

MICHIGAN'S PLAN OF SCHOOL  
CONSOLIDATION AND ITS  
RELATION TO RURAL LIFE

THESIS FOR THE DEGREE OF M. A.

Bert J. Ford

1931

THESIS



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*Schools - Centralization*



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MICHIGAN'S PLAN OF SCHOOL CONSOLIDATION  
AND ITS RELATION TO RURAL LIFE

BY  
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A Thesis Submitted to the Graduate Faculty  
in Partial Fulfillment for the Degree of

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1931



THESIS

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financial provisions made for the promotion of research to give  
world civilization a boost for material and vitality.

THESIS



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## INTRODUCTION

One of our greatest educational problems of today is that of providing just and suitable school opportunities for rural boys and girls. This necessitates a practical, well-adapted system of administration and a fairly equitable means of school support. It is generally recognized by state and national leaders of rural education that the best known plan is through the combining of small districts into larger units with a single consolidated school for the area. However, in some portions of the country two or more grade buildings are provided within the unit for the pupils of the first six grades and a large centrally located consolidated school which includes housing facilities for all of the junior and senior high school pupils of the district. This plan avoids the necessity of transporting elementary grade children long distances.

Every community covets the privileges of an accredited high school for its boys and girls. According to the best educational authorities a large percentage of our rural population either live in districts in which there is no high school or they have access only to one of an inferior class. It has also been clearly demonstrated that the one room eight grade school is generally inadequate and does not insure advantages in these grades comparable to those provided in the cities and other large school units.

This thesis includes a brief history of the consolidation



movement in the United States. A more complete history is given of the movement in Michigan. Special attention is given to the legislation and rural movements that have influenced public opinion in favor of consolidation and to the various laws providing for larger units of organization.

This study shows how the various lines of rural extension service; the rural community institutions of an educational nature; the demand for high school privileges and more nearly equalized educational opportunities for rural children; the growth of the idea of consolidation legislation; and the comparable transition in road legislation and improvement have all hastened the coming of the rural agricultural school. It points out some of the ways in which this institution functions in the improvement of rural life.

Reference is made to the evolutionary influence, the attendant results, and reflected benefits of the rural agricultural school in rural life betterment; examples are given of outside recognition by business men; and an attempt is made to point out some of the economic and social values as revealed in the community life.

The growth of the movement is shown by means of maps, graphs, and tables. Information concerning the various rural agricultural schools was obtained through a questionnaire sent out to the superintendents; in conversation with local leaders who had been active for or against the movement at the time of



organization; through contacts and experience in organization work; and from personal observation during the past decade as State Supervisor of Consolidated Schools in Michigan.

In making this study the reports of the Superintendent of Public Instruction covering a period of three quarters of a century were consulted, also the Public Acts of the legislature and various records on file in the office of the Superintendent of Public Instruction.

Among the books reviewed are, The Consolidated Rural School by L.W.Repear, who has given a thoroughgoing consideration of the consolidated school in its relation to rural communities; Julius E.Ary's book entitled, Rural Education and the Consolidated School, which includes a comprehensive study of rural school consolidation, its past, present, and future, and the ways in which it may serve the community needs; and The Administration of Consolidated and Village Schools by Almack and Earsch which accounts for the growth of the movement and gives attention to the various administration problems. Another book which was read with interest is Country Life and the Country School by Mabel Carney. This book was included in one of the Teachers' Reading Circle lists for Michigan. It deals with the various rural school problems, makes reference to the various contributory rural institutions, suggests certain legislative measures, and the federation of rural forces.

This is an age of specialization, keen competition and

high pressure salesmanship in social, civic, and economic life. Down through the ages these same principles have obtained in relation to athletic, oratorical, and declamatory contests. It was not until the dawn of the twentieth century that all forms of endeavor were forced at a more or less rapid rate to recognize the demands of the age. Today the law of life of the natural world, that is the survival of the fittest, predominates in every avenue of life.

The colleges and universities, in keeping with the spirit of the age have raised their entrance requirements, added to the content of courses, and are continually making adjustments that tend toward high standards of scholarship and efficiency. Naturally the public school system has been affected, especially the secondary schools.

The farm population has been rather slow in adjusting itself to the demands of this new highly competitive age. There have been farm organizations of various kinds for more than half a century. Many of them have had but a temporary lease of life. Some of them ceased to function mainly because of the lack of intelligent leadership and others have served as forerunners to a more concerted farm organization movement, while a few like the Grange and the Farmers Clubs have carried on more or less successfully from the beginning. Rural life leaders have come to realize that any improvement program requires a high level of intelligence not only in those who guide and

direct but also in those who follow. They are convinced of the need for a more effective organization and plan of administration of rural schools. Hence, the rural agricultural school with its community development program is receiving favorable consideration by the more progressive rural communities of the state.



CHAPTER II

THE MOVEMENT OF CONSOLIDATION IN THE UNITED STATES

The consolidation movement in the United States originated in the New England states in the form of the township school system. Massachusetts took the lead and since 1800 the schools of that state with the exception of a very few have been operating under the township plan. The Secretary of the State Board of Education for that state in his report of 1873-75 says, "The town system supplies one part of the town with an good school because no are supported by another part. It reduces the number of schools so that the remainder can be continued for a longer time and supplied with competent teachers and that waste of money and labor caused by employing a teacher for one pupil or even ten pupils is thereby saved. There seems to be no sufficient reason for a longer continuance of the district system in the state". A law was passed in the early seventies providing for transportation of school children in that state and the first successful consolidation of rural schools in this country was effected at Montpelier, Massachusetts in 1875.

In Rhode Island the legislature of 1884 was marked by a very decided tendency toward the establishment of the town system instead of the district system. The plan spread quite rapidly through the New England states. Indiana adopted first the township district plan in 1882 and Ohio in 1883. In the Wisconsin report for 1879, Superintendent Whitford says,—"where the town system prevails there is no desire on the part of the enlightened friends of education for something different".

A special committee appointed at the Michigan State Teachers' Association meeting in 1888 reported that the township system was in vogue either wholly or in part in the following states; - Pennsylvania, Indiana, Massachusetts, Connecticut, Iowa, Maine, New Hampshire, Alabama, Wisconsin, Rhode Island, Dakota, and Vermont.

The Superintendent of Public Instruction of Ohio in 1878 stated in his report that something must be done soon by way of redistricting the townships or for providing for centralization of the schools of Northern Ohio. He stated that he is satisfied that some method of collecting the children of rural districts should be devised so that they may have all of the advantages of the graded school. In the Superintendent's report of 1892, just twenty years after the above recommendations were made, the work of centralization was actually begun in Kirtlandville, Ashland County and a law was passed in 1894 legalizing the consolidation in that county.

According to a study made in 1927 by Roy L. Boulwick, recently an assistant state superintendent in Indiana, there were 122,317 pupils enrolled in the consolidated schools of that state. Of this number, 7422 were in the one-teacher consolidated schools; 13,046 were in the two-teacher consolidated schools; 11,092 in the three-teacher consolidated schools; and 151,862 were in the consolidated schools which had four or more teachers each. Thirty-four and one-tenth per cent

of all the schools were consolidated and 70% of all the pupils attended some form of consolidated school. Eight counties had no one-teacher schools and three had no consolidated schools.

During recent years consolidation has progressed very rapidly in Ohio. In fact the State Superintendent of Public Instruction of that state made the statement at the National Education meeting at Cleveland in February, 1929 that one-room schools were being consolidated in that state at an average rate of one per day. Cuyahoga County of Ohio, under the leadership of County Superintendent Fogarty and Randolph County of Indiana, under County Superintendent Lee Driver, made unusual consolidation records.

J.F. Abel in Bulletin No. 41 of the United States Bureau of Education shows the growth of consolidation in the United States through four periods beginning in 1840 as follows:-

First,- 1840 to 1880, a period in which the principle of centralization of schools was established in urban communities, extended to other independent districts, and began in rural sections.

Second,- From 1880 to 1894, a period of very slow growth of the consolidation idea.

Third,- From 1894 to 1910, a period of national interest in rural schools, a general rapid enactment and betterment of consolidation as transportation laws and word extended use of them.

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Note,- 1. Bulletin No. 41, U.S. Bureau of Education, Washington, D.C.

Fourth,- 1910 to 1920, a period of united effort in bringing about consolidation, determining its values, and working out the best ways to make it most effective."

The report of the National Committee of Twelve in 1897 recommends collecting pupils from small schools into larger schools and paying from public funds for their transportation believing that in this way better teachers can be provided, more rational methods of instruction adopted, and at the same time the expense of the schools can be materially lessened. This recommendation undoubtedly had reference to consolidated eight grade schools. Consolidation became more active at this time in the Central States, Southern States, and Western States.

The principle of consolidation has gone from state to state by force of example. The period from 1920 to 1930 began with the consolidation rate at its height, with one-room schools being closed, according to Dr. Fannie Dunn of Columbia University, at the rate of from four to five thousand per year. There was quite a sudden slump which began about 1922 and continued until 1927 during which time one-room schools were being closed at the rate of from two to three thousand per year. At the close of the decade the rate approached that of the early twenties. The slump came as a result of the marked decline in the price of farm products and a general reaction among farmers against a change of and kind. In some states more rigid and difficult consolidation laws were enacted during this period. The indications are that

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1931 will experience a general retardation of the consolidation movement as well as any other measure that may call for an expenditure of public funds. It is hoped that the present depression may be a short one. In the meantime it is expected that there may be a real achievement throughout the United States in the matter of the equalization of school taxes and that this may be accompanied by provisions for more nearly equalized opportunities for all.

CHAPTER III

HISTORY OF CONSOLIDATION IN MICHIGAN

One of the articles of Michigan's first constitution contains this statement, "The Legislature shall encourage by all suitable means, the promotion of intellectual, scientific, and agricultural improvement". The school system was intended to embrace all institutions which had for their object the instruction of youth. In his first message to the legislature, Governor Mason called attention to the importance of making liberal provision for the schools by saying, "There is said to be a government founded on intelligence and morality and no practical axiom can be more beautifully true. Here the rights of all are equal and the people themselves are the primary source of all power. Public opinion directs the course which our government pursues and so long as the people are enlightened that direction will never be misgiven. It becomes then your imperious duty to secure to the state a general diffusion of knowledge. Your attention is therefore called to the effectuation of a perfect school system, open to all classes as the surest basis of public happiness and prosperity".

In July, 1836 Rev. John D. Pierce was nominated by the Governor for the office of Superintendent of Public Instruction and confirmed by the legislature. To him was confided the responsible duty, among other things, of preparing a system for common schools. At the session of the legislature in 1837 he

submitted the primary district plan which was adopted. Owing to the rapid increase in population in many districts, especially in villages and cities, it became necessary under the original law, which contemplated the employment of but one teacher in each district, to divide the district in order to employ a sufficient number of teachers. The growth of urban centers created a demand for the consolidated district. In 1841 a union act was passed by the legislature which provided, "that the city of Detroit be considered as one school district and under the direction and regulation of the Board of Education". This was followed by the passage of a general state law in 1843 which provided that any township containing a city or village might form a single district out of two or more school districts in such city or village. A more complete union district act of 1855 and the graded district act of 1859 were passed. The last named act provided that any two or more contiguous districts may unite to form a single district for the purpose of establishing graded schools or high schools whenever the said districts shall severally by two-thirds vote of the legal voters in said districts agree thereto; Provided, that the number of scholars in such districts shall not be less than two hundred. The union districts gradually came under the provisions of the graded act. At the present time any primary district having at least seventy-five children on the census list may change to this type of organization. It includes village and city districts having a popula-

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tion of not more than ten thousand. Subsequent laws were passed which provided for several different types of city district organizations all of which were forms of consolidation. This naturally created a demand for a larger district plan for rural areas.<sup>1</sup> Some of the earliest rural consolidations came in the form of township rural districts patterned after the Indiana plan and established by means of local enactments which included the Upper Peninsula Act.

With the impetus given to the growth of cities by Michigan's industrial development the question of how to assure more nearly equal educational advantages for rural boys and girls became one of common concern. Consequently the consolidation movement began permeating the rural areas of Michigan in the early part of the twentieth century. This resulted in a demand for legislation which caused the passage of the Act of 1903, the general township district law of 1909, and the rural agricultural school act of 1917. Immediately following the passage of the Upper Peninsula township district act the process of combining sub-districts within the township was begun and has continued since that time. It has usually been accomplished by combining one or more nearby schools with an adjoining village or a so-called location school. Crystal Falls is an example of the earliest of these.

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The Act of 1903 was copied after the graded act and also  
Note.- 1. Superintendent of Public Instruction's report of 1888,  
pages, 2 to 6.

made provision for the transportation of pupils at the expense of the district. The first consolidation under this law was effected at Grand Blanc in Genesee County by uniting two adjoining districts with the village district during the summer of 1903. This was started with ten grades, two busses, and four teachers. After the passage of the rural agricultural act this was enlarged by forming a township school district in which a rural agricultural twelve grade school was established. The report of this school for 1930 and 1931 shows an enrollment of 812 with 25 teachers, 18 busses, and 552 children being transported. The second instance of consolidation occurred in Kalamazoo County by uniting districts no.9 and 10 of Richland Township with no.8 of Comstock. Subsequently the entire township was formed into a township district. This is now known as the Richland Rural Agricultural Training School of Western State Teachers' College.

In 1905 a portion of district number four of Littlefield Township in Emmett County had been consolidated with the Alanson district. In November, 1925 the entire township was organized into a single district and a rural agricultural school was established at that place. The Superintendent's report of 1907 makes reference to consolidation at Martin, Mt. Morris in Genesee County, and Comstock in Kalamazoo County. The one at Comstock was dissolved a few years later. Numerous small consolidations have been effected since that time of which no record has been kept except that which might be disclosed in the statistical reports.

The Act of 1903 is still in force and makes it possible to eliminate small one room schools in sections which are not ready to accept the larger unit plan or in which it would not be practical. For example, in Emmett County in 1928 the County School Commissioner, in cooperation with a member of the Department of Public Instruction, encouraged district number one of Redmond Township, district number five of Pleasantview Township, district number seven fractional of Center Township, and district number eight fractional of Bear Creek Township to vote to disband and authorized the township board of their respective townships to attach the territory to other adjoining districts. The territory was attached to eleven adjoining districts. A total of fifteen primary districts was thereby reduced to eleven and the expense of hiring four teachers and maintaining four schools was eliminated. In 1927 there were 443 primary districts in the state in which the enrollment was less than eleven pupils in each school. Such schools should be closed especially if school advantages can be made available in some better way.

The Superintendent of Public Instruction's report of 1900 shows 6452 ungraded one-room schools and the 1929 report 6041. This would indicate that approximately 400 one-room schools have been displaced within this period.

During this period the disintegrating process of organizing ordinary primary school districts continued. This naturally followed the growth in population among the larger primary districts

and in the settlement of cut-over and so-called unimproved sections. If the school became too large to be served to advantage by one teacher and some of the children of the district, as well as those of one or more neighboring districts adjacent thereto, lived a long distance from school a new district would be created. Portions of these districts would be combined in the formation of the new primary district. In the case of new settlements, very often a large area which had been included within the boundary lines of a large primary district would develop to such an extent that it might seem advisable to divide the district into two primary units. The formation of such new primary district units tends to partially offset the reduction. In other words, the reduction of approximately 400 schools should be increased by enough additional ones to equal the number of new primary districts formed during that period.

Since the general township district law provides that the board of education may determine how many schools shall be maintained in the township district and where they shall be located, the natural result has been that in the more than two hundred township districts of the state many one-room schools have been displaced by fewer and better schools. This is one form of consolidation. It does insure a more nearly equal educational opportunity for the boys and girls within the township and a much more effective system of administration. There are more than 200 township districts in the state. Approximately 400

one-room schools have thus been closed and united with other schools within their respective township districts.

Among the new township districts recently organized is the Lincoln Township School District of Clark County. For the year preceding the date of organization of this township district there were three one-room schools maintained with a total enrollment of 39 pupils. The total running expense for that year amounted to \$4701.57. The next year the township board of education operated just one school with a total enrollment of about 35 pupils and transported 14 pupils to this school from other sub-districts of the township in which the schools had been closed. Transportation was also furnished for the first time for the high school pupils to the Emmett Rural Agricultural School twelve miles away. The total running expenses for that year, including tuition and transportation for the high school pupils, was more than \$1000 less than what it had been the preceding year.

#### A SERIES OF DEMONSTRATIONS OF THE RURAL AGRICULTURAL SCHOOL OF 1910-

The consummation of a building program in the newly established rural agricultural school district marks the beginning of a new epoch in rural education for the area served by the school. It makes possible the immediate transition from the old to the new type of organization and a more thorough and complete program in education for every grade in the school.

Three such demonstration events took place during the early

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part of 1931, at Johannesburg on January 20, Roscommon on February 5 and 6, and at Trout Creek on February 13. All of these communities set aside certain hours of the day during which time the school electors were invited to inspect the various rooms and equipment and become acquainted with their own educational facilities.

It was with a spirit of pride and satisfaction that large groups of interested school patrons took advantage of the opportunity. The teachers were stationed in their various rooms to act as hosts and explain the purpose for which the room and equipment were to be used. Usually, either some of the pupils or the school board members served as guides.

In the dedication programs due consideration was given to the sacrificial interest manifested by the school board and tax payers, the plan of organization and vocational work were explained and the ways in which this new school would operate in terms of present day needs and demands. One could not help being impressed with the value of such occasions and rejoice with them in their achievements. Each of the districts mentioned met its needs in a different way and on a minimum cost basis.

At Johannesburg they accepted a gift of an office building awarded to them by the Michaelson Hanson Lumber Company with the understanding that it would be appropriated and made suitable for school purposes. This was remodelled and fully equipped at an approximate expense of \$17,000.

Trout Creek made some slight modifications in the old

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school building and built an addition which includes the combination gymnasium and community room, a new high school study hall, a large combination science and agricultural laboratory, and two recitation rooms. The entire expense including a large amount of vocational and laboratory equipment amounted to about \$50,000.

The Roscommon bi-township unit required an entire new plant. This fine building, including equipment required for immediate use, cost a little less than \$65,000.

Each of these districts seemingly obtained the maximum of school housing space at a minimum of expense. All available portions were appropriated to some useful purpose and some parts were made to serve a dual purpose. For example, at Roscommon the corridor leading to two grade rooms is also the stage for the community hall and the adjacent grade rooms serve also as dressing rooms. At Trout Creek the home economics room can be utilized as a dressing room and at both of these places the home economics rooms are conveniently adjacent to the gymnasium with a serving shelf between so that refreshments and banquets can be served to advantage.

The outside observer at the dedication services was convinced that a new day had dawned within these neighborhoods and that with the right kind of teachers in these schools the ideal of a more nearly equalized educational chance for rural boys and girls had arrived.

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### New Schools for Old -

It is not always necessary to discard the old school building in order to have a new school. This was clearly demonstrated a few years ago at Harrison and at Farwell in Clare County. At both of these centers rural agricultural schools were established by consolidating all of the schools of the township at each place. The old village school buildings were well built and of a type that could be altered and remodeled to meet the housing needs of the larger unit.

The Harrison building, being of frame construction and built at a time when nothing but the best material was used, was transformed into an adequate and more modern type by removing certain partitions and thereby enlarging the high school assembly room; by building a more safe entrance at the front which includes a single wide stairway to take the place of two narrow winding stairways; by correcting the lighting; by providing a suitable water system and modern plumbing; and by moving one of the old buildings to the central site to serve as one of the grade rooms. The remodeled building became the pride of the community and the new school one of the best of its kind in the state. In all cases that which is of real value should be appropriated to the larger community service.

The Farwell building is of brick construction. Here, too, the high school assembly room was enlarged by the removal of a partition. Some slight alterations were made and adequate hous-

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ing facilities were available for all the boys and girls of the township. Special attention was given to community work which included Boys and Girls Clubs, project work in agriculture, landscape gardening and reforestation, the cultivation of the favor and good will of the patrons, and the school was placed on the accredited list. At the end of the year the largest senior class for twenty years was graduated. The sphere of influence of the school has been extended far beyond the boundary lines of the district and the non-resident enrollment in the high school has increased very rapidly. Two vacant basement rooms were fitted up for science and vocational work, additional equipment was installed, and the schoolroom walls were decorated in suitable color combinations so that the entire premises presented a pleasing appearance, and the school was fully equipped to do effective work.

Under the above mentioned plan these two communities and many others have been able to take a great step forward in education. When provided with a superintendent and teachers who are well trained for their respective tasks and a good school spirit among the pupils and the patrons the Old School becomes a New School that meets the demands of the age.

