



A PLAN OF REORGANIZATION  
OF ISABELLA COUNTY SCHOOLS.  
MICHIGAN

THESIS FOR THE DEGREE OF M. A.  
Earl William Miller  
1935



THESIS

Schools - Michigan

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A PLAN OF REORGANIZATION OF  
IDAHO COUNTY SCHOOLS.

(Hole punch)

A Thesis Prepared by

EARL WILLIAM MILLER

as Partial Fulfillment of the Requirements for the  
Degree of Master of Arts.

MONTANA STATE COLLEGE

1935

THESIS



This study was conducted under the  
direction of the following committee

Dr. E. L. Austin, Chairman

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Valuable assistance was received from Mr. Dorr Steck,  
Miss Sweet and Miss Sexton of the State Department of  
Public Instruction.

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A PLAN OF REORGANIZATION OF  
ISABELLA COUNTY SCHOOLS.

(Michigan)

I. Introduction.

A. Plan of the Study.

The purpose of this thesis is to discover the actual and potential factors relating to the Isabella County school system, and in the light of the facts obtained, to recommend a program in accordance with the facts whereby the public schools may be able to serve more efficiently the purpose for which they are first set. On the basis of the facts determined a plan of organization is established. This study has not included the city school system of Mt. Pleasant.

The writer has conducted this study with a comprehensive understanding of the limitations and needs of the schools of Isabella County, particularly of those having actively participated in the county's educational program for three years.

"The largest school system in the world is not well served as long as it is content to do nothing, the educational opportunities for each child." (1) (2)

- 
- (1). Pearson, Harold L. An Educational Study of Clay County, Arkansas. The Division of Educational Surveys of the State Department of Education and the County Superintendent of Schools of Clay County, Arkansas. Pgs 18-19. P. 1.

In conformity with the preceding statement and based upon the facts of Franklin County, this study recommends a program of reorganization. It is believed that the people of Franklin County, with the help of the State, are financially able and sufficiently progressive to accomplish this plan.

---

(C). Denson, Howard A. An Educational Survey of Franklin County, Arkansas. The Division of Research and Surveys of the State Department of Education, and the County Superintendent of Schools of Franklin County, Arkansas. August 1930. 2 p.



## II. General Information Relative to Isabella County.

### A. Geography.

Isabella County is located in the central part of the lower peninsula of Michigan. It is situated about fifty miles north-northwest of Lansing, the capital city of the state. The area of the county is 577 square miles. In shape it is approximately square, extending twenty-three miles in each direction. The topography of the county is generally level except for a few scattered hills in Beconfield township. The county is divided into sixteen political divisions called townships with the county house at Mt. Pleasant in Union township.

### B. Occupational and Economic Conditions.

Diversified agriculture has been the main occupation for many years. The soil is variable even within small areas, which probably accounts for the great variety of agricultural products. A few of the leading products are beans, potatoes, beets, corn, and nearly all the grasses. There is also a limited amount of fruit, poultry and live stock production. Within the last few years the salt, gas and oil production in Isabella County increased to such an extent that they may in time become the leading products of the county.

MAP 1. THE LOCATION OF ISABELLA COUNTY.

### C. Transportation.

The main line of the American Railway traverses the central part of the county from north to south. A spur of the Edlington-Tuleito Line of the Pure Macquette Railway extends from the north east corner of the county into Mt. Pleasant. Another Pure Macquette Railway spur furnishes railroad transportation for the eastern portion of the county.

United States Highway number twenty-seven, a paved road, crosses the county in a general north and south direction connecting Stanford, Mt. Pleasant, and Rockford. Michigan State Highway number twenty crosses the county in an east and west direction. About one-third of this highway is paved. A complete network of improved gravel roads, maintained by the county, supplies Iosco County with a creditable system of highways. A survey revealed that all points within the county are within three miles of an improved road. This complete system of improved roads is an important factor in considering a program of consolidation in this county.

### D. Population Trends.

According to the 1970 census Iosco County's population was 21,186. This was a decrease as compared to the 1960 and 1950 census which showed the population to be respectively 22,410 and 23,999.

The census for each township is contained in Table I, page seven. The census of all the children between the ages five and sixteen inclusive for the decade 1923 to 1933 as found in Table II, page nine, indicates the same trend with the exception of the last two years. From Table II it may be seen that, in general, there was a decrease from 1923 to 1930 and an increase in 1931 and 1932. This indicates that the population of Isabella County has been decreasing slightly. This decrease may be checked if the natural resources of the county show a marked increase in production. There is also evidence that the decrease was caused by a general farm-to-city movement but economic conditions of recent years probably caused a reversal of this movement.

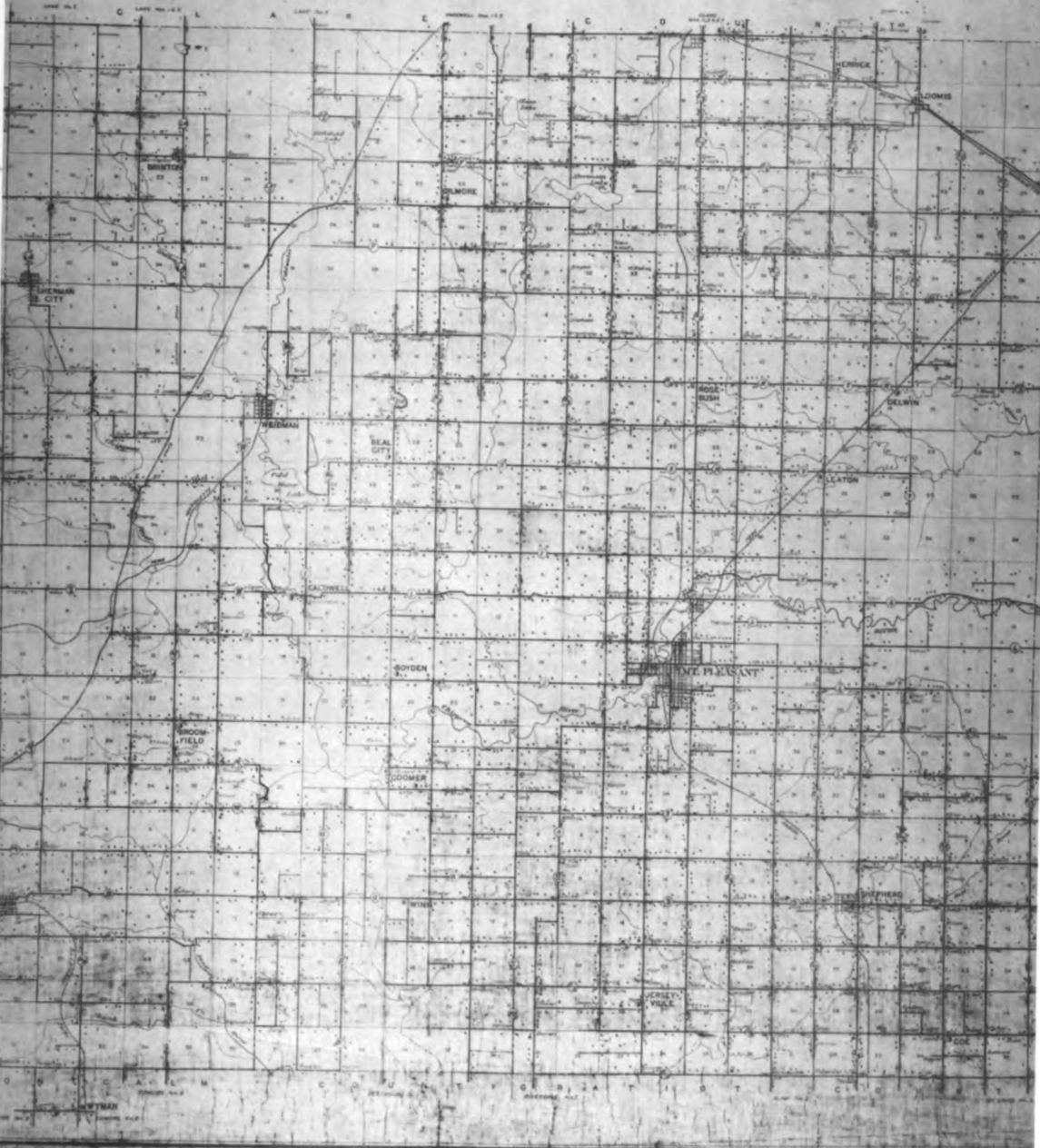
TABLE I. POPULATION IN ISABELLA COUNTY AS INDICATED BY THE CENSUS OF 1910, 1920, AND 1930 (.)

| Township   | Census |        |        |
|------------|--------|--------|--------|
|            | 1910   | 1920   | 1930   |
| Brookfield | 755    | 861    | 870    |
| Chippewa   | 1013   | 900    | 913    |
| Coe        | 8172   | 8070   | 8110   |
| Coldwater  | 1010   | 879    | 877    |
| Deerfield  | 1032   | 989    | 952    |
| Denver     | 981    | 961    | 775    |
| Fremont    | 1106   | 1011   | 885    |
| Gilmore    | 700    | 642    | 606    |
| Isabella   | 1519   | 1590   | 1354   |
| Lincoln    | 1103   | 1112   | 1037   |
| Nottingham | 1379   | 1372   | 1201   |
| Rolland    | 1017   | 1115   | 1004   |
| Sherman    | 930    | 885    | 720    |
| Union      | 1702   | 1506   | 1380   |
| Vernon     | 1159   | 1180   | 955    |
| Wise       | 1131   | 838    | 570    |
| County     | 22,049 | 22,110 | 21,116 |

(S). 15th Census of the U. S., Vol., I, 1920. P. 11 p.

## ISABELLA COUNTY, MICHIGAN

SCALE IN MILLIMETERS



MAP 2. DISTRIBUTION OF POPULATION IN ISABELLA COUNTY.  
(Each dot represents one farm home.)

TABLE II. AVERAGE MEMBERSHIP OF ISABELLA COUNTY SCHOOLS  
IN YEARS FROM 1948 TO 1968 WITH INCREASE AND  
DECREASE

| Year | Average Membership | Increase | Decrease |
|------|--------------------|----------|----------|
| 1947 | 5518               | --       | --       |
| 1948 | 5503               | --       | 15       |
| 1949 | 5555               | 52       | --       |
| 1950 | 5500               | --       | 55       |
| 1951 | 5188               | --       | 312      |
| 1952 | 5500               | 112      | --       |
| 1953 | 5579               | --       | 79       |
| 1954 | 5172               | --       | 397      |
| 1955 | 5557               | 115      | --       |
| 1956 | 5183               | 519      | --       |

### III. Present Administration of Isabella County Schools

#### A. Types of Schools.

The schools of Isabella County are administered as one hundred and four separate units or districts. Each district is administered by a board of three or five members. For the entire county this results in a total of three hundred and twenty school board members directing the activities of one hundred and twenty-five teachers. It is impossible to secure any degree of unity of plan or program with such divided administration unless some central authority be established.

The school boards have very broad powers of administration delegated to them by the State. They select the teachers, fix the salaries, purchase supplies, maintain school buildings and grounds and determine the general administrative policies of the schools. They control to a large extent the funds of the school district and may create indebtedness with the consent of the voters. There is little evidence of unity of purpose among the different boards and practically no co-ordination of efforts to provide the greatest opportunity for all the children of the county with the money available for the support of the schools.



Most of these boards are school supplied and equipment is small lots of low cost items. Owing to the great variation in what is available and the type of educational opportunity offered, at the end of the year some districts are supplied with all the things, including books, material, supplies, and the school year will be almost complete. In fact, in the management of the schools some districts are quite, or almost so, able to provide as best with the authority to plan and carry through a school program where function is to provide the maximum amount of educational opportunity for all the children of the county with the funds available.

