLIDATION

The states which have accomplished rela-

1. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 86.
2. Ibid.

tively little in consolidating schools are New York, Pennsylvania, Texas, Arizona, and Nevada. The first three of these are large and prosperous states and enroll one-fifth of the public elementary and secondary school pupils of the United States. There were twenty-four thousand three hundred and eighty one-room schools in these three states in 1920, or about thirteen per cent of all the one-room schools in the entire country.¹ It is, therefore, evidently not natural obstacles, but public attitude toward education, which causes this condition. The last two named states are very sparsely settled, but Utah, with equal or greater obstacles, has its schools highly consolidated. New York has had legal authorization for consolidation for eighty years, but has not made much use of it.

There are two states where high-school education is so well provided for as to make the need for consolidation less keenly felt,--Illinois and California. Even in 1916, the statement was made concerning California that ninety per cent of her children live within ten miles

1. Abel, J. P., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1923, No. 41, p. 86.

of a high school, so we can easily see that the need of consolidation is not strongly felt.¹

DIRECT ADMINISTRATION SYSTEM

Delaware is a State which stands by itself in that its school system is administered directly by the State Department of Education. Consolidation is now taking place both in white and colored schools very rapidly. The attitude of the State is thus expressed: "The folly of the system (speaking of the one-room schools) at once becomes apparent."²

VERY RECENT DATA

Mr. J. J. Tigert³ announced recently that more than one million pupils are transported daily to and from consolidated schools. The number of these consolidated schools now operating in the United States is approximately fifteen thousand. There are less than one

-
1. Cubberly, Ellwood P., Some Recent Developments in Secondary Education, In Education, October, 1916.
 2. Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bureau of Education, 1925, No. 41, p. 135.
 3. Tigert, J. J., Eliminating the One-Room School, United States Commissioner of Education, In Lansing State Journal, March 22, 1927.

hundred one-room schools in the State of Utah at the present time. Alabama, Ohio, Indiana, and North Carolina have rural counties which have succeeded in eliminating all one-teacher schools. From these facts one can easily see that the trend of our day is strongly toward consolidation.

SUMMARY

1. The name "Consolidation" has had many different meanings.
2. Published data concerning consolidated schools is thus not comparable.
3. Massachusetts established the first consolidated school in 1869.
4. Indiana has effected more consolidations than any other state because
 - a. The township system of school organization was present, and
 - b. School officers had sufficient legal authority.
5. There are three systems of school organization: (1) The District System, (2) The Township System, and (3) The County System.
6. One million pupils are transported daily in the United States and 15,000 consolidated schools in operation.

CHAPTER II

SUPERINTENDENT, PRINCIPAL, AND TEACHERS

The previous training of the superintendents was all of high character. Without exception it included a college degree in Arts or in Science. One of the men had an M. A. and three were well on the road. Their previous experience spoke very well for them. The average was fourteen years' experience in the field of education, the minimum being eight years and the maximum thirty years. Men of such experience should be qualified for efficient administration.

Not only was their previous training and experience of rather high character, but no superintendent had been in his school less than four years. The average tenure of office was above five years for the superintendents. They thus had had time to put into action plans which they formulated, and the schools have gained much by the constant leadership of one man.

They received sufficient compensation to make the position one worthy of aspiration. The maximum salary was three thousand dollars and the minimum was

twenty-seven hundred dollars with an average salary of twenty-eight hundred and thirty-five dollars.

No superintendent gave evidence of any intention of leaving school work. The position of superintendent has become more and more professionalized and these men are not using the position as merely a stepping stone to some other occupation.

The communities would be at a loss to know what to do without the efficient direction of the superintendents. The superintendent often molds and directs the activities of the communities without these communities actually realizing it. He performs this all important duty skillfully and makes the community one people, with the school as its center. His future plans are to keep on molding and securing cooperation from the communities so that harmony and full understanding will be present between all concerned; his plans are to make the community into one large family with the school as the rightful refreshing salt of the earth, "but if the salt has lost its savour, wherewith shall" the community "be seasoned." The one-room school lost most of its rightful savour; but the consolidated school is progressing, "for whosoever hath, to him shall be given, and he shall have more abundance."

THE PRINCIPAL

As the previous training of the superintendents was superior, so was the principals' training. All but three had a college degree, and these three were working on their degree, two lacking only a few hours for completion.

Their previous experience in the field of education was not of so long duration as was that of the superintendents, averaging only six and one-half years, but their tenure of office was four years, or nearly as long as that of the superintendents.

The salary, while fair, was of course not so high as that of the superintendents. The average wage of this class of educators was sixteen hundred and thirty-four dollars. The minimum was fifteen hundred dollars with a maximum of twenty hundred and twenty dollars.

One out of the ten principals was leaving school work to enter business, but the other nine apparently had no intentions of leaving the teaching and administrative profession.

THE TEACHERS

It would hardly be expected that the pre-

vious training of the teacher would be equivalent to that of the superintendent or that of the principal.

Of the teachers other than the principals and superintendents all had a life certificate of teaching, except fourteen. There were ninety-five regular teachers. The part-time music teachers and regular and part-time nurses would bring the number to approximately one hundred teachers, or on the average of ten to a school. There would then be fourteen per cent of the teachers who did not have a life certificate. Those who had a college degree were fifteen in number, or fifteen per cent; one per cent more had a college degree than those who did not have a life certificate. Of those who did not have a life certificate, there were six limited, two third grade, four second grade, two county normal teachers' certificates.

Their previous training was far superior to that of the one-room teacher.

The report from the Superintendent of Public Instruction in 1925 stated that there were 27,928 teachers in the State. Out of this number only 13,645 were designated as "qualified teachers." Not even half of the teaching staff of the State were called qualified teachers, and

out of this number, only 2,784 had a life certificate, not quite one-fifth of the so called qualified teachers, or twenty per cent. The other eighty per cent did not have a life certificate as compared with the fourteen per cent of the consolidated school teachers and all of the consolidated school teachers were qualified teachers. Of those who did not have a life certificate, 2,461 were teaching on a certificate granted by "special or emergency," "endorsement by State Board," or "certificate granted by Superintendent of Public Instruction." Thus we can easily say that the qualifications of the teacher in the consolidated school are superior in perhaps all respects.

The average wage of the teacher is thirteen hundred and sixty-three dollars; whereas, the average wage for the men and women teachers of the State is fifteen hundred and thirty dollars. This salary was computed on a nine-months basis and several of the consolidated schools maintain a ten-months school year, which would make the difference still greater.