Some of the rural agricultural districts have an interesting history. Among the number is Boyre Falls where the original rural agricultural school district consisted of the minimum of three original districts and in which the valuation per pupil

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was extremely small. The result was that they of necessity must limit the course of study to ten grades and even then the school tax reached the exorbitant rate of \$49.30 per thousand of assessed valuation. The school board and taxpayers came to the conclusion that it would be necessary to either discontinue the high school grades or enlarge the unit. They decided to try to do the latter and circulated petitions preparatory to an election for the organization of Boyne Valley Township, in which Boyne Falls is located, into a single school district. At that time the tax rate among the primary districts within the township were as follows: District Number Three, \$22.15; District Number Four, \$9.51; District Number Five, \$45.20; and District Number Six, \$33.02.

A representative of the Department of Public Instruction spent a couple of days in the community helping to interest the electorate and to present facts and figures concerning the expense for building and operating expenses for a larger school. The estimate for the annual budget called for a tax rate of from \$25 to \$27 per thousand valuation. The election carried by a majority of sixty and when the organization had been completed provisions were made for a twelve grade school. During the first four years after the enlargement of the unit the school tax rate was \$25, then it was reduced for three or four years to \$20, followed by a school tax rate of \$15 in 1930. In 1927 the school

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was placed on the accredited list of the University of Michigan. At present all except one of the original district areas has a tax rate below that which it had at the time of organization and educational opportunity has been advanced and placed on a more equalized basis.

At Remus it required more than a decade in which to effect the consolidation unit, vote the necessary bond issue, and provide suitable housing facilities for the rural agricultural school. The first effort was made during the spring of 1918, shortly after the rural agricultural school district law had been enacted. The campaign was started with the idea in mind of consolidating all of the districts of Wheatland Township, Mecosta County, except districts number two and eight. It was understood that unless the proposition received a favorable vote in each of these districts the unit would not be formed. After a series of meetings had been held in these school districts and elections had been called in some of them, requests came from districts two and eight asking why they had been left out and asking that meetings be held at their respective school houses. At first it was thought that they would not be interested as the area included was being served by a large parochial school and the enrollment in the public schools was very small. In the elections which followed about half of the primary districts were not in favor of consolidation so no election was held at Remus and the project was dropped for about three years.

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At the time of the first effort each district voted separately but the 1921 legislature amended the law to provide that on petition of 25% of the legal school electors of each district a single election might be held for the entire group provided it did not contain a graded district in which a twelve grade school was maintained. Under this plan the election would either fail or all of the districts that filed petitions would join in the new unit. Only ten grades were available at Remus at that time so in the fall of 1921 the entire group of the districts of Wheatland Township and District Number Three of Millbrook Township, Mecosta County and District Number Nine Fractional of Broomfield Township, Isabella County petitioned for such an election and it was carried by a two to one majority. However, by the time the Board of Education had been elected, a couple of elections had been called and an expression secured relative to the choice of a site, the opposition had become quite thoroughly organized, and when the bond issue for the new building was submitted it was defeated by a small majority. Another bond election was called shortly afterwards and it, too, was voted down by a larger majority. The opposition group was centered quite largely among the parochial school people and with this group as a nucleus it was quite easy for them to control the bond elections and to secure representation and at times control of the School Board.

Once or twice a vote was taken to disband but these were

unsuccessful. After nearly ten years two bond issues were submitted during the spring of 1930, one for \$60,000 which failed by a large majority, and a second for \$75,000 which carried by a majority of seventy-one votes. The new school building was erected during the summer of 1930, is now in use, and the consolidated school for the original ten districts is being operated successfully. Even in the short time since the project has been put into operation, the bitterness and ill feeling engendered because of the divided interest is rapidly disappearing.

These two examples of a struggle and successful consummation of consolidation programs may be more extreme than the average but in every case opposition must be met and continued follow-up work must be done. Like all modern movements of a permanent constructive nature it must fight its way.

## CHAPTER IV

### LEGISLATION AND ORGANIZATION

#### Legislation -

Practically all state wide legislative enactments that either directly or indirectly affect the consolidation of schools have been adopted since the beginning of the present century. One of the first of these was the high school tuition law which reads as follows:

<sup>1</sup>"Section 1. Any school district which maintains a school during five months of the year, having children residents therein who have completed the studies of the eighth grade in said school may at any annual meeting vote a tax sufficient to pay the tuition and daily transportation, during school days, of said children to any high school which the school board of said district may select and designate.

Section 2. The tax provided for in section one of this act shall be reported to the clerk of the township in which such district is located and shall be spread upon the tax roll of such district in the same manner and at the same time as other school taxes."

<sup>2</sup>Act number 65 of the Public Acts of 1909 which repealed the act of 1903 reads in part as follows:-

"The board of education of any school district which does

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Note, 1. Act No. 190 of the Public Acts of 1903

2. Act No. 65 of the Public Acts of 1909

not maintain a high school shall have authority and is required to vote a tax sufficient to pay tuition to one of the three nearest high schools of any children residents of said district who have completed the studies of the eighth grade, not exceeding in amount \$20 per pupil unless the voters appropriate a larger sum at the annual meeting, and may vote a tax to pay the transportation during the school days of such children, such tuition to be paid by the treasurer of the district in which the pupil resides to the treasurer of the district where the high school attended is located."

"The above section was amended in 1911 by adding the following thereto:

"Provided, that a parent or the legal guardian of such children, or the person in parental relation to such children, shall give written notice to the district board or board of education on or before the fourth Monday of June that such children desire to attend one of the three nearest high schools during the ensuing year. Upon receiving written notice of children eligible to attend high school the district board or board of education shall vote a tax sufficient to cover the necessary expense for tuition as herein provided, and may vote a tax sufficient to cover the necessary expense for daily transportation of such children: Provided further, That any surplus moneys in the treasury of said district belonging to the primary fund may be used in paying tuition in lieu of a tax therefor.

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Pupils eligible to have their tuition paid shall be holders of county eighth grade diplomas granted by county boards of examiners in the several counties under rules and regulations prescribed by the Superintendent of Public Instruction, or shall have completed eight grades of work in a graded school district as evidenced by written statement of the superintendent of schools in such graded school district".

The law was <sup>1</sup>amended in 1913 requiring the local district to pay the tuition not exceeding in amount \$20 and <sup>2</sup>in 1917 increasing the amount to not to exceed \$25 per pupil per year unless the voters appropriate a larger sum at the annual meeting.<sup>3</sup> The act was amended again in 1919 providing, that the tuition might be paid to any high school which is approved by the Superintendent of Public Instruction

<sup>4</sup>An amendment of 1921 changed the tuition rate from \$25 to \$60 that the board is required to pay, providing the per capita cost per year based on the average enrollment for the preceding school year of the high school where said children may attend, is that much. A few slight modifications have been made since 1921 but none of material importance.

The tuition law and the marked increase in the number who take advantage of its provisions has had an encouraging influence on the consolidation movement.

<sup>5</sup>An act passed in 1913 provides that any primary district may vote to discontinue school for the ensuing or current year

Note, - <sup>1</sup>Act no.268 of the Public Acts of 1913, <sup>2</sup>Act No.11 of 1917,

<sup>3</sup>Act No.59 of 1919, and Act <sup>4</sup>No.79 of 1921

<sup>5</sup>Act No.230 of the Public Acts of 1913



and pay the tuition and provide transportation for the children to another school or schools. This law has been in operation continuously since that time but has been amended to enable a primary district to pay the tuition and transportation of the seventh and eighth grades only, thereby reducing the number of grades in the elementary school to six. This last change was influenced to quite an extent by the fact that a large percentage of the small high schools are organized on the six-six plan and larger ones on the six-three-three plan and junior high school work begins in the seventh grade.<sup>1</sup> The legislature of 1931 made it possible for the school electors to direct the school board to pay the tuition and provide transportation for the ensuing or current year for the children of the six, seventh, and eighth grades or of one or more of these grades to another school.

The number of districts that have taken advantage of the provision relative to the voting to close the local school from year to year has increased quite rapidly. In 1927 two hundred eighty-five primary districts paid the tuition and transportation for all of the pupils including high school pupils to another school and for 1928 this had increased to three hundred three. The amount paid for transportation of pupils from such districts in 1929 would indicate that approximately seven thousand children were being transported from primary districts during that year. A large percentage of these children were transported to village

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Note, - 1. Act No.54 of the Public Acts of 1931

and city schools. In general the cost of tuition and transportation was not much, if any, greater than the total cost of maintaining the local primary district school and in many instances resulted in a reduction in the total cost of providing school advantages for the children.

For example, districts number three and seven of Sunfield Township, Eaton County, have voted each year for several years to pay the tuition and transportation for all pupils to the Woodland school of Barry County. During the year ending in July, 1924 both of these districts maintained school in the local district. The total expenditures for district number three for that year were \$976.27 and for district number seven, \$1010.90. The above does not include the cost of transporting high school children as this was provided by the parents. This was the last year that both of these districts maintained school. During the year ending July, 1926 each of these schools was closed and the total expenditures for that year were \$1160.11 for district number three and \$804 for district number seven. This includes transportation for the high school pupils. It will be noticed that the total cost of 1926 shows a small increase for district number three but a larger decrease in total cost for district number seven. In other words, it shows a slight average reduction in the aggregate cost for the two districts. The children from these two districts were thereby transferred from a one-teacher eighth grade school to a school in which the work of the first six grades is divided

among four full time teachers and a part time special teacher in music. The seventh and eighth grades were given the advantage of a junior high school program and all were under the tutorage of teachers who are teaching subjects in which they have made the major part of their preparation and in which they can do their best work.

'Another tuition law which was passed in 1913 reads as follows;

"The district board or board of education in all primary, graded, and township unit districts of the State may use money in the general fund of said district for the purpose of paying tuition to some other district or districts, of children who have not completed eight grades of work, in cases where such children are nearer to the schoolhouse in another district than to the schoolhouse in their own district, and may vote a tax for that purpose."

This act has not had a material influence in helping to acquaint the school patrons with the benefits of consolidation and the payment of tuition is optional with the local school board, nor is transportation required so it is not in extensive use. In a few cases the children who live nearer a consolidated or larger unit school have received the benefits thereof and their parents have become interested in being a part of such an organization.

The Township District Act, which had its inception in Michigan in the introduction of a bill in the legislature of 1861 but



which did not terminate in a state wide law until 1909, insures a more just system of school support than the ordinary primary district system, a more nearly equalized plan for the children, and a uniform school tax rate for the entire township. At present there are more than two hundred township school districts in the state.

This law makes it possible for the township board of education to determine how many schools shall be maintained and the location of these schools. In general it results in the closing of smaller schools and the transportation being furnished for the children to larger and better schools within the township. Many times a substantial saving is made; in addition to this the children are insured better advantages through the competitive interest that obtains in the larger school and high school advantages may be made available in one of the schools of the township.

#### THE RURAL AGRICULTURAL SCHOOL ACT-

The idea of the Rural Agricultural School was originated with Mr. John Doelle, who as superintendent of the Portage Township Schools of Houghton County had been impressed with the need for a constructive agricultural development program for the rural portion of the area that came under his direction. With this idea in mind he had a bill formulated and presented to the Michigan legislature

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Note,- 1. Chapter 1V. Part one, Act No.319 of the Public Acts of 1927. Formerly Act No.117 of 1909

of 1917 which was enacted into law and was known as the Rural Agricultural School Act No.226 of the Public Acts of 1917.

Originally this act provided for two classes of rural agricultural schools. Class A, having a school site with less than twenty acres of land and a corps of teachers consisting of one principal and two or more teachers engaged in teaching for not less than nine months and Class B, a school site consisting of twenty or more acres of land used partly or wholly for the teaching of agriculture and animal husbandry, and having a corps of teachers consisting of one principal who was to be engaged for a year of twelve months and two or more teachers engaged for not less than ten months each.

The act provided that whenever any district or township school board deemed it advisable to establish a rural agricultural school by consolidating three or more rural schools, they might submit the question of consolidation to the qualified voters either at the annual meeting or at a special meeting called for that purpose. It also provided that the question of organizing such a school should be submitted when 10% of the school electors filed with their respective district or township school boards a petition or petitions asking that such question be submitted.

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Note, - 1. Chapter V Part I Act No. 319 of the Public Acts of 1927, formerly Act No.226 of the Public Acts of 1917.

The act provided that the school building shall contain six or more rooms including one assembly room or two adjacent rooms with a removable partition that might be converted into a single room for community purposes. It required transportation for pupils and that no pupil shall be compelled to walk farther than one mile from his home to the nearest transportation route. In case less than six pupils resided on or near any one route such pupils might be boarded at some convenient place if the cost were less than the cost of transportation.

The grade teachers in addition to having a regular teacher's certificate must show that they had completed a course of study in which the subject of agriculture was included. The principal for Class A must hold a life certificate or have had training equivalent to that required in a life certificate course and be qualified to teach the elements of agriculture and manual training. In the class B school he was required to hold a life certificate and have had not less than two years successful teaching experience in other schools and practical experience in farm work. He must show that he is qualified to teach agriculture and manual training.

This act provided for state aid to the extent of \$200 per year for each vehicle, and in Class A \$600 per year and in Class B \$900 per year toward the maintenance of the school. This aid was to be paid in quarterly installments and at the end of the biennial period the auditor general was to make an itemized re-

port to the legislature relative to the apportionment of this money.

The act was not complete since it did not make clear and definite provision relative to the method of electing the new school board and concerning the administration of such a school.

Act No.81 of the Public Acts of 1919 amended Act No.226 and made other changes which included the following;

Relative to organization,- Whenever the district boards of three or more rural school districts deem it advisable they may submit to their respective districts the question of establishing a rural agricultural school ~~with~~ Whenever the district board of any township school district deems it advisable to establish a rural agricultural school within said township school district, it may submit the question to the qualified school electors either at an annual meeting or at a special meeting. It also provided that the question shall be submitted to the school electors whenever 10% or more electors file a petition with their respective district or township school board asking that an election be held. If the election carried the school commissioner was to receive a notice upon receipt of which he was to call an election for the purpose of electing a school board for the area included in the territory of the contiguous districts in which an affirmative vote was received. Adjoining districts might, by a majority vote, with the consent of the rural agricultural school district, be annexed later.



This act defined the qualifications for the home economics, agriculture, and manual arts teachers and conferred upon the principal of the Class A school powers and duties comparable to those of a superintendent in a graded district. It also defined rural agricultural schools as including any primary or graded school district that does not contain within its limits an incorporated village or city having a population exceeding 1000.

Act 82 of 1912 amended the original rural agricultural act by making provision for the holder of a county normal certificate to become eligible to teach in rural agricultural schools. It was also amended by Act 97 of 1921 which did away with the A and B classifications and provided for a single class of rural agricultural school districts with a site of not less than five acres excepting when the obtaining of a site of that size did not seem feasible, in which connection the Superintendent of Public Instruction could approve of a smaller site. This act also provided that the question could only be submitted on petition of 25% of the school electors of each of three or more contiguous school districts and that the petition must be filed with the county school commissioner. It made it the duty of the county school commissioner to post the notices and call the election. It also provided that whenever the board of education of a township school district deems it advisable it may establish such a school by complying with the provisions of the act, or when said township board of education is presented with a petition signed by a

majority of the legal school electors of the township district it shall establish a rural agricultural school.

Under this amendment the Superintendent of Public Instruction was given the responsibility of approving of the area that must be included in the organization of a rural agricultural school. It also made provision for the disbanding of the district at the end of five years providing the district had complied with the provisions of the act for that length of time. It gave the board of education of the consolidated district authority to designate the school site.

The section relative to transportation was amended so that the board would not be required to transport pupils who live within a mile of the rural agricultural school and in case there were less than six pupils on a route the board by consent of the parents or guardians could board the pupils at some convenient place if the cost of boarding would be less than the cost of transportation. It gave the Superintendent of Public Instruction authority, upon investigation, to confirm, set aside, or amend the decision of the local board of education with reference to the transportation routes and the distance pupils were required to walk. It also made provision whereby ten or more electors who felt themselves aggrieved at the action of the board relative to the selection of the site, changing of the boundary lines, and arrangement of routes, etc. could appeal to the Superintendent of Public Instruction. The state aid was increased to \$400 per vehicle per

year with an annual allowance toward maintenance of \$1000 per year. It made definite provision for the appropriation necessary to take care of the state aid for these schools. It became the duty of the Superintendent of Public Instruction to furnish a statement to the legislature showing the number of rural agricultural schools, their location, and the amount of state aid apportioned to them.

The act was changed to permit an incorporated city or village having a population up to 2000 to participate in the organization and become a part of the rural agricultural district and receive state aid. It also made it possible for cities and villages having a population above 2000 to organize without state aid. One important change provided that in the organization of such a school the districts shall vote as a single unit unless the area includes a graded district having at least twelve grades of work, in which case there shall be two elections - one held by the board of education of the graded district and the other by the township board of one of the townships represented. This is important because previous to this time each district voted separately and a group of districts which might have been formed into a very satisfactory unit from the standpoint of assessed valuation and enrollment could be completed with only half or two-thirds of the original number. In other words, it might not carry in more than half or two-thirds of the original group. Consequently, in the beginning there were several consolidations

affected which were ill-shaped and were at least crippled from the beginning because of the extremely low assessment area. Under the new plan all of the districts that petition are formed into the consolidation unit or none of them unite in the formation of a rural agricultural school.

The act was again amended by Act 53 of the Public Acts of 1923. The number of petitioners required was changed to 50% of the school electors of each of the districts of the proposed unit with a minimum assessed valuation of \$1,000,000 or at least twenty ~~four~~ sections of land. Rural agricultural schools could be established in township districts by the board of education only on petition of a majority of the school electors. It also made it possible for a rural agricultural school district to disband at the end of five years even though it had not complied with the provisions of the act relative to vocational training and other requirements of the law.

The act was amended again in 1927 with reference to the minimum area and petition requirements to read as follows: "Three or more districts having an assessed valuation of not less than \$700,000 or a total area of not less than eighteen government sections of land on petition of 50% of the school electors of said districts may submit the question of organizing a rural agricultural school to the school electors provided, that in counties having an assessed valuation of \$50,000,000 or more, said signers of the petition shall own collectively 50%

of the land and premises thereof."

The legislature of 1931 added an amendment to the rural agricultural district act which is of great importance. It makes it possible for a township district board on petition, in lieu of establishing a rural agricultural school, to pay the tuition and provide transportation for any or all grades thereof to a nearby graded, township, city, or rural agricultural district in which the required vocational training is made available. In case this is done the state will make an annual allowance of \$400 per vehicle for transportation.

#### Differentiations From Average Consolidation Law -

The rural agricultural district plan of organization is differentiated in many respects from the average consolidation law. The title includes a definite industrial designation and this is undoubtedly due to the fact that the individual who introduced the bill felt that it would be desirable to include agriculture in the program of courses. The law also provides for vocational training in industrial arts and home economics and minimum preparation and qualification requirements for the teachers of the vocational subjects. The Superintendent of Public Instruction is required to pass upon the minimum qualification requirements for candidates for the vocational positions, provide for the inspection of such schools, and certify each year to the Auditor General's Department that the district is entitled to receive the state aid provided for in the act.

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Note.- 1. Act No. 75 of the Public Acts of 1931

In the beginning there were no minimum area limitations except that there must be at least three or more rural schools included in the area served by the rural agricultural school, but the law did provide that the Department of Public Instruction might pass upon the maximum area that could be included in a single unit of this kind. Within recent years the legislature has amended this and set a minimum for the size or valuation of the area.

Originally each district of any proposed unit voted separately and the result was that many units were formed which consisted of not more than two-thirds of the original number of the districts which petitioned; the natural result, of course, being that the tax rate necessarily would have to be much higher than it would have been if the unit had been established according to the original plan. The law has been amended to guard against this by requiring that after a sufficient number of signers have been secured on the petitions in each district, all of the primary or rural districts shall vote as a single unit, and that in case a proposed consolidation area includes a graded district maintaining a twelve grade school, the graded district shall vote separately, and that the elections for the two groups shall be held on the same day and at the same hour.

The law makes definite provision for the subsidizing of these districts by the awarding of \$1000 a year toward the maintenance of the school and \$400 per vehicle each year toward



the cost of transporting the pupils. The money is apportioned to the districts at the end of the year. In 1930 seventy-one districts were able to qualify under the provisions of this act. Eighty-four districts will qualify for state aid for all or part of the present or current year.

The district is required to provide a site of at least five acres and make available the school building and premises as a community center for meetings after school hours or when school is not in session. Such meetings must not be held for political or religious purposes.

In organizing such a school, petitions are first circulated in each district of the proposed unit and must be signed by at least fifty percent of the resident school electors of each of these districts. They are then filed with the county school commissioner who checks over the lists of signatures and if he finds that the required number have signed he must call an election, or in case a graded district including twelve grades is included in the area, two elections for the purpose of permitting the legal electors to vote on this question. A majority vote of those present and voting at each election is required.

The fact that the petitions require the signatures of at least fifty per cent of the school electors of each district of the proposed unit has a retarding influence upon the progress of consolidation under this act as there are usually a few districts in any natural community grouping of this kind that have



a much lower tax rate than others and are more fortunately situated. Consequently it is often impossible to secure a sufficient number of signatures in each of the districts. As a result even one or two districts may make it impractical to proceed with the organization even though a large majority of the school electors of the entire area may sign the petitions and are anxious to go forward with the movement.