Paragraph three, page thirty six, shows the school districts of the county and the location of the various schools. Many of the schools are small. This means that many children attend schools in which the teacher cannot give them instruction that will compare favorably with that offered in larger schools. For example, in the one room school having eight pupils, the average length of recitation is from eight to twelve minutes, while in the larger schools the recitation period extends from twenty to sixty minutes. In the one-room schools the teacher is supposed to be specialized in many respects, in all

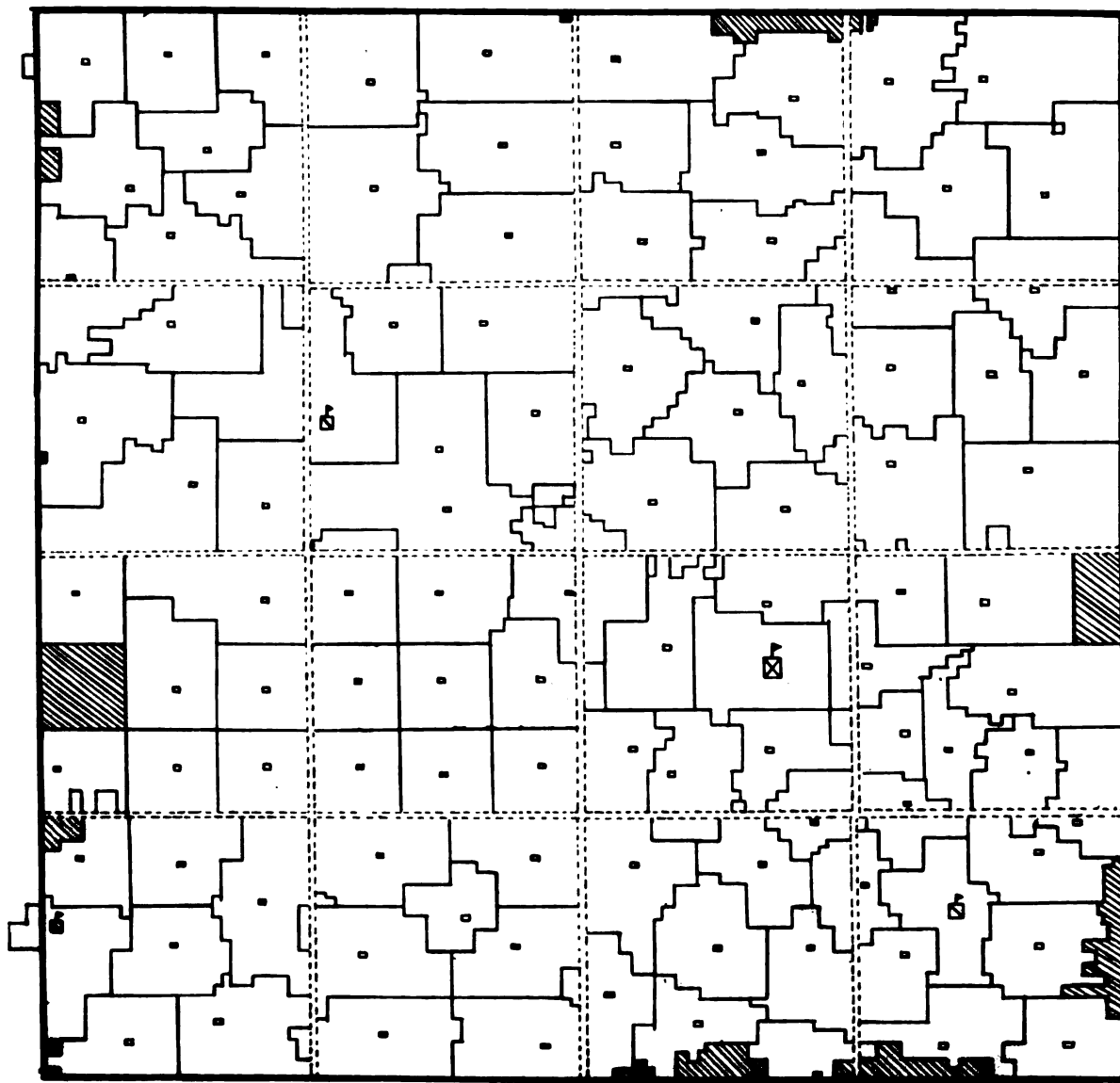
elementary schools, high, main, high school activities, and in addition an experimental. She is supposed to be an assistant in all fields except of the high school elementary level, in a low school, in one field. If it is not possible to find teachers in all these many fields they will accept only the low elementary positions in low schools.

Of the one hundred and four schools in Isabella County ninety-eight are one-teacher schools; two are two-teacher schools; four are three-teacher schools. This total of one hundred and four schools is the only school system of Mt. Pleasant.

TABLE III. NUMBER OF SCHOOLS OF VARIOUS SIZES, AND THE PER CENT OF CHILDREN IN EACH. 1934

| Type            | Number of<br>Schools | Number of<br>Children | Per Cent of<br>Children |
|-----------------|----------------------|-----------------------|-------------------------|
| 1 room          | 98                   | 6661                  | 72.8                    |
| 2 rooms         | 2                    | 50                    | 0.4                     |
| 3 rooms         | 0                    | 0                     | 0                       |
| 4 rooms or more | 4                    | 157                   | 18.5                    |

Seventy-nine of every one hundred children in the county are in one room schools. This means that a large percentage of the children must attend school where one teacher has many pupils.



ISABELLA COUNTY

Present School Districts, Showing the Location and Types  
of Schools.

LEGEND

- Boundaries.
- Primary Districts.
- ▣ Graded Districts.
- ⊠ City Districts.
- To Districts Outside of County.

MAP 3. PRESENT SCHOOL DISTRICTS, SHOWING THE LOCATION AND TYPES OF SCHOOLS.

TABLE IV. NUMBER OF SCHOOL DISTRICTS IN TOWNSHIPS IN ISABELLA COUNTY. 1913 - 1918

| Townships  | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 |
|------------|------|------|------|------|------|------|------|------|------|------|
| Broomfield | 8    | 8    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    |
| Chippewa   | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Coe        | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Collister  | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Deerfield  | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Danvers    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    |
| Frederick  | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    |
| Gilmore    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |
| Isabella   | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Lincoln    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Nottingham | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Rolland    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    | 7    |
| Shelburne  | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    |
| Union*     | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |
| Vernon     | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    | 8    |
| Wise       | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    |
| Totals     | 107  | 107  | 106  | 106  | 106  | 105  | 104  | 104  | 104  | 104  |

This table clearly reveals that little progress toward consolidation has been made in the County at all.

\* Does not include the city of Mt. Pleasant.



Obviously, with so much work, the county commissioner cannot do the supervision which needs to be done. Supervision has come to be accepted as of such importance in the improvement of instruction as to justify the full time employment of specially trained persons for this service.

#### C. The Teaching Staff.

The qualifications of teachers determine largely the type and number of educational opportunities that any system provides for the pupils. The teaching staff of the schools of Isabella County is composed of one hundred and ten elementary teachers and fifteen high school teachers. This does not include the city of Mt. Pleasant.

In table number five, page eighteen, the twelve degrees represent at least four years of professional training each beyond the secondary school. Each of the sixty-three life certificates represents at least two years of college work. This type of certificate is no longer issued in Michigan. The fifty limited certificates generally represent one year of college training each. However most of the teachers holding these certificates have added at least one term of summer school work at a State Normal College.

Teaching cannot be done satisfactorily by untrained people.

It is recommended that no new teachers be employed in the elementary schools with fewer than two years of college training, and that all the successful teachers be retained only so long as they give satisfactory service, and present evidence of professional growth. (1)

It is also recommended that no new teachers be employed in the high schools of the county with fewer than four years of college training including professional courses. (2)

TABLE V. THE NUMBER AND TYPES OF TEACHER CERTIFICATES IN FORCE IN EACH TOWNSHIP. 1932

| Township   | Certificates |      |         |
|------------|--------------|------|---------|
|            | Degrees      | Life | Limited |
| Broomfield | 1            | 2    | 4       |
| Chippewa   | 0            | 3    | 5       |
| Coe        | 5            | 12   | 3       |
| Coldwater  | 0            | 2    | 5       |
| Deerfield  | 0            | 5    | 3       |
| Denver     | 1            | 4    | 3       |
| Fremont    | 0            | 3    | 4       |
| Gilmore    | 0            | 1    | 4       |
| Isabella   | 0            | 4    | 2       |
| Lincoln    | 0            | 7    | 1       |
| Nottawa    | 3            | 6    | 3       |
| Rolland    | 2            | 4    | 0       |
| Sherman    | 0            | 1    | 3       |
| Union      | 0            | 3    | 0       |
| Vernon     | 0            | 3    | 3       |
| Wise       | 0            | 3    | 1       |
| Totals     | 12           | 63   | 50      |



### F. Salaries of Teachers.

A study of salaries of the teachers in the primary districts of the county revealed a wide range. In 1931 the minimum was \$600. and the maximum \$1200. In 1932 the maximum remained the same but the minimum was reduced to \$500.

TABLE VI. NUMBER OF TEACHERS IN PRIMARY DISTRICTS RECEIVING VARIOUS SALARIES. 1932

| Salaries       | Number of Teachers |
|----------------|--------------------|
| \$ 500. - 599. | 8                  |
| 600. - 699.    | 16                 |
| 700. - 799.    | 25                 |
| 800. - 899.    | 13                 |
| 900. - 999.    | 22                 |
| 1000. -1099.   | 4                  |
| 1100. -1199.   | 5                  |
| 1200. -over    | 4                  |

The median salary for 1932 was \$810. The average of all the salaries for 1932 was \$830.41. This was \$20.65 less than the average for 1931. The \$1200. maximum salary was received by a critic teacher.

#### F. Length of School Term.

A criterion of any school system is the length of the school term. The state law permits a variation in the number of days. As a result of this the terms in Isabella County vary from one hundred fifty to one hundred eighty-two days. It is generally conceded that most children will accomplish more in a longer term. With that in mind a minimum term of one hundred and eighty days is recommended.

(3)

TABLE VII. LENGTH OF TERM BY DISTRICTS

| Number of Days | Number of Schools |
|----------------|-------------------|
| No school      | 4                 |
| 150 - 159      | 7                 |
| 160 - 169      | 6                 |
| 170 - 179      | 24                |
| 180 - 189      | 3                 |

This above table shows that at present only three districts have terms of the recommended length.

#### IV. Financing Education in Isabella County.

##### A. Assessed Valuation Per Pupil.

TABLE VIII. THE VALUATION PER CHILD BY THE NUMBER OF DISTRICTS AND THE PERCENTAGE OF DISTRICTS IN EACH RANGE

| Per Student Valuation<br>of each District | Number of<br>Districts | Percentage<br>of Districts |
|-------------------------------------------|------------------------|----------------------------|
| \$1000 - 1499                             | 9                      | 2.65                       |
| 1500 - 1999                               | 15                     | 14.42                      |
| 2000 - 2499                               | 23                     | 22.12                      |
| 2500 - 2999                               | 20                     | 19.64                      |
| 3000 - 3499                               | 17                     | 16.35                      |
| 3500 - 3999                               | 8                      | 7.69                       |
| 4000 - 4499                               | 8                      | 7.69                       |
| 4500 - 4999                               | 1                      | .96                        |
| 5000 - 5499                               | 2                      | 1.92                       |
| 5500 - 5999                               | 0                      | .00                        |
| 6000 - 6499                               | 0                      | .00                        |
| 6500 - 6999                               | 0                      | .00                        |
| 7000 - 7499                               | 1                      | .96                        |

The average assessed valuation supporting each child is \$2720. The median value is between \$1800. and \$2400. This table clearly reveals the wide range of assessed valuation per child and the consequent inequality in the ability of districts to support schools.

## B. Size of Schools.

TABLE IX. THE SIZE OF THE SCHOOLS, NUMBER OF SCHOOLS, NUMBER TEACHERS, NUMBER PUPILS, AND THE PERCENTAGE OF PUPILS IN EACH SIZE CLASS

| Size of School | Number of Schools | Number of Teachers | Number of pupils Attending | Percentage of Pupils |
|----------------|-------------------|--------------------|----------------------------|----------------------|
| 0              | 4                 | 0                  | 0                          | 0                    |
| 1 - 9          | 2                 | 2                  | 13                         | .5                   |
| 10 - 19        | 18                | 18                 | 273                        | 7.9                  |
| 20 - 29        | 34                | 34                 | 330                        | 24.1                 |
| 30 - 39        | 24                | 24                 | 393                        | 28.7                 |
| 40 - 49        | 12                | 12                 | 313                        | 14.7                 |
| 50 - 59        | 3                 | 3                  | 314                        | 9                    |
| 60 - 69        | 1                 | 2                  | 64                         | 1.9                  |
| 140-149        | 1                 | 6                  | 113                        | 4.1                  |
| 150-159        | 1                 | 6                  | 160                        | 5.1                  |
| 310-319        | 1                 | 13                 | 313                        | 9                    |

The average number pupils per teacher is 27.8.

While this average is a fair load per teacher yet there are forty-eight schools or forty-six and one-tenth per cent with less attendance than this average.