What accounts for the condition of teachers with a superior education receiving a lower salary? The environment, the prestige obtained, the social advantages, and the desirability of specialization are four of the

factors which cause a teacher to select the consolidated school in preference to the one-room school.

Again, in the matter of previous experience the teacher in the consolidated school has the advantage over the one-room school teacher. The latter, on an average for the State, has only two and one-half years' experience: whereas, the former come forth with 5.4 years' experience in teaching. No comparison is available on the tenure of office, but the tenure of the consolidated school teacher is more than the entire experience of the one-room teacher, three years.

In every respect in which investigation was made, the quality of the preparation and duration of experience of the teacher of the consolidated school surpassed that of the teacher of the one-room school.

SUMMARY

Superintendents

1. All of the superintendents had a college education and one had his Master's degree.
2. No one had been in the field of education less than eight years while one had thirty years of experience.

3. The tenure of office was above five years.
4. The compensation was good, averaging \$2835.
5. No superintendent gave evidence of any intention of leaving school work.
6. His duty is that of a father directing all of the community on the safe road of life.

Principals

1. All but three had a college education.
2. The six and one-half years of experience spoke well for them.
3. Their tenure of office was four years.
4. One gave intention of leaving school work.

TEACHERS

1. All had a life certificate except fourteen per cent as compared with eighty per cent of the one-room teachers which did not have a life certificate.
2. Fifteen per cent had a college education.
3. The consolidated school teacher's tenure of office was greater than the entire experience of the one-room teacher's,--three years.

4. Less than fifty per cent of the one-room teachers were qualified, but all of the consolidated school teachers were qualified.
5. The average wage was \$1530.

CHAPTER III

INSTRUCTIONAL COSTS

The cost of instruction for each pupil has increased in all of the ten schools as the reader will notice by referring to Graphs I and II on pages 29 and 31 respectively.

During the past seven years school costs have increased very much. This is especially true of the amount of money expended for instruction. During the year 1920, in which most of the one-room schools had their last year of operation, the State paid out eighteen millions of dollars for instruction, but in 1925 it handed to teachers thirty-nine millions of dollars. In 1925 there were only 4540 more teachers as compared with 1920. At the average wage of eight hundred and sixty-four dollars a year, the cost would amount to only four millions of dollars. There would then be an increase of seventeen millions of dollars expended on the 27,928 teachers, or an increase of six hundred and ten dollars for each teacher. Therefore the average county instructional cost must be taken into con-

GRAPH I

Cost of Instruction for Grades One to Twelve

School	20	30	40	50	60
Bath	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Byron	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Covert	BBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Dansville	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Hartland	BBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Haslett	BBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Lakeview	AAA	AAAAAAAAAAAAAAAAAAAA			
New Hudson	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAA	AAA
Okemos	BBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Walled Lake	BBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAA	AAAAA
Average	BBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA	AAAAAAA		

sideration to show the correct status of instructional cost before consolidation and after consolidation.

The cost of instruction in the one-room school for each pupil was thirty-two dollars in comparison with the county average of twenty-eight dollars,--a cost of four dollars more than the average.

The cost of instruction in the consolidated school was forty-six dollars in comparison with the county average of forty-eight dollars,--a cost of two dollars less than the average.

From the above two statements it is evident that the cost of instruction is now six dollars lower for each pupil than it was previous to consolidation. This would mean much more to the reader if he knew that the enrollment of high school students had increased seven hundred thirty-nine per cent more than had the elementary attendance; that the average high school instruction cost for the incorporated villages and cities of the State is one hundred fifty-eight dollars; that the consolidated schools are composed of thirty-two per cent of high school students, and yet the cost of instruction is lower than for like unincorporated places which have only sixteen

GRAPH II

Average Cost of Instruction per Pupil for Grades
One to Twelve

School	20	30	40	50	60
Bath	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Byron	BBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Covert	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Fansville	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Hartland	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Haslett	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Lakeview	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
New Hudson	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Okemos	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Walled Lake	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Average	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			

--	--	--	--	--	--	--	--

per cent (one-half as many as has the consolidated school) of its students attending a high school.

Thus we can clearly see that the cost of instruction in the consolidated school is very much lower. Although we may not be able to arrive at an accurate figure in dollars and cents, yet some idea can be obtained. If we multiply the total enrollment (3,272) of the ten consolidated schools by the actual cost of instruction (forty-six dollars), the figure \$150,000 is obtained, and in comparison if we multiply the enrollment of the high school by the state average cost for the State (one hundred and fifty-eight dollars) we obtain the figure \$185,000., or a difference of seven dollars for each pupil. In other words, if the consolidated high school instruction would cost as much as that for the incorporated villages and cities, then the cost for each pupil would be eighty-two dollars,* or thirty-seven dollars higher than its actually is.

* This figure is obtained by multiplying the actual cost in the grades (thirty-two dollars) by the grade enrollment (2481) and adding to that the hypothetical high school cost and dividing the total amount by the total enrollment.

Graph III on page 34 shows that the cost of high school instruction before consolidation was much higher for each pupil than it is now. Before the average cost was one hundred sixteen dollars, with New Hudson paying out two hundred dollars a pupil to instruct her high school students.

After consolidation no cost exceeded one hundred dollars a pupil and the minimum was seventy-two dollars, or eighteen dollars below the minimum before consolidation. The average after consolidation was eighty-six dollars; or now, in spite of the fact that the total instructional expenditures for the State have increased very greatly, high school instruction is thirty dollars cheaper for each pupil in the consolidated school than it was previously.

As has been pointed out that the cost of high school instruction for the incorporated villages and cities of the State is now one hundred fifty-eight dollars; the graph shows eighty-six dollars as being the average in the consolidated schools. From the preceding two statements, the reader can readily see the financial advantage of the consolidated school and yet it needing to offer no apology for the equipment or teachers in its school.

GRAPH III

Cost of High School Instruction

School	70	90	110	125	200
Bath	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
	AAA				
Byron	---				
	AA				
Covert	BBBBBBB	BBBBBBB	BBBBBBB		
	AAAAAAAAA				
Dansville	BBBBBBB	BBBBBBB	BBBBBBB		
	AAAAAAA				
Hartland	BBBBBBB	BBBBBBB			
	AAAAAAA				
Haslett	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
	AAAAAAAAAAA				
Lakeview	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
	AAAAAAAAAAAAA				
New Hudson	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
	AAAAAAAAAAA				
Okemos	BBBBBBB	BBBBBBB			
	AAAAAAAAAAAAA				
Walled Lake	BBBBBBB	BBBBBBB	BBBBBBB		
	AAAAAAAAAAAAA				
Average	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
	AAAAAAA				

During the past seven years, as has been noted, instructional cost have increased; but although in the grades the cost of instruction for each pupil has increased, it has increased only by a small per cent.