This law also makes special provision whereby a rural agricultural school may be established in a township school district. This provision of the law reads as follows: "When the school board of any township school district shall be presented with a petition or petitions signed by a majority of the legal school electors of said township school district, it shall establish a rural agricultural school".

It will be noticed that the rural agricultural district act differs from the ordinary consolidation law with respect to its special designated title, minimum and possible maximum area limitations, provisions for vocational training, state aid for transportation and maintenance, use of the school building and premises for community meetings, and with reference to the establishment of such a school in a township school district, also in regard to the plan and procedure that is to be followed in the organization of such schools.

## CHAPTER V

### THE CONSOLIDATION UNIT

The best consolidation unit is usually one that includes a village community center at which the school may be located and as wide an adjacent rural area as can be served to advantage. The factors to be taken into consideration in determining its extremities are the condition and type of roads; the kind of transportation; usual amount of snow; whether snow removal provisions are made when necessary; the character of the population; the physiography of the region; natural barriers such as, -streams, lakes, hills, mountains, and valleys; also any sociological disintegrating influences that tend to pull the people apart and prevent the development of a unity of interest. Unfortunately certain selfish interests and natural prejudices may prove to be the greatest barriers to the establishment of the most ideal unit.

It seems natural for a certain percentage of the rural population to object to consolidating with their own trade and business center. They are skeptical about the motive that may prompt the village district to invite their union with them. They think that they are being asked to build a school house for the town. As a matter of fact the village community usually contains quite a large school population and a comparatively large assessed valuation within a small area. This helps to assure for the proposed unit two important requisites for a successful consolidated school, namely, a large enough school population to make it practical and advisable to employ a sufficient number

of teachers to meet the requirements for a high standard of efficiency and a sufficient valuation to insure the needed local financial support on a reasonable tax rate basis.

With very few exceptions Michigan's consolidated schools have been established at village community centers. The rural agricultural district act makes it rather easy to arrange for a suitable grouping of primary districts about a village graded district as the hub of the unit. The act requires transportation for those who live more than a mile from the school and makes provision for state aid toward the cost of such transportation so the village unit plan means a large reduction in the percentage of the school population that must be transported. It also provides within this mile radius, so to speak, a proportionately large percentage of assessed valuation that contributes on an equal basis with the transportation area per thousand of assessed valuation toward the cost of transporting the children who live outside the one mile limit. There are other advantages that accrue from having the school at a village center in addition to an average reduction in overhead expenses. These include the accessibility from without the district, greater opportunities for a selective choice of boarding and rooming places for teachers, convenience in securing school supplies and equipment, and reduction in drayage and truck services especially during the time that school buildings are under construction.

There are a few strictly rural units, some of which could

not have been grouped about a city or village district and which are made up entirely of a group of primary districts. The open country unit has an appeal that is more attractive to those who think of country life as separate and apart from that of its urban trade, market, and general business center. The fear of village dominance, of possible urban contamination or exposures that tend to wear the young people away from farm life are thereby reduced. The environment is pure and wholesome and all have a common background of experience. While the arguments advanced in favor of the strictly rural consolidation have a significance there are many compensating benefits that come from the intermingling of the children and adults of rural and urban communities. They must learn that they have many interests in common, that each is dependent upon the other, and that the greatest good to the greatest number can only be attained through unity of purpose and ideals in education, religion, civic affairs, and social intercourse.

A far-sighted vision, economic self interests, and a desire for the best in education that local resources can make available will tend to favor wherever practical the consolidation of the village district whose basic interests are wholly or partly rural with the neighboring rural districts in order to insure the most effective educational program possible for all concerned.

Many of these villages are passing through a transition or adjustment period. Those of two thousand population or less may be classified into about four groups:

First, there is the typical lumbering town some of which with the passing of the timber have practically ceased to exist. Among such is Bay Mills on Whiskey Bay in Chippewa County which at one time was a prosperous lumbering center and had the largest sash and door factory in the state. It had a population of 1200 in 1900 and by 1905 the lumbering business had passed away, the factory had been demolished and the village ceased to exist. Briar Hill of Monroe County which was located near what was formerly known as the Canada South Railroad and now known as the Detroit, Toledo, and Ironton Railroad had a similar history. It was a lumber and mill town but closed the last vestige of its existence approximately thirty years ago. Black River of Alcona County, which at one time was dominated by the music of its saw mills and other related industries, has become a small country store center. The thriving mill town of Jennings of Missaukee County suffered a similar fate. All of the towns mentioned, as well as many others, have practically lost their identity with the passing of the lumber industry. The demand which created them now simply has a historical significance and where there is no new demand to take its place the town disappears. In this type of town there usually is no sentiment for consolidation as the few, if any, neighboring schools are not easily accessible and the valuation too low to make it advisable. Very often the settlement is confined to the immediate vicinity of the lumber operations and all resident children can conveniently attend a single local school.

Second, there is the Upper Peninsula mining village, some of which are dependent upon a single mining industry and have rather a problematical future. Its periods of prosperity follow very closely in the wake of a lively demand for iron or copper ore as the case may be. A few of these towns are surrounded by agricultural areas that may be reclaimed for farming purposes and thereby insure a more stabilized economic life. Very often there are several so-called neighboring suburban locations each of which may have established a school in the beginning. With the improvement of the highways and all the year round motor transportation on the main trunk lines come, and in a few instances all, of the auxiliary location schools have been closed and consolidated with the central school.

Third, there are those which with the passing of the lumber business are being sustained because of the gradual development of agricultural resources that are available in the surrounding territory. During the transition period their interests are somewhat divided between the two industries as the process of readjustment goes on. In general the permanent inhabitants of such village communities are of a venturesome, progressive type. They are accustomed to the making of sacrifices, possess a spirit of hospitality, and are willing to help one another. They have a keen interest in education even though their educational opportunities may have been limited and they seek good school advantages for their children. In such communities the value of consolidation

is quite readily accepted and the movement progresses more rapidly than in the average village neighborhood.

Fourth, there is the group which has never been dependent upon lumbering or any of its associated industries but being located in the strictly agricultural areas of the state have become agrarian centers. They have had a steady and reliable trading constituency and are usually found within the oldest settlement sections of the state. The residents of these villages as well as those of the surrounding farming area are mostly a conservative self satisfied group who feel that what has been should continue to be. Most of them are in fairly good financial circumstances and are more or less independent of their neighbors. In fact many of the village residents are of the retired farmer class. Land values are more definitely fixed and range much higher than in either of the other types, consequently they have a sufficient amount of taxable wealth to insure a fairly low level of tax rate. They have not become accustomed to making real investments for education and even though the opportunities available may be ever so meager they are not willing to increase their expenditures in this direction. While these farmers and village residents invest in modern conveniences for the home, in automobiles, have up to date machinery and spend large sums of money for good roads, many of them are extremely conservative in relation to the support of the public school. They are among the first to oppose the consolidation of schools. This movement makes slow progress

in such communities and then only as a result of a strenuous campaign of education among the school patrons and a closely contested election.

The first and second types are most commonly found in the Upper Peninsula of Michigan, the third in the northern half of the Lower Peninsula and certain parts of the Upper Peninsula, and the fourth type is typical of the southern part of the state.

In recent years the tendency has been to encourage the formation of large consolidation units. Often the area consists of two townships or the equivalent. This policy is being observed in the organization of new units and in the enlargement of districts that are in operation. The principal limiting factor where the right kind of cooperation is possible among the adults is the distance the children can be successfully transported. In general the larger the unit the lower the per capita cost. A reduction in overhead cost assures a corresponding lowering of the school tax rate. The larger unit also makes it possible to utilize the teaching force to better advantage and insure a more effective and comprehensive program of courses. Consolidated schools located in villages or cities of group three or four have a much better chance for permanency and the full realization of a real rural life betterment program than those established in either of the other groups.



## CHAPTER VI

### REMARKS IN LULLING

#### Prejudice -

Prejudice of rural and village people against one another, some of which may be warranted, but the major part of which is purely imaginary, has tended to defeat a number of consolidation projects. As a consequence of a more competitive field the business or professional man naturally becomes more aggressive than the ordinary farmer. In his efforts to promote and advertise his own business or that of his community he unknowingly overshadows the more conservative farmer friend. He makes his influence felt in all lines of public improvement, participates in local politics, has a vision of what is needed in education and in the doing of these things, and may unintentionally set a pace that is too rapid for the average man to follow.

Since all are human, an occasional business man through misrepresentation, clever bargaining, or in assuming an overbearing attitude, may have caused just provocation of some of his rural neighbors. Through failure to understand, inability to cooperate, and a manifested spirit of independence the farmer may have cultivated the ill will of those assuming the positions of leadership in the town. No matter what the cause for prejudice and ill feeling on the part of either or both parties may be, it works to the detriment of all concerned. Well-founded legitimate competition is expected and respected. The square deal and a live and let live policy should not infringe upon the rights of any

one. Superstition, which is most noticeable among those of limited educational training and those who have lived quite largely unto themselves, is favorable to lack of confidence and understanding of the motives that guide those with whom they may associate.

Prejudice and anything but a neighborly spirit not only may obtain between a group of country and village folk but may be manifested just as forcefully between two rural neighborhoods, or between two villages that are in close proximity to each other, or two or more factions within a rural or village school district. In many cases it serves as a barrier, prevents unity of purpose, and defeats or retards all movements toward the development of community solidarity. One faction or group is at once skeptical with reference to anything that may be initiated by the other group and is opposed to it on general principles.

The problem of trying to unite these forces challenges the best leadership of the state and nation as well as the most intelligent local leadership. In fact in many cases they have been unable to cope with the situation and find it necessary to wait for Father Time to get in his work, hoping in the meantime that the general level of understanding may be raised among all concerned.

Jealousy, neighborhood feuds, selfish political interests, undue influence that is favorable to a section or group within, may be the source through which the division came. It may have had its origin in a town hall fight, the selection of a school

site, competition in business, or a local municipal election. At any rate the spirit thus developed becomes a positive menacing force and the direct cause of many disputes and wrangles. The town hall fight may divide the people into two township groups who line up in like manner when other questions arise such as those affecting the school, town meeting, and the selection of public officials. Under such conditions any attempt toward the consolidation of schools in that area has a problem to reckon with that often means sure defeat.

A few years ago the membership of a certain protestant denomination attempted to build a rural church building. It soon appeared that this membership represented two groups, those who lived at the east end of the neighborhood forming one group and the ones who lived at the west end the other. They attempted to compromise on a location for the new building and were able to get within a half mile of one another in the selection but neither would come any nearer to a common site. The result was that each group built a church. These churches are in sight of one another and the success of each was doomed from the beginning. They stand there today after the expiration of two decades, in a dilapidated condition and as monuments to contrariness and lack of true religious cooperation.

When an attempt is made to organize a consolidated school in an area which includes two small rural villages, usually each is sure that the school building should be located within its



immediate border although these small urban centers may not be over two miles apart. If the proposed area comprises a group of rural districts and a village district, an opposition element from the outlying districts will at once announce that the village district wants the farmers to build a school house for the village. It is difficult for them to conceive of the project as being one of mutual benefit. In general, the petty jealousies, the human prejudices and misunderstandings are among the most unsurmountable barriers to a successful consolidation and the greatest good to the greatest number.

#### Physical Barriers -

There may be physical barriers such as hills, mountains, streams, lakes, a large marsh, ravines, or a wide barren and non-productive area. Some of these may isolate a small neighborhood so that the uniting of schools will never be practicable. Others on the list may be overcome by artificial means or through some natural sequence. For example, the construction of a bridge may span the stream or ravine and make a passable connection between two school districts formerly separated ; a change in seasons or the removal of a protecting forest may reclaim the marsh or even cause the lake to dry up and make direct transportation connections possible. Poor and impassable highways often temporarily prevent consolidation or at least make it impracticable. Later these highways are improved and with the use of modern transportation facilities a successful consolidation unit becomes possible.

in certain sections of the United States a race barrier obtains but it is of little hindrance in Michigan. Often there are physical barriers which cannot be surmounted or must be removed before the complete maximum unit should be effected.

#### Common Objections -

There are three principal causes for opposition to consolidation of schools in areas in which it could be successful. These are, - misunderstanding relative to the successful operation of such schools, inability to evaluate the benefits and misconstrued self interest.

If the area served by the ordinary high school were to contribute its just share toward the support of the high school practically the only basis for an increase in cost of the regular running expenses of the consolidated school would be the transportation of the pupils. Comparative data shows in general that the consolidated school, with eight grades of work, costs no more per capita than the average one room eight grade school. In fact, if the consolidation unit includes all of the territory that can be taken care of to advantage, the teaching force can be utilized more nearly to capacity and the money expended will bring much larger educational returns.

The misunderstanding relative to the operation of these schools can be attributed to false propaganda work done by individuals who have no interest in education, to failure to take cognizance of the justice of the principle of equalization of

tax burden, to skepticism in regard to transportation of pupils, and the filial fear of having the children farther away from home during the school day. Such people may not know that the records show just as wide and even a wider range in school tax rate among primary and graded districts as there is among consolidated schools. They fail to realize that a low per pupil valuation upon which to spread the tax for a given school generally means a higher tax than the one required for the same type of school under comparable conditions and a higher per pupil valuation no matter what the plan of organization may be. These individuals learn about some high tax rate consolidated district and without learning the reason why, conclude that the rate for all such schools must be correspondingly high. Of course if a building program is involved this does mean an added expense that might or might not become immediately necessary if they were to continue under the old plan.

In the second place, to some people a school is a school and the one room eight grade school was good enough for them, therefore it should be adequate to meet the needs of the children of today. They forget that a generation ago the great bulk of the school population was enrolled in school districts in which high school advantages were not available; that there were comparatively few high schools at that time, most of which were located in the cities; and that the great majority who were going out into life's great school had a maximum of an eighth grade education or

less. According to Count's book, entitled Secondary Education, there were fewer than a third of a million boys and girls enrolled in the high schools of this country a generation ago. Today the high school enrollment approaches five million or is about fifteen times as great as it was then. This means that the percentage who have completed high school is increasing from year to year. Since the major part of the increase is within city and village communities it can be seen that the gap between the average level of educational preparation for farm and city boys and girls is gradually becoming greater. While the one room school may have improved its housing and other physical equipment and maintains a higher minimum standard in teacher preparation, it has not kept pace with the improvements and advance in educational opportunities in the urban school units. It is also more definitely understood today by educational authorities that the one room school is still facing an insurmountable task in attempting to give proper and thorough instructions under a system in which the teacher must cover eight grades of work. This makes it impossible for the very best teacher to give to the pupils of each grade the attention and teaching time essential to the best results. The children are thus deprived of as thorough foundation preparation in the common branches as is available to the average child in the larger school unit.

Perhaps the greatest obstacle to the consolidation movement is an erroneous interpretation of personal economic self interest

Note, - 1. Secondary Education and Industrialism by G.A.Counts,  
Columbia University



on the part of individuals who have very little if any interest in educational advancement. Such persons are very actively opposed to any plan that would necessitate an increase in tax rate. They are quite willing to help circulate misinformation and are not willing to give the movement the fair consideration that they might give to some business enterprise of less value to the community. It is true that some of these people have no basis for evaluating the benefits that would come to the community economically, intellectually, and socially through the advancement of its educational standards. They fail to give due consideration to the relative benefits that come to a community through raising the level of educational opportunity from eight grades of preparation in a one teacher eight grade school to that which accrues from an efficient twelve grade standard in a system which makes possible a more effective program.

The major part of the opposition to the consolidation movement could easily be eliminated if all school electors would be willing to study the movement in the same analytical way that they do business of a private or community nature. It is an easy matter to secure correct information from reliable sources. The records of any existing consolidation unit will reveal the tax rate, the assessed valuation, the enrollment by grades, the number of children of high school age in and out of school, the teacher pupil load, cost of building and equipment, and the cost of transportation. The school patrons whose children are in

school or have been graduated from the school can give first hand information relative to its benefits. The county and township records will show the percentage of farm ownership and the number, if any, of abandoned farms. The interested individual can drive over the roads and determine the relative mileage of improved township, county, and state highways as compared with the mileage of ordinary dirt roads. By using such data as a basis one is prepared to make careful survey of any proposed unit and make definite estimates of the sufficiency of its resources, number of children, and other factors contributory to the establishment and maintenance of a successful consolidated school.

CHAPTER VII  
CONTRIBUTORY INFLUENCES

The process of changing the social, educational, and recreational ideals of the small rural neighborhood unit must be gradual and should be carefully directed. There are many agencies in operation through which the traditional barriers are being broken down. New institutions such as the rural free delivery, rural telephone, the good roads movement, and the radio have brought the rural resident in contact with the outside world. Many of the limiting factors which have stood in the way of that social and educational development which comes from communicating and intermingling with people of various professions and obtaining knowledge of county, state, and national affairs have been eliminated. They have been displaced by the more modern and effective means of promoting this development. Until the average rural citizen, who has not had an opportunity for high school training or active participation with neighborhood groups, has had an opportunity for exposure to and has come under the influence of these broadening activities he should not be criticized for not being able to think and act in terms of a larger cooperative community unit.

**Eighth Grade Examination -**

Any movement which prepares the people for larger group action has an indirect bearing on the attitude that will be taken toward the consolidated school. One of the indirect factors has been the standardization of the rural school by means

of the eighth grade examination when the eight years of work are measured in a state wide test by counties. With the resulting failure of many of the applicants to receive eighth grade diplomas comes the realization that the one room rural school is not as adequate as it was thought to be. The county eighth grade examination with the accompanying desire on the part of the teacher for the success of her candidates has resulted in many teachers giving more than the pro rata share of their teaching time to the eighth grade class. This of course means that the other grades are neglected and do not receive even the limited amount of attention that an ordinary eighth grade program should make available.

The demand for definite standards of attainment and some method of checking results at the completion of the eighth grade had its inception when it became quite evident that pupils entering high school who came from different rural schools were not on a par with each other, or those from other parts of the state. The State Department of Education formulated the plan of preparing a set of questions for an examination to be given to eighth grade candidates under the direction of the school commissioners in their respective counties. This practice was instituted about forty years ago. At first the school commissioner simply distributed the questions among the teachers of the rural and small village schools of the county and authorized them to give the test at the stated time, grade the papers,

and send the report of the results to the school commissioner's office. It was, however, soon observed that each teacher had her own method of grading and that there were, apparently, almost as many standards as there were schools.

The next step was to place the grading of the papers in the hands of the county board of school examiners and have each teacher at the close of the examination forward the papers to the school commissioner's office. It then became obvious that the individual teacher's sympathetic interest in the success of her pupils and the natural criticisms which may or may not have been warranted, made it advisable to improve the plan by conducting the examinations so that no teacher would have her own pupils in charge. Out of this grew the method that is in practice in most counties at the present time of having the pupils come together at from two to as many as six or eight community centers. Arrangements are made for an examiner or other qualified person to have charge whose pupils are not writing on the examination at that particular place. This plan has proved quite satisfactory but, naturally, from the beginning there has been some opposition to the exercising of county and state authority in the matter of promoting pupils from the eighth grade.

A few of the counties initiated the plan of allowing the pupils to take the final examination in certain subjects at the end of the seventh year and thus reducing the number of subjects which they would be required to write on at the end of the eighth



year. The board of examiners of Mecosta County with the consent of the State Department adopted this plan for the finals in geography and physiology in 1916 and continued until the state in 1923 arranged to have the pupils of the seventh grade complete the work not only in physiology and geography but also in spelling, reading, and orthography. This proved to be satisfactory and is in practice at the present time. As a result the pupils have only five subjects to write on at the end of the eighth year. Writing part of the examination at the end of the seventh year more nearly approaches the larger unit plan of promotion, puts the pupil more at ease, and prepares him to complete the final examination at the end of the eighth year.

In recent years great care has been exercised in the preparation of questions which are not only based on the course of study but are also practical and thought provoking. A state supervisor of elementary education has lately been placed in charge of it and she has introduced more modern methods which include the use of objective tests, false and true, and a chance for selection. At the same time an opportunity for credit in project work; the distribution to rural schools of special bulletins in geography, citizenship, arithmetic, language, and other subjects on which the tests will be based; the better preparation of teachers with higher standards of qualification; and better supervision have all helped in making it possible for the results obtained to more nearly approach those of the city and

village schools. Nevertheless, there is still a feeling on the part of rural people that a great injustice is being placed on their boys and girls in requiring them to take a county examination of this kind. Naturally they are becoming interested in a plan of organization and supervision which eliminates the necessity of a final county examination.