### C. Total Resources.

TABLE X. TAX RATE FOR SCHOOL PURPOSES ON EACH \$1,000 VALUATION, THE NUMBER OF DISTRICTS, AVERAGE AND PERCENTAGE OF DISTRICTS

| Rate           | Number of Districts | Average | Percentage of Districts |
|----------------|---------------------|---------|-------------------------|
| None           | 10                  | \$ .00  | 9.6                     |
| \$ 0.01 - 1.99 | 6                   | 1.89    | 5.8                     |
| 2.00 - 3.99    | 30                  | 2.83    | 28.7                    |
| 4.00 - 5.99    | 21                  | 4.69    | 20.7                    |
| 6.00 - 7.99    | 10                  | 7.12    | 9.6                     |
| 8.00 - 9.99    | 11                  | 9.76    | 10.6                    |
| 10.00 - 11.99  | 6                   | 10.99   | 5.8                     |
| 12.00 - 13.99  | 4                   | 12.96   | 4.9                     |
| 14.00 - over   | 6                   | 21.19   | 5.8                     |

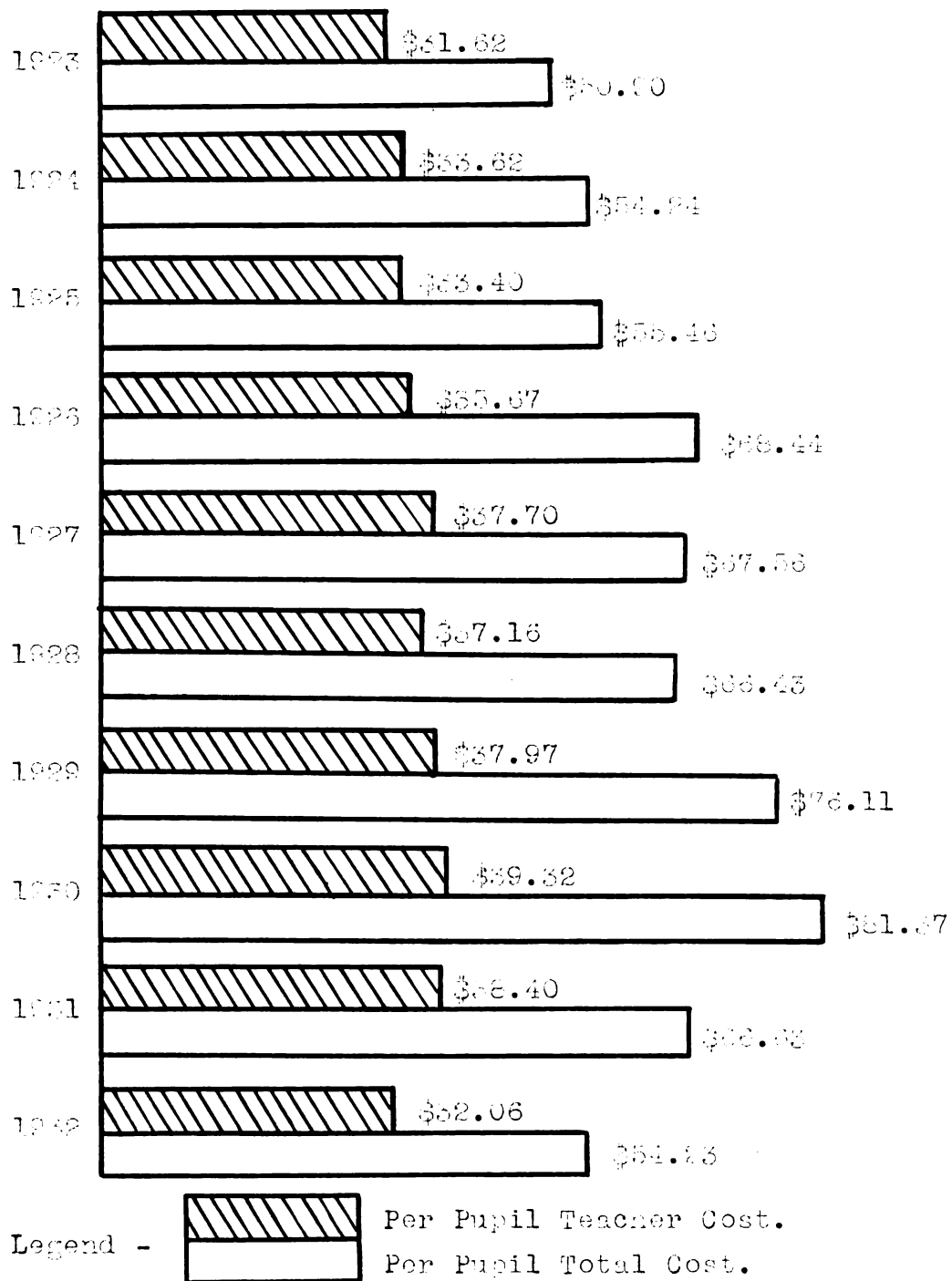
The amount of primary money each district drew annually ranged from \$37.42 to \$4,115.54. These figures represent each districts' average for the decade studied. The total amount received by Isabelle County, based upon this average, was \$79,053.37. This sum as a unit represented substantial support. It represented an average of \$730.13 per district, but the facts revealed that 60.6% of the districts did not receive this average, while a few districts received a much larger amount.

D. Teacher's Salaries.

TABLE XI. THE PER PUPIL COST OF TEACHERS, AND THE TOTAL PER PUPIL COST FOR THE DECADE 1923 - 1933

| Year | Number Pupils | Per Pupil Cost of Teacher | Total Per Pupil Cost | Percentage of Teacher Cost |
|------|---------------|---------------------------|----------------------|----------------------------|
| 1923 | 3518          | 31.62                     | 50.90                | 62.1                       |
| 1924 | 3623          | 33.62                     | 54.24                | 61.9                       |
| 1925 | 3835          | 33.40                     | 55.46                | 60.2                       |
| 1926 | 3266          | 35.67                     | 63.44                | 56.1                       |
| 1927 | 3132          | 37.70                     | 67.86                | 55.6                       |
| 1928 | 3292          | 37.16                     | 66.43                | 55.9                       |
| 1929 | 3272          | 37.97                     | 76.11                | 49.9                       |
| 1930 | 3173          | 39.32                     | 81.37                | 48.3                       |
| 1931 | 3737          | 38.40                     | 68.63                | 57.6                       |
| 1932 | 3666          | 38.66                     | 64.23                | 60.1                       |

The significance of this table is the slight fluctuation of teacher cost compared to the total cost of operating the schools. The teacher cost per pupil increased only \$7.70 while the total cost increased \$30.47. It is evident that economies should be made in operating costs instead of teacher's salaries.



GRAPH 1. THE RELATIONSHIP OF THE TEACHER COST PER PUPIL TO THE TOTAL PER PUPIL COST.

E. Indebtedness.

TABLE XII. THE INDEBTEDNESS OF ISABELLA COUNTY SCHOOLS BY TOWNSHIPS, THE NUMBER OF DISTRICTS, AND THE AMOUNT OF INDEBTEDNESS. 1932

| Township   | Number of Districts | Amount of Indebtedness |
|------------|---------------------|------------------------|
| Broomfield | 1                   | \$ 68.00               |
| Chippewa   | 0                   | .00                    |
| Coe        | 1                   | 54,000.00              |
| Coldwater  | 2                   | 3,699.98               |
| Deerfield  | 2                   | 1,100.00               |
| Denver     | 1                   | 400.00                 |
| Fremont    | 1                   | 20.00                  |
| Gilmore    | 0                   | .00                    |
| Isabella   | 0                   | .00                    |
| Lincoln    | 0                   | .00                    |
| Nottawa    | 1                   | 9,000.00               |
| Rolland    | 1                   | 800.00                 |
| Sherman    | 1                   | 600.00                 |
| Union      | 0                   | .00                    |
| Vernon     | 0                   | .00                    |
| Wise       | 1                   | 2,250.00               |
| Totals     | 12                  | \$72,197.98            |



This indebtedness table reveals that only 11.5% of the districts were in debt in 1938. This does not include the city school system of Mt. Pleasant. One district in Coe township was burdened with 74.8% of the entire indebtedness of the county schools.

#### F. School Buildings and Grounds.

Attractive, properly planned and well kept school buildings not only constitute an important factor in a modern public educational program, but also indicate an important step forward in any program of civic and community improvement. "It is generally conceded that a good wholesome school environment is an important asset in developing desirable habits, and character traits. Unattractive buildings and surroundings tend to favor slovenly habits and attitudes of mind."<sup>(4)</sup> Since children are greatly influenced in their habit formation by their surroundings, it is a problem of considerable concern that the school buildings which they are required to attend should be constructed so as to develop aesthetic appreciation. The buildings should be attractive and clean both inside and out but not necessarily elaborate.

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(4). Ibid., 8 p.

If this type of building is placed on a well kept site and among desirable surroundings, children and parents will point to it with justifiable pride. The present buildings in Isabella County would seem to indicate that the people have for some time, been trying to build better school houses and to maintain and keep in repair those that have been built. In nearly all cases the school buildings, particularly the new buildings, have been as well kept as could reasonably be expected. By careful observation and study it is evidently justifiable to recommend from the standpoint of economy, that (47) all school buildings erected in the future be built of some permanent material such as brick or stone.

For the same reasons that it is desirable to build and maintain attractive buildings, it is also important to select good sites, improve and maintain them. An attractive building soon loses its attractiveness if the grounds are neglected. Often-times very little attention has been given to the selection and maintenance of school sites. The practice of letting the school grounds grow up to weeds is disconcerting. People are accepting the idea that the school and its surroundings should be one of the outstanding beauty spots of the community. Experience has shown that

children will readily help in making the grounds attractive if given the opportunity. The school site should contain at least several acres and should have a large proportion on level ground. The general school laws of Michigan specify that "rural agricultural schools shall have a site of not less than five acres of ground except where the obtaining of such site is not feasible."<sup>(5)</sup> The site should be well drained and if possible be a sandy loam or other soil that is not muddy in wet weather. Ample provision should be made for playground both from the standpoint of protection for the children and the school property. The site should be accessible to the main transportation routes and located as near the center of the pupil population as possible.

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(5). General School Laws. State of Michigan.  
Chapter 5, Section 98, 41 p.

#### G. Service Systems and Sanitation.

Most of the buildings in Isabella County do not have satisfactory service systems. Many buildings are equipped with small unjacketed stoves, while others are equipped with floor furnaces. In many cases high ceilings and no provision for controlled ventilation makes heating a perplexing problem. Washing facilities vary from a basin and bar of soap to modernly equipped wash rooms. Extremes in drinking water facilities are also found varying from a quart pitcher with a broken handle and glass to modern automatic fountain systems. For the most part the schools of the county are equipped with surface toilets and outbuildings which are in various stages of repair. Every school should be equipped with an efficient heating plant, and ample supply of good drinking water, proper washing facilities and the provision for toilets and outbuildings that comply with approved standards. Every child that is compelled to attend the public school is entitled to a reasonable amount of health protection.

#### H. Tuition.

On the basis of the averages for the decade studied, tuition was paid annually for three hundred and sixty-nine pupils which amounted to \$30,953. This sum is

significant when in most cases it came from small, poor districts and was paid to districts more able to support a good school system. From the standpoint of the student for whom tuition was paid there was probably value received, but at the same time, a burden was placed on the district making the payment.

#### I. Waste of the Present System.

The educational burdens of the county become more intensely varied due to the failure in some districts to vote the maximum mills of taxes while other less fortunate districts are hard-pressed after voting the maximum. The loss caused by small classes may be considered a waste. In all schools there are fixed costs which are influenced very little by changing the number of students enrolled. There is a loss in buying small quantities by small districts. Large districts are better able to take advantage of discounts offered for quantity buying. Still another loss is found in the libraries. Each district has a small collection of books usually of mediocre value and many of the books are duplicated in the next district. Cataloging is poor and results in many losses each year.

The greatest inadequacy of the present system is in the educational opportunities offered.

Table thirteen, page thirty-seven, reveals that only 60.1% of the pupils on the census are in school. Many of the 39.9% would be in high school if the opportunity was readily available. Under the present organization this is impossible, because many districts are too small and remote to offer high school or even junior high school advantages. In 1932 a study of this relationship between census and attendance revealed that this percentage varied from 41 to 118.8. This percentage of more than one hundred is due to a large number of tuition students.