Before consolidation there were three schools, Bath, Byron, New Hudson, (Graph IV, page 36) which paid more per capita than they are now paying, but the other seven schools are now paying more per capita. The average for the first eight grades before consolidation was thirty-eight dollars as compared with the thirty-two dollars of to-day. This is only an increase of four dollars a pupil, while all around the consolidated schools, instructional costs have increased as much as one hundred per cent in many instances.

SUMMARY

The average instructional cost in the consolidated school is considerably lower than the instructional cost in the one-room schools. Six dollars is the actual difference, but since instructional costs in surrounding schools have increased as much as one hundred per cent, we can see that the difference is actually much greater than six dollars.

GRAPH IV

Cost of Elementary Instruction

School	20	25	30	35	40	45
Bath	BBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAA				
Byron	BBBBBBBDBBBBBBDBBBBBBDBBBBBBDBBB	AAAAAAAAAAAAAA				
Covert	BBB	AAAAAAAAAAAAAA				
Dansville	BBBBBBBBBDBBBBBBDBBB	AAAAAAAAAAAAAA				
Hartland	BBBBBBBDBBB	AAAAAAAAAAAAAA				
Haslett	BBB	AAAAAAAAAAAAAA				
Lakeview	B	AAAAAAAAAAAAAA				
New Hudson	BBBBBBBBBDBBBBBBDBBBBBBDBBBBBBDBBB	AAAAAAAAAAAAAA				
Okemos	BBBBBBB	AAAAAAAAAAAAAA				
Walled Lake	BBBBBBBDBBBBBBDBBB	AAAAAAAAAAAAAA				
Average	BBBBBBBDBBBBBBDBBB	AAAAAAAAAAAAAA				

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CHAPTER IV

BOYS AND GIRLS ATTENDING SCHOOL

In all of the public schools the percentage of children between the ages five and twenty was greater after consolidation than it was before. This fact and others are graphically represented by Graphs V and VI on pages 38 and 39. On an average, seventy per cent of the children of school age attended a public school prior to consolidation; whereas, after consolidation the percentage increased to ninety-two per cent, or an increase of twenty-two per cent in attendance.

The average per centage which attended school in the respective counties before consolidation was seventy-eight per cent, or in other words, the one-room school districts before consolidation had less children attending school than the average for the counties. Now it is just the reverse,--the consolidated districts have a higher percentage of children attending school than have the counties,--ninety-two per cent and eighty-eight per cent, or four per cent more attending than the average for the respective counties.

GRAPH V

Percentage of Children Between Fiven and Twenty
Not Attending a Public School

School	10	20	30	40	50	60
Bath	BBBBBBB	AAAA				
Byron	BBBBBBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	AAAAAAAAAAAAA					
Covert	BBBBBBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	AAAAA					
Dansville	BBBBBBB	BBBBBB				
	AAAAAAA					
Hartland	BBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	AAAAAAA					
Haslett	BBBBBBB	BBBBBB				
	A					
Lakeview	BBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	--					
New Hudson	BBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	--					
Okemos	BBBBBBB	BBBBBB				
	--					
Walked Lake	BBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	--					
Average	BBBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
	A					

GRAPH VI

Average Percentage of Children Between Five And
Twenty Not Attending in the Respective Counties

School	5	10	15	20	25	30
Bath	BB	AA				
Byron	BB	AA				
Covert	BBBBBBB	BBBBBBB	BBBBBBB			
Dansville	BB	AAAAAAAAA				
Harland	BB	AA				
Haslett	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Lakeview	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
New Hudson	BBBBBBB	BBBBBBB				
Okemos	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Walled Lake	BBBBBBB	BBBBBBB				
Average	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB

Before consolidation these one-room schools were eight per cent behind the counties. Now the consolidated schools are four per cent ahead of the counties, making a total of twelve per cent increase in attendance.

By referring to Graph VII on page 41 it will be noticed that the percentage of girls attending a school between the ages of five and twenty has increased in every one of the ten schools. In three of the consolidated schools, according to the school census, the girls have a one hundred per cent attendance, the average being ninety-three per cent. The highest percentage of attendance before consolidation was in Lakeview, in which eighty-one per cent attended a school; but Byron had the lowest, with only forty-eight per cent attending a school at that time. The increased attendance of the girls at Byron has been thirty-eight per cent. The average for the ten schools before consolidation was seventy-three per cent, or an increase for the ten schools of twenty per cent on the average of more girls attending school now than previously.

On page 42 will be found Graph VIII showing that the percentage of boys' attendance has increased

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in each school as well as that of the girls', but the increase has not been so large. The greatest increase in the attendance was from forty-five per cent to seventy-nine per cent at Byron, an increase of thirty-four per cent.

The average percentage of attendance for the boys before consolidation was seventy-five per cent; whereas, now the percentage of boys' attendance is only eighty-seven per cent. The total increase has been twelve per cent.

Before consolidation, seventy-five per cent of the boys attended school compared with seventy-three per cent of the girls,--two per cent more boys than girls,--and after consolidation eighty-seven per cent of the boys attended as compared with ninety-three per cent of the girls,--six per cent more girls than boys.

Both the girls and the boys have increased in their percentage of attendance, though not equally as Graphs IX and X on pages 44 and 45 clearly show.

Through-out the State, the percentage of boys and girls attending school is only a fraction of one

GRAPH X

Percentage of Girls and Boys Between Five and Twenty
Attending School After Consolidation

School	80	85	90	95	100
Bath	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Byron	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBB			
Covert	GGGGGGGGGGGG	B			
Dansville	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Hartland	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Haslett	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	AAAAAAAAABBBBBBBBBBB			
Lakeview	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
New Hudson	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Okemos	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Walled Lake	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			
Average	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	BBBBBBB			

--	--	--	--	--	--

per cent in favor of the girls; then it would seem to appear that the consolidated school has had a stronger attraction for the girls than it has had for the boys by about eight per cent.