#### County Eighth Grade Commencement -

The precedent of holding community eighth grade commencement exercises and in many counties of having all of the eighth grade graduates of the county gather at a central place for the promotion program, was started more than twenty years ago. In some counties a field meet for rural boys and girls is held on the same day. This usually brings together not only a large group of young people, but a crowd of parents and friends as well, who by their presence give recognition to the successful achievement of the graduates from their local school. The work of the elementary grades of the primary district has been completed so the attention is naturally directed to the importance of an opportunity for high school training. In fact, an effort is made to try to inspire all who are capable and interested to continue in their education. For the first time some of these young folks and their parents realize that the high school is so far away that the door of opportunity is practically closed. Although the local district will pay all or a portion of the tuition it seems impossible for them to attend. The parents



cannot afford the necessary expense of transportation or board for them in the community in which the high school is located.

The impressive gathering of eighth grade graduates brings home to every one in a forceful way a realization of the fact that the country boys and girls do not have an equal opportunity for high school advantages with those who happen to be residents of village and city communities in which high schools are maintained. The natural result is that when enough people of any community, who have an understanding of the value of high school training, become cognizant of this fact, they begin to investigate the consolidation movement.

#### Tuition Laws -

The passage of the high school tuition law in 1909 placed a premium upon the possession of a county eighth grade diploma. It provides that candidates must either complete the work of the eighth grade in a graded district employing a superintendent or they must hold county eighth grade diplomas in order to become eligible to have their tuition paid by the local district. While this law has limited the amount that might be paid by the local school board it has made it necessary for them to cooperate with the parents. It also provides that if the tuition charged exceeds the amount required to be paid that the local school electors may vote to pay the entire amount. Very often this is done. The law has given recognition to the fact that the rural districts should thereby make available twelve years of education instead of only eight for the boys and girls who live on

the farm. This provision in the law has steadily increased the percentage of rural eighth grade graduates who go on through high school. In fact, it has helped to fix an ideal of a twelfth grade education as a minimum and created a demand for a law that will require the local school board to pay the entire tuition. It is also felt that since the city offers high school advantages close at hand an equal opportunity can and should be made available for the rural districts. It is true that the law does make it possible for the local rural board to furnish transportation for the high school pupils but this is seldom done. The result is that the children from the homes in straightened circumstances who may be just as capable, or more so, are deprived of a high school education. These factors have given impetus to the consolidation movement since the amount paid for tuition in some districts amounts to considerable and the parents find it difficult and sometimes impossible to provide transportation or to pay for board and room in town for their children.

Another law that has tended to encourage the combining of districts is the one which permits an ordinary district to vote to pay the tuition and provide transportation for the seventh and eighth grades. Upon completion of the eighth grade, if they are in a school where the junior high school program begins in



the seventh grade, they are allowed to continue with their high school work in the same way that is followed in promoting pupils from one high school grade to the next if this school is one where a superintendent is employed. In other words they are exempt from taking the state examination and they and their parents learn to evaluate more highly the opportunities that can thus be provided.

#### Boys and Girls Club Work -

Boys and Girls Club work began to spring up in various parts of the United States about the beginning of the twentieth century. The Smith-Lever Act of 1914 made provision for various lines of extension services and provided for the establishment of national and state Boys and Girls Club Departments. As soon as the law became operative a national department was created at Washington and a state department at Lansing. Leaders and assistants were selected and the work began to take on organized form. The law also made provision for partial federal aid for the support of county Club divisions and several Michigan counties arranged for full or part time service. The movement has had a healthy and continuous growth from the beginning.

More than 25,000 boys and girls were enrolled for club work in Michigan in 1930. 81% of these young people carried their respective projects through to completion and filed the account of receipts, expenditures, and a story of the enterprise with the State Club Leader at the end of the year. This group is made up quite largely of rural boys and girls. They

have accepted a challenge and have demonstrated their ability to take hold of a real task that requires a series of weeks and months for its completion.

When one realizes that the enrollment in this work and the percentage of finishers is increasing from year to year, one begins to have a conception of its influence, force, and constructive value. These young people are at the formative period in their development when they easily take on life qualities and build character. The club project affords an opportunity for the development of initiative, regularity of habits, a sense of responsibility, business understanding and ability, and for the building into the life of the individual other qualities that stay with him and help him over hard places in life.

The girls usually do work in garment making, cooking, canning, and home management, by means of which they become more directly interested in the common every day things involved in successful homemaking. It is a great preparatory school for more advanced work in home economics in high school. These projects serve as a means of enlarging and making more practical school laboratory work, and help fit the individual for the responsibilities of the household. The work is of such a nature as to enlist the interest of the girl at an opportune time in the doing of something worthwhile.

The boys do handicraft work, animal, farm crops, and many other projects. Each boy usually confines his efforts to two or

three definite lines of work which he carries on from year to year. This makes it possible for him to profit by the previous year's experience and to become more proficient. Handicraft work is done principally during the winter months. In this they have an opportunity to use the head and the hand in coordination and acquire knowledge and skill in the use of tools and in the making of simple shop projects. It encourages habits of accuracy, industry, and painstaking effort.

The agricultural projects tend to develop in the boy, and incidentally in his father, an appreciation and understanding of scientific methods; a conception of the need and value of improvement of grading and standardization in the growing of farm plants and animals; and helps to lay the foundation for group work and unity of purpose in the various organizations and movements.

Handicraft work tends to create an appetite and desire for more advanced work in manual arts in high school. The agricultural work helps develop an appreciation among the school patrons of the educational value of vocational training.

The work of these clubs has created a demand for more complete and thorough courses in agriculture, manual arts, and home economics. It is impossible for the one room country school to meet this demand. The majority of the nearby high school areas include such small valuations that they cannot afford to provide the necessary vocational rooms, equipment, and teachers. Conse-

quently these courses are not available for either the village or the rural non-resident pupils. This demand on the part of parents and of the younger generation of home makers who were club members themselves at one time has helped in the development of sentiment favorable to the rural agricultural law and the establishment of rural agricultural schools.

#### The Smith Hughes Schools -

The Smith Hughes Act of 1917 was designated through a system of cooperative federal and state subsidy to stimulate a real interest in a complete well developed plan for agricultural courses in high schools. The curriculum of the Smith Hughes high school includes courses in farm crops, horticulture, animal and dairy husbandry, soils, fertilizers, and agricultural economics with related project work. This work is directed by a full time agricultural teacher who not only has charge of the class work but also supervises the home projects of resident and non-resident pupils. He materially increases the sphere of influence of the high school among the farmers of the neighboring primary districts and becomes a distinct force in helping to create a larger school and community spirit. The parents of the non-resident pupils are attracted to the school to attend community fairs, demonstrations, and other activities that are a part of the agricultural program and come to have many interests in common with the people who live in the town. In fact the Smith Hughes program becomes a real amalgamating force and many times

serves as a forerunner to a consolidation campaign and the organization of a rural agricultural school. Boys who have been members of agricultural clubs are well prepared for the high school program in agriculture.

#### County Agent -

The County Agent movement which was made possible under the provisions of the Smith Lever Act has also definitely extended its influence to the rural sections. In the counties in which agricultural and home demonstration agents are employed it puts into operation a continuing education system. This educational work consists principally of experiments, demonstrations, evening schools and classes in agriculture for the men and home economics for the women. The most progressive farmers are taking advantage of these opportunities for self improvement and want better educational opportunities, including vocational training, for their children. These leaders are in sympathy with the rural agricultural school movement. They are able to appraise its comprehensive and complete community program and are ready to take the initiative in the development of public sentiment favorable to the plan in their respective communities.

#### An Indirect Agency for Extending Community Boundary Lines -

A successful experiment in working out and putting into practice actual community participation in cooperation with the school and the boys and girls club work was developed by a group



of Mecosta County teachers in 1917. A demand was felt for a means of enlisting the active interest of the parents and patrons of the school districts of Austin, Minton, Colfax, and Hartiny Townships in the Boys and Girls Club work that was being carried on in conjunction with the schools. This created the need for a type of program that would most effectively touch the mainsprings of the community life. With this thought in mind the teachers of these townships were invited to meet at the County School Commissioner's office and they organized themselves into a committee for the purpose of preparing an outline for a historical pageant that might serve for such a program. Each one readily grasped the idea and contributed freely from his or her knowledge of the community and early history of the neighborhood life. The plan necessitated a type of pageant that would make provision for at least four or five schools to take part and the occasion was a series of township community fairs which were being put on in these townships. The boys and girls were to exhibit that which they had produced in their club work. It was hoped and expected that the primary district groups would meet at a common center and by their presence encourage the boys and girls in their projects. At the same time it would help the parents and other residents of the township communities to have an understanding of the benefits of Boys and Girls Club work. In view of this fact it seemed desirable to have a series of episodes, each of which included from two

to four scenes.

Each episode represented a period of the historical growth of the average Michigan community and revealed a chapter that was complete and yet related to that which was to follow. The first one, Indian Days, had two scenes, A Day in Camp and An Evening in Camp with the Indians. The second episode entitled, The Coming of the White Man, consisted of three scenes, namely, The First White Man, A Historical Incident, and An Indian War Dance. The third episode, Pioneer Days, had four scenes representing the Pioneer Home, The Old Fashioned School, the social life in the form of a Husking Bee, and a Pioneer Wedding. In the wedding the participants impersonated actual pioneer citizens. The fourth episode, designed as Lumbering Days, might not apply to all sections of the state. The story was depicted by means of two scenes, A Day in Camp and An Evening in Camp. The concluding episode, Modern Rural Life, featured the Modern Home, The Modern School, and a Modern Community Meeting. In the last scene reference was made to the work of the modern rural organizations including the Farm Bureau, the Co-operative Shipping Association, and Boys and Girls Club work. At the close was a tableau in which were shown in proper regalia Uncle Sam, Columbia, and Michigan. Then came the grand ensemble when each of the groups which took part in the pageant, entered and arranged themselves around Uncle Sam and Columbia. All joined in giving the Flag Salute and in singing America the Beautiful.

The outline was supplemented at the school commissioner's office by more detailed information and instruction with reference to the presentation of the various scenes, the materials required for stage and costumes, method of organization and preparation, and the plan for presentation in an orderly fashion at the community fair. The commissioner made the assignments to the schools in each of the townships and designated the teacher in each case who was to act as general chairman of the program committee.

These programs were given on consecutive nights in each of the four townships on Nov. 16, 17, 18, and 19, 1917. It was probably the first time that as large a group of school patrons and children had ever assembled at any one time and place in any of these townships. The largest available hall was secured and filled to capacity. From the time of the first war whoop of the Indians to the close of the program the interest was intense. These audiences included a large percentage of the pioneer residents. All of them seemed to enjoy living over, so to speak, the life history of their respective neighborhoods.

The township fairs were to be followed in a few weeks by a County Round-Up at the county seat of all the Boys and Girls Club members of the county so each of these townships were assigned one or more episodes to be given at that time. The selections were made by a committee which included the Assistant State Club Leader and the pageant as a whole was taken into considera

ation and the assignments made to the groups who had done the most effective work in the township programs.

Individuals who saw the four successive township programs seemed to enjoy each one, as the local coloring and variety which naturally came into the various episodes on account of the slight differences in local history and initiative was brought out in the presentation of the scenes. It was shown that a pageant of this kind can be used as a socializing agency for the grown-up folks, as a means of developing community pride and interest and at the same time serve as an extra-curricular community activity for the schools. The bringing together of the various small neighborhoods not only enables them to become better acquainted but gives something in common for discussion and makes it easier for them to approach one another and become united in their community enterprises.

The annual County Round-Up of the Boys and Girls Clubs was held in December, 1917. The program that year proved to be even more inspiring than any that had been given previously. It was held at the county seat and several hundred boys and girls and their parents from all sections of the county spent the day in getting acquainted with some of the leading men and women of the county, observing the exhibits, taking part in the games, and in seeing the pageant presented. A majority brought well filled baskets and at noon enjoyed a picnic lunch.

The neighborhoods from which the participants in the pageant

came were the most largely represented. This would be expected as it is natural for the parents and residents of the neighborhood to be more keenly interested in presentations made by the home folks. Winter had set in, the day was cold and blustery, and snow was drifting. The roads were rapidly filling with snow and this caused a delay in the starting of the program in the afternoon as the Indians became stalled with their Ford and did not arrive until at least an hour after the time to begin. It was felt that if they had been real Indians who were traveling as natives did when Michigan was new that the delay would not have occurred.

Young people from at least four different townships combined their talents in the rendition of the pageant. This departure from the old stereotyped plan of entertainment proved to be effective. The recollections of pioneer experiences, lumbering days, and the other scenes were clearly and definitely presented to view and many an anecdote was told by old residents as the crowd began to disperse.

One was made to feel that children and their friends are just as glad to welcome stories, historical incidents, and all types of information that relate to the development of the community directly as they are in listening to the war veteran relate historical incidents that relate to the national life history. It does seem to be invariably true that this larger acquaintance with that which has gone before tends to develop

community pride and a higher esteem for the place in which they live and the men and women through whose efforts it has been brought to the present state of development. It inspired them to move forward with a greater faith and hope for the future.

The children who were engaged in Boys and Girls Club work and took part in the pageant really contributed much to the success of the day and to the real awakening that came to the adults. Many farmers undoubtedly for the first time saw carefully selected, well arranged exhibits of the common farm products and became able to make intelligent distinction themselves. The work served as a forerunner for the promotion of county agent work, the farm bureau, and the production and use of certified seed among the farm population. These indirect lessons which were taught by the children were much more effective in doing away with the prejudice against the work of extension specialists and against so-called "book knowledge" of agriculture than the propaganda work that was being done by the Michigan State College, the press, and other similar agencies.

#### Historical Essay of Mecosta County -

Prior to this time the commissioner's office had prepared an outline to be followed in making a study of each of the townships of the county. The project was to be done in correlation with certain regular school work and included a historical essay on the growth and development of the township, a map, and a geographical description of the township. The pupils were to

submit the finished product to the county board of school examiners at the end of the year toward credit on the county eighth grade examination in history and geography. Each of these pupils was to confine his study to his home township. The outline for the preparation of the description necessitated a limited amount of research work in selecting facts and figures concerning the influence of physical features upon the occupation of the people, the crops raised, and the social life. The study of the agricultural development involved definite knowledge concerning the number and size of farms, acreage of various crops, and the number and kinds of different livestock raised within the township. Their attention was also directed to the economic value of crops, livestock, and other products in terms of current prices. Natural economic assets such as lakes, rivers, scenery, mines, and state institutions were to be listed.

The historical essay included information concerning the first explorers and settlers and their nationality, the first wedding, the first white child born, the oldest village or city, and prominent pioneer teachers, doctors, ministers, editors, and farmers. The outline called for a review of the industrial and social life, the religious and political past, the transition in transportation, and special things of pride within the township. This was to constitute a project for the pupils of the sixth, seventh, and eighth grades. The pupils found the old pioneer settlers to be glad and even anxious to contribute from

their rich storehouse of local history. The material thus brought together at the school commissioner's office constituted a history of the entire county and included much of interest that had never been written before. It was offered at the end of the year to the county board of supervisors to be compiled and published in a suitable form as a permanent record and it was suggested that one copy should be given to each school library. Unfortunately, the county board felt that the necessary funds could not be made available so this material has never been used.

A State Project -

A few years later the Rural School Division of the Department of Public Instruction prepared a special bulletin entitled Project and Pageant for Rural Schools. They used the original Mecosta County historical project outline and pageant as a basis and made it more complete. The bulletin when <sup>or</sup> published contained more detailed information concerning the purpose and plan to be followed in directing the work. Definite suggestions for the teacher and the school commissioner relative to credit and the way in which the work might be correlated with other subjects, preceded the project itself. Certain changes and additions were made in the original outline for the description and historical essay. The pageant was not only written more in detail but the music was supplied for some of the songs and special permission was secured for their use from those who controlled the original copyright. A bibliography of reference material was appended.



This included classified references from the state Pioneer Collection.

The Superintendent of Public Instruction in his letter which appears on the third page of the pageant bulletin includes the following paragraph: "The Department has felt for a long time that it would be advent geous if we could suggest some method for securing cooperation of neighboring schools and their patrons in some community activity. To this end the project we are handing you, herewith, has been prepared. The teacher with vision will instantly see in its use a fine opportunity for unifying the community of which he is a part. We believe that it will be of great value to everyone concerned. We are sending it to you with high hopes. Do not fail us."

The result was that several county school commissioners recommended the use of this project and pageant in the schools of their respective counties and in some cases the work was required and done in all the schools of the county. For example, Newaygo and Saginaw Counties during the first year of the use of this project required all of the schools to do the work. In Saginaw County the pageant was used as the main feature of the program for the county eighth grade commencement which was held at Burt Auditorium in the city of Saginaw that year.

This project and pageant is still available but its continued use is left optional with county school commissioners and teachers. Several thousand copies have been distributed on re-

quest, one of which was to be placed in each school library for future use and reference.

The historical project was designed to serve as a practical means for types of community work that had never been done in the rural schools. It was felt that the project would not only have real character building and educational possibilities for the children but would also serve as an avenue through which the teacher might have more direct contact and communication with the various homes of the school district in order that there might be closer cooperation between the home and the school. It was hoped that by bringing neighboring schools together in the presentation of the pageant at some common center that the boundary lines between school districts and neighborhoods would become less firmly fixed and that in the doing of things together there might be developed a unity of interest that would carry over into other affairs that are essential to their common welfare. For example, they would tend to become less suspicious of one another and catch a glimpse of how they might pool their interests in other worthwhile community projects. They would be better prepared and in a more receptive frame of mind for the furtherance of the consolidation of schools, for the federation of churches, and any other movement that tends toward a better social, religious, and educational environment. They thus learn that the demand of the age in which we live requires the working together in large groups and the most effective use of the re-



sources at their command.

#### Educational Day at the County Fair -

Educational Day at the County Fair in some of the counties of Michigan is recognized as the banner day. The practice of featuring education and giving recognition to the schools on one day at the fair had its inception about a quarter of a century ago. The custom was started at the Mecosta County Fair in the fall of 1907, but during the first few years the Fair Association management allowed other things to crowd out and interfere with the educational program. The horse races and the concessions were given first consideration. However, school day became more popular from year to year and won for itself a definite and permanent place. About 1912 the management became financially embarrassed and the Fair was discontinued. In 1915 a new organization was effected by the Grangers who were joined a year later by the Cleaners in what was known as the Grangers, Cleaners, and Farmers Fair Association of Mecosta County. Since the county school commissioner was assisting in the promotion of the fair organization and was elected as its first secretary he was able to obtain some financial backing for Educational Day and choice space for school and Boys and Girls Club exhibits as well as complete clearance on the race track and at the front of the grand stand for the school events on that day.

The Educational Day school program usually consisted of a parade of school floats at eleven o'clock and at one o'clock

came the competitive line of march by schools down the race track and past the grand stand, followed by the school yell contest, some demonstrations, and possibly a short address. The programs have been varied slightly from year to year. In 1930 the program consisted principally of a series of historical pageants.

Among other counties in which Educational Day is recognized at the county fair are Wexford, Saginaw, Hillsdale and Jackson, and all state fairs feature educational exhibits. In Wexford County the consolidated rural agricultural schools are given major consideration. This practice began about ten years ago with the emphasis placed upon vocational work and has been improved from year to year until at present the well balanced program with equal attention to each division is the ideal for each of these schools. The consolidated schools as well as the one room primary schools have also been encouraged from time to time to put on special demonstrations illustrative of the vocational and other regular class room work.

Six years ago a series of demonstrations were put on by the vocational departments of some of these schools. They consisted of rope splicing and knot tying and a pump repair service for the boys, and of cutting out and making of an apron by the girls. In 1929 a spelling and arithmetic contest was started which was preceded by township elimination contests. Only those who won first and second place in the preliminaries which are

held during the spring term are permitted to participate at the county fair the following fall. The county board of supervisors are encouraging the work in arithmetic by offering prizes of \$10, \$5, and \$3 each to the three attaining the highest respective records and \$1 each to all other contestants. The fair association finances the spelling contest under the same plan. The present county school commissioner has instituted an objective geography test for which he offers first and second prize premiums. The interest in these special contests was very keen at the 1930 fair. From twelve to fifteen boys and girls representing as many schools qualified to take part in each of these contests at the county fair.

The observer at the Wexford County Fair of 1930 could not help but be impressed with the wholesome competitive interest manifest among the consolidated schools. As would naturally be expected the pupils take great pride in the preparation and selection of that which comes from their best effort in regular school work. In the well balanced program exhibit of this year they featured the work of all the elementary grades including seat work and projects; the academic subjects of the high school; and all phases of vocational work in agriculture, industrial arts, and home economics. The parents often consider the consolidated school exhibit as the most attractive of all and spend a large amount of time in the vicinity of the exhibit of their respective schools.