TABLE XIII. SUMMARY TABLE INCLUDING DISTRICT NUMBER, ASSESSMENT, CENSUS, ATTENDANCE, PERCENTAGE OF CENSUS ATTENDING, TAX VOTED, ASSESSED VALUATION PER CHILD, TOTAL ANNUAL TEACHERS SALARY, LENGTH OF TERM IN DAYS, TEACHERS SALARY PER PUPILS ATTENDING, OF ISABELLA COUNTY. 1932

| Dist. No. | Name of School    | Assessed Valuation | School Census | School Attendance | % of Census Attending | Tax Voted | Assessed Val. Per Child | Total Annual Teachers Sal. | Term in Days | Teachers Sal. Per Pupil |
|-----------|-------------------|--------------------|---------------|-------------------|-----------------------|-----------|-------------------------|----------------------------|--------------|-------------------------|
| 1         | Griffith          | \$ 59,970          | 17            | 7                 | 52.9                  | \$ 8.33   | \$3528                  | \$ 600.                    | 154          | \$ 85.71                |
| 2         | Hummel            | 98,530             | 38            | 23                | 67                    | 4.23      | 2567                    | 780.                       | 172          | 33.91                   |
| 3         | Russell           | 78,199             | 45            | 29                | 61.9                  | 2.56      | 1338                    | 765.                       | 174          | 26.31                   |
| 5         | Fritz             | 77,510             | 38            | 15                | 56.5                  | 7.58      | 2040                    | 810.                       | 175          | 54.                     |
| 6         | Nostrant          | 39,160             | 32            | 18                | 70.1                  | 7.70      | 1217                    | 765.                       | 173          | 42.50                   |
| 7         | Broomfield Center | 92,720             | 30            | 24                | 68                    | 2.16      | 3091                    | 720.                       | 177          | 30.                     |
| 8         | Pony Creek        | 49,900             | 17            | 9                 | 65.6                  | 8.01      | 2935                    | 720.                       | 174          | 80.                     |
| 1         | Taylor            | 170,250            | 33            | 16                | 54                    | 6.46      | 5159                    | 855.                       | 170          | 53.44                   |
| 2         | Landon            | 126,060            | 38            | 26                | 62.2                  | 2.38      | 3317                    | 855.                       | 174          | 32.88                   |
| 3         | Newton            | 115,460            | 28            | 26                | 65.6                  | 4.33      | 4124                    | 675.                       | 173          | 25.96                   |
| 4         | Chippewa          | 130,460            | 35            | 30                | 63.9                  | 5.28      | 3727                    | 900.                       | 171          | 30.                     |
| 5         | Alembic           | 122,970            | 40            | 30                | 56.4                  | 4.08      | 3074                    | 810.                       | 171          | 27.                     |
| 6         | Merrilot          | 158,600            | 45            | 23                | 49.5                  | 3.12      | 3524                    | 765.                       | 173          | 33.26                   |
| 8         | Chivington        | 186,280            | 60            | 41                | 66.3                  | 3.05      | 3105                    | 1035.                      | 171          | 25.24                   |
| 9         | Riverside         | 67,510             | 45            | 38                | 66.2                  | 11.85     | 1500                    | 900.                       | 171          | 23.68                   |
| 1         | Estee             | 168,445            | 41            | 30                | 63.2                  | 3.85      | 4108                    | 855.                       | 176          | 28.50                   |
| 2         | Shepherd          | 735,800            | 274           | 316               | 115.3                 | 26.23     | 2685                    | 16965.87                   | 182          | 53.69                   |



| Dist. No. | Name of School   | Assessed Valuation | School Census | School Attendance | % of Census Attending | Tax Voted | Assessed Val. Per Child | Total Annual Teachers Sal. | Term in Days | Teachers Sal. Per Pupil |
|-----------|------------------|--------------------|---------------|-------------------|-----------------------|-----------|-------------------------|----------------------------|--------------|-------------------------|
| 3         | Childs           | \$138,605          | 31            | 17                | 56.1                  | \$ 8.30   | \$4471                  | \$ 765.                    | 172          | \$ 45.00                |
| 4         | Williams         | 227,710            | 55            | 32                | 61.9                  | 3.51      | 4140                    | 900.                       | 176          | 28.12                   |
| 5         | McFarren         | 104,100            | 49            | 32                | 66.7                  | 9.61      | 2124                    | 855.                       | 176          | 26.72                   |
| 6         | Cohoon           | 194,340            | 45            | 24                | 53.3                  | 3.23      | 4319                    | 720.                       | 172          | 30.00                   |
| 7         | Walling          | 229,365            | 55            | 27                | 53.7                  | 2.54      | 4170                    | 1000.                      | 171          | 37.04                   |
| 8         | Campbell         | 230,820            | 51            | 38                | 60                    | 4.33      | 4524                    | 990.                       | 170          | 26.05                   |
| 1         | Sherman City     | 70,990             | 55            | 36                | 67.2                  | .00       | 1291                    | 716.                       | 176          | 19.90                   |
| 2         | White            | 59,310             | 35            | 20                | 73.2                  | 10.11     | 1695                    | 720.                       | 172          | 36.00                   |
| 3         | Brown            | 51,000             | 31            | 24                | 74.1                  | .00       | 1645                    | 830.                       | 154          | 34.58                   |
| 4         | Delong           | 59,660             | 35            | 19                | 54.3                  | 6.70      | 1705                    | 520.                       | 150          | 27.37                   |
| 5         | Conley           | 73,320             | 40            | 32                | 68.3                  | 10.91     | 1833                    | 810.                       | 171          | 24.69                   |
| 6         | Brinton          | 66,270             | 42            | 27                | 62.1                  | .00       | 1578                    | 945.                       | 178          | 35.00                   |
| 7         | Maple Grove      | 51,630             | 37            | 23                | 61.1                  | 7.75      | 1395                    | 720.                       | 153          | 31.30                   |
| 8         | Stone            | 18,290             | 5             | 0                 | 64.3                  | .00       | 3658                    | .00.                       | 0            | .00                     |
| 1         | Rhodes           | 64,300             | 21            | 14                | 64.4                  | 6.80      | 3062                    | 675.                       | 166          | 56.07                   |
| 2         | Little Brick     | 52,850             | 43            | 32                | 66.3                  | 3.78      | 1229                    | 765.                       | 180          | 23.91                   |
| 3         | River Valley     | 38,570             | 26            | 18                | 61.4                  | 18.75     | 1483                    | 600.                       | 154          | 33.33                   |
| 4         | McCormic         | 130,150            | 57            | 43                | 62.4                  | 2.30      | 2283                    | 900.                       | 175          | 20.93                   |
| 5         | Two Rivers       | 90,975             | 54            | 34                | 63.8                  | 2.22      | 1685                    | 755.                       | 173          | 22.21                   |
| 6         | Stony Brook      | 36,700             | 14            | 9                 | 68.4                  | 3.00      | 2621                    | .00.                       | 0            | .00                     |
| 7         | Reynolds         | 137,990            | 50            | 29                | 51.9                  | .00       | 2760                    | 675.                       | 176          | 23.31                   |
| 8         | Town Line        | 301,800            | 80            | 42                | 63.5                  | .00       | 3773                    | 1125.                      | 173          | 26.79                   |
| 9         | Deerfield Center | 83,300             | 34            | 21                | 60.7                  | 2.40      | 2450                    | 630.                       | 176          | 30.00                   |



| Dist. No. | Name of School | Assessed Valuation | School Census | School Attendance | % of Census Attending | Tax Voted | Assessed Val. Per Child | Total Annual Teachers Sal. | Term in Days | Teachers Sal. Per Pupil |
|-----------|----------------|--------------------|---------------|-------------------|-----------------------|-----------|-------------------------|----------------------------|--------------|-------------------------|
| 1         | Bowen          | \$230,935          | 76            | 36                | 52.3                  | \$12.64   | \$3039                  | \$ 990.                    | 173          | \$ 27.50                |
| 2         | Wise           | 189,340            | 60            | 36                | 63.4                  | 4.75      | 3156                    | 990.                       | 170          | 27.50                   |
| 3         | Leaton         | 244,120            | 83            | 64                | 69.1                  | 4.93      | 2700                    | 3170.                      | 172          | 49.53                   |
| 4         | Maple Grove    | 72,500             | 23            | 14                | 54.1                  | 4.00      | 3152                    | 675.                       | 171          | 48.21                   |
| 5         | Bader          | 176,840            | 58            | 34                | 55.9                  | 3.96      | 3049                    | 675.                       | 167          | 19.56                   |
| 6         | Silver Maple   | 62,410             | 25            | 16                | 56.1                  | 9.60      | 2492                    | 640.                       | 154          | 40.00                   |
| 7         | Keller         | 101,390            | 56            | 23                | 54.9                  | 5.91      | 1811                    | 846.                       | 166          | 32.43                   |
| 1         | Hulse          | 115,450            | 41            | 23                | 46.1                  | 2.60      | 2816                    | 720.                       | 170          | 31.30                   |
| 2         | Delo           | 132,470            | 34            | 17                | 59.8                  | 4.15      | 3896                    | 675.                       | 173          | 39.71                   |
| 3         | Wyant          | 107,730            | 40            | 25                | 65.7                  | 4.64      | 2693                    | 765.                       | 178          | 30.60                   |
| 4         | Davis          | 139,740            | 47            | 24                | 55.3                  | 2.80      | 2973                    | 810.                       | 175.         | 33.75                   |
| 5         | Rust & Hay     | 92,610             | 42            | 29                | 61.7                  | 3.23      | 2205                    | 765.                       | 171          | 26.31                   |
| 6         | Demlow         | 117,730            | 45            | 33                | 62.7                  | 2.54      | 2616                    | 810.                       | 176          | 24.55                   |
| 7         | Winn           | 131,730            | 63            | 39                | 64.5                  | 7.59      | 2091                    | 990.                       | 171          | 25.38                   |
| 1         | Beach          | 68,845             | 32            | 20                | 64.5                  | 10.17     | 2131                    | 630.                       | 169          | 31.50                   |
| 2         | Glass          | 104,555            | 42            | 28                | 63.7                  | 6.69      | 2489                    | 870.                       | 174          | 31.08                   |
| 3         | Schofield      | 149,915            | 40            | 26                | 62.1                  | 4.00      | 3748                    | 900.                       | 175          | 34.62                   |
| 4         | Case           | 66,850             | 32            | 21                | 60.3                  | 7.48      | 2089                    | 675.                       | 174          | 32.14                   |
| 5         | Hatfield       | 34,525             | 17            | 10                | 59.9                  | 23.17     | 2031                    | 540.                       | 171          | 54.00                   |
| 1         | Spaulding      | 158,875            | 57            | 26                | 36.4                  | 1.25      | 2787                    | 900.                       | 170          | 34.62                   |
| 2         | North Rosebush | 262,950            | 100           | 52                | 47.1                  | .00       | 2630                    | 1215.                      | 167          | 23.37                   |
| 3         | Walton         | 226,300            | 84            | 53                | 53.8                  | 2.07      | 2694                    | 1080.                      | 169          | 20.38                   |



| Dist. No. | Name of School | Assessed Valuation | School Census | School Attendance | % of Census Attending | Tax Voted | Assessed Val. Per Child | Total Annual Teachers Sal. | Term in Days | Teachers Sal. Per Pupil |
|-----------|----------------|--------------------|---------------|-------------------|-----------------------|-----------|-------------------------|----------------------------|--------------|-------------------------|
| 4         | South Rosebush | \$220,750          | 96            | 43                | 43.3                  | \$ 2.00   | \$2299                  | \$1125.                    | 175          | \$ 26.16                |
| 5         | Whiteville     | 224,450            | 81            | 39                | 46.3                  | 3.13      | 2771                    | 970.                       | 178          | 24.87                   |
| 6         | Jordan         | 197,000            | 52            | 30                | 54.3                  | 1.01      | 3788                    | 2000.                      | 175          | 66.66                   |
| 1         | Hoag           | 157,130            | 39            | 21                | 53.4                  | 6.36      | 4029                    | 810.                       | 173          | 38.57                   |
| 2         | Irishtown      | 149,750            | 21            | 14                | 54.                   | 3.33      | 7131                    | 675.                       | 170          | 48.21                   |
| 3         | Root           | 123,520            | 24            | 11                | 56.8                  | 2.42      | 5147                    | 630.                       | 171          | 57.27                   |
| 4         | Pine           | 154,440            | 75            | 51                | 59.6                  | 2.59      | 2059                    | 957.50                     | 173          | 18.77                   |
| 5         | Green          | 112,650            | 57            | 25                | 48.3                  | 4.40      | 1976                    | 787.50                     | 178          | 31.50                   |
| 6         | Lincoln Center | 178,825            | 73            | 40                | 59.7                  | .56       | 2449                    | 810.                       | 176          | 20.25                   |
| 7         | Hoover         | 160,880            | 73            | 39                | 53.1                  | 2.48      | 2204                    | 765.                       | 173          | 19.62                   |
| 8         | South Lincoln  | 83,720             | 62            | 40                | 64.6                  | 4.18      | 1350                    | 765.                       | 177          | 19.12                   |
| 1         | Weidman        | 274,350            | 157           | 143               | 89.2                  | 23.69     | 1747                    | 7494.96                    | 180          | 52.41                   |
| 2         | Beal City      | 503,790            | 167           | 52                | 31.7                  | .00       | 3017                    | 3095.                      | 175          | 59.52                   |
| 3         | Hauck          | 189,700            | 77            | 29                | 37.7                  | .00       | 2464                    | 810.                       | 172          | 27.93                   |
| 5         | Hillcrest      | 178,850            | 77            | 35                | 48.2                  | 1.96      | 2323                    | 900.                       | 172          | 25.71                   |
| 6         | Yunker         | 108,920            | 54            | 36                | 64.1                  | 5.51      | 2017                    | 1170.                      | 179          | 32.50                   |
| 1         | Oberlin        | 97,750             | 47            | 27                | 56.4                  | 13.30     | 2076                    | 900.                       | 173          | 33.33                   |
| 2         | Miller         | 59,400             | 18            | 13                | 62.6                  | 11.79     | 3300                    | 680.                       | 156          | 52.31                   |
| 3         | Beard          | 97,850             | 30            | 16                | 63.                   | 8.20      | 3262                    | 855.                       | 173          | 53.44                   |
| 4         | Blanchard      | 244,875            | 143           | 180               | 118.8                 | 16.50     | 1712                    | 7122.40                    | 174          | 39.07                   |
| 5         | McCabe         | 69,600             | 23            | 14                | 53.9                  | 18.78     | 3026                    | 742.50                     | 179          | 53.04                   |
| 7         | Doxie          | 64,000             | 34            | 29                | 76.1                  | 12.50     | 1882                    | 990.                       | 177          | 34.14                   |