On page 47 will be found Graph XI which shows the number of children attending the high school before and after consolidation. One of the schools did not maintain a high at all, and the percentage of increase has been very marked. Before consolidation the average high school attendance was nine, but afterwards, seventy-nine was the average for each school. This means an increase of seven hundred eighty-six per cent in the high school enrollment. We believe that we are justified in saying that the consolidated school had much to do with this increased enrollment.

The increase in elementary enrollment has not been as much as one might be led to expect. (Graph XII, page 48) One school had a larger enrollment of elementary students before consolidation than after; otherwise each of the other nine schools had an increase. Before consolidation an average of one hundred sixty-nine was in attendance at the ten schools; now there is an

GRAPH XI

Number of Children Attending the High School

School	0	30	60	90	120
Bath	BBBB				
	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Byron	--				
	AAAAAAAAAAAAAAAAAAAAA				
Covert	BBBB				
	AAAAAAAAAAAAAAAAAAAAA				
Dansville	BBBBBBB				
	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Hartland	BBEBB				
	AAAAAAAAAAAAAAAAAAAAA				
Haslett	BB				
	AAAAAAAAAAAAAAAAAAAAA				
Lakeview	BB				
	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
New Hudson	B				
	AAAAAAAAAAAAAAAAAAAAA				
Okemos	BBBBBB				
	AAAAAAAAAAAAAAAAAAAAA				
Walled Lake	BBBB				
	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Average	BBBB				
	AAAAAAAAAAAAAAAAAAAAA				

average of two hundred forty-eight in attendance, and increase of forty-seven per cent.

The percentage of attendance is graphically shown on page 50, Graph XIII. In no case was the percentage of attendance as great before consolidation as it was after consolidation. Only eighty-six out of every one hundred pupils enrolled in the one-room school were in attendance every day, but now ninety-five out of every hundred enrolled come to the large modern brick consolidated school every day.

SUMMARY

1. The percentage of children between the ages five and twenty was greater after consolidation than it was before.
2. Before consolidation the one-room schools had fewer children attending school than the average for the respective counties, but now the consolidated schools have more children attending school than the average for the respective counties.
3. There is on the average twenty per cent more girls attending school now than before consolidation

GRAPH XIII

Percentage Daily Attendance

School	75	80	85	90	95	100
Bath	BBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAA				
Byron	B	AAAAAAAAAAAAAAAA				
Covert	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Lansville	BBBBBBB	AAAAAAAAAAAAAAAA				
Hartland	BBBB	AAAAAAAAAAAAAAAA				
Haslett	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Lakeview	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
New Hudson	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Okemos	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Walled Lake	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Average	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB

4. The percentage increase for the boys' attendance was twelve per cent after consolidation.
5. It would appear that the consolidated school has had a stronger attraction for the girls than it has had for the boys by about eight per cent.
6. The percentage increase in high school attendance after consolidation was seven hundred eighty-six per cent.
7. The percentage increase in elementary attendance after consolidation was only forty-seven per cent.
8. The daily attendance of those enrolled in school has increased from eighty-six per cent to ninety-five per cent after consolidation.

CHAPTER V

MORTALITY, SCHOOL SESSION, AND LIBRARY

In all of the ten schools with the exception of Walled Lake, the percentage of elementary pupils who received their eighth grade diploma was the same or greater than before consolidation, Hartland and Okemos being the same. (Graph XIV, page 53) Before consolidation eight and six-tenths per cent of the entire elementary enrollment received an eighth grade diploma, and after consolidation out of the elementary enrollment ten and one-half per cent received an eighth grade diploma, an increase of nearly two per cent.

The percentages of mortality is shown by Graphs XV and XVI on pages 54 and 55. The percentage of mortality between the eighth and ninth grades is practically nil in the consolidated school. According to the school census in only one school were there any students who did not enter the ninth grade after completing the eighth. Covert has a fourteen per cent mortality in its school. This is due very largely, if not entirely, to

GRAPH XV

Percentage of Mortality Between the Eighth and Ninth
Grades

School	0	20	40	60	80	100
Path	BBBBBBB ---					
Byron	BBBBBBB ---					
Covert	BBBBBBB AAAAA					
Lansville	BBBBBBB ---					
Hartland	BBBBBBB ---					
Haslett	BBBBBBB ---					
Lakeview	BBBBBBB ---					
New Hudson	BBBBBBB ---					
Okemos	BBBBBBB ---					
Walled Lake	BBBBBBB ---					
Average	BBBBBBB A					

GRAPH XVI

Average Percentage of Mortality between the Eighth and Ninth grades in the Respective Counties

School	5	15	25	35	45
Bath	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Byron	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Covert	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Dnasville	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Hartland	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Haslett	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Lakeview	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
New Hudson	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Okemos	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Walled Lake	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Average	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB

the fact that the community is made up very largely of the foreign element, and that not of the desirable type. The school is situated on the sand dunes of Lake Michigan where twenty per cent of the childrens' parents participate in the breaking of the Eighteenth Amendment. Yet, Detroit has increased the percentage by sixty per cent of those entering the ninth grade.

Before consolidation the mortality was as high as one hundred per cent in the Byron school. The average drop-out for the one-room schools included in the study was then sixty-two per cent of the students who finished the eighth grade. This was due largely to the fact that there was no high school, or if there was one, it was so far away or so unattractive that the pupil did not care to attend.

In the respective counties before consolidation the percentage of mortality was thirty-six per cent of those who had finished the eighth grade, much lower than for the schools at that time. But now the average for the respective counties is twenty per cent as compared with two per cent in the consolidated school,

or an increase of sixty per cent of the students who enter the ninth grade upon completion of the eighth grade than did previously.

The number of days that the consolidated school is now in session is greater than formerly in all but one school, and equal in that one. Analysis of Graphs XVII and XVIII on pages 58 and 59 will bring out this fact and many others. The one-room schools were on the average in session one hundred seventy-five days, or an increase of seventeen days. Hartland had only one hundred sixty-three days in its one-room-school year, but now for its consolidated-school year, it makes use of two hundred days,--the children are now in school thirty-seven days more each year. During the past seven years, there has been an increase of only two days on the average for the respective counties. In these counties the schools are now in session only one hundred sixty-eight days as compared with the one hundred ninety-two days of the consolidated school, or it is in session twenty-four days longer than is the average school of today.