Possibly the greatest benefit that comes from work of this kind is that it serves as a motivating force in securing united and sympathetic cooperation of the parents and patrons in their schools. Very often practically the entire neighborhood will gather at the school or at some farm home and assist in the preparation of the float and in making of costumes. A special effort is made to secure a one hundred per cent attendance of the pupils enrolled in the school and this often means a record breaking attendance of grown-ups from the district. They learn to take pride in their school, boost from the side lines, so to speak, and rejoice with the boys and girls in their achievements of the day. The competition between schools in the various activities of the day, the noon day basket lunch in family and neighborhood groups, and the wider acquaintance of young folks and school patrons affords a splendid means of developing a county wide pride, more intense interest in rural educational movements and in the enlargement of the social vision. It also has a favorable reflected interest in the home district as the eyes of all have been centered upon the school at the beginning of the year. If the teacher is new in the community he has had an opportunity to meet most of the parents and enlist their interest in the work of the year. If the teacher of previous years has returned he can become more deeply entrenched in the favor of the community and in each case the school starts off with a rejuv<sup>e</sup>inated spirit and solidarity

of purpose that carries well through the year. Many neighborhoods are thereby awakened and are thus prepared to move forward and keep pace in other educational enterprises as the opportunity presents itself to them.

Educational Day helps to create a demand among patrons and parents for the latest and best things in education for their children and tends to disseminate the most practical and helpful devices that are featured. In counties in which one or more consolidated schools exist this movement is given impetus because of the first hand knowledge that is brought to the patrons from other communities by means of the exhibits of vocational work, by the presence of school busses, and by the enthusiastic interest in the consolidated school of the parents and children who are in attendance from such communities. Some learn for the first time that children can be transported successfully and that the children from the consolidated schools are given advantages far greater than those that obtain in the one room, one teacher schools.

#### Good Roads and Better Rural Schools -

It is of interest to note that legislation for consolidation of schools and road improvement have progressed simultaneously. The first change in the road legislation was from the simple township system, which obtained throughout the state, to the passage of an optional county road system in 1903.<sup>1</sup>

This act provided that the board of supervisors by a two-thirds

Note 1. Public Acts of 1903.



vote might submit the question of the adoption of the county road system to a vote of the electors of the county. Some of the more progressive counties took advantage of this act as soon as it became effective, others were more dilatory with reference to its application to their respective counties. However, by 1903 every county except two had adopted it. The 1909 legislature passed an act<sup>1</sup> which provided that counties wishing to participate in the distribution of the state weight tax should select a county board of road commissioners. As the new county system began to function in the various counties a demand was developed for a state highway system. This resulted in the passage of an act<sup>2</sup> in 1905 which created the state highway department.

Under these two new plans of road administration through highway were provided for counties and later for the state. This movement was given impetus by the coming of the automobile and the sphere of interest of rural people was thereby greatly enlarged. They began to have outside contacts not only with neighboring cities and villages but also distant places and became acquainted with opportunities for social and educational advantages. State, county, and local educational leaders began to realize that there is a close relationship between the improvement of the roads and the opportunity for extension of the larger educational advantages for rural boys and girls. It is quite natural that the consolidated school movement should not  
Note 1. Act No. 275 of the Public Acts of 1909.

Note 2. Act No. 146 of the Public Acts of 1905.

only be encouraged but also greatly facilitated by the improvement of the roads. In 1919 the state was bonded for \$50,000,000 for the purpose of constructing state trunk line highways. Later a law was passed providing for a gasoline tax of two cents per gallon which was to be used for the construction and maintenance of state and county highways. This amount was increased two years later to three cents per gallon. The result is that Michigan ranks well among the states in its mileage of state and county trunk line highways.

Whenever a consolidated school has been established it has created a demand for the improvement of the highways over which the school busses have been routed and both transportation system for the school and the general highway system for the major portion of the rural population have thereby been improved.

In the early part of the twentieth century very few motor vehicles of any kind were seen on the rural highways of the state. All school busses were mounted on horse drawn vehicles. practically all of the bus bodies were home made and of cheap construction. The prairie schooner type was quite generally used. Now a variety of commercial and other forms of comfortable well lighted bus bodies are coming into common use. These range from about 20 to 75 children capacity and conform to the requirements of the law. The law requires that all state subsidized school busses shall be equipped with heaters or sufficient robes and foot warmers to keep the children warm. With the modern equipped

motor vehicle, whether it be the private motor car, the school bus, or the commercial transportation, it is possible to travel with ease and comfort even during the winter months in most sections of the state.

All the year round use of motor driven vehicles by common carriers, for the transportation of school children, and by private individuals, is comparatively modern. Fifteen years ago the motor driven vehicle was housed for the winter. At that time there were very few commercial bus lines and all the year round motor transportation was considered impossible in Michigan. Now it is rather unusual to see or meet a horse drawn conveyance in the winter time on any of the main arteries of travel. The change has come about with the improvement of state and county highways and the introduction and use of the snow removal equipment. It was soon found to be impracticable to try to keep trunk line roads in suitable condition for the use of both sleighs and motor driven vehicles, consequently the sleighs had to give way.

Usually it is possible to keep these highways open for traffic by the use of the ordinary type of snow plow driven by motor truck or some other type of machine. In case of a real blizzard or a continuous snow fall for several days it becomes necessary to resort to the rotary type of tractor driven snow plow. This throws the snow out on either side with such force that a track of sufficient width is cleared away and the snow is left in huge windrows at each side of the road. It is the

use of such snow removal equipment that has made possible even in the Upper Peninsula of this state the use of motor vehicles throughout the year on the main avenues of travel.

This changed condition has had a marked influence on the consolidation of schools and the successful transportation of school children, for road improvement goes hand in hand with possibilities for larger school units. In a large percentage of these schools motor driven busses are used exclusively during the entire school year. In practically all others the all year round motor transportation obtains on the main trunk lines and county roads. The trunk line bus route is one that is laid out over a state or county highway that is kept open for wheel transportation during winter months. The auxiliary or feeder routes have definite transfer stations and bring the children either in smaller motor vehicles or horse drawn vehicles over dirt and other types of township roads. During the winter months sleighs are used on the feeder routes. The first child may be taken on the small bus at such time as will enable this bus to arrive on time at the point of intersection with the main bus line. The auxiliary schedules must be so arranged that there may be no unnecessary delay on the main line. Most of the trunk line busses are from forty-five to sixty children capacity. Many of the routes are ten and twelve miles in length and some children travel as much as eighteen or nineteen miles en route to school from the home at which the first pupil is taken in the morning.



With a comfortable motor driven school bus on a reasonably good, well improved highway a few additional miles is of minor importance.

The transportation system as outlined above, is in operation for nearly all of the routes at Republic and Palmer in Marquette County, at East Jordan, and in several other consolidated rural agricultural schools. In districts where there are long routes, a large school population, and one or more trunk line roads leading to the school center, the plan insures greater efficiency, more prompt service, and a reduction in transportation costs.

The newly organized unit at East Jordan consisting of ten primary units with the city school system, was made possible because snow removal was assured on trunk line 66 by the state highway department. Similar cooperation was promised by the county board of road commissioners and other local authorities. It will be of interest to know that there is a growing tendency toward the enlarging of the present units and reducing the number of high schools required for a county.

In Indiana and some other states in which the original units were quite small, an amalgamation of consolidated schools is taking place at the present time. This means better business methods are being used and some of the waste caused by duplication is being eliminated. All of these things are contributory to the advancement of the best educational interests

of the children. A good example of the benefits accruing from the uniting of high schools may be observed in Donken Township of Houghton County. A union was effected by consolidating three one room schools and the high school grades of the Sidnaw School with the school at Kenton. In place of two high schools, one at Sidnaw and the other at Kenton, with two teachers in each and neither school capable of being recognized by accrediting authorities, they now have a high school that has been placed on the accredited list of the University of Michigan. The program has been improved by not only making provisions for more effective work and a more comprehensive course of study, but by including in the curriculum the vocational courses required in a rural agricultural school. The federation has resulted in a real financial saving to taxpayers. It has also given the school recognition, made it possible to use the high school teaching force, which includes one less high school teacher, to better advantage, provided for longer high school recitation periods, and a greater opportunity for individual help and advancement. The trunk line highway connecting these two towns has made this possible.

The sixteen high school pupils of Sidnaw who are being transported, combined with about twenty-three at Kenton, enables them to use the three teachers to much better advantage than the four had been used under the old plan in previous years. Other communities should profit by the splendid precedent established

by the school patrons of Donken Township. A careful survey of each proposed unit and the right kind of cooperation on the part of school electors should enable the community to make a wise decision and extend the benefits to as wide an area as is in keeping with efficient transportation and good business administration.

There is a real opportunity in many places to make a saving in the aggregate expense and at the same time provide better educational facilities by a reduction of the waste due to duplication in both high schools and elementary schools.

Summary -

Consideration has been given in this chapter to the way in which these various movements dovetail one with the other and serve as forerunners to a larger educational development in rural life.



## CHAPTER VIII

### GROWTH AND DISTRIBUTION OF RURAL AGRICULTURAL SCHOOLS

The following tables, graphs, and maps contain information concerning the growth and location of the rural agricultural schools of Michigan. The first two tables show the increase in the enrollment for the first eight grades and the high school grades for forty-five of these schools that have been in continuous operation since 1923. The graph gives one a birdseye view of this growth. While the change in the membership from year to year may be accounted for in part by the natural shifting of population the larger part of the growth is due to the increasing percentage of the resident school children who continue on through the twelve grades. The fact that all have access to high school in the home district removes two common obstacles which confront many parents; the expense of board or transportation and the innate fear of having the children away from home at night. The vocational training makes the curriculum more attractive and the six-six plan of organization leaves no convenient stopping place in the transition from grade to high school work. The marked upward trend in the graph for 1930-31 can be accounted for by the influx of city laborers who because of lack of employment have moved out where rent is low and there is a chance to raise at least a portion of the food for the family.

The next two tables and the map show the distribution among the counties and the enrollment by schools for each year from the beginning.

The location of the rural agricultural school districts is

shown on the map by means of a circle, the rural agricultural schools in township districts by use of double circles, and the remaining township districts by a check mark.

+ All of the rural agricultural schools of the Upper Peninsula are located in township districts that had been previously organized as township school districts and had been operating as such for several years. In the Lower Peninsula about half of the rural agricultural schools are found in rural agricultural school districts, the balance were established in townships shortly after their formation into township districts. X

It will be seen by the map that a large group of counties, including the Thumb District, the Saginaw Valley, and a group extending in a south westerly direction across to Lake Michigan, contain no rural agricultural schools. This may be accounted for in a variety of ways among which may be the nationality and characteristics of the farmers, the presence in some localities of parochial schools, close proximity to high schools, low school tax rates, or a lack of aggressive leadership. In general the rural agricultural schools appear in groups and this is the natural result in any new progressive movement. The nearby communities learn of the benefits and do likewise.

A close observation of the tables beginning on pages 99 and 100 reveal many interesting facts concerning the 84 rural agricultural schools that are being operated during the year ending July 1, 1931. It shows the number each year from the beginning,

starting with six for the school year ending July 1, 1920. This was the year in which the act governing such schools became operative. Three were added the next year. The number had increased to 45 schools by 1923-24 but one of these, the John Doelle School, had no pupils in the high school grades that year. The enrollment of these 45 schools is traced through to the end of the present school year in the tables on pages 96 and 97. These tables show a much greater aggregate growth in the high school than in the grades. Two thirds of the number have a high school enrollment of less than 100. This means that their teaching force and opportunities for elective courses must be limited. Two of the group have high school enrollments at present of more than 200 each and are therefore able to utilize to advantage a large enough teaching force to enable them to make available a comprehensive program of courses. The majority of the larger schools are near the larger industrial centers. Many factory workers live in the open country and enjoy good school advantages at the same time. The graph on page 93 not only shows the trend in aggregate growth but also the approximated totals and a comparison of grade and high school growth.

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STATE OF MICHIGAN  
**Department of Public Instruction**  
DIVISION OF RURAL EDUCATION  
LANSING



Consolidated  
Rural Agricultural Schools



1930-31

*Webster H. Pearce, Superintendent of Public Instruction*  
*George N. Otwell, Superintendent Division of Rural Education*  
*Bert J. Ford, Supervisor of Consolidated Rural Agricultural Schools*



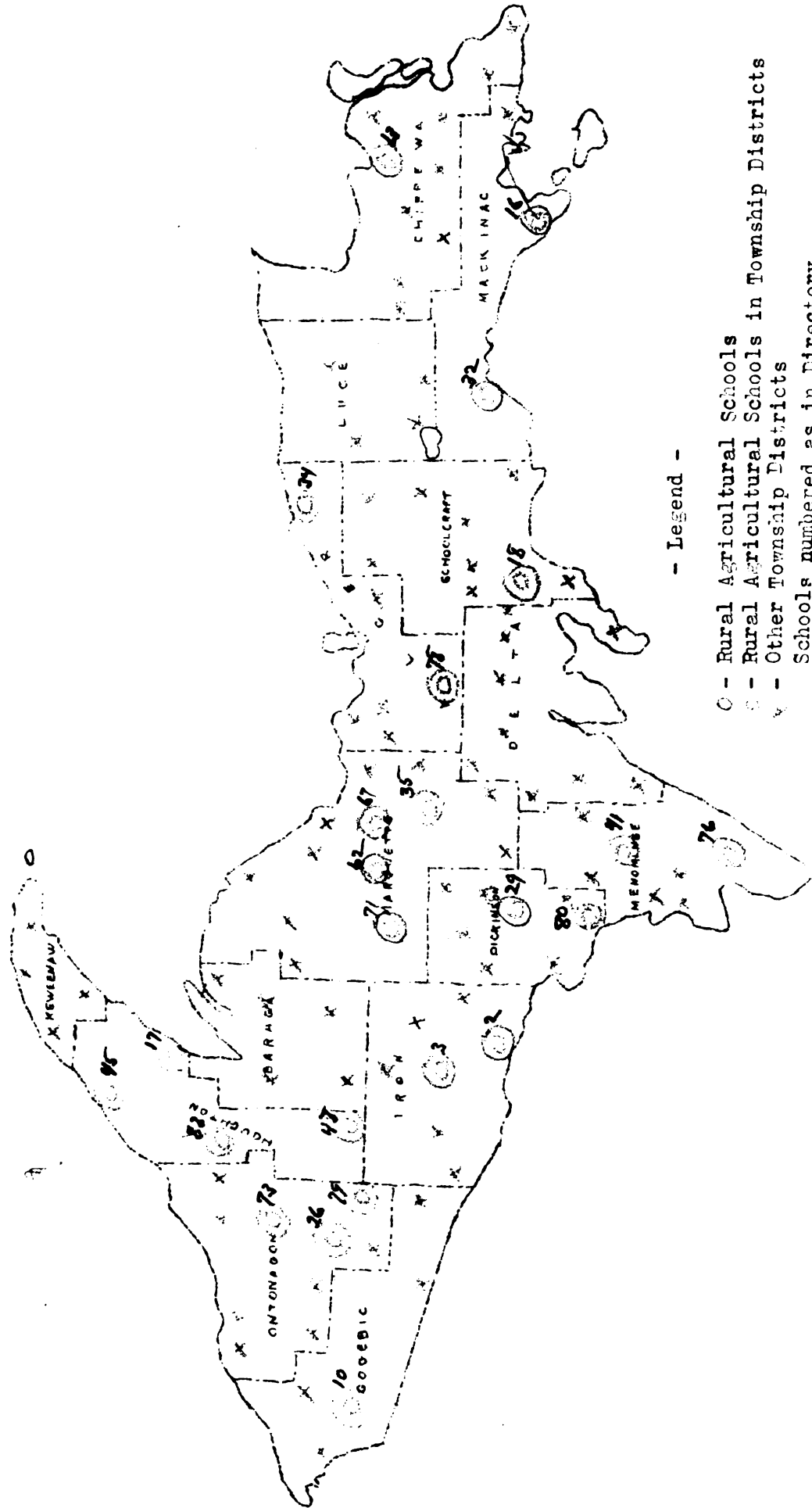
## School Superintendents, Vocational Teachers, and Secretaries of Boards of Education