| Dist. No. | Name of School | Assessed Valuation | School Census | School Attendance | % of Census Attending | Tax Voted | Assessed Val. Per Child | Total Annual Teachers Sal. | Term in Days | Teachers Sal. Per Pupil |
|-----------|----------------|--------------------|---------------|-------------------|-----------------------|-----------|-------------------------|----------------------------|--------------|-------------------------|
| 9         | Remick         | \$ 92,450          | 44            | 31                | 64.2                  | \$ 5.41   | \$2101                  | \$ 765.                    | 172          | \$ 24.68                |
| 2         | Forest Hill    | 104,500            | 73            | 56                | 69.7                  | 9.59      | 1432                    | 1080.                      | 177          | 19.29                   |
| 3         | Waight         | 44,560             | 17            | 15                | 61.6                  | 13.47     | 2621                    | 585.                       | 172          | 39.00                   |
| 4         | Woodin         | 86,390             | 51            | 34                | 66.6                  | 5.78      | 1694                    | 900.                       | 176          | 26.47                   |
| 6         | Darnell        | 55,740             | 31            | 24                | 60.5                  | 8.97      | 1798                    | 720.                       | 174          | 30.00                   |
| 2         | Gulick         | 215,610            | 70            | 25                | 47.1                  | 2.00      | 3080                    | 877.50                     | 170          | 35.10                   |
| 3         | Crowley        | 231,230            | 85            | 66                | 58.1                  | .00       | 2720                    | 00.                        | 0            | .00                     |
| 4         | Maple Hill     | 129,650            | 74            | 48                | 54.8                  | 1.55      | 1752                    | 900.                       | 170          | 18.75                   |
| 5         | McDonald       | 216,950            | 80            | 49                | 61.2                  | 1.39      | 2712                    | 00.                        | 0            | .00                     |
| 6         | Longwood       | 142,650            | 96            | 42                | 43.8                  | 9.91      | 1486                    | 1215.                      | 171          | 28.93                   |
| 1         | Phinisey       | 219,840            | 76            | 44                | 61.5                  | 4.50      | 2893                    | 990.                       | 173          | 22.50                   |
| 2         | Vernon Center  | 214,230            | 73            | 42                | 58.6                  | 5.60      | 2935                    | 990.                       | 173          | 23.57                   |
| 3         | Lynch          | 160,430            | 57            | 19                | 33.6                  | 3.58      | 2815                    | 765.                       | 174          | 40.26                   |
| 4         | Wilson         | 187,760            | 44            | 37                | 56.4                  | 4.24      | 4267                    | 765.                       | 173          | 20.69                   |
| 5         | Herring        | 185,300            | 61            | 46                | 54.4                  | 3.82      | 3038                    | 810.                       | 170          | 17.61                   |
| 6         | O'Connor       | 108,180            | 33            | 21                | 57.9                  | 11.09     | 3278                    | 765.                       | 170          | 36.43                   |
| 1         | Loomis         | 87,350             | 36            | 23                | 61.9                  | 8.01      | 2426                    | 720.                       | 171          | 31.30                   |
| 2         | Herrick        | 186,285            | 82            | 50                | 65.1                  | 4.30      | 2272                    | 900.                       | 170          | 18.00                   |
| 3         | Orr            | 175,925            | 57            | 24                | 47.7                  | 2.27      | 3086                    | 900.                       | 170          | 37.50                   |
| 4         | Andersonville  | 175,525            | 79            | 42                | 56.8                  | 8.00      | 2222                    | 1125.                      | 170          | 26.79                   |

The average of percentage of census attending is 60.1 per cent.

## V. Proposed System of Reorganization.

### A. The School and the Public.

In suggesting a plan for reorganization of the schools of Isabella County it is realized that there are certain administrative problems which cannot be immediately solved. The two most important of these problems are securing adequate support and favorable public relations. The cost of immediate inauguration of the proposed program would be too great even if substantial savings could be shown after several years of operation. With a definite plan, each step to be made in the future, could contribute toward the eventual completion of the plan. There is also included, among the people of the county, certain groups in various localities who are partial to parochial schools and others who do not whole heartedly support large educational units. These groups constitute an influential minority.

This study proposes to show that the schools of Isabella County should be reorganized on a basis that will make it possible to provide standard educational advantages for all the children. It is evident that the final goal for such a plan is the formation of a more efficient administrative unit. The feasibility of this program is determined largely by practical

considerations. The determining factors in this case have been roads, transportation routes, present buildings, finance, distance, school population, distribution of school population, and community centers.

Other recommendations included are:

1. Organization on the six-three-three plan, six years elementary, three years junior high school, and three years senior high school.
2. That school buildings which are to be abandoned be left for other community purposes where there is a felt need and where the condition of the building will justify this use. In other cases where building conditions are bad, or the land is held on long leases the building be salvaged and the land returned to the lessor. Where equipment is serviceable it should be used in the new school.

### 3. Proposed Locations and Types of Schools.

At Elmhurst it is recommended:

1. That the present high school be maintained but the organization be changed so as to add a junior high school.
2. That the present district be enlarged so as to include the districts now known as the Oberlin, Miller, Reed, McCabe, Doxie, Rerick, Walse, Delo, Bryant, Davis, East

and Hay, Denlow, Winn, Pony Creek, River Valley, and Stony Brook.

3. That an elementary and junior high school be maintained at Winn to accommodate pupils from Wyant, Stony Brook, River Valley, Hulce, Delo, Beard, Denlow, Davis, Rust and Hay, and Winn.

4. The senior high school pupils be transported to Blanchard after having come into Winn on the regular busses.

TABLE XIV. THE PRESENT DISTRICTS, THEIR VALUATION, CENSUS, PRESENT ENROLLMENT, AND ESTIMATED ENROLLMENT THAT WILL BE INCLUDED IN THE PROPOSED DISTRICT OF BLANCHARD WITH A JUNIOR HIGH SCHOOL AT WINN

| District     | Valuation  | Census | Enrollment | Estimated Enrollment |
|--------------|------------|--------|------------|----------------------|
| Oberlin      | 97,750     | 47     | 27         | 40                   |
| Miller       | 59,400     | 12     | 13         | 15                   |
| Beard        | 97,650     | 30     | 16         | 25                   |
| Blanchard    | 244,875    | 143    | 140        | 119                  |
| McCabe       | 69,600     | 25     | 14         | 19                   |
| Doxie        | 64,000     | 34     | 29         | 20                   |
| Remick       | 92,450     | 44     | 31         | 36                   |
| Hulse        | 115,450    | 41     | 25         | 34                   |
| DeLo         | 132,470    | 34     | 17         | 26                   |
| Wyant        | 127,730    | 40     | 25         | 33                   |
| Davis        | 139,740    | 27     | 24         | 40                   |
| Rust & Hay   | 92,610     | 42     | 29         | 35                   |
| DeFlow       | 117,730    | 45     | 33         | 37                   |
| Winn         | 141,710    | 38     | 29         | 52                   |
| Pony Creek   | 49,900     | 17     | 9          | 14                   |
| River Valley | 53,570     | 36     | 12         | 23                   |
| Stony Brook  | 33,700     | 14     | 0          | 12                   |
| Totals       | 31,638,555 | 702    | 527        | 569                  |



TABLE XV. STATE AID FOR TRANSPORTATION FOR BLANCHARD  
BASED ON THE NUMBER OF CHILDREN AND DISTANCES  
OF THE BUS ROUTES

| Route<br>Number | Number of<br>Children | Distance | State<br>Appropriation |
|-----------------|-----------------------|----------|------------------------|
| 1               | 48                    | 8        | \$ 227.                |
| 2               | 55                    | 9        | 300.                   |
| 3               | 54                    | 8        | 324.                   |
| Winn:           |                       |          |                        |
| 4               | 45                    | 8        | 217.                   |
| 5               | 53                    | 6        | 324.                   |
| 6               | 52                    | 8        | 360.                   |
| 7               | 43                    | 7        | 307.                   |
| 8               | 55                    | 5        | 268.                   |
| 9               | 47                    | 10       | 300.                   |
| Totals          | 455                   | 63       | \$2377.                |

Proposed bus routes for Blanchard:

1. 1 mile E., 1 N., 2 E., 3 S.,  $2\frac{1}{2}$  W., 1 N.

Distance 12 miles. Load 41.

2.  $\frac{1}{2}$  mile S., 1 E., 1 S., 1 N., 2 E., 1 W.,  $2\frac{1}{2}$  N., 3 W.

Distance 11 miles. Load 55.

3. 5 miles E., 3 W., and return.

Distance 16 miles. Load 54.

For Winn:

4. 1 mile W., 1 N., 1 W.,  $1\frac{1}{2}$  N., 1 E.,  $\frac{1}{2}$  S.,  $\frac{1}{2}$  E., 2 S., 1 E.

Distance  $9\frac{1}{2}$  miles. Load 45.

5.  $\frac{1}{2}$  mile W.,  $2\frac{1}{2}$  N., 2 E.,  $2\frac{1}{2}$  S.,  $1\frac{1}{2}$  W.

Distance 9 miles. Load 50.

6.  $\frac{1}{2}$  mile S.,  $2\frac{1}{2}$  N.,  $1\frac{1}{2}$  S., 2 W., 4 E., 2 N.,  $\frac{1}{2}$  E.

Distance 14 miles. Load 52.

7. 2 mile S.,  $1\frac{1}{2}$  W., 1 S.,  $\frac{1}{2}$  E., 1 N.,  $\frac{1}{2}$  E., 2 N.

Distance 9 miles. Load 43.

8.  $1\frac{1}{2}$  miles E., 3 S., and return.

Distance 9 miles. Load 55.

9. One load of senior high school pupils from Winn to Blanchard. Distance  $9\frac{1}{2}$  miles. Load 47.

TABLE XVI. ESTIMATED BUDGET FOR THE PLANTARD SCHOOL DISTRICT IN ISABELLA COUNTY

| Item                         | Receipts    | Expenditures |
|------------------------------|-------------|--------------|
| Property Tax                 | \$11,718.89 |              |
| Primary School Fund          | 7,000.      |              |
| State Aid for Transportation | 2,827.      |              |
| Rural Agricultural Aid       | 2,700.      |              |
| Smith Hughes Fund            | 1,000.      |              |
| Teachers' Salaries           |             |              |
| Superintendent               |             | \$ 1,200.    |
| Principal                    |             | 1,200.       |
| Principal Winn               |             | 1,200.       |
| Teachers (15)                |             | 12,346.      |
| Clerk Hire                   |             | 300.         |
| Janitors' Salaries (2)       |             | 1,500.       |
| Transportation (485)         |             | 2,449.60     |
| Library                      |             | 35.          |
| Miscellaneous                |             | 1,200.       |
| Totals                       | \$25,916.89 | \$26,245.60  |

Aid of approximately \$2,200 will be necessary unless an increase in the valuation of property is provided.

At Mt. Pleasant it is recommended:

1. That the present high school system be maintained and enlarged. Each new development should be made with consideration given to the principle that eventually it will be the center of a large unit.
2. That the present district be enlarged so as to include the districts now known as the Spaulding, North Rosebush, Walton, South Rosebush, Whiteville, Jordan, Bowen, Leaton, Maple Grove, Rader, Silver Maple, Keller, Vernon Center, Lynch, Herring, Gillick, Maple Hill, Longwood, Rhodes, McCormick, Townline, Deerfield Center, Taylor, Landon, Chippewa, Alencic, Chevington, and Riverside.
3. That an elementary and junior high school be maintained at Rosebush to accomodate pupils from Spaulding, North Rosebush, Walton, South Rosebush, Whiteville, Jordan, Bowen, Leaton, Maple Grove, Rader, Silver Maple, Keller, Vernon Center, Lynch, and Herring.
4. That the senior high school pupils be transported to Mt. Pleasant after having come into Rosebush on the regular busses.
5. That the two districts that transport their pupils to the Training School at Central State Teachers College continue to do so.