Graph XIX on page 60 shows the status of the teacher pupil load. One reason why the actual cost of

GRAPH XVII

Number of Days School Was in Session

School	160	170	180	190	200
Bath	BBBBBBBBBBBB	AAAAAAAAAA			
Byron	BBBBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Covert	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Lansville	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Hartland	BBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Heslett	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Lakeview	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
New Hudson	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Okemos	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Walled Lake	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA
Average	BBBBBBBBBB	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA	AAAAAAAAAA

GRAPH XVII

Average Number of Days School was in Session
During the School Year in the Respective Coun-
ties.

School	160	165	170	175	180	185
Bath	BBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Covert	BBBBBBB	AAAAAAAAAAAAAAAAAAAA				
Byron	BBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Dansville	BBBBBBB	AAAAAAAAAAAA				
Hartland	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Naslett	BBBBBBBBBBBBB	AAAAAAAAAAAAAA				
Lakeview	BBBBBBBBBB	AAAAAAAAAAAA				
New Hudson	BBBBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Okemos	BBBBBBBBBBBBB	AAAAAAAAAAAAAA				
Walled Lake	BBBBBBB	AA				
Average	BBBBBBB	AAAAAAAAAAAAAA				

GRAPH XIX

Teacher Load of Pupils

School	15	20	25	30	35
Bath	BBBBBB	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA
Byron	BBB	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA
Covert	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Dansville	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Hartland	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Haslett	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Lakeview	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
New Hudson	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Okemos	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Walled Lake	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB
Average	BBBBBB	BBBBBB	BBBBBB	BBBBBB	BBBBBB

instruction has been reduced is because of the added number of pupils which each teacher has been able to instruct, yet with much more ease and skill than previously. Bath, had its pupil load increased ninety-eight per cent for each teacher. The average teacher now has nine more pupils to instruct than did the teacher in the one-room school, or an increased pupil load of about thirty per cent. The teacher in the consolidated school has thirty pupils as his pupil load; yet this increased load under the environment and circumstances present is easier and much more agreeable to the teacher than was the load of twenty-one pupils in the small country-side school house.

In every one of the ten schools, the number of books which each student had access to, has increased about one hundred per cent after consolidation. Before consolidation each pupil had two and two-tenths books, but after consolidation, each pupil had as his share four and five-tenths books. Although the number of books for each pupil has increased one hundred per cent, yet, it becomes significant when the reader learns that the consolidated library has on its shelves on the average of 1543 books which each student may have access to. This is truly a great step in the future.

GRAPH XX

Library Books available Per Pupil

School	1	2	3	4	5	6
Bath	BBBBBBB	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Byron	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Covert	BBBBBBB	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Dansville	B	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Hartland	B	AAAAAAAAAAAAAAAAAAAAAAAAAAAA				
Haslett	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Iskeview	B	AAAAAAAAAAAAAAAAAAAA				
New Hudson	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Okemos	BBBBBBB	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Walled Lake	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Average	BBBBBBB	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			

SUMMARY

1. There has been an increase of two per cent of the elementary pupils who received their eighth grade diploma after consolidation.
2. In only one school was there any mortality between the eighth and ninth grades. But this school raised the percentage entering the ninth from the eighth by 60 per cent after consolidation.
3. The average mortality on the average for the respective counties now is twenty per cent as compared with two per cent in the consolidated school.
4. School is now in session twenty-four days longer than is the average for the school in the respective counties.
5. The teacher pupil load has been increased thirty per cent after consolidation, yet very acceptable to the teachers.
6. The number of books available to each student has been increased one hundred per cent and 1343 books is accessible to each student on the average.

CHAPTER VI

CURRENT, DEBT, AND TAX EXPENSES

The current expense for each pupil now and the average current expense now for each pupil for the respective counties is shown to be the same, thirty-two dollars by Graphs XXI and XXII on pages 65 and 66. In this expense are included the sanitary drinking fountains distributed all over the building, the modern flushing toilets, showers for the athletic students, wash bowls, electric lights if needed, hot lunches and a place for serving, forced ventilation, automatic heat regulators, and many other things too numerous to mention which the one-room school did not enjoy, and yet the expense per pupil is no more than that of the average expense per pupil for the ordinary school.

The community uses the school building for practically all of its meetings, such as Farmers' Short Course, evening schools, all kinds of banquets, the P. T. A. meetings; yet no charge is made for that, and the heat and electricity used are included in the current expense for each pupil. Thus we are led to believe that this expense is cheaper; yet how many more advantages!

GRAPH XXI

Current Expenses per pupil in Dollars. (Not including Transportation)

School	0	10	20	30	40
Bath	BBBBB	AAAAAAAAAAAAAAAAAAAAAAAA			
Byron	BBBBBBBBBBB	AA			
Covert	BBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAA			
Dansville	BBBBBBBBB	AA			
Hartland	BBBBBBBBBBB	AA			
Haslett	BBBBBBBBBBB	AA			
Lakeview	BBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAA			
New Hudson	BBBBBBBBBBB	AA			
Okemos	BBBBBBBBBBB	AA			
Walled Lake	BBBBBBBBBBB	AA			
Average	BBBBBBBBBBB	AA			

GRAPH XXII

Average current expenses in the Respective Counties

School	10	20	30	40	50
Bath	BBB	AAAAAAAAAAAAAAAAAAAA			
Byron	BBB	AAAAAAAAAAAAAAAAAAAA			
Covert	BBB	AAAAAAAAAAAAAAAAAAAA			
Iansville	BBBBBB	AAAAAAAAAAAAAAAAAAAA			
Hartland	BBB	AAAAAAAAAAAAAAAAAAAA			
Faslett	BBBBBB	AAAAAAAAAAAAAAAAAAAA			
Lakeview	BBBBBB	AAAAAAAAAAAAAAAAAAAA			
New Hudson	BBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Okeos	BBBBBB	AAAAAAAAAAAAAAAAAAAA			
Walled Lake	BBBBBBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Average	BBBBBB	AAAAAAAAAAAAAAAAAAAA			

Graphs XXIII and XXIV on pages 68 and 69 show very clearly that the consolidated school is more expensive in the amount of debt which it incurs in proportion to each pupil than was the one-room school. Before consolidation the average amount of indebtedness for each pupil was only three dollars. After consolidation the amount of indebtedness had increased to sixty-three dollars a pupil, an increase of sixty dollars. The average indebtedness for each pupil now in the respective counties is twelve dollars, while these consolidated schools have an indebtedness of sixty-three or forty-nine dollars more than in the counties at large.