School and Postoffice	Superintendent	Agriculture	Manual Arts	Home Economics	Secretary
1 Alanson	Kenneth Bordine.	Kenneth Bordine.	Lyle E. Hulbert.	Marjorie Scott.	Mrs. Mary Grillet
2 Alpha	E. E. Wade.	Raymond Arthur.	Owen Wills.	Lydia B. Gill.	John Nasberg
3 Amasa	E. M. Blomquist.	Ford A. Thurston.	Ford A. Thurston.	Velma H. Miles.	Frank Thomas
4 Atlanta	H. J. Leighton.	Vernon Johnson.	Vernon Johnson.	Helen E. Campbell.	Sherman Manier
5 Barryton	John Goodwin.	John Goodwin.	John Goodwin.	Iva Buckholdt.	George Butts
6 Bear Lake	Grant B. Keefer.	Grant B. Keefer.	S. G. Davidson.	Frieda Pump.	Mrs. Emma Bradford
7 Beaverton	T. L. Rothwell.	James MacConnell.	C. K. Little.	Evelyn Clark.	Mrs. Maude Niggeman
8 Belleville	John Myron.	Ellsworth Besemer.	Earl Hollar.	Evelyn Gibbons.	B. R. Spriggs
9 Benzonia	W. E. Sutcliffe.	W. E. Sutcliffe.	Ward J. Creech.	Margaret Partlow.	Mrs. K. B. Collison
10 Bessemer	Irl H. Dulebohn.	E. A. Crawford.	C. E. Carlson.	Anna V. Collins.	Nesto Erickson
11 Boyne Falls	J. C. Linebaugh.	J. C. Linebaugh.	A. R. Middleton.	Ann Wellington.	Joe Bartholomy
12 Brethren	J. H. Thompson.	J. H. Thompson.	Stanley Smith.	Louise Spicer.	George Brandenburg
13 Brimley	Emery Edwards.	Walter MacIntosh.	Emery Edwards.	Louise E. McClure.	Joseph Hazel
14 Buckley	F. D. Shumway.	F. D. Shumway.	F. D. Shumway.	Alice Davis.	D. M. Slack
15 Byron	E. O. Holmquist.	E. O. Holmquist.	Elmer Wilson.	Leah Spenser.	Fred Stowell
16 Cedarville	Wm. J. Goetz.	Leo Flory.	Leo Flory.	Bernice Patterson.	George C. Dunn
17 Chassell	M. A. Weinlander.	Paul Timkovich.	H. J. Farley.	Anna Mayer.	Mrs. Anna Warner
18 Cooks	W. H. Johnson.	W. H. Johnson.	W. H. Johnson.	Mrs. W. H. Johnson.	J. J. Griffin
19 Copemish	G. C. White.	G. C. White.	Harold Ikens.	Mrs. M. Ethlyn White.	Peter Doneth
20 Couzens (Bath)	H. O. Brandt.	H. O. Brandt.	Arthur Hansen.	Margaret Preston.	Lyle Brook
21 Covert	L. J. McCarty.	L. A. Zillman.	Earl Thompson.	Aletha Andrews.	A. B. Palmer
22 Croton	Neil Dunworth (Principal).				Alfred Wyss, Newaygo
23 Dansville	Clyde Allen.	Clyde Allen.	C. Hubert Howe.	Lucy Jones.	Roy Hobart
24 East Jordan	A. J. Duncanson.	Russell Eggert.	E. J. Maynard.	Hazel Crofoot.	C. H. Pray
25 Edwardsburg	M. C. Blanchard.	M. C. Blanchard.	Lyle Dunham.	Mildred Koyl.	Mrs. Lottie Pickerel
26 Ewen	A. A. Ellsworth.	Melvin C. Yahne.	Melvin Yahne.	Margaret Cornell.	Frank Sparrer
27 Fairview	Ross I. Whidby.	Ross I. Whidby.	Ross I. Whidby.	Gladys M. Honderich.	C. M. Zook
28 Farwell	R. F. Tyndall.	R. F. Tyndall.	W. Harold Rees.	Mrs. Marjorie Carpp.	L. R. Shear
29 Felch	J. D. Mitchell.	Otto E. Thompson.	Otto E. Thompson.	Freda D. Bonz.	John E. Wickman
30 Gaines	E. R. Jones.	E. R. Jones.	E. R. Jones.	Violet Shook.	Mrs. G. D. Sill
31 Goodrich	A. J. Brendel.	A. J. Brendel.	W. H. Griffiths.	Jeanette Watson.	Wells C. Reid
32 Grand Blanc	A. J. Hutchins.	A. J. Hutchins.	H. Schneidewind.	Freda Hecht.	F. Myers
33 Grand Marais	Geo. S. Butler.	Geo. S. Butler.	Paul Reynolds.	Isabelle McCall.	Ora Endress
34 Gwinn	Geo. D. Gilbert.	Geo. D. Gilbert.	Geo. E. Pepin.	Frances S. Murphy.	E. L. Miller
35 Harlan	A. G. McDaniel.	A. G. McDaniel.	A. G. McDaniel.	Rhea Watson.	Curtis Smith
36 Harrison	Charles Amble.	Charles Amble.		Rachael Woolley.	Fred Schaff
37 Harrisville	H. A. Kitson.	H. A. Kitson.	S. K. Erickson.	Bernice Cook.	Milo Johnson
38 Hartland	Troy Clawson.	Walter Kyes.	Russell Drott.	Mildred E. Wiese.	Melvin Hibner
39 Haslett	L. H. Kelly.	L. H. Kelly.	Adrian Trimpe.	Gladys Love.	Albert Weissinger
40 Hermansville	H. MacEachern.	Guy Williams.	Guy Williams.	Germaine Harrington.	William Anderson
41 Honor	R. E. Meek.	R. E. Meek.	Gordon Rotter.	Elsie Frost.	W. B. Corey
42 Hoxeyville	D. M. Rochester.	D. M. Rochester.	D. M. Rochester.	Esther R. Reid.	Mrs. Clara Brooks
43 Johannesburg	Sim J. Lewis.	Clifford Cawthorne.		DeVere Seeley.	Grant Bettsworth
44 John Doelle (Houghton)	Glenn K. Kelly.	B. F. Gaffney.	B. F. Gaffney.	Helen J. Ralph.	H. W. Pesing
45 Kellogg (Augusta)	O. E. Harrington.	O. E. Harrington.	Lyle Vandercook.	Christine Newark.	Leslie Sniffin, Cressey
46 Kenton	H. O. Johnson.		L. C. Garthe.	Grace Davis.	W. G. Anderson
47 Lakeview (Battle Creek)	Floyd Hazel.	Edward Malasky.	Claire Floutz.	Grace Austin.	Orwin Adams, R. No. 9, B.C.
48 Lincoln (Ypsilanti)	H. A. Tape.	H. E. Laing.	J. H. Turnbull.	Alberta Bates.	W. M. Derbyshire
49 Luther	J. B. Hopkins.	J. B. Hopkins.	W. P. Ford.	Mrs. S. H. Wilson.	Gary Burnett
50 Manton	Dorr Stack.	Dorr Stack.	Elmer Rewalt.	Alice Rose.	Chas. Nelson
51 Marion	Lyle D. Brundage.	Earl Jewett.		Margaret Gibson.	J. E. House
52 Mattawan	K. C. Poulson.	K. C. Poulson.	R. M. Everett.	Vida H. Thomas.	O. B. Wheeler
53 Merritt	George A. Moon.	George A. Moon.		Evelyn M. Hanson.	M. B. Ardis, Lake City
54 Mesick	W. E. Baker.	W. E. Baker.	George Pappin.	Mrs. B. McClish.	Alonzo Oatley
55 Milford	E. R. Bristol.	E. R. Bristol.	Herbert C. Carter.	Eulalia Toms.	C. I. Gitlins
56 Mio	W. A. Boerner.	W. A. Boerner.	Glenn Whidby.	Roma McGinnis.	Newell Angell
57 Montague	R. R. Oehrli.	R. R. Oehrli.	H. D. Fee.	Lucile Bunge.	L. W. Mills
58 Morley	W. D. Wallace.	W. D. Wallace.	W. D. Wallace.	Mildred Oatley.	John Feightner
59 Morrice	J. A. Moulton.	J. A. Moulton.	Irving Holtforth.	Mrs. S. A. Shufelt.	Mrs. Alice Cutlar
60 Napoleon	Ezra Eby.	Ezra Eby.	Oliver Byam.	Dorothy Holland.	H. K. Markley
61 National Mine	Guy Schutte.	O. C. Swanson.	Patrick Gleason.	Phyllis Linn.	Albert C. Magnuson
62 New Hudson	M. E. Hath.	M. E. Hath.	M. E. Hath.	Doris Marvin.	J. F. Butterfield
63 Northport	Alton M. Porter.	Alton M. Porter.	Harold Tuckett.	Lorna Lange.	Robert Mervau
64 Okemos	Wm. H. Taylor.	Wm. H. Taylor.	J. E. Soper.	Nila Burt.	R. W. Tenny
65 Olivet	J. H. Milor.	Wilbur McMath.	Ralph Stickle.	Tess Manusos.	Mrs. Lillian Wolcott
66 Palmer	C. H. Mains.	C. H. Mains.	O. H. Cardew.	Doris Cardew.	Lawrence Collins
67 Perry	Lee M. Thurston.	M. C. McLay.	Cadwell Spitler.	Bernice Mitchell.	S. S. Cobb
68 Portage	Cleora A. Skinner.	P. J. Dunn.	P. J. Dunn.	Constance Herbst.	Albert Snow, R. No. 6, Kaz.
69 Remus	E. D. Kennedy.	Gail Bowers.	E. D. Kennedy.	Helen M. Johnson.	C. G. Amy
70 Republic	J. A. B. MacAuley.	Philip Schiska.	Alger Gustafson.	Alma Petrosek.	Emil Suomi
71 Richland	Ernest Weber.	R. R. Nellist.	R. R. Nellist.	Rosaline Ivey.	H. G. Snow
72 Rockland	Paul P. Banker.	Paul P. Banker.	Paul P. Banker.	Mrs. Mildred Wilson.	Fred LaVeau
73 Roscommon	Geo. E. Carpenter.	Geo. E. Carpenter.		Inez Fox.	Chas. DeWaele
74 Sand Creek	J. H. Jacklin.	J. H. Jacklin.	F. J. Strayer.	Aileen Hare.	F. J. Willett, Adrian
75 Stephenson	W. F. Thomas.	W. F. Thomas.	R. C. Doughty.	Ruth Walsread.	A. P. Kline
76 Thompsonville	G. E. Culver.	G. E. Culver.	G. E. Culver.	Mary Roush.	Jas. McCarthy
77 Trenary	Victor C. Vaughan.	V. C. Vaughan.	V. C. Vaughan.	Pauline Jensen.	M. G. Kiser
78 Trout Creek	C. J. Butterfield.	M. C. Hanson.	M. C. Hanson.	Marjorie King.	O. H. Losey
79 Vulcan	M. E. Dunn.	LaVern Lesley.	Toivo Tallio.	Blossom Johnson.	Wm. Marinelli
80 Walled Lake	H. E. Nesman.	Waldo Proctor.	Harold Harsh.	Lura Steinmetz.	Erle A. Welch
81 Williamsburg	J. C. Otis.	J. C. Otis.	J. C. Otis.	Pauline Burke.	C. D. Orcutt
82 Winona	E. E. Jacques.	E. E. Jacques.		V. Ellen Nikka.	Mrs. E. M. Case
83 Woodland	C. J. Barnum.	C. J. Barnum.	Donald Gager.	Helena Schuler.	L. L. Faul



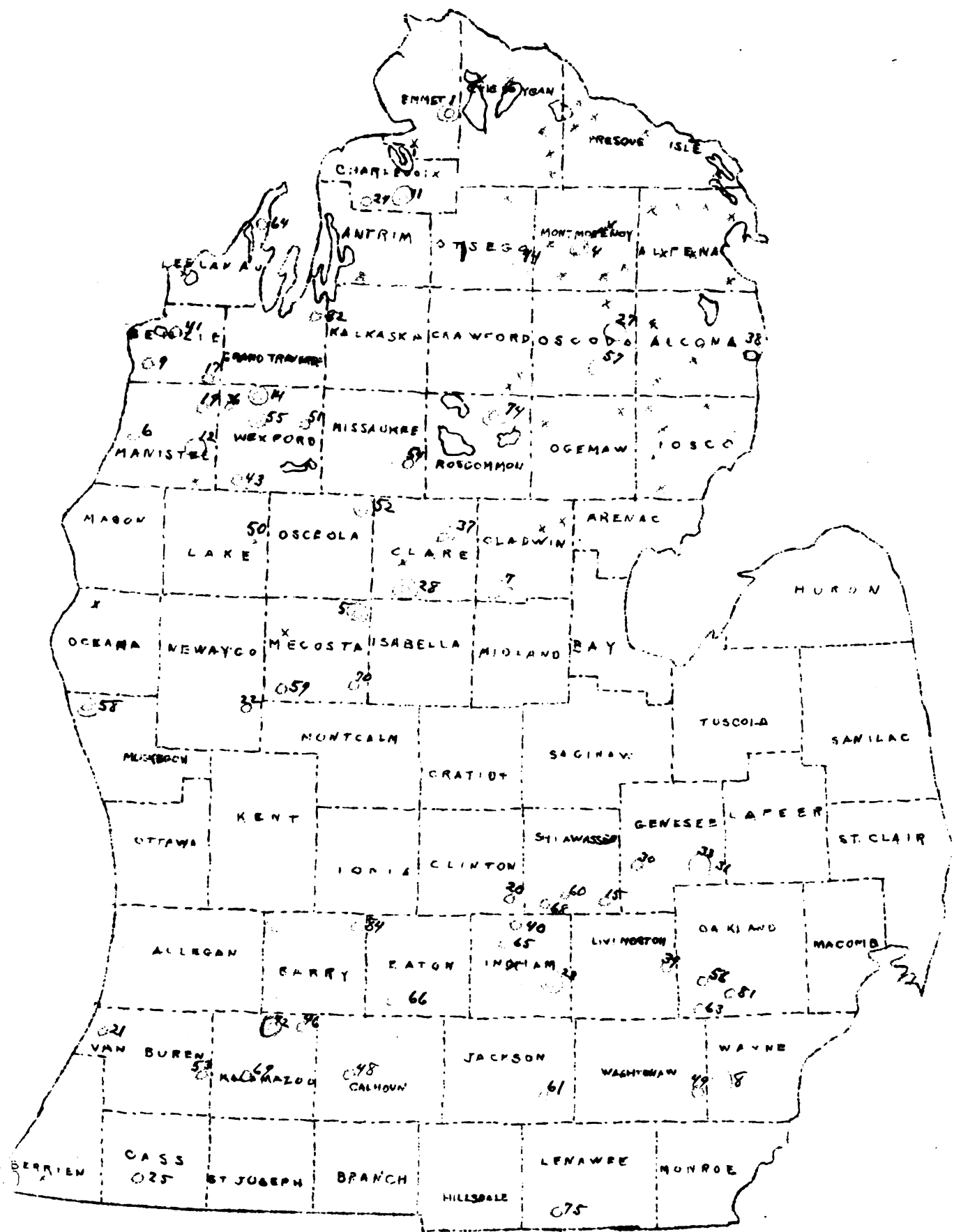


TO KENNEDY COUNTY  
 THE RURAL  
 COUNTY



- Legend -

- O - Rural Agricultural Schools
  - X - Rural Agricultural Schools in Township Districts
  - Other Township Districts
- Schools numbered as in Directory



Schools numbered as in directory.



High school enrollment (Grades 9-12) in the 45 Rural Agricultural schools that qualified for state aid on or before 1923

SCHOOL	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Bath	43	58	70	82	56	62	60	55
Bear Lake	67	79	65	86	77	76	75	68
Benzonia	80	85	88	86	91	92	97	112
Boyne Falls	19	23	35	28	40	43	43	50
Brethren	25	34	41	37	40	26	29	44
Byron	53	59	62	66	77	82	72	75
Buckley	40	38	32	40	41	39	42	55
Cooks	14	18	26	29	21	27	14	22
Copemish	35	34	37	30	49	62	62	58
Covert	64	73	57	76	81	72	66	70
Dansville	102	105	100	105	93	111	117	106
John Doelle	0	7	4	11	8	6	13	24
Edwardsburg	58	77	74	66	58	64	63	73
Grand Blanc	82	85	109	145	159	166	196	205
Grand Marais	39	39	42	43	40	35	45	45
Goodrich	36	35	42	44	60	68	68	81
Harlan	14	17	13	19	10	9	10	13
Harrisville	73	78	80	75	80	89	86	102
Hartland	73	78	97	83	95	97	104	102
Haslett	42	41	51	40	47	49	54	71
Hermansville	40	41	43	62	58	52	49	72
Honor	47	57	67	71	64	54	59	50
Hoxeyville	16	18	11	16	17	17	19	26
Lakeview C. G.	57	72	81	115	146	186	205	229
Luther	24	31	38	32	38	36	41	53
Manton	93	101	108	124	129	135	124	110
Mattawan	76	68	52	39	43	50	55	61
Mesick	74	81	60	59	58	55	71	83
Mio	21	26	27	32	55	56	60	66
Montague	103	111	98	79	98	104	99	116
Morley	77	77	83	87	80	77	90	122
Morrice	54	47	44	43	43	56	55	51
Napoleon	50	64	52	58	61	88	105	84
New Hudson	18	44	46	55	56	44	55	60
Northport	88	85	84	80	79	94	103	94
Okemos	50	54	53	60	59	63	96	117
Perry	88	91	104	98	102	109	120	111
Portage	37	52	59	63	66	79	77	75
Sand Creek	76	85	108	95	99	112	92	117
Stephenson	92	101	94	94	93	121	130	166
Thompsonville	41	40	24	27	33	31	28	21
Trenary	26	21	24	28	35	35	37	11
Walled Lake	44	70	72	79	75	86	100	111
Williamsburg	32	23	23	27	26	38	38	42
Woodland	70	80	86	80	89	99	104	113
Totals	2353	2603	2666	2794	2925	3152	3328	3639

This table shows the high school enrollment for the years ending 1924 to 1931, inclusive, in the 45 rural agricultural schools. The total enrollment for these schools has increased from 2353 to 3639. This gives an increase of 1286 or nearly 55 per cent.



Enrollment grades 1-8 inclusive in the 45 Rural Agricultural Schools that  
qualified for state aid on or before 1923

SCHOOL	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Bath	189	194	206	201	152	167	202	196
Bear Lake	126	111	119	114	109	112	107	136
Benzonia	160	173	170	169	176	193	166	181
Boyne Falls	250	239	222	190	180	184	196	201
Brethren	98	113	107	99	121	117	122	146
Byron	170	150	141	137	130	137	142	149
Buckley	94	101	89	90	82	104	98	107
Cooks	125	133	152	119	122	171	130	130
Copemish	143	148	154	153	150	141	128	133
Covert	260	283	294	319	306	279	277	313
Dansville	200	194	208	194	239	229	225	251
John Doelle	218	205	221	227	235	230	209	213
Edwardsburg	209	258	236	225	251	240	256	255
Grand Blanc	314	361	401	434	558	584	605	566
Grand Marais	136	148	140	131	135	149	120	138
Goodrich	185	173	180	205	200	201	247	280
Harlan	53	52	35	36	38	37	35	42
Harrisville	181	181	206	189	183	180	170	176
Hartland	205	198	187	202	205	198	203	202
Haslett	143	149	167	163	205	208	233	216
Hermansville	427	418	418	468	408	396	360	396
Honor	96	93	86	94	106	95	97	92
Hoxeyville	61	59	49	54	66	57	58	60
Lakeview	320	299	370	373	551	667	749	771
Luther	149	149	150	135	150	168	152	170
Manton	224	229	222	203	195	238	232	264
Mattawan	195	182	184	182	176	184	199	216
Mesick	122	143	151	115	109	101	97	156
Mio	64	56	58	70	62	72	91	65
Montague	237	221	229	222	213	187	168	167
Morley	274	258	251	243	235	233	219	225
Morrice	124	145	139	128	133	124	136	143
Napoleon	176	174	164	195	197	197	216	229
New Hudson	104	123	143	142	138	123	138	124
Northport	260	268	267	266	275	312	290	313
Okemos	180	188	194	204	201	203	268	269
Perry	213	200	232	190	214	200	265	276
Portage	245	243	224	260	252	238	268	267
Sand Creek	114	116	137	159	152	126	141	136
Stephenson	233	402	427	415	358	360	212	236
Thompsonville	99	104	97	111	98	111	100	80
Trenary	224	191	248	246	246	213	243	217
Talled Lake	185	208	239	260	257	255	255	245
Williamsburg	90	83	80	72	77	70	67	74
Woodland	183	195	193	197	227	215	212	217
TOTALS	8058	8311	8587	8601	8873	9006	9104	9439

This table shows the enrollment in the first eight grades for the years ending 1924 to 1931 inclusive in the 45 Rural Agricultural Schools. The total enrollment for these schools has increased from 8058 to 9439. This gives an increase of 1381 or 17.1 per cent.

Showing relative growth in the grades and high school for forty-five Rural Agricultural Schools

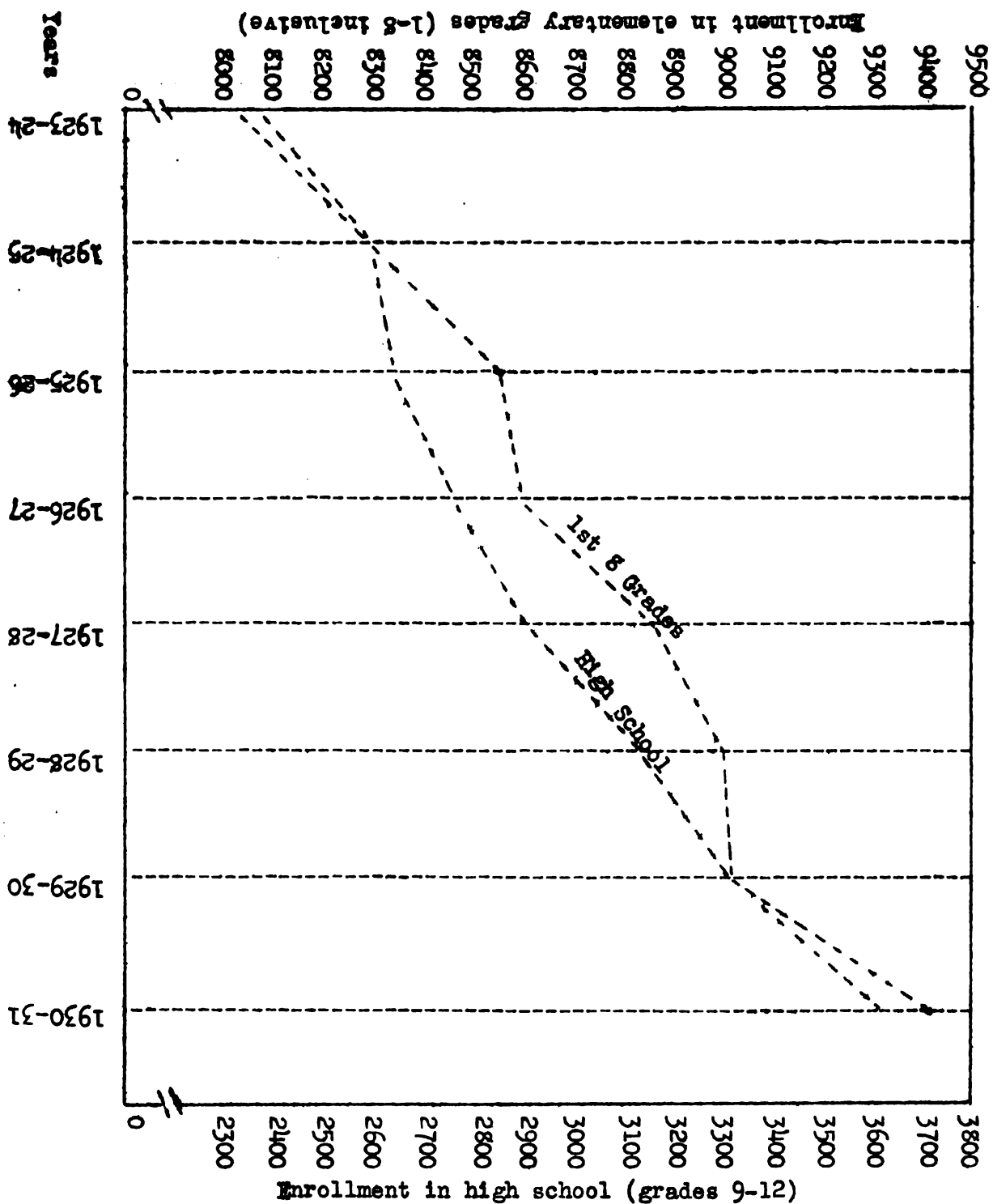




Table showing the enrollment in high school (grades 9 to 12) for  
all of the Rural Agricultural Schools of Michigan from the beginning

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
17 Alanson								31	41	50	56	67
20 Alpha											64	95
24 Amasa											82	144
31 Atlanta												96
31 Barryton												
23 Bath (Couzens)												
21 Bear Lake		57	68	41	53	58	70	82	56	62	60	139
30 Beaverton				66	67	79	65	86	77	76	75	173
21 Belleville											112	112
22 Benzonia				91	80	85	88	86	139	155	164	173
25 Bessemer, So.						7	16	8	91	92	97	112
22 Boyne Falls			17	20	19	23	35	28	13	13	12	13
24 Bretaren			20	28	25	34	41	37	40	43	43	50
19 Brimley										25	29	44
10 Buckley	41	46	62	47	40	38	52	40	41	39	42	53
1 22 Byron			45	46	53	59	62	66	77	82	72	75
0 31 Cedarville												45
0 31 Chassell												82
1 24 Cooks					14	18	26	29	21	27	83	23
23 Copemish				18	35	34	37	30	49	62	14	58
23 Covert				64	64	73	57	76	81	72	66	74
23 Densville				77	102	105	100	105	93	111	117	106
30 East Jordan											163	179
24 Edwardsburg					58	77	74	66	58	64	63	73
26 Ewen							55	61	54	56	59	63
26 Fairview									21	20	16	24
24 Farwell										52	76	81
30 Felch											58	63
20 Gaines	34	56	58					49	46	42	35	46
20 Goodrich	30	33	43	43	36	35	42	44	60	68	68	81
30 Gould City											111	16
20 Grand Blanc	35	31	49	64	82	85	109	145	159	166	196	205
23 Grand Marais				44	39	39	42	43	40	35	45	43
23 Gwinn									106	97	101	116
22 Harlan			14	10	14	17	13	19	10	9	10	13