TABLE XVII. THE PRESENT DISTRICTS, THEIR VALUATION, CENSUS, PRESENT ENROLLMENT, AND ESTIMATED ENROLLMENT THAT WILL BE INCLUDED IN THE PROPOSED DISTRICT OF MT. PLEASANT WITH A JUNIOR HIGH SCHOOL AT ROSABUSH

| District                        | Valuation  | Census | Enrollment | Estimated Enrollment |
|---------------------------------|------------|--------|------------|----------------------|
| Shoulding                       | \$ 158,375 | 57     | 20         | 42                   |
| North Rosebush                  | 272,950    | 100    | 51         | 76                   |
| Walton                          | 222,700    | 84     | 32         | 61                   |
| South Rosebush                  | 220,750    | 96     | 43         | 70                   |
| Whiteville                      | 224,410    | 81     | 39         | 59                   |
| Jordan                          | 197,000    | 72     | 30         | 36                   |
| Bowen                           | 280,935    | 76     | 33         | 50                   |
| Leaton                          | 224,190    | 83     | 34         | 61                   |
| Maple Grove                     | 72,800     | 23     | 14         | 17                   |
| Rader                           | 172,940    | 58     | 24         | 42                   |
| Silver Maple                    | 62,410     | 18     | 10         | 13                   |
| Keller                          | 101,800    | 54     | 22         | 41                   |
| Vernon Center                   | 214,260    | 73     | 42         | 66                   |
| Lynch                           | 120,120    | 57     | 10         | 43                   |
| Herring                         | 125,300    | 61     | 23         | 46                   |
| Totals for Rosebush Junior High | 22,772,440 | 922    | 327        | 510                  |

Continued on following page.

Continued from preceding page.

|            |            |      |     |      |
|------------|------------|------|-----|------|
| Gulick     | 3,418,810  | 70   | 47  | 27   |
| Maple Hill | 181,150    | 74   | 41  | 14   |
| Longwood   | 119,150    | 96   | 47  | 20   |
| Rhodes     | 11,250     | 11   | 14  | 11   |
| McCombs    | 127,150    | 57   | 43  | 12   |
| Townline   | 101,100    | 10   | 10  | 50   |
| Deerfield  | 87,450     | 11   | 11  | 15   |
| Center     | 170,850    | 75   | 16  | 14   |
| Taylor     | 100,000    | 45   | 27  | 15   |
| Landon     | 180,400    | 35   | 30  | 24   |
| Chippewa   | 180,400    | 35   | 30  | 24   |
| Albion     | 180,400    | 35   | 30  | 24   |
| Chevinston | 180,400    | 35   | 41  | 4    |
| Riverside  | 87,810     | 45   | 10  | 36   |
| Totals*    | 31,608,470 | 1005 | 913 | 1204 |

\* These totals show the extent of increase in size of the Mt. Pleasant schools and do not include the present city school system. The Center and McDowell districts will continue a part of the Central State Teachers' College Training School.

TABLE XVIII. STATE AID FOR TRANSPORTATION FOR MT. PLEASANT BASED ON THE NUMBER OF CHILDREN AND THE DISTANCES OF THE BUS ROUTES

| Route Number | Number of Children | Distance | State Appropriation |
|--------------|--------------------|----------|---------------------|
| 1            | 58 - 59*           | 10 - 3*  | \$ 340. - 77.*      |
| 2            | 58                 | 13       | 388.                |
| 3            | 58 - 58            | 8 - 2    | 324. - 00.          |
| 4            | 57                 | 7        | 324.                |
| 5            | 58                 | 11       | 396.                |
| 6            | 51                 | 12       | 396.                |
| 7            | 55                 | 8        | 324.                |
| 8            | 56 - 58            | 7 - 5    | 324. - 00.          |
| Rosebush:    |                    |          |                     |
| 1            | 55 - 51            | 8 - 2    | 324. - 96.          |
| 2            | 53                 | 8        | 324.                |
| 3            | 55                 | 7        | 324.                |
| 4            | 56                 | 7        | 324.                |
| 5            | 50                 | 7        | 324.                |
| 6            | 58                 | 8        | 324.                |
| 7            | 50                 | 11       | 396.                |
| 8            | 150                | 7        | 920.                |
| Totals       | 1143               | 124      | \$928.              |

\* These columns of figures represent the appropriation made for busses which make a second trip.

Proposed bus routes for Ft. Pleasant.

- 1a.  $1\frac{1}{2}$  miles W.,  $\frac{1}{2}$  N.,  $\frac{1}{2}$  W., 2 N., 2 W., 1 S., 3 E.,  $1\frac{1}{2}$  S., 1 E.  
Distance 13 miles. Load 58.
- 1b. 2 miles N., 1 E., and return.  
Distance 3 miles. Load 30. Those near walk.
2.  $1\frac{1}{2}$  miles W.,  $\frac{1}{2}$  S.,  $\frac{1}{2}$  W., 3 S., 1 W.,  $\frac{1}{2}$  N., 2 W.,  $\frac{1}{2}$  N.,  
7 to town. Distance 14 miles. Load 58.
3.  $1\frac{1}{2}$  miles S., 3 W., 1 S., 1 E., 1 N.,  $3\frac{1}{2}$  to town.  
Distance 11 miles. Load 58.
4. 7 miles W., and return.  
Distance 14 miles. Load 57.
5.  $1\frac{1}{2}$  miles S., 4 E., 1 S., 3 W., 1 N., 1 W.,  $1\frac{1}{2}$  N.  
Distance 13 miles. Load 59.
6. 3 miles E., 2 N., 2 S., meet number 7 changing 11.  
1 E.,  $1\frac{1}{2}$  S., 1 E., 1 N., 1 W.,  $\frac{1}{2}$  N., 4 W.  
Distance 17 miles. Load 51.
7. 4 mile E.,  $1\frac{1}{2}$  W.,  $1\frac{1}{2}$  E., and return.  
Distance 14 miles. Load 57.
- 7b. 2 miles E., and return.  
Distance 4 miles. Load 24.
- 8a.  $1\frac{1}{2}$  miles W.,  $\frac{1}{2}$  N.,  $\frac{1}{2}$  W., 4 E., and return.  
Distance 13 miles. Load 58.
- 8b.  $3\frac{1}{2}$  miles N., 1 E., and return.  
Distance 9 miles. Load 38.



Proposed bus routes for Rosebush Junior High school.

1a. 3 miles W., 1 S., 3 E., 1 N.

Distance 8 miles. Load 50.

1b. 3 miles W., 3 $\frac{1}{2}$  N., 3 E., 3 $\frac{1}{2}$  S.

Distance 11 miles. Load 51.

2. 4 miles N., 1 E., 1 N., 1 E., 3 S.

Distance 12 miles. Load 52.

3. 3 miles N., 1 $\frac{1}{2}$  E., 1 S.,  $\frac{1}{2}$  E., 2 S., 2 W.

Distance 10 miles. Load 53.

4. 2 miles S., 3 E., 1 N., 1 E., 1 N., 2 W.

Distance 11 miles. Load 54.

5. 2 miles N., 3 E., 1 S., 1 W., 1 S., 2 W.

Distance 11 miles. Load 55.

6. 5 miles E.,  $\frac{1}{2}$  N., 1 E.,  $\frac{1}{2}$  S., 1 E., and return.

Distance 13 miles. Load 56.

7. 1 mile E., 2 S., 4 E., 2 W., 2 N., 3 W.

Distance 14 miles. Load 57.

8. 3 bus loads of senior high students 7 miles to 1st.

Pleasant.

TABLE XIX. ESTIMATED BUDGET FOR THE MT. PLEASANT  
SCHOOL DISTRICT IN ISABELLA COUNTY

| Item                         | Receipts    | Expenditures |
|------------------------------|-------------|--------------|
| Property Tax                 | \$32,250.29 |              |
| Primary School Fund          | 13,450.     |              |
| State Aid for Transportation | 3,162.      |              |
| Rural Agricultural Aid       | 2,700.      |              |
| Smith Hughes Fund            | 1,000.      |              |
| Teachers' Salaries           |             |              |
| Superintendent (Increase)    |             | \$ 300.      |
| Principal (Increase)         |             | 500.         |
| Principal Rosebush           |             | 1,000.       |
| Teachers (50)                |             | 24,154.      |
| Janitors' Salaries           |             |              |
| Rosebush (2)                 |             | 1,000.       |
| Mt Pleasant (4)              |             | 2,000.       |
| Transportation (1118 pupils) |             | 21,354.13    |
| Clerk Hire                   |             | 600.         |
| Supplies                     |             | 2,700.       |
| Library                      |             | 50.          |
| Miscellaneous                |             | 4,120.13     |
| Totals                       | \$59,672.29 | \$59,670.29  |

At Shepherd it is recommended:

1. That the present high school be maintained but the organization should be changed so as to provide for a junior high school.
2. That the present district be enlarged so as to include the districts now known as Eatie, Childs, Williams, McFarren, Gibson, Waller, Campbell, Norton, Herrilot, Hoag, Irishtown, Root, Pine, Green, Lincoln Center, Hoover, and South Lincoln.

TABLE XX. THE PRESENT DISTRICTS, THEIR VALUATION, CENSUS, PRESENT ENROLLMENT AND ESTIMATED ENROLLMENT THAT WILL BE INCLUDED IN THE PROPOSED SHEPHERD DISTRICT

| District  | Valuation   | Census | Enrollment | Estimated Enrollment |
|-----------|-------------|--------|------------|----------------------|
| Estee     | \$ 188,115  | 21     | 30         | 32                   |
| Shepherd  | 775,500     | 204    | 311        | 316                  |
| Childs    | 156,805     | 31     | 17         | 24                   |
| Williams  | 227,710     | 55     | 32         | 43                   |
| McFarren  | 101,100     | 40     | 25         | 31                   |
| Condon    | 194,340     | 45     | 24         | 33                   |
| Welling   | 223,333     | 55     | 27         | 33                   |
| Campbell  | 250,820     | 51     | 33         | 40                   |
| Newton    | 113,450     | 23     | 26         | 22                   |
| Merrilot  | 153,600     | 45     | 23         | 33                   |
| Hoag      | 157,130     | 39     | 21         | 31                   |
| Irishtown | 148,750     | 21     | 14         | 17                   |
| Root      | 133,320     | 24     | 11         | 13                   |
| Pine      | 154,440     | 75     | 51         | 55                   |
| Green     | 112,350     | 27     | 25         | 45                   |
| Lincoln   | 172,835     | 73     | 40         | 52                   |
| Center    |             |        |            |                      |
| Hoover    | 130,220     | 73     | 39         | 43                   |
| South     | 73,720      | 62     | 40         | 49                   |
| Lincoln   |             |        |            |                      |
| Totals    | \$3,421,130 | 1088   | 801        | 818                  |

TABLE XXI. STATE AID FOR TRANSPORTATION FOR SEPARATED  
BASED ON THE NUMBER OF CHILDREN AND DISTANCES  
OF THE BUS ROUTES

| Route<br>Number | Number of<br>Children | Distance | State<br>Appropriation |
|-----------------|-----------------------|----------|------------------------|
| 1               | 52                    | 9        | \$ 350.                |
| 2               | 51                    | 5        | 250.                   |
| 3               | 52                    | 5        | 250.                   |
| 4               | 43                    | 5        | 207.                   |
| 5               | 41 - 54*              | 5 - 7*   | 237. - 47.*            |
| 6               | 55                    | 5        | 221.                   |
| 7               | 53                    | 9        | 250.                   |
| 8               | 55                    | 9        | 270.                   |
| 9               | 54                    | 11       | 326.                   |
| 10              | 50                    | 10       | 250.                   |
| 11              | 54                    | 5        | 214.                   |
| 12              | 53                    | 9        | 250.                   |
| Totals          | 550                   | 94       | \$1025.                |

\* These figures represent the appropriation made for  
busses which make a second trip.

Proposed bus routes for Shepherd.

1. 3 miles E., 1 E.,  $\frac{1}{2}$  S., 2 E.,  $2\frac{1}{2}$  S., 3 W.

Distance 12 miles. Load 52.

2. 3 miles E., 2 W., and return.

Distance 10 miles. Load 51.

3. 2 miles E., 3 S., 2 W., 2 N.

Distance 8 miles. Load 52.

4. 2 miles E., 2 S.,  $\frac{1}{2}$  E., 1 S., and return.

Distance 11 miles. Load 43.

5. 2 miles W., 1 N., and return.

Distance 3 miles. Load 54.

6. 2 miles N., 3 W., and return.

Distance 10 miles. Load 55.

7. 4 miles S., 2 W., 4 N., 2 E.

Distance 12 miles. Load 53.

8. 4 miles W., 1 N., 2 S., 1 E., 1 N., 3 E.

Distance 12 miles. Load 53.

9. 5 miles W., 1 N., 2 W., 1 S., 7 E.

Distance 11 miles. Load 54.

10. 7 miles W.,  $\frac{1}{2}$  S.,  $\frac{1}{2}$  W.,  $1\frac{1}{2}$  S., and return.

Distance 12 miles. Load 50.

11. 5 miles W., 1 S., and return.

Distance 12 miles. Load 54.