There were many of the one-room schools whose buildings were so bad that many new ones would have been required and fifty per cent of the schools would have needed extensive repairs. This added debt expense is looked upon by some as something which merely dropped down out of the sky with out any good reason. This is not true. The new laws of the State regarding the lighting of the room, the ventilation, and heating requirements would have necessitated additional expenditures in these communities, but sometimes they have failed to realize this.

GRAPH XXIII

Amount of Debt per Pupil

School	0	20	40	60	80
Bath	---	AAAAAAAAAAA			
Byron	B	AAAAAAAAAAAAAAAAAAAAAAAAA			
Covert	---	AAA			
Dansville	BBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAA			
Hertland	---	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Heslett	---	AAAAAA			
Lakeview	BBB	AAAAAAAAAAAAAAAAAAAAAAAAA			
New Hudson	BBB	AAAAAAAAAAAAAAAAAAAAA			
Okemos	---	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Walled Lake	BBBBB	AAAAAAAAAAAAAAAAAAAAAAAAA			
Average	BB	AAAAAAAAAAAAAAAAAAAAAAAAA			

GRAPH XXIV

Average Debt for the Respective Counties per Pupil

School	0	5	10	15	20
Bath	BBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAA			
Byron	BBBBBBBBBBBBBBBB	AAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA
Covert	BBBBBBBBBBBB	AAAAAAAAAAAAAAAA			
Dansville	BBBBBBBB	AAAAAAAA			
Hertland	BBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Heslett	BBBBBBBB	AAAAAAAA			
Lakeview	BBBBBBBBBB	AAAAAAAAAAAAAAAA			
New Hudson	BBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	
Okemos	BBBBBBBB	AAAAAAAA			
Walled Lake	BBBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAA	AAAAAAAA
Average	BBBBBBBBBB	AAAAAAAAAAAAAAAA			

Furthermore, no one-room school could have built a modern structure on such a small unit. If each one of these small units had attempted to put in the equipment for agricultural teaching, home economics teaching, manual training, athletics, and the large library, the expense would have been without question unbearable. It would have been practically impossible, but by constructing the large unit the communities have been able to secure the best that can be had with no added expense for each pupil, for in all of the matters, except that of debt, pertaining to the school expenses, we so far have found that the costs have been equal or lower than for the ordinary school when expressed in terms of pupils.

Graphs XXV and XXVI on pages 71 and 72 brings out perhaps the most significant finding of the study, that of amount of taxes raised for each pupil. This amount has increased in all of the ten schools, although at Haslett the increase was only eleven dollars a pupil. Yet at Lakeview it has increased sixty-four dollars a pupil. The average increase for the ten schools was from forty dollars to seventy-six dollars, or an increase of thirty-six dollars a pupil, which the communities were asked to raise for their childrens' school expenses.

GRAPH XV

Amount of Taxes Raised per Pupil

School	20	40	60	80	100
Bath	BBBBBBBBBB	AAAAAAAAAAAAAAAAAAAA			
Byron	BBBBBBB	BBBBBAAAAAAAAAAAAAA			
Covert	B	AAAAAAAAAAAAAAAAAAAA			
Dansville	BBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Hartland	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Haslett	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Lakeview	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
New Hudson	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Okemos	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB	BBBBBBB
Walled Lake	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			
Average	BBBBBBB	AAAAAAAAAAAAAAAAAAAAAAAAAAAA			

GRAPH XXVI

Amount of Taxes Raised on the Average Per Pupil in
Respective Counties

School	20	40	60	80	100
Bath	BBEBBB				AAAAAAAAAAAAAAAA
Byron	BBBEBB				SSSSAAAAAAAAAAAAAAAA
Covert	BBBBBB				AAAAAAAAAAAAAAAA
Dansville	BBBBBBB				AAAAAAAAAAAAAAAAAAAAAAAA
Hartland	BBBBBBB				AAAAAAAAAAAAAAAAAAAA
Haslett	BBBBBBBBBB				AAAAAAAAAAAAAAAAAAAA
Lakeview	BBBBBBBBBB				AAAAAAAAAAAAAAAAAAAA
New Hudson	BBBBBBBBBB				AAAAAAAAAAAAAAAAAAAA
Okemos	BBBBBBBBB				AAAAAAAAAAAAAAAAAAAA
Walled Lake	BBBBBBBBBB				AAAAAAAAAAAAAAAAAAAA
Average	BBBBBBB				AAAAAAAAAAAAAAAAAAAA

Attention has been called to the fact that during the past seven years school costs have increased very much. Naturally we can expect that the taxes have also increased. In 1920 only twenty-three millions of dollars were raised by direct taxes, but now over fifty-one millions of dollars are raised annually for the support of our public school system.

We must now look for the average amount which was raised in the counties for a fair comparison. Before consolidation the average cost per pupil for the respective counties was thirty-four dollars and the average cost a pupil now in the respective counties is seventy-two dollars, or a difference of thirty-eight dollars. This one fact is the most significant which the writer has found in his study of the conditions which exist in the consolidated school.

With all of the equipment, fire-proof buildings, gymnasiums, college graduates as teachers, warm lunches, a high-school education within reach of every boy and girl, transportation for all, a large library, a large number of vocational subjects available, and other advantages, yet the amount which the community pays for each of its children, enjoying all of the above mentioned things

and many more, is actually less for each pupil than what it accordingly paid before consolidation.

SUMMARY

1. The current expense for each pupil in the consolidated school is no more than that of the average school at large.
2. The consolidated school incurs a very much larger indebtedness in proportion to each pupil than did the one-room school. This indebtedness per pupil is forty-nine dollars more than in the counties at large.
3. Many of the residents often failed to realize the condition of their one-room schools and therefore have blamed the consolidated school for all of the added expense, while in reality their one-room schools would have soon become a source of indebtedness.
4. THE WRITER BELIEVES THAT THE MOST SIGNIFICANT FINDING OF THE STUDY WAS THAT NO MORE TAXES PER PUPIL WERE PAID BY THE COMMUNITIES THAN THAT ACCOUNTED FOR BY THE CHANGE OF OUR TIMES.