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
2 <sup>8</sup> Harrison										62	62	69
2 <sup>2</sup> Harrisville			45	57	73	78	80	75	80	89	86	102
2 <sup>2</sup> Hartland			56	74	73	78	97	83	95	97	104	102
2 <sup>2</sup> Haslett			29	39	42	41	51	40	47	49	54	71
2 <sup>4</sup> Hermansville					40	41	43	62	58	52	49	72
2 <sup>2</sup> Honor			35	37	47	57	67	71	64	54	59	50
2 <sup>6</sup> Hoxeyville	13	13	19	22	16	18	11	16	17	17	19	26
3 <sup>1</sup> Johannesburg												20
2 <sup>5</sup> John Doelle							4	11	8	6	13	24
3 <sup>0</sup> Kellogg						7					57	73
3 <sup>0</sup> Kenton											41	50
2 <sup>2</sup> Lakeview (Battle Creek)			19	?	57	72	81	115	146	186	205	229
2 <sup>5</sup> Lincoln (Ypsilanti)			40	40	24	111	134	142	131	133	116	141
2 <sup>1</sup> Luther	39		82	108	93	101	108	124	129	135	124	53
2 <sup>2</sup> Manton												110
1 <sup>3</sup> Marion			55	73	76	68	52	39	43	50	55	88
0 <sup>2</sup> Mattawan			67	91	74	81	60	59	58	55	71	61
0 <sup>10</sup> Merritt			21	26	21	26	27	128	136	154	150	20
1 <sup>2</sup> Mesick								32	55	56	60	83
2 <sup>7</sup> Milford								79	98	104	99	66
2 <sup>2</sup> Milo								87	80	77	90	116
2 <sup>4</sup> Montague			32	50	54	47	44	43	43	56	55	122
2 <sup>3</sup> Morley			46		50	64	52	58	61	88	105	51
2 <sup>2</sup> Morrice	36	44										84
2 <sup>0</sup> Napoleon												51
3 <sup>1</sup> National Mine												51
2 <sup>3</sup> New Hudson				19	18	44	46	55	56	44	55	60
2 <sup>3</sup> Northport				73	88	85	84	80	79	94	103	94
2 <sup>3</sup> Okemos				46	50	54	53	60	96	63	96	112
2 <sup>5</sup> Olivet										85	82	78
2 <sup>6</sup> Palmer										62	66	73
2 <sup>1</sup> Perry	59		68	78	88	91	104	98	102	109	120	119
2 <sup>4</sup> Portage					37	52	59	63	66	79	77	73
3 <sup>1</sup> Remus												105
2 <sup>5</sup> Republic									79	86	86	98

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
25 Richland						73	92	89	74	76	77	72
30 Rockland											36	45
31 Roscommon												55
22 Sand Creek			58	54	76	85	108	95	99	112	92	117
23 Stephenson			41	87	92	101	94	94	93	121	130	166
22 Thompsonville				44	41	40	24	27	33	31	28	28
43 Trenary				20	26	21	24	28	35	35	37	49
31 Trout Creek												39
30 Vulcan												108
23 Walled Lake				39	44	70	72	79	75	86	125	111
22 Williamsburg			20	26	32	23	23	27	26	38	100	42
30 Winona											38	23
24 Woodland					70	80	86	80	89	99	18	113
											104	

Totals	189	378	1129	1830	2363	2804	2983	3312	3960	5303	5337	6233
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Table showing the enrollment in the first eight grades for all of the Rural Agricultural Schools of Michigan from the beginning.

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Alanson								117	140	123	133	120
Alpha											300	316
Amasa											224	234
Atlanta												121
Barryton												220
Bath (Couzens)												196
Bear Lake		148	131	187	189	194	206	201	152	167	202	196
Beaverton				131	126	111	119	114	109	112	107	136
Belleville											245	276
Benzonia				184	160	173	170	169	451	363	443	546
Bessemer, So.						136	123	142	176	193	166	181
Boyne Falls			125	219	250	239	222	190	132	128	108	96
Bretiren			103	112	98	113	107	99	180	184	196	201
Brimley									121	117	122	146
Byron										192	238	194
Buckley	136	148	175	188	170	150	141	137	130	137	142	149
Cedarville			126	138	94	101	89	90	82	104	98	107
Chassell												128
Cooks					125	133	152	119	122	171	275	253
Copemish				181	143	148	154	153	150	141	130	130
Covert				305	260	283	294	319	306	279	128	133
Croton											277	313
Dansville				218	200	194	208	194	239	229	225	176
East Jordan											251	251
Edwardsburg											476	464
Ewen					209	258	236	225	251	240	256	255
Fairview							255	258	274	266	243	226
Farwell									129	123	158	152
Felch										143	146	128
Gaines	128	163	148								135	151
Goodrich	120	145	149	161	185	173	180	205	200	134	128	130
Gould City										201	247	280
Grand Blanc												
Grand Marais	151	307	291	296	314	351	401	434	558	584	605	601
Gwinn				155	136	148	140	131	135	149	120	138
											535	557

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Barlan			56	29	53	52	35	36	38	37	35	42
Barrison			198	199	181	181	206	189	183	105	102	120
Bartland			190	212	205	198	187	202	205	180	170	176
Baslett			123	142	143	149	167	163	202	196	203	202
Herrmansville					427	418	418	468	408	208	233	216
Ennor			125	133	96	93	86	94	106	396	360	396
Foxeyville	63	62	60	73	61	59	49	54	66	95	97	92
Johannesburg										57	58	60
John Doeile					218	205	221	227	235	230	209	116
Zelloeg											151	213
Kenton											162	169
Lakeview (Battle Creek)			219	210	320	299	370	373	551	667	749	127
Lincoln (Ypsilanti)						429	404	396	434	469	467	771
Luther	155		136	159	149	149	150	135	150	168	152	523
Manton			214	264	224	229	222	203	195	238	232	170
Marion												264
Mattawan			193	230	195	182	184	182	176	184	199	228
Merritt												226
Mesick			108	128	122	143	151	115	109	100	97	85
Millford									287	272	277	156
Mio			58	103	64	56	58	70	62	72	91	65
Montague						221	229	222	213	187	168	167
Korley					237	258	251	243	235	233	219	225
Morrice			126	308	274	145	139	128	235	124	136	143
Napoleons	138	152	164	147	124	174	164	195	133	197	216	229
National Mine					176				197			126
New Hudson				107	104	123	143	142	138	123	138	124
Northport				306	260	268	267	266	275	312	290	313
Okemos				179	180	188	194	204	201	203	268	269
Olivet									176	196	195	201
Palmer										278	299	240
Perry	236		234	227	213	200	232	190	214	200	265	276
Portage					245	243	224	260	252	238	268	267
Remus												252

1. *What is the purpose of this document?*  
 2. *What are the main findings of the study?*  
 3. *What are the implications of these findings for practice?*  
 4. *What are the limitations of the study?*  
 5. *What are the conclusions of the study?*

...and the fact that the system is not yet fully operational.

1. The first part of the document is a list of references. The references are listed in a standard format, with the author's name, the title of the work, and the publisher. The references are as follows:

1. The first part of the document is a list of references. The references are listed in a standard format, with the author's name, the title of the work, and the publisher. The references are as follows:

1. *Chlorophyll a* (Chl *a*) is the primary photosynthetic pigment in most plants and algae. It is a green pigment that absorbs light energy in the blue and red regions of the visible spectrum.

the 1990s, the number of people in the United States who are 65 years of age or older has increased by 50 percent, and the number of people 75 years of age or older has increased by 100 percent. The number of people 85 years of age or older has increased by 200 percent. The number of people 95 years of age or older has increased by 400 percent. The number of people 100 years of age or older has increased by 1,000 percent. The number of people 105 years of age or older has increased by 2,000 percent. The number of people 110 years of age or older has increased by 4,000 percent. The number of people 115 years of age or older has increased by 8,000 percent. The number of people 120 years of age or older has increased by 16,000 percent. The number of people 125 years of age or older has increased by 32,000 percent. The number of people 130 years of age or older has increased by 64,000 percent. The number of people 135 years of age or older has increased by 128,000 percent. The number of people 140 years of age or older has increased by 256,000 percent. The number of people 145 years of age or older has increased by 512,000 percent. The number of people 150 years of age or older has increased by 1,024,000 percent. The number of people 155 years of age or older has increased by 2,048,000 percent. The number of people 160 years of age or older has increased by 4,096,000 percent. The number of people 165 years of age or older has increased by 8,192,000 percent. The number of people 170 years of age or older has increased by 16,384,000 percent. The number of people 175 years of age or older has increased by 32,768,000 percent. The number of people 180 years of age or older has increased by 65,536,000 percent. The number of people 185 years of age or older has increased by 131,072,000 percent. The number of people 190 years of age or older has increased by 262,144,000 percent. The number of people 195 years of age or older has increased by 524,288,000 percent. The number of people 200 years of age or older has increased by 1,048,576,000 percent. The number of people 205 years of age or older has increased by 2,097,152,000 percent. The number of people 210 years of age or older has increased by 4,194,304,000 percent. The number of people 215 years of age or older has increased by 8,388,608,000 percent. The number of people 220 years of age or older has increased by 16,777,216,000 percent. The number of people 225 years of age or older has increased by 33,554,432,000 percent. The number of people 230 years of age or older has increased by 67,108,864,000 percent. The number of people 235 years of age or older has increased by 134,217,728,000 percent. The number of people 240 years of age or older has increased by 268,435,456,000 percent. The number of people 245 years of age or older has increased by 536,870,912,000 percent. The number of people 250 years of age or older has increased by 1,073,741,824,000 percent. The number of people 255 years of age or older has increased by 2,147,483,648,000 percent. The number of people 260 years of age or older has increased by 4,294,967,296,000 percent. The number of people 265 years of age or older has increased by 8,589,934,592,000 percent. The number of people 270 years of age or older has increased by 17,179,869,184,000 percent. The number of people 275 years of age or older has increased by 34,359,738,368,000 percent. The number of people 280 years of age or older has increased by 68,719,476,736,000 percent. The number of people 285 years of age or older has increased by 137,438,953,472,000 percent. The number of people 290 years of age or older has increased by 274,877,906,944,000 percent. The number of people 295 years of age or older has increased by 549,755,813,888,000 percent. The number of people 300 years of age or older has increased by 1,099,511,627,776,000 percent. The number of people 305 years of age or older has increased by 2,199,023,255,552,000 percent. The number of people 310 years of age or older has increased by 4,398,046,511,104,000 percent. The number of people 315 years of age or older has increased by 8,796,093,022,208,000 percent. The number of people 320 years of age or older has increased by 17,592,186,044,416,000 percent. The number of people 325 years of age or older has increased by 35,184,372,088,832,000 percent. The number of people 330 years of age or older has increased by 70,368,744,177,664,000 percent. The number of people 335 years of age or older has increased by 140,737,488,355,328,000 percent. The number of people 340 years of age or older has increased by 281,474,976,710,656,000 percent. The number of people 345 years of age or older has increased by 562,949,953,421,312,000 percent. The number of people 350 years of age or older has increased by 1,125,899,906,842,624,000 percent. The number of people 355 years of age or older has increased by 2,251,799,813,685,248,000 percent. The number of people 360 years of age or older has increased by 4,503,599,627,370,496,000 percent. The number of people 365 years of age or older has increased by 9,007,199,254,740,992,000 percent. The number of people 370 years of age or older has increased by 18,014,398,509,481,984,000 percent. The number of people 375 years of age or older has increased by 36,028,797,018,963,968,000 percent. The number of people 380 years of age or older has increased by 72,057,594,037,927,936,000 percent. The number of people 385 years of age or older has increased by 144,115,188,075,855,872,000 percent. The number of people 390 years of age or older has increased by 288,230,376,151,711,744,000 percent. The number of people 395 years of age or older has increased by 576,460,752,303,423,488,000 percent. The number of people 400 years of age or older has increased by 1,152,921,504,606,846,976,000 percent. The number of people 405 years of age or older has increased by 2,305,843,009,213,693,952,000 percent. The number of people 410 years of age or older has increased by 4,611,686,018,427,387,904,000 percent. The number of people 415 years of age or older has increased by 9,223,372,036,854,775,808,000 percent. The number of people 420 years of age or older has increased by 18,446,744,073,709,551,616,000 percent. The number of people 425 years of age or older has increased by 36,893,488,147,419,103,232,000 percent. The number of people 430 years of age or older has increased by 73,786,976,294,838,206,464,000 percent. The number of people 435 years of age or older has increased by 147,573,952,589,676,412,928,000 percent. The number of people 440 years of age or older has increased by 295,147,905,179,352,825,856,000 percent. The number of people 445 years of age or older has increased by 590,295,810,358,705,651,712,000 percent. The number of people 450 years of age or older has increased by 1,180,591,620,717,411,303,424,000 percent. The number of people 455 years of age or older has increased by 2,361,183,241,434,822,606,848,000 percent. The number of people 460 years of age or older has increased by 4,722,366,482,869,645,213,696,000 percent. The number of people 465 years of age or older has increased by 9,444,732,965,739,290,427,392,000 percent. The number of people 470 years of age or older has increased by 18,889,465,931,478,580,854,784,000 percent. The number of people 475 years of age or older has increased by 37,778,931,862,957,161,709,568,000 percent. The number of people 480 years of age or older has increased by 75,557,863,725,914,323,419,136,000 percent. The number of people 485 years of age or older has increased by 151,115,727,451,828,646,838,272,000 percent. The number of people 490 years of age or older has increased by 302,231,454,903,657,293,676,544,000 percent. The number of people 495 years of age or older has increased by 604,462,909,807,314,587,353,088,000 percent. The number of people 500 years of age or older has increased by 1,208,925,819,614,629,174,706,176,000 percent. The number of people 505 years of age or older has increased by 2,417,851,639,229,258,349,412,352,000 percent. The number of people 510 years of age or older has increased by 4,835,703,278,458,516,698,824,704,000 percent. The number of people 515 years of age or older has increased by 9,671,406,556,917,033,397,649,408,000 percent. The number of people 520 years of age or older has increased by 19,342,813,113,834,066,795,298,816,000 percent. The number of people 525 years of age or older has increased by 38,685,626,227,668,133,590,597,632,000 percent. The number of people 530 years of age or older has increased by 77,371,252,455,336,267,181,195,264,000 percent. The number of people 535 years of age or older has increased by 154,742,504,910,672,534,362,390,528,000 percent. The number of people 540 years of age or older has increased by 309,485,009,821,345,068,724,781,056,000 percent. The number of people 545 years of age or older has increased by 618,970,019,642,690,137,449,562,112,000 percent. The number of people 550 years of age or older has increased by 1,237,940,039,285,380,274,899,124,224,000 percent. The number of people 555 years of age or older has increased by 2,475,880,078,570,760,549,798,248,448,000 percent. The number of people 560 years of age or older has increased by 4,951,760,157,141,521,099,596,496,896,000 percent. The number of people 565 years of age or older has increased by 9,903,520,314,283,042,199,193,993,792,000 percent. The number of people 570 years of age or older has increased by 19,807,040,628,566,084,398,387,987,584,000 percent. The number of people 575 years of age or older has

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Lichtenthaler and Whistler (1973). The total chlorophyll content was determined by the method of Arar and Cook (1980). The carotenoid content was determined by the method of Lichtenthaler and Whistler (1973). The total carotenoid content was determined by the method of Arar and Cook (1980). The total protein content was determined by the method of Lowry et al. (1951). The total lipid content was determined by the method of Bligh and Dyer (1959). The total carbohydrate content was determined by the method of Dubois and Gilles (1950). The total nucleic acid content was determined by the method of Burton (1956). The total ash content was determined by the method of AOAC (1970). The total water-soluble carbohydrate content was determined by the method of Dubois and Gilles (1950). The total water-soluble protein content was determined by the method of Lowry et al. (1951). The total water-soluble lipid content was determined by the method of Bligh and Dyer (1959). The total water-soluble nucleic acid content was determined by the method of Burton (1956). The total water-soluble ash content was determined by the method of AOAC (1970).

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

[illegible]

1. The first group of respondents (n = 10) was composed of individuals who had been involved in a sexual assault in the past 12 months. The second group (n = 10) was composed of individuals who had been involved in a sexual assault more than 12 months ago. The third group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months. The fourth group (n = 10) was composed of individuals who had not been involved in a sexual assault more than 12 months ago. The fifth group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago. The sixth group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago. The seventh group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago. The eighth group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago. The ninth group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago. The tenth group (n = 10) was composed of individuals who had not been involved in a sexual assault in the past 12 months and more than 12 months ago.

SECRET

SCHOOL	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Republic									382	429	389	386
Richland						181	179	190	206	194	202	226
Rockland											113	153
Roscommon												151
Sand Creek				130	114	116	137	159	152	126	141	136
Stephenson				283	233	402	427	415	358	360	212	236
Thompsonville			124	133	99	104	97	111	98	111	100	80
Trenary				220	224	191	248	246	246	213	243	217
Trout Creek												271
Vulcan												305
Walled Lake				171	185	208	239	260	257	255	255	245
Williamsburg			112	104	90	83	80	72	77	70	67	74
Winona											80	60
Woodland					183	195	193	197	227	215	212	217
Totals	736	1516	3688	6901	8107	9035	9548	10099	11591	12923	15648	17701



## CHAPTER IX

### CHARACTER OF POPULATION IN RURAL AGRICULTURAL SCHOOL DISTRICTS

When one begins to make a study of the population of the consolidated school districts it is immediately apparent that in general they have their nativity in many countries or at least are descendants of foreign ancestry. However, in portions of the state we find that certain nationalities predominate. For example, in about one-half of the rural agricultural schools of the Upper Peninsula, especially in those furthest toward the north, the Finns are the most numerous. Whereas, in the districts farther toward the south, especially in Menominee and Schoolcraft counties, we find the ancestry from Sweden, England, France, Germany and Italy, and also many native born Americans. In the Finnish settlements many of the native customs have been established, such as the family bath house and the Saturday night bath, the sharing of the outdoor labor by the Finnish women with their husbands, the transplanting of their religious institutions, and the presence of many of the old-time superstitious ideas. They are interested in education but are just beginning to learn to appreciate the value of secondary school advantages for their children. However, the type of program that is being maintained is enabling the school to establish definite contact with the homes and through vocational training develop an interest in the high school work. It has been advisable to stress the agricultural work in the classroom and in the form of boys and girls club

work throughout these communities as a large percentage of the boys and girls will return to the farms. In other schools there is a higher appreciative interest in secondary education from the beginning but the parents and the pupils do not respond as readily to the work in agriculture. In many of the consolidated districts of the Upper Peninsula mining is still the leading industry and they are really in the transition period. Some realize that they must gradually depend more and more upon agriculture, especially in those sections where mining seems to be drawing to a close.

In several of the Upper Peninsula districts we find a large sprinkling of people of Polish and German descent who are especially interested in agriculture and many of them have to learn to appreciate the school. Some of them look forward to the time when the children will be free from the requirements of the compulsory education law. It has been found that practically all of the girls take an interest in domestic art and that the boys are much interested in manual arts work. The value of the vocational training is also reflected in the better home life conditions.

In the group of rural agricultural schools found in the northern part of the Lower Peninsula we find a large number of Irish, Scotch, English, and Swedish people. However, among this group of schools there are a few in which practically all are native born Americans.

In the area including a portion of Wexford, Leelanau and Manistee counties there are some Bohemian settlements. These people are real agriculturists, thrifty and industrious. They respond to the influence of the school readily and are rapidly becoming good American citizens. In some of this group there are a large number of Polish families and their interest in education has to be developed. However, there seems to be a noticeable growth in the number that remain in high school.

Some of these foreign groups, especially the Germans, Polish, and Bohemians, are making a success of farming, or at least a living under conditions that are not the best or even encouraging. Their home requirements are not extravagant, their standard of living is not quite as high as that of the average American community, and all of the members of the family participate in the farm work.

Among this group perhaps the Benzonia community is exceptional in that more than 90% of the population is English or American born and a rather high standard of educational requirements has been maintained for many years. Although the Benzonia Academy was discontinued some time ago its influence is still felt. The religious and social influence of the federated church movement which was one of the earliest in Michigan is still being maintained.