TABLE XXII. ESTIMATED BUDGET FOR THE SHEPHERD SCHOOL DISTRICT IN ISABELLA COUNTY

| Item                         | Receipts    | Expenditures |
|------------------------------|-------------|--------------|
| Property Tax                 | \$23,969.12 |              |
| Primary School Fund          | 10,980.     |              |
| State Aid for Transportation | 4,023.      |              |
| Rural Agricultural Aid       | 2,700.      |              |
| Smith Hughes Fund            | 1,600.      |              |
| Teachers' Salaries           |             |              |
| Superintendent               |             | \$ 1,600.    |
| Principal                    |             | 1,600.       |
| Teachers (31)                |             | 17,670.      |
| Clerk Hire                   |             | 600.         |
| Janitors' Salaries (3)       |             | 1,500.       |
| Transportation (350 pupils)  |             | 12,458.      |
| Supplies                     |             | 1,800.       |
| Library                      |             | 35.          |
| Miscellaneous                |             | 6,269.12     |
| Totals                       | \$43,272.12 | \$43,272.12  |

At Weidman it is recommended:

1. That the present high school be maintained but the organization should be changed so as to provide for a junior high school.
2. That the present district be enlarged so as to include the districts now known as Real City, Brick, Hillcrest, Yunker, Forest Hill, Wright, Woodin, Darnell, Hurstel, Fritz, Little Brick, Two Rivers, Reynolds, Case, White and Conley.



TABLE XXIII. THE PRESENT DISTRICTS, THEIR VALUATION, CENSUS, PRESENT ENROLLMENT, AND ESTIMATED ENROLLMENT THAT WILL BE INCLUDED IN THE PROPOSED IDEAL DISTRICT

| District     | Valuation  | Census | Enrollment | Estimated Enrollment |
|--------------|------------|--------|------------|----------------------|
| Weidman      | 271,850    | 187    | 14         | 124                  |
| Real City    | 504,750    | 187    | 52         | 141                  |
| Hauk         | 181,700    | 77     | 22         | 21                   |
| Hillcrest    | 172,350    | 77     | 35         | 21                   |
| Yonker       | 108,950    | 54     | 34         | 13                   |
| Forest Hill  | 104,500    | 73     | 50         | 58                   |
| Wright       | 44,500     | 17     | 15         | 13                   |
| Woodin       | 84,390     | 51     | 34         | 40                   |
| Darnell      | 55,740     | 31     | 24         | 24                   |
| Hurrell      | 97,100     | 33     | 25         | 20                   |
| Fritz        | 77,510     | 33     | 15         | 20                   |
| Little Brick | 52,950     | 43     | 32         | 34                   |
| Two Rivers   | 90,975     | 54     | 34         | 43                   |
| Reynolds     | 137,990    | 50     | 29         | 39                   |
| Case         | 64,350     | 29     | 21         | 25                   |
| White        | 59,510     | 35     | 20         | 28                   |
| Conley       | 75,550     | 40     | 22         | 32                   |
| Totals       | 22,202,945 | 1034   | 630        | 617                  |

TABLE XXIV. STATE AID FOR TRANSPORTATION FOR LEIDIAN  
BASED ON THE NUMBER OF CHILDREN AND DISTANCES  
OF THE BUS ROUTES

| Route<br>Number | Number of<br>Children | Distance | State<br>Appropriation |
|-----------------|-----------------------|----------|------------------------|
| 1               | 30                    | 10       | \$ 300.                |
| 2               | 42                    | 10       | 420.                   |
| 3               | 55                    | 12       | 660.                   |
| 4               | 55                    | 8        | 440.                   |
| 5               | 53                    | 7        | 371.                   |
| 6               | 46                    | 16       | 736.                   |
| 7               | 53                    | 8        | 424.                   |
| 8               | 44                    | 15       | 660.                   |
| 9               | 55                    | 11       | 605.                   |
| 10              | 58                    | 8        | 464.                   |
| Totals          | 521                   | 102      | \$5304.                |

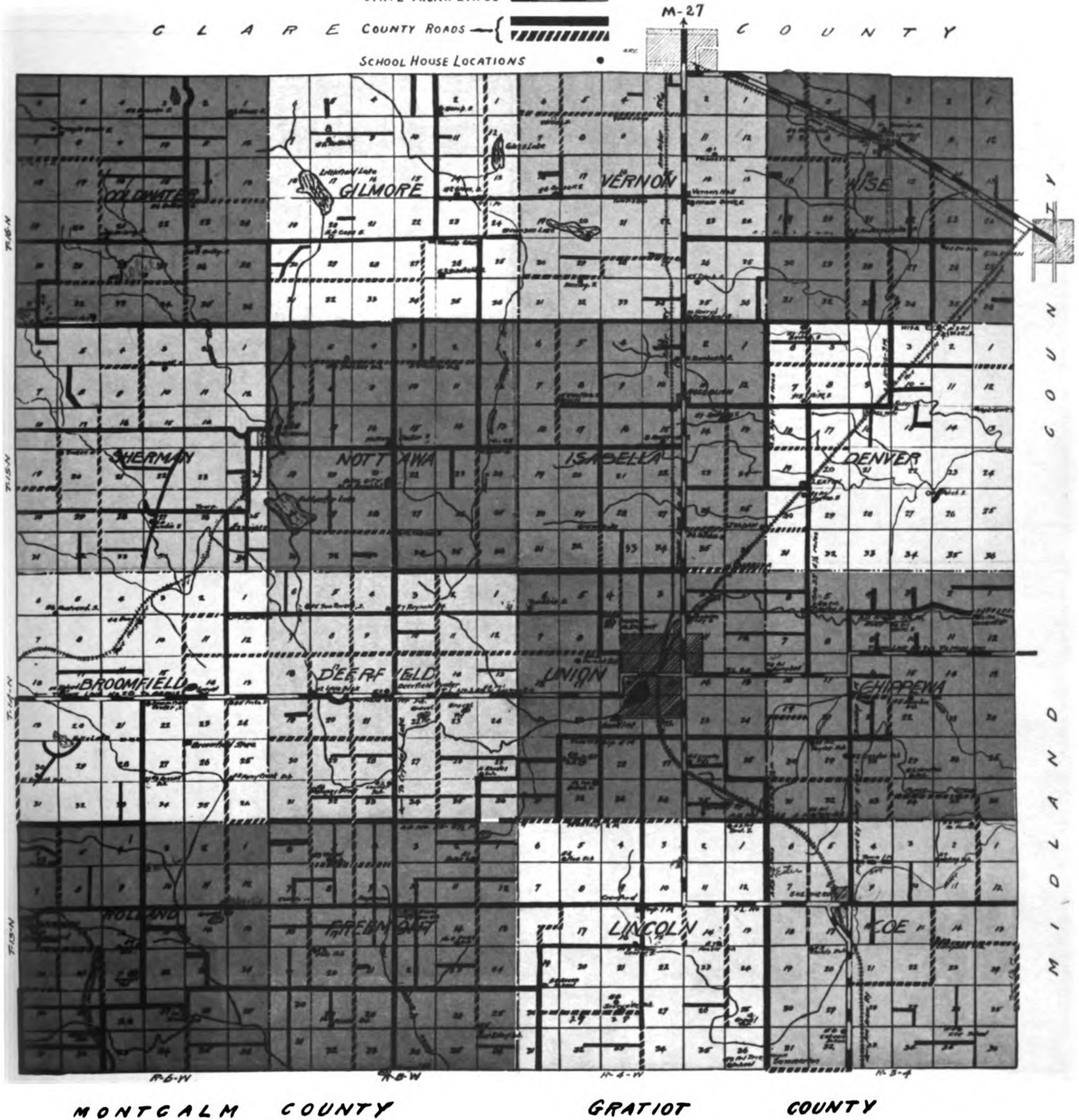
Proposed bus routes for Weidman:

1. To Tinker School and back circling Section 40.  
Distance 13 miles. Load 40.
2. 2 miles W.,  $\frac{1}{2}$  N., 1 W., 2 N., 2 E.,  $2\frac{1}{2}$  S.  
Distance 11 miles. Load 42.
3.  $4\frac{1}{2}$  miles N., 3 W., 1 S., 3 E.,  $3\frac{1}{2}$  S.  
Distance 15 miles. Load 44.
4.  $\frac{1}{2}$  mile W.,  $\frac{1}{2}$  S., 4 W., 1 E., 1 S., 1 N., 1 back to town.  
Distance 14 miles. Load 45.
5.  $\frac{1}{2}$  mile W.,  $1\frac{1}{2}$  S.,  $\frac{1}{2}$  W.,  $4\frac{1}{2}$  S., return the same.  
Distance 13 miles. Load 50.
6.  $6\frac{1}{2}$  miles W., 2 S.,  $\frac{1}{2}$  W.,  $3\frac{1}{2}$  S., 2 E., 1 S., 1 E.,  
2 N., 3 W., 3 to town.  
Distance 30 miles. Load 56.
7. 3 miles E., 4 S., 1 W., and return.  
Distance 13 miles. Load 56.
8. 3 mile E., 4 S., 1 N., 2 E., 2 N., 2 W., and return.  
Distance 18 miles. Load 44.
9. 5 miles E., 2 N., 2 W., 2 S., 3 W.  
Distance 14 miles. Load 36.
10. 2 miles E., 1 N., 3 E., and return.  
Distance 12 miles. Load 52.

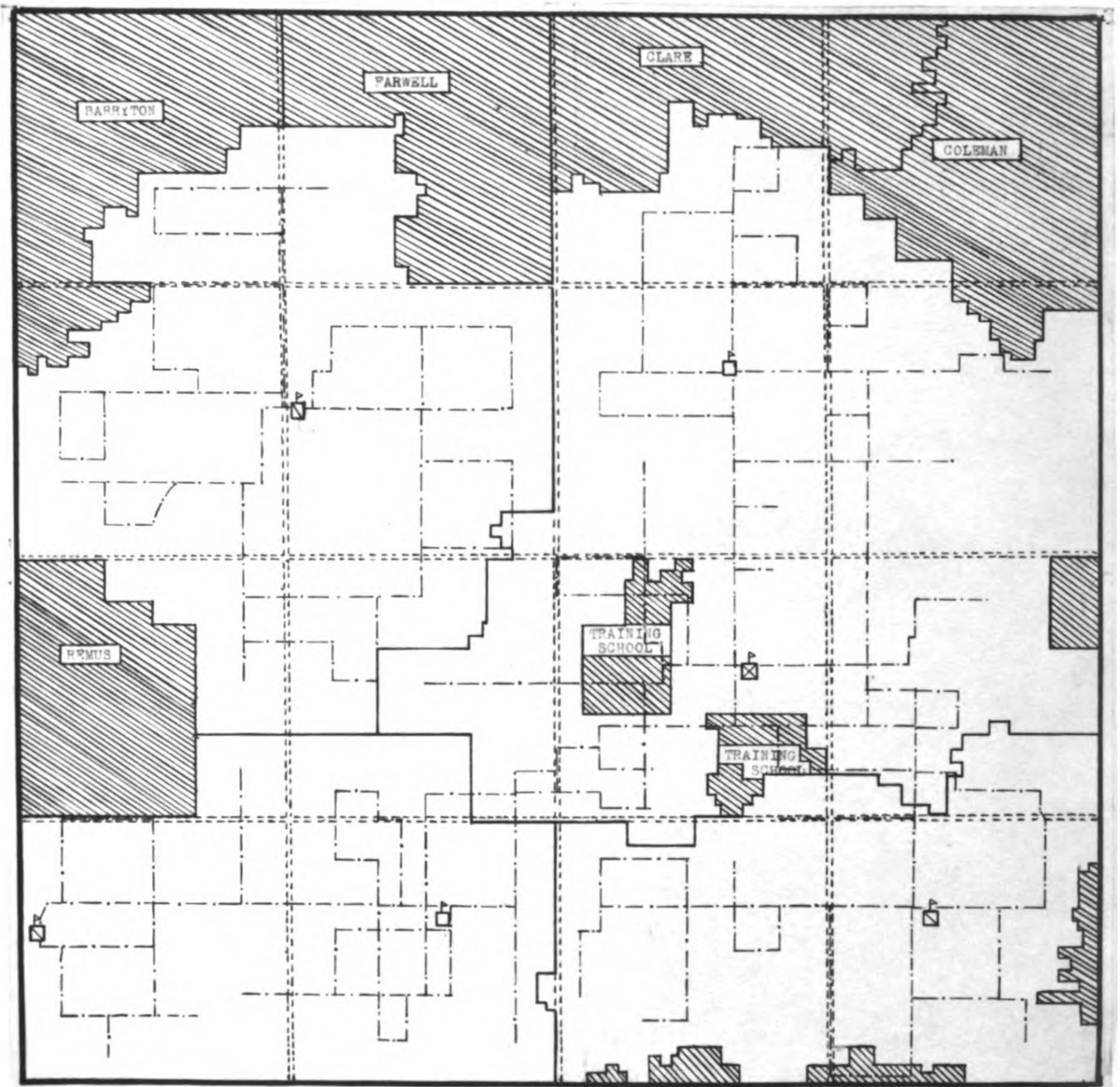
TABLE XXV. ESTIMATED BUDGET FOR THE WEIDMAN SCHOOL DISTRICT IN ISABELLA COUNTY

| Item                         | Receipts    | Expenditures |
|------------------------------|-------------|--------------|
| Property Tax                 | \$15,420.76 |              |
| Primary School Fund          | 10,340.     |              |
| State Aid for Transportation | 3,504.      |              |
| Rural Agricultural Aid       | 2,700.      |              |
| Smith Hughes Fund            | 1,600.      |              |
| Teachers' Salaries           |             |              |
| Superintendent               |             | \$ 1,200.    |
| Principal                    |             | 1,300.       |
| Teachers (20)                |             | 16,620.      |
| Clerk Hire                   |             | 300.         |
| Janitors' Salaries (3)       |             | 1,500.       |
| Transportation (521 pupils)  |             | 9,861.52     |
| Supplies                     |             | 1,000.       |
| Library                      |             | 35.          |
| Miscellaneous                |             | 1,148.24     |
| Totals                       | \$33,564.76 | \$33,564.76  |

STATE TRUNK LINES   
 CLARE COUNTY ROADS   
 SCHOOL HOUSE LOCATIONS 



MAP 4. DISTRIBUTION AND TYPES OF ROADS OF ISABELLA COUNTY.