CHAPTER VII

TRANSPORTATION

During the year 1926-1927, 1851 students were transported daily by the sixty-six busses in operation. The average number for each school transported was one hundred eighty-five, or an average of twenty-eight students for each bus day. The entire cost for each bus for the year's operation, including repairs, depreciation, and interest on investment, was seven hundred seventy-seven dollars. Out of this amount each school was reimbursed to the extent of four hundred dollars a bus by the State, so that in reality the community paid only three hundred seventy-seven dollars for each bus which transported twenty-eight pupils and carried children six and four-tenths miles both morning and evening, or thirteen miles a day. The reader will understand that a bus would necessarily be required to travel farther than the thirteen miles, but it had one or more children in the bus for the thirteen miles each day, and we will use this as a basis in obtaining the cost a mile for each pupil.

GRAPH XXVII

Data Relative to Transportation During the School
Year 1926-1927.

School	Pupils Transported each day	Yearly cost of Transportation	Number of busses in daily use	Minimum in miles of Route	Maximum miles of Route	Total Mile- age
Bath	176	\$6926.	7	6	9	53
Byron	113	3660	5	6	8	34
Covert	320	5201	10	3	9	64
Dansville	245	6919	8	5	11	65
Hartland	224	7798	9	5	8	54
Haslett	109	3661	5	4	10	41
Lakeview	200	5000	6	3	8	32
New Hudson	100	2915	4	6	8	23
Okemos	175	4167	6	5	9	43
Walled Lake	189	5097	6	5	8	38
	1851	\$51,344.00	66	4.8	8.8	45.2

From a previous Graph it was shown that the average school year was one hundred ninety-two days in length. A bus then carried children on an average of twenty-six hundred eighty-eight miles during the year at a cost of three hundred seventy-seven dollars to the community. To find the cost per mile to the community for every mile each pupil was transported, for we are not concerned with the portion which the State contributed, we must convert the actual miles into what we will term "pupil miles." The results showed that each bus on the average traveled 75,264 pupil miles for the year.

Now by division we find that the community paid on an average for the ten schools, for the sixty-six busses in operation, and for the eighteen hundred fifty-one pupils transported daily, only five-tenths (.5) of a cent for each pupil for each mile.

From the Table on page 77 it was found that the average mileage a day for the busses was six and four-tenths each way or thirteen miles a day. The mileage multiplied by the cost a mile for the pupil each day, gives us the total cost each day for every pupil or six and one-

half (6.5) cents. This is approximately what it would cost for one ride on a street car, or even less in many cities. In cities where the pupils must take a street car to school, the expense is just double compared to the pupil expense for transportation in the consolidated school districts.

Those students who attended high school before consolidation were required to attend the high school in the village or city, and a conservative average for these to go back and forth would be six miles. Very seldom were there more than one or two from a locality, but if there were two and a car was used the expense would have been thirty-six cents a day for each pupil. One has only to compare this with the six and one-half cents of the consolidated school to see the economy of the one method over the other.

What objection can the community offer when a bus calls in the morning at its homes to gather the children and then leaves them at its doors at night, protected from rain, storms, and unforeseen misfortune along the road, at the cost of only one ride on a street car?

The writer believes that he is justified

in making the statement that the communities have no reason to object on this score; rather they should be proud of the educational facilities which, through consolidation, they have been able to provide for their children.

SUMMARY

1. Each school transported on the average of one hundred eighty-five children a day.
2. Each school had on an average of six and six-tenths busses in operation.
3. Each bus carried on the average of twenty-eight pupils a day.
4. The entire cost for each bus on the average was seven hundred seventy-seven dollars, but the State reimbursing four hundred dollars of this amount.
5. Each bus carried children six and six-tenths miles both morning and night.
6. The busses on the average traveled 75,264 pupil miles during the year.
7. The pupil mile cost was found to be one-half cent.
8. The cost per pupil for each days transportation was found to be six and one-half cents.

CHAPTER VIII

THE CURRICULUM

The courses offered in the consolidated schools were almost exactly the same in all of the schools. Without exception the ten schools offered four years of English, two years of Latin, one-half year of civics, one-half year of economics, one-half year of botany, one-half year of zoology, one year of chemistry, one year of physics, one year of manual training, and two years of home economics. All gave three years of agriculture except two of the schools which gave four years of agriculture. Five of the schools offered one year of algebra and one year of geometry, while the other five offered one and one-half years of each. The schools all offered at least two years of history, with three of them offering two and one-half years. This schedule of classes is of as high a standard as is that of the high school of the village or city. In fact, the curriculum of the city does not give to the types of boys and girls which attend these schools the kinds of work they desire or need; therefore, this curriculum is far in advance of that of the city

high school curriculum in meeting the needs of the country boy and girl. On an average seven credits were offered in the vocational studies and fourteen and eight-tenths credits in the purely academic studies. Thus the school is serving two purposes,--meeting the needs of the community, its first duty, and also making possible the preparation of those who wish to enter the university.

Only one out of date text-book was found in use in these ten schools and that text was being replaced by a more recent one for use during the coming year. All of the texts were from among the most recent. Some of the schools had had their books approved by the Board, and were then under obligations to use them for a period of five years. This misfortune was found in three schools, which would have changed to more recent texts had they been permitted.

These schools are not behind the times, but are virtually leaders in many respects in the field of education. One of the most commendable contributions of the schools, as far as they are possibly permitted, is fitting the curriculum to the student, instead of trying to fit the

the student to the curriculum.

SUMMARY

These schools need make no apology as to their curriculum; rather they are to be commended for reaching out and giving to the country boy and girl those things which they badly need.

CHAPTER IX

OBJECTIVE ADVANTAGES: A SUMMARY

Before consolidation no pupils were transported to the school, but now all who live farther than one mile are provided with means of conveyance at a cost of only six and one-half cents a day to the community for each pupil transported.

The tardiness has been reduced very much. Before consolidation, where records are available, ten per cent of the enrollment was tardy. Now only one-half of one per cent come to school late, and these are invariably pupils who live within a few blocks of the school.

Attendance has increased as was seen by the Graph. It has been increased from eighty-seven per cent to ninety-five per cent.

The school terms have increased in length from one hundred and seventy-five days previous to consolidation to one hundred ninety-two days after consolidation.

We need no figures to convince us that the

size of the classes have increased. In the one-room school if there were three or four in a class the teacher was very much delighted. The average of the classes now is fifteen in the high school and twenty-one in the grades. Some classes have as many as thirty-five and forty in them.

The number of classes has been reduced by nearly the same amount as the number of schools consolidated. This would not hold true always, for perhaps only six or eight grades were given out of the twelve; yet it is easily true that there has been at least a three hundred fifty per cent reduction in the average number of classes taught.

The average period of recitation in the one-room school was at the most ten minutes. Now the average in the grades from one to six is twenty minutes, and forty minutes in the other grades.