The consolidated school districts in south central Michigan are inhabited principally by native born Americans or people of





English descent. In a few of these communities there are people of Irish descent and some who have their nativity in the Scandinavian Peninsula. There is a general interest in education and the sphere of influence of the school is noticeable in the agricultural practices especially among the younger generation of farmers.

In the central and eastern portion of the Lower Peninsula there is a large percentage of Germans, French, and Irish and in one or two of the consolidated districts of this area the German predominates. Their thrift and industry and interest in agriculture is very noticeable in the two rural agricultural schools of Oscoda county. In Clare county the inhabitants are mostly Americans and it is surprising how rapidly the educational standard has risen in these districts. The patrons seem to be unitedly and whole-heartedly back of the school. This is partly due to the fact that they have been securing better educational opportunities for their respective communities for a number of years and were ready to welcome this development program when it was made available.

In southwestern Michigan there is a large sprinkling of German and Dutch people and in some sections the Dutch are in the lead. They are industrious, have a strong appreciation of the school, and seek high educational standards for their children. In the northern part of Kalamazoo county and in Barry county the major portion of the school population comes from English or American homes.

In all of the rural agricultural schools of southeastern Michigan the Americans are in the majority. Some of these schools are influenced to some extent by the demand of the industries of the nearby cities. In fact, in all of the consolidated schools that are near to such centers there seems to be a gradual exodus on the part of high school graduates and many who may not have completed their work in the local school toward the various positions and demands from the city industries. This tends to reduce the benefits of the school agriculturally.

In general it may be said that progress in the matter of Americanization and in the creating of an interest in higher education is very gradual, especially in communities where there are many Finnish, Polish, and German people but they do become substantial supporters of the school and become quite willing for their children to remain in school after they have reached the maximum compulsory education age. Possibly the school located in this type of community may be performing a more important piece of work than the one which is located in the all-American community. It has been fully demonstrated that the influence of the vocational program that is required under the rural agricultural school act is one of the agencies that is having a big part in raising the standard of living and home life conditions among rural people.

CHAPTER X

ECONOMIC VALUES AND SOCIAL RELATIONS

Economic values -

The rural agricultural school has several economic values of a permanent contributory nature. Among these are increased earning power of the average individual who graduates from the school; the marked increase in the number who attend high school; the saving in time and expense that evolves from home economic training in the life of the individual and as reflected in the homes; the acquired knowledge of values obtained in connection with the agricultural course; and the indirect cultural and general educational values that are resultant in making the community more attractive to those who are residents and to those who have an interest in finding a suitable place in which to live and rear a family.

It is generally conceded that the four years spent in high school is a splendid investment of the time of the average individual. Various estimates have been made of its dollars and cents value. Most authorities who have investigated the records of non-high school and high school graduates and have made a comparative study of the relative earning powers of these two classes are positive that the additional four years in high school adds materially to the average life annual income. At any rate there is a definite increased earning power which in a few years is sufficient to offset the expense of attendance at high school and the salary loss of the four year period. There is also a very marked increase in the number who

find it possible to secure high school training and the aggregate increased earning power for these should be credited to the presence of the consolidated school. For those who would go elsewhere to obtain high school training in case it were not made available in the home neighborhood there is a large reduction in expense for board, transportation and a variety of other expenditures that are incidental to being away from home.

The home economics courses have an economic home influence that cannot be measured. The principal ones derived from this come from the preparation in selecting and purchasing of materials for the home furnishing, clothing, and foodstuffs. Knowledge of good and poor quality indications and wise use of materials may mean a marginal difference between building up of a saving account or not being able to do so. A saving also accrues from being able to adapt that which is available in clothing, foodstuffs, and other materials to its best possible use and from the ability to do the more skillful labor required in this connection. Many times a definite saving is derived from a more scientific understanding and use of foods in preparation of the meals. This is resultant in better health and reduction in loss of time due to unnecessary digestive and other common ailments that come from improper diet and unsuitable nourishment for the various members of the family. It is especially true in regard to children who as a consequence of improper diet cannot develop as they should either physically or

mentally. The aftermath of such ignorance is needless expense for medicine, medical service, loss of time and sometimes a permanent physical handicap that prevents the approach of capacity efficiency in a chosen career.

It has often been stated that there is a sufficient amount of economic, scientific, and practical information available to make it possible to transform the farming business if a sufficient number of those engaged in this basic industry were fully prepared to apply and use this information. The agricultural course including boys and girls club and project work should and does fit those who graduated from such schools to cope more successfully with the problems of agriculture. They are able to make such better use of scientific truths and information as will insure larger dividends for the time, money, and energy invested.

The cultural benefits and accompanying rise in the educational level, the opportunity for enlarged area contacts, social intercourse, and inspiration generated from the school as a center cannot be measured in a monetary way. These things do enhance property values and make the community more inviting to those who care and want the finest and best things of life for themselves and their children. If one could evaluate all of the benefits of the rural agricultural school as it functions from year to year within the neighborhood it would tend to give real impetus to the movement.

### Social Relations -

The social sovereignty of the small primary district neighborhood with its accompanying spirit of independence is a natural outgrowth of segregated farm settlements. The people live for and unto themselves and acquire a feeling of combativeness against outside interference. Very often a divided interest within the district results in feuds and factional strife which may become deeply rooted and noticeable in connection with church and school affairs. The one group lines up on one side of an issue that requires the attention of the neighborhood and the other group unites just as solidly on the opposite side. Each measures its strength and often uses unfair methods in doing so. Under conditions of this kind the question is not settled on its merits.

When a group of neighborhoods, some of whom may even be of the type mentioned, mingle in larger enterprises of social or educational nature the influence of the faction is minimized and issues are given more fair-minded consideration. This is especially noticeable in school affairs when a larger unit is created through the amalgamation of a group of primary school districts. The school board is farther removed from petty affairs and the influence of prejudiced domination.

The consolidated school has a socializing influence upon the various groups within the community. Starting with the

lowest elementary grades these children learn how to play together, respect the rules of the game, and mingle among large numbers of their approximate ages. As they advance from grade to grade such objectionable qualities as are common to the adolescent period are squelched by the group. They take on a new philosophy of life and learn to give due consideration to the other fellow's rights, ability, and privileges. During the high school years they learn to appreciate the value of teamwork in athletics and various classroom and extra school activities. It soon becomes definitely understood that the group's best interests supercede those of the individual. This creed which is common on the football field carries over into their later participation in community and state affairs.

The adult population through their intermingling in larger numbers soon take on a broader outlook upon life and become more magnanimous in their dealings with their fellow men. As time goes on there is a continuously increasing percentage of the district's population who have been graduated from the local twelve grade school. They, too, will help to enlarge the vision of the older members of the community. At the same time the younger generation will have the benefit of the experience and steady influence of their elders. Thus the social and economic transition will be gradual and take on a



form that makes for stability and permanence. Much of that which is valuable has come from the society of the past and will be transmitted from generation to generation. Much of that which is new after being properly censored will be woven into the fabric of the society of the great tomorrow. Thereby both the economic and social resources will be enhanced and the great social and economic stream will have moved forward.

#### Leadership -

Local leadership is essential in the successful consolidation of rural schools. Practically every consolidated district of the state has its local "John, the Baptist" who took the initiative, faced opposition, and sacrificed time and effort in behalf of the common good. Sometimes this leadership is not confined to one person but may be shared by a group of active workers. It is most commonly found among the business or professional men and women of the village, who enlist the cooperation of village and farmer neighbors. However, some of the best, most capable leadership has come from farming areas. The farmer who has been schooled in farm organization work, township politics, and community betterment service makes the most apt and efficient consolidation leader. The most successful leader in this movement is one who works quietly and in a non-spectacular way from day to day among his friends. He strives to have others share the responsibility with him and is wise in selecting the individuals to whom definite tasks

are assigned. He may help choose key men and women to serve on a committee and will try to have every school district of the proposed unit represented in this group of workers. The committee will circulate the petition; make arrangements for speakers and meetings; plan for tours to consolidated schools that are favorable to the proposed unit; and make arrangements for personal work among those classified as being in the doubtful column who are susceptible and capable of taking on a new idea. The leader must be enthusiastic himself and have the faculty of inoculating others. He must not allow the interest to lag but keep it well stimulated and growing until the time when the election is held. He must inspire confidence in the success of the campaign but must not be over-confident nor consider the victory won until the votes are all cast and the count shows a majority in favor of the cause.

One who is well acquainted with the organization work throughout the state usually thinks of one or more individuals in connection with each known unit as responsible for its successful consummation. At Boyne Falls in Charlevoix county it was a merchant who initiated the movement and helped to persuade the supervisor, the banker, and a few others to join with him in a successful campaign. At East Jordan the superintendent of schools devotedly championed the cause. The Chamber of Commerce and the ladies' organizations of the city gave assistance and encouragement when needed; several farmers

participated in various capacities; and the county and state road administrative authorities gave assurance of snow removal and maintenance services. The success of the project was assured because aggressive leadership stimulated a growing interest that reached its height on election day. At Morely two business men, one a banker and the other a grain and produce dealer, did an effective piece of preparatory work which made it comparatively easy to secure the required signatures on the petitions. The success of the election was assured because they and others had made a house to house canvass of the districts. The Sand Creek rural agricultural stands as a monument to the work of a progressive farmer who in his characteristic, convincing way persuaded his neighbors, one by one, and secured the active cooperation of many of them. A similar story might be related concerning the individual or group of local workers who sponsored the cause during the process of organization for each consolidated school in the state. After the organization has been completed and the school becomes a going concern it is surprising how many people are willing to take credit for its existence. Some of the opposition class are usually found among the number who point with pride at the school in order to impress the stranger and visiting friends of the community's progressive interest in education.

The presence of the consolidated school also provides a

means of using and developing new leadership among the members of the adult population. Those who serve on the school board from time to time share in the responsibilities and become imbued with the spirit of service and helpfulness and thereby new leadership is developed. The numerous community functions that are centered at the school call for officers and committee members who are trained through this service to take part with others in community affairs.

The most important leadership is that which is being developed among the youth of the community served by the consolidated school. A variety of school and extra curricular functions make available an opportunity for all who will to use their talent and fit themselves to assume positions of leadership in the great school of life. Developed leadership means social and economic progress.

CHAPTER XI

RECOGNITION BY BUSINESS MEN

The Hartland Area -

One of the most interesting consolidations of the state is that which is located at Hartland, Livingston county, Michigan. Its record from the beginning has been of an extremely practical and progressive nature. So much so, in fact, that it attracted the interest of two successful business men, J. Robert Crouse of Cleveland and H. A. Tremaine of New York City, the first of whom was born and grew to manhood in this neighborhood. The latter became a brother-in-law of Mr. Crouse's father and was a frequent visitor to the community.

Mr. Crouse continued to maintain and operate the old farm estate of 640 acres and still retains a summer home at that place. The first superintendent of the consolidated school was also a native of a nearby neighborhood and the families have many experiences in common. This superintendent at the expiration of a successful nine year tenure of service in this school became president of the Ferris Institute at Big Rapids, Michigan.

During this period these business men took more than a passive interest in the educational program and activities of the Hartland school. In 1927 they began to give financial recognition to the school and community, first in the form of a \$35,000 library and an adjoining seven acre

tract for park purposes, followed by certain foundations which they created for the school and community. The first of these is known as "The Hartland School Foundation" and consists of \$50,000 in the hands of the Cleveland Trust Company, 80% of the income of which is being used for the benefit of the Hartland school. The remaining 20% of the annual income is being added each year to the principal sum and will continue to operate in that way until it becomes \$1,000,000, after which time the entire income thereof shall accrue to the needs of the school.

A \$10,000 foundation has been set aside for the Methodist church at Hartland, the income being divided as in the school foundation until the principal sum shall reach \$400,000 after which time the entire income shall be utilized by the church authorities for the promotion of its Christian stewardship.

The third foundation, distinguished from the first by a slight change in spelling, is called "The Heartland Foundation". It was created with deposits by Mr. Crouse of \$100,000 with the Grand Rapids Trust Company. An additional \$100,000 to supplement this fund is being made available by Mr. Crouse in his will. Mr. H. A. Trensine has made a similar provision for \$100,000. This foundation also operates on the 80% to 20% basis until the aggregate

amount becomes \$10,000,000. As soon as the annual income reaches \$25,000 a trust fund is to be created for other adjoining schools similar to the one at Hartland.

The fourth gift is the farm of 340 acres in the lands of the Grand Rapids Trust Company to be used for religious, educational, or agricultural purposes in the Hartland area along the lines of research engineering development and operation.

A few months ago Mr. J. Robert Crouse suggested to the Superintendent of Public Instruction that he would like to enlist the cooperation of the state educational department in the development for the Hartland schools of the most forward-looking curriculum in rural education in the United States. He stated that he would be disposed to consider giving any financial assistance needed in excess of that which the local school district would naturally be expected to pay in order to inaugurate such a program of courses and provide housing and other essential facilities to assure the success of the project. The Superintendent of Public Instruction appointed a special committee consisting of the Head of the Educational Department of Michigan State College, the Head of the Rural Education Department of Michigan State Normal College, and the State Supervisor of the Rural Agricultural Schools of Michigan. They are working with the

Hartland superintendent of schools and other interested persons in the promoting of this work. In September of 1930 the committee in company with the State Superintendent of Public Instruction and the State Superintendent of Rural Education made a casual survey of the district and the neighboring school districts and held a conference at Hartland to consider a definite area from which the committee would select a group of districts including the Hartland consolidated school that would constitute the so-called Hartland Area. It was hoped that the group of schools might have a population of at least 600 children.

Preparatory to this study a large map was prepared of the territory including the school districts of Leerfield, Oceola, Genoa, Tyrone, Hartland, and Brighton townships of Livingston county and Highland township of Oakland county. This forms the basis for a more thorough educational and sociological survey in order that it may be determined approximately how much and what portions of this group of townships should have their educational interests centered at Hartland and receive their high school advantages at that place.

A questionnaire was prepared and placed in the hands of high school students to collect definite facts and general information concerning the greater portion of the





area. This data <sup>was</sup> <sup>were</sup> used in determining the resources of the community as well as its integrating and disintegrating forces. It was found that the banking, general merchandising, and grocery areas overlap and that a grocery area was the only type centering at Hartland. A large percentage of the farms are occupied by the owners and the period of occupancy seems to be a comparatively long one. Several churches are scattered about the area among which are two Catholic churches, a Methodist church at Hartland, and a Free Methodist church in Tyrone township.

The land is fairly well adapted to general farming purposes although its topography is of a broken, slightly hilly nature. Dairying seems to be the dominant agricultural interest and under normal conditions these farmers are quite prosperous. The people are mostly native born and are quite thrifty and industrious.

The study is being continued in order that the committee may be prepared to take into consideration the economic, sociological and educational factors involved. They can thus more intelligently formulate a nucleus for a curriculum that shall evolve and serve the educational needs of the community. It was felt that it should be a growing curriculum which would be gradually developed within the area. The committee recommended as an initial step to this development a Helping Teacher Service. After giving the matter careful consideration and consultation

with some of the leading educational leaders of this country, Mr. Crouse accepted the recommendation and arranged for a three year tenure of this service starting in September, 1931. A group of twelve districts have agreed to cooperate.

It is the desire of Mr. Crouse that there shall be originated a plan whereby the seven cardinal educational objectives may function in the largest possible way in the community. To these he would also add village planning, architecture, landscape designing, investigation and establishment of industries supplementary to agriculture, community welfare fund for charities, and perhaps others that may suggest themselves in the future. All of the above including the educational objectives he hopes may be rendered continuously effective in the future by means of financial foundation which he would create.

With a suitable program of courses opportunity for the right kinds of contacts, participation, and exposures it is believed that the children of Hartland and vicinity will be given a chance to at least approach capacity efficiency. They will have a rich heritage and can transmit to posterity those things that are essential to the enrichment of human life.

The Barry County Area -

The story of the Barry county area would not be complete without cognizance being given to the way in which Mr. W. K. Kellogg's interest was attracted to the rural agricultural school movement. It came as the aftermath to an election in Rose township, Valparaiso county, for the purpose of organizing a township school district. The election was lost by a majority of fifteen votes.

Since the W. K. Kellogg farm and bird sanctuary is located in what at that time was known as district No. 3 of Rose township, the report of the result of the election caused him to meditate on what might be done to improve the local school conditions. His first thought was to encourage a building program for that district. Consequently he offered to match \$10,000 with a like amount to be raised by a bond issue in the district for the purpose of providing a fine two-room building including an auditorium for the neighborhood. The local school board called a bond election for the above mentioned amount. Before the time of the election Mr. Kellogg's funds had been diverted to a larger educational program. The result was that he offered to match \$30,000 with a like amount toward building a new consolidated school building for a group of primary school districts. Seven districts accepted the challenge and

organized themselves into a rural agricultural school district. Instead of matching the amount offered they bonded the district for \$80,000 for building purposes. This encouraged Mr. Kellogg who increased his appropriation to \$30,000 and a \$90,000 building was erected.

When school opened the following September the children of the entire area were permitted to enroll at the new school. Transportation was made available to those who lived more than a mile from the consolidated school building. The initial enrollment was 206 which increased during the year ending June, 1931, to 243. In place of only eight grades of work as previously obtained in six of the primary districts and ten grades in the other a twelve grade accredited school promptly materialized. Mr. Kellogg continued his interest in this school and manifested it by contributing toward the cost of the busses, by providing a modern teacherage for the grade and high school teachers and in other substantial ways.

He soon discovered that such an institution has its fruitage in a better rural life. At the expiration of the second year Mr. Kellogg sent word to the office of the Superintendent of Public Instruction that he was ready to invest \$100,000 more in helping to build three additional schools. His first thought was that they might be dis-

tributed about the state with possibly one of them located at Chatham in Alger county and another in Calhoun county. Shortly after this and before the locations had been definitely fixed he conceived the idea of a more complete program including health education, health supervision and general child welfare for a group of such schools.

With this idea in mind he established the W. K. Kellogg Foundation with an initial sum of \$1,000,000 and placed it in charge of seven men who constitute the Board of Directors. He asked that an area be selected near the present W. K. Kellogg school in which the \$100,000 might be expended under their direction to help build the three schools.

This Board of Directors with two active members in charge were directed to finance a thorough-going health program in conjunction with regular local, county and state agencies for this group of schools and other nearby rural agricultural schools. Barry county was selected and the organization work was started. They expect to extend the advantages of the supplementary health work to the entire county as well as the present W. K. Kellogg school, the Woodland school, and the city of Hastings. With this thought in mind a rural agricultural school has been established at Middleville for Thornapple township including some portions of two or three adjoining townships and



another is in the process of organization for approximately twenty primary districts for the Dalton-Prairieville portion of the county. It is expected that a school of this type will be established at Nashville and possibly one or two others in the county. In addition to this a legislative enactment was secured during the session of 1931 which makes it possible for other townships immediately adjacent to Hastings and existing rural agricultural schools to take advantage of the opportunity. They can organize themselves into township districts. Then on petition of the school electors for the establishment of a rural agricultural school in lieu of doing so determine by resolution to pay the tuition and provide transportation for any or all grades to adjoining schools in which the required vocational training is made available. When this is done the state is required to contribute \$400 per vehicle toward the cost of transportation. It is expected that the health program thus made available to this area will be the most complete in the United States. The management of the Foundation has investigated practically every community in the entire country in which such work is being done and hope to profit by the experience of others and cater to every physical and health need of the child that is not otherwise being served by existing agencies. It is understood that if the practicability and success of the program is assured Mr. Kellogg expects to add several million dollars to the Foundation fund in order to



make it permanent and make it possible for the service to be extended to other rural sections of this country. It is felt that supplementing the usual rural agricultural school program in this way will tend to make such districts the most attractive in which to live, maintain a home, and rear a family. Rural life will thus become more complete, permanent, and satisfactory.

In 1927 immediately following the Bath disaster of Clinton county Senator James Couzens made an investment of \$75,000 for the purpose of reinstating that rural agricultural school program. He not only restored the building but provided a beautiful addition for community and physical education purposes. This has enabled the school to more fully serve the rural life needs of the community.

#### Another Gift -

About a year after Senator Couzens came to the rescue at Bath and Messrs. Crouse and Tremaine made their first bequest of \$35,000 library to the Hartland school a legacy was provided for the Lincoln rural agricultural school at Millis, near Ypsilanti. Provision was made in the will of Charles Eli Alban of Millis for a substantial gift. This consists of the net income of a \$100,000 estate and \$2000 annually from the principal sum

thereof to be used for the purpose of paying the principal and interest on bonds issued to rebuild after the original plant has been destroyed by fire. The donor was formerly a resident of the district and is reported to have been opposed to consolidation at the time of the organization of this school. Later he learned to appreciate its benefits both locally and as a training school for teachers in the field of rural education.

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