MAP 5. PROPOSED SCHOOL DISTRICTS, LOCATION AND TYPES OF SCHOOLS, AND SUGGESTED BUS ROUTES.

## VI. Advantages of Proposed System.

### A. Administrative.

#### 1. Equal Length of School Term.

One may readily expect to find varying amounts of work accomplished where there is a difference of several weeks in length of the school term. An advantage of the proposed system would be a more nearly equalized school term which would have a similar resultant effect on the work accomplished. As revealed in a previous paragraph of this study the larger units have longer terms. When there is equalization of time spent in school by the pupils there is also a tendency to equalize the amount of work completed.

#### 2. Increased Term.

"One of the measures of any school system is the length of school term which the children are permitted to attend."<sup>(3)</sup> At present the terms vary from one hundred fifty to one hundred and eighty-two days.

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(3). Dawson, Howard A. An Educational Survey of Franklin County Arkansas. The Division of Research and Surveys of the State Department of Education and the County Superintendent of Schools of Franklin County, Arkansas. August 1930. 8 p.

Only three schools have terms of one hundred eighty days or more. A recommendation based on the preceding statement suggests a minimum term of one hundred eighty days, but in all cases where conditions will permit, a two hundred day term would be desirable. (7) With the entire county composed of only four districts it is evident that an equalized and longer term of one hundred eighty days should be maintained in Isabella County.

### F. Larger Units.

In 1925 Isabella County was supporting one hundred and four primary and graded districts and one city school system. The proposed system would be composed of four administrative units: Blanchard, Mt. Pleasant, Shepherd, and Franken. Included in the Blanchard unit is a junior high school at Kim, and in the Mt. Pleasant unit a junior high school at Rosebush. This will promote two important factors in school administration. First, control will be administered by twenty board members instead of the present three hundred and twenty members. This condition should cause the position of a school board member to be one which will attract the most

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(7). Annual Report of the Bureau of Cooperation with Educational Institutions. University of Michigan. Press, 1925, 12 p.



able men, rather than one to be avoided, as is occasionally the case. Second, a system of supervision which is really effective should be instituted. Each unit will be large enough to provide such a program. Under the present organization there is very little effective and economic supervision.

#### 4. Equalized Taxes.

More equalized taxes will result from the formation of fewer and larger administrative units. This study reveals that the tax rate has varied in the several districts from none at all to nearly \$40. per thousand of assessed valuation. It is also revealed that in most cases the highest taxes were levied in the poorest and most sparsely populated districts. In a number of cases a mediocre school was maintained only by placing a very heavy tax burden on a few scattered tax payers. Recent legislation<sup>(8)</sup> has to a large extent equalized the rate but at the same time nearly wrecked some of the educational programs of the schools. A study by the Commissioner of Schools reveals that the schools of the county may expect an average of seven mills allocation from the fifteen mills raised in the county.

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(8). Michigan State Constitution. Article 13, Section 21.

### D. Greater Opportunity for Pupils to Attend High School.

The reorganized program will result in an opportunity for more pupils to attend high school. The elimination of tuition and the providing of free transportation will make it possible for lower earners to attend high school, who do not at present have the opportunity. It is revealed by the State Department of Public Instruction that on the average, enrollment will increase 17.6 %. (9)

### E. Transportation.

"Responsibility for the transportation of children to school at public expense is now so commonly accepted by the constituted educational authorities as to need no special consideration in any inquiry into the administration of a consolidation. If transportation fails, some of the soundest theories concerning the consolidated school will fail. With reference to transportation at least three things seem certain:

1st. A county board of education contemplating a county wide system of consolidated schools needs to assure itself of its financial ability to establish and maintain an adequate system of transportation.

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(9). Unpublished Papers and Statistics of the Michigan State Department of Public Instruction.

2nd. It must be sure that no transportation service is adequate, unless it can furnish a reasonable guarantee to deliver the children safely at school and at home.

3rd. It must be sure that the safe delivery of children will be accomplished economically as to cost and without unreasonable loss in the way of prompt or regular service." (10)

#### B. Physical Advantages.

##### 1. Service Systems and Sanitation.

The value of the sanitation achieved through good service systems is a factor very difficult to measure, although it seems that there can be little doubt that value is received many times over the investment. There are very few who would dispense with the sanitary fountain in favor of the pump that stands idle all summer, or for a pail and dipper in which dust and soot settles.

There is also the twofold advantage of the sanitary toilets over the outdoor toilets which are now prevalent throughout the rural districts. First, there is the danger of exposure, especially during the winter months, when the pupil leaves a warm room, usually without coat

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(10). | Ineson, Howard A. An Educational Survey of  
| Franklin County Arkansas. The Division of  
| Research and Surveys of the State Department  
| of Education and the County Superintendent of  
| Schools of Franklin County, Arkansas.  
| August 1920. 15 p.

or adequate footwear. Second, more sanitary conditions may be maintained where janitor service is provided, but it is unreasonable to ask a teacher to teach all day, carry fuel, clean the school house, and maintain sanitary conditions in toilets. The very nature of the buildings promote unsanitary conditions regardless of care. Sanitary conditions in and about the school are of vital importance, if for no other reason than to provide economic health protection.

#### G. Better Equipment.

The larger educational program calls for more complete equipment. Larger classes demanding varied curriculums will necessitate more and better equipment. The larger unit is the only means by which the increasing educational demand can be met.

#### H. Organized Athletics.

A plea will come from the pupils for organized intramural sports and inter-scholastic athletics. It can be shown that the educational value of these demands are justifiable. The spirit of fair play, sportsmanship, and clean competition is easily promoted by organized athletics and supervised play.

## VII. How the Program may be Secured.

This program may be accomplished by future legislative enactment or according to chapters 41 to 46 inclusive of the Manual School Laws.

The statutes provide that: Whenever a county commissioner is presented with petitions to establish a rural agricultural school, signed by at least fifty per cent of the legal school electors of three or more contiguous rural school districts having a total assessed valuation of not less than \$500,000 or a total area of not less than eighteen government sections of land, he shall take provisions to submit the question to the electors.

The question shall be referred to the Superintendent of Public Instruction for his opinion as to the advisability of uniting all of the included territory. He may confirm the program or he may require that one or more of the districts be excluded. His action is final in the matter.

The question shall be submitted to the qualified electors at a special meeting held for this purpose; notice being given not less than twenty days prior to the time of holding the meeting by posting three or more notices in each of the districts affected.

The county commissioner shall designate one of the township boards of the township in which the territory is situated to conduct the election, and it shall be the duty of the board to carry out the order. He shall determine the form of the ballot and the hours that the polls are to be open. These hours are stated on the notices. The polls shall be open at least seven hours and the voting will be by ballot.

Conducting and canvassing of the election shall be in the same manner as at regular township elections.

Expense shall be determined by the township board that conducts the election and apportioned equally among the several districts.

If a majority vote in favor of consolidation, it shall be established by the county commissioner as provided.

If one or more graded schools of twelve grades are included as part of the unit, the graded districts will vote separately while the rural districts will vote as a unit. The school board will conduct the election in the graded school district. The elections in all the units will be at the same hours on the same day. The affirmative vote of a majority of the legal votes cast by each election unit shall be necessary to authorize the establishment of the program.

#### VIII. Summary and Problems for Further Study.

The purpose of this study has been to survey the educational conditions of Isabella County and, from the data obtained, establish the basis for a recommended program of reorganization. Data pertaining to the Mt. Pleasant city school system is not included in the study which forms the basis of the reorganized program.

The geographical conditions of the county are of such a nature as to promote diversified agriculture. Oil and gas are becoming an important product of the county. Transportation facilities have been developed to an extent that ready markets await the products of the county. Census reports reveal that the population has been decreasing during the last two decades. The development of natural resources has acted as a check upon this decrease during the last three years.

The schools of Isabella County are administered as one hundred and four separate units or districts, which results in very little uniformity of plan of program. The powers of the school boards are so broad that unity cannot be obtained unless some centralizing agency is established. At present three hundred and twenty school board members direct the activities of one hundred and twenty-five teachers. This condition results in a wide

range of educational opportunities and complicated financial conditions. There are one hundred and four schools in Isabelle County, ninety-eight of which are one teacher schools, two are two teacher schools and four are more than three teacher schools. The one room schools are attended by seventy-nine per cent of the pupils of the county. The county school commissioner makes a noteworthy effort to supervise the teachers and principals but because of the large number of schools and his numerous other duties, time will not allow him to perform these duties efficiently. Sixty per cent of the teachers have at least two years of training beyond the high school. This training of the teaching staff is commendable when we consider the few opportunities for promotion that these schools offer. The varied conditions of the schools are reflected in a study of the teachers' salaries. The salaries range from \$250. to \$2,000. with the median salary \$510. The length of the school term also shows a lack of uniformity with only three per cent of the schools having a term as long as is recommended for accredited schools. The recommendation by the University of Michigan is one hundred and eighty days. The inequality in the ability to support schools is clearly revealed by a study of



assessed valuation per student. Nine districts have an assessed valuation per pupil of less than \$1,000. while another district has an assessed valuation of more than \$7,000. per pupil. The average number of pupils per teacher is 27.8 which is a fair teaching load but 43.1 per cent of the schools have less than this average. For example, two schools have fewer than ten pupils per teacher while four schools have over fifty pupils per teacher.

Previous to 1948 tax rates varied from nothing to almost \$30. per thousand valuation. In 1948 this tax variation was more nearly equalized by constitutional amendment. This amendment provided a maximum tax rate of fifteen dollars per thousand valuation on property. This resulted in a condition that enables the county to allot a maximum of seven dollars per thousand valuation for schools.

Educational costs within the county have fluctuated widely during the decade studied. The fluctuation in the per pupil cost of teachers has varied from \$41.42 to \$49.52 while the total cost per pupil has ranged from \$50.90 to \$81.37.

The greatest inadequacy of the present system is in the educational opportunities offered. The study reveals that 80.1 per cent of the pupils on the census are in school.

The program of reorganization recommends that the schools be organized on the six-three-three plan, six years elementary, three years junior high school and three years senior high school. The county will support four administrative units located at Blanchard, St. Pleasant, Shepherd and Leiden. Transportation will be provided, tuition eliminated, and broader curriculums offered. Under the reorganized program, state and federal aid other than the primary school interest fund, will be available for the teaching of agriculture, manual arts, and home economics. State aid, based upon the number of pupils and the miles they are transported, will also be available. Estimated budgets indicate that more educational opportunities may be available for the money expended. Other advantages of the proposed system are; equalized length of the school term, increased school term, equalized tax rates, transportation of pupils and better equipment. The program may be secured in accordance with chapter five of the General School Laws.

Other problems arising from this study are; a study of building needs, a program of road construction whereby larger numbers of pupils might be transported at a reduced cost, a study of budgets, study of teacher

decision for the rural agricultural school, a study of curricula, study of the advantages of a county board of education and a county co-ordinator, and an effective plan of supervision for the present school system.

#### IV. Conclusions.

1. Neither the general population nor the school census population was expected to change appreciably in the immediate future.

2. High school enrollees may increase in the graded schools that enrich their high school education.

3. Isabella County school officials and teachers should endeavor to organize the schools to meet the life needs of their rural population.

4. If the schools are to be adapted to meet the needs of the rural population, careful study should be given the following points.

a. The increasing costs of maintaining the small school plants.

b. The decrease in assessed valuations.

c. The need for developing a comprehensive system of transportation for the school children.

d. The organization of an educational fund will be necessary to finance the schools adequately without increasing the tax burden.

e. To offer an original curriculum which is not so traditional and limited as college preparative work.

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