In no respect does the consolidated school seem inferior to the city schools. It has the advantage of existing for a definite purpose other than merely putting a boy or girl through a set list of academic subjects, and it is admirably fulfilling its purpose.

In the matter of qualifications of the teacher, the teachers of to-day in the consolidated school are far in advance of the ordinary teachers of the State, so we need to make no comparison as to the qualifications of the teachers from five to seven years ago.

In the one-room school where all sizes, shapes, and ages of children appear, we see just such a difference in their play. In the consolidated school the members of each group of one age play together, but not alone, for their teacher supervises the play and from this they receive part of their most valuable education.

No one will discount the validity of the statement that the consolidated school is far in advance in the matter of warm lunches. It is very difficult for the one-room school to have a warm lunch. This feature is generally entirely neglected, but not one of the consolidated schools failed to give students a portion of warm food for their lunch at noon during the cold part of the school year. Two of the schools have gone as far as to require the children to eat for a period of twenty minutes. There is

then no half or one-fourth mastication of the food in order to get out and play; all eat slowly,--a valuable part of their education.

The library books available to each student average 1373 in number for each of the ten schools. Each student could take out four books at one time. Besides the greatly increased literature in the form of books, these schools have subscribed for fifteen magazines on the average,--monthly, bi-monthly, weekly, and even daily publications.

In this type of school the equipment available for class work greatly surpasses the former equipment, for in ninety per cent of the one-room schools there had been no equipment whatsoever. Now many thousands of dollars are spent for the equipment which is thought necessary for the successful teaching of the vocational studies.

The student is permitted to live in his own home while in pursuit of a secondary education: formerly many times he was obliged to room in town and was denied the home influence and family associations. Now he is home every night, putting into practice what he has been taught about the dairy cows, about the crops, or about the cooking of foods.

A much larger percentage of children of school age is now attending the consolidated school than did previously. Formerly only seventy per cent attended; whereas, now ninety-two per cent between the ages five and twenty attend a public school.

More girls attend school now than do boys by eight per cent. Formerly more boys attended school. Now the girl is not denied that privilege of obtaining a secondary education in preference to her brother.

Home economics, agriculture, and manual training are now available to every student enrolled. No course in these phases of education was given any consideration (or at least very little) before consolidation. Music is now in every school in some form or other. In one of the schools a full time music teacher was required, and in the others either some one of the faculty gave instruction in music or else three or four of the schools combined their efforts and hired a music teacher to spend part of his time at each one of the schools. Before consolidation no music was taught; it is true that the pupils tried to sing, but no real instruction was provided.

No nurse came to visit the one-room school pupils before consolidation. Now one of the schools has a full time nurse (Lakeview), a part time dentist and a part time doctor, while every one of the other schools has a nurse who visits the school at regular intervals. Five of the schools have a special room in which are a dental chair, a table for treatments, and first aid equipment.

CHAPTER X

SUBJECTIVE ADVANTAGES: A SUMMARY

Certain phases of this study can not be measured in dollars or cents or by mere figures, but they nevertheless constitute a valuable portion of the study and are therefore submitted in this chapter.

Previous to consolidation homogeneous class grading was impossible. Now when a class is divided into sections, modern methods are used, so that the class members are as nearly of the same ability as is possible.

This condition will make the daily work more interesting, for a student is often times discouraged because of the exceptionally bright pupils who may be in his class. He knows there is no possible chance of being first in any of the mental activities of the group and often gets the "why try" attitude. The work is also made more interesting than previously by the many additional books and magazines which the classes use in addition to the textbooks.

Effective supervision is now possible. One

man who has had many years of experience in the field of education is at its head, in contrast with the supervision of a county normal graduate with perhaps no previous teaching experience whatsoever. In the one-room school, the teacher taught as many as forty classes a day. How could the teacher then find time to supervise the work of the pupil?

School activities were exceedingly limited before consolidation. The children went home at night and gave little thought to it until they returned to work the next day. Now the children and their parents go to the school several evenings a week attending plays which are staged by the pupils themselves; they attend gatherings which have a purpose, perhaps to benefit the farmers, perhaps for the students, or perhaps for the women of the community. In this way the school becomes the center of all of the communities activities.

As to the behavior of the children to and from school, there is no question as to the superiority of the behavior in the bus. Children group along the road, play

and too frequently enter into practices which lead to serious difficulty. Not infrequently the writer has had rocks thrown at his car when he has found it impossible to offer school children a ride while on their way to or from school. When transported by a bus, no group of children is left unsupervised. Here the school guards the morals of the children until safely under their parents care.

Too often the farmer has had no interest in the one-room school. Now dairy meetings, lectures from men who are competent in their several lines and exhibits attract the attention of the farmer to the consolidated school. During the winter a short course for the farmers may be held, knowledge is given which is adapted to that particular locality.

Such music as was offered in the one-room school benefited the child very little. Now a special teacher who has had years of training in music instructs the several groups according to their ages and abilities.

A school without state aid is confronted with a large problem in attempting to give instruction

in agriculture. Now the consolidated schools are eligible to receive one thousand dollars to assist in the yearly expenses of offering this subject. The one-room teacher could not be expected to teach agriculture properly or to handle every other subject well. A man now who is a graduate from an agricultural college with special training in methods of agriculture teaching instructs the boys and girls in the modern methods and principles of agriculture.

The same is true of the home economics department in the consolidated schools. High standards are held up, with state aid to help defray the added cost of this department.

Manual training was not found in the one-room schools. Now large rooms, with individual benches and tools are provided. A teacher who has had a training in a college is employed as the instructor.

It has been noted previously that the protection of children now and before is not comparable, for they then had no protection from weather and storms, while now they are protected from these and other unforeseen misfortunes.

Each one of the school superintendents said that the roads which the busses were traveling were kept in good condition and open during the winter months in preference to others. The graveling takes place on the bus roads in preference to others. One special instance may be cited. Before consolidation, the county had purposed a certain road, and before this road was built, a consolidated district was formed close to the purposed road. Instead of building the portion first purposed, the portion which went through the consolidated school district was built and the other portion is not built as yet. This is merely one of the examples of the influence which the consolidated districts have on the road building and maintenance.

The price of the land has increased very much in many of the districts. One man said that his land because of the consolidated school was worth at least twenty-five dollars more per acre. Other farmers gave a higher estimate and other lower, depending upon their particular location in reference to the school.

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