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THE  
FEASIBILITY OF CONSOLIDATING THE  
SCHOOLS OF MOUNT JOY TOWNSHIP  
ADAMS COUNTY, PA.

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## THE FEASIBILITY OF CONSOLIDATING THE SCHOOLS OF MOUNT JOY TOWNSHIP, ADAMS COUNTY, PA.

CONTENTS.—General and educational conditions in Mount Joy Township—Some deficiencies of the school system—Consolidation the obvious remedy—Some results which may be expected if consolidation is adopted—Consolidation in other States—Summary of recommendations.

### I. GENERAL AND EDUCATIONAL CONDITIONS IN THE TOWNSHIP.

Mount Joy Township is located in southeastern Pennsylvania, in Adams County. It is immediately adjacent to the historic battlefield and town of Gettysburg. Though irregular in shape, it averages about 5 miles from north to south and 4½ miles from east to west, and contains approximately 36 square miles. The population of the township in 1910 was 1,178. For the school year 1918-19 the number of families having children enrolled is 126; the census enumeration of children of school age, 280; and the total enrollment, 240. The population is practically all native white, of German and Dutch descent. The soil is productive, the surface level. It is a farming community exclusively, the people being engaged in general farming, dairying, and stock raising—especially cattle and hogs. One good macadamized road runs through the northern part of the township. (See map.) There is a rural mail route by which, in addition to regular local delivery, the community is in direct connection with community center trading points in Washington. A heavy truck makes the round trip between Washington and Gettysburg three times a week, bringing farm products directly to Washington consumers. Cooperative buying is done on a small scale by the farmers' organization. There is no town or village in the township, but there are several stores. At one of these, located near Two Taverns, formerly a stage station, is the post office.

The community shows every evidence of comfort and prosperity. Farmhouses are large and well kept, barns are commodious, with room for cattle and horses and storage places where grain and hay are kept in large quantities for consumption on the farmstead rather than for transport and sale. The majority of the farms are well equipped with machine sheds, chicken coops, hog houses and pens,

and the like. The houses and barns are, generally speaking, well painted and in good condition. General cleanliness, good upkeep, attractive grounds characterize the homes in the community. A large percentage are equipped with modern conveniences, such as electric light and power, hot and cold water piped throughout the house or in the kitchen and bathroom. Tractors and various kinds of modern farm machinery are seen at work on the farms as one drives along the roads of the township.

The educational interests of the children of the community are served by seven schoolhouses of the one-room, one-teacher type. None of these is modern; the newest is 21 years old. Some of them served the parents and the grandparents of the children now attending them. They are rectangular in shape, of the typical box-car variety, with windows on two sides and one end. The buildings are not of exactly the same size, but they are nearly so, and are all built on the same plan. Each has about 24 by 32 feet of floor space; three windows about 3 feet wide by 6 feet high, placed at approximately equal intervals along each side, and a door at one end of the building with a window at each side of it. The schools, with the exception of two, are fitted with jacketed stoves, providing comfortable heating and good ventilation. The desks, however, are of the old-fashioned double type, neither comfortable nor hygienic, and cross lights come from three directions from windows placed without regard to proper spacing.

Physical education, either in the sense of imparting knowledge concerning it or of providing surroundings which instill this knowledge by example as well as by precept, is entirely neglected. None of the schools has grounds either ample for or adapted to play and games. There is no playground equipment in any of the school plants. Water is in all cases brought from the neighboring farms. Toilets are in good condition. The whole school plant is in no sense a credit to the community and is inferior in every way to the best farmhouses.

The organization of schoolroom activities is no more in harmony with modern ideas of educational practice and method. In the matter of qualifications of teachers, grading of classes, division of time, content of the curriculum, and general community service, the facilities furnished are unequal to the demands of the new education for rural life and unadapted to the social and economic or the intellectual needs of the community. In fact, no one-room, one-teacher school can fill the place which the people have a right to expect for their own and their children's educational welfare in communities in which conditions are such as to make better organization possible.

The one-room schools of Mount Joy Township belong to the pioneer era of that township when farmers reaped wheat with a sickle,

threshed it with a flail, cut grass with a scythe and raked it with a hand rake; when it took all day for a farmer to go to Gettysburg and return home, when he had to go to the post office for his mail, when he ate his breakfast and his evening meal by the light of a tallow candle. All the pioneer conditions in Mount Joy Township have passed away except the seven little schoolhouses which stand out as solitary landmarks of former days.

## II. SOME DEFICIENCIES OF THE PRESENT SCHOOL SYSTEM.

*The present organization ineffective.*—The standard of school organization in Pennsylvania is eight elementary and four high-school grades, in which the pupils spend one year to each grade or 12 years for the course. The course of study in a modern consolidated school in the country embraces the common branches taught in their relation to the experiences of country children, and in addition agriculture, nature study, domestic science and art, physical education, hygiene, citizenship, hand work, and industrial and fine arts. For the best results this eight-grade organization of the elementary schools demands a teacher to a grade where possible, or not less than one teacher to two grades if the enrollment does not justify more. It requires teachers who spend the school day in close contact with the children under their charge, who have not more than 10 recitations each, and who have opportunity for supervising work and study and for giving attention and help to individual pupils.

The schools in Mount Joy Township follow this organization of eight grades nominally but without the possibility of making it effective. The result is that the teachers divide their time among eight grades with from two to eight subjects in each grade, and the total number of recitations in each school varies from 23 to 26 (Table 1); the teachers have no time for individual work, for supervising study, nor for the newer subjects in the educational program. The children spend several hours a day on their own resources at an early age before they know how to study or to employ themselves in any useful occupation. Without the supervision of the teacher, they are idle much of the time and form bad habits of study which are difficult to eradicate during the remainder of school life. Few teachers are qualified by nature, education, and training to teach all the grades. A teacher may succeed with children in the primary grades but fail in the upper grades; and a successful grammar grade teacher may be a poor primary teacher.



TABLE 1.—Number of daily recitations.

School.	Daily recitations.
Two Taverns.....	24
Pleasant Grove.....	25
White Run.....	26
Edge Grove.....	23
Horner's.....	24
Fair View.....	21
Oak Grove.....	26

Data gathered from the teachers' reports in the township show that 52 per cent of the recitations (see Table 7) are 10 minutes or less in length, 41 per cent 15 minutes, and 7 per cent 20 minutes or more. In practice the recitation periods are not so long as indicated on the programs, since several minutes are consumed after each period for changing classes and other necessary purposes. Of the total number of recitations reported in the seven schools, there is but one of 30 minutes' duration. All recitations from the sixth grade up, at least, especially in such subjects as literature and history, should have 30 minutes or more. In the lower grades, recitation periods of from 15 to 25 minutes are probably long enough, but the programs of the Mount Joy schools show there are in these grades too few periods even of the 10 or 15 minute kind. The primary children have the attention of the teacher only about 60 minutes a day. They are in school 5 hours, or 300 minutes. This leaves 240 minutes, theoretically for study, really for idleness, since primary children do not know how to study. Even the older children have much idle time. Pupils in the upper grades having the following subjects, reading, writing, arithmetic, spelling, grammar, geography, history and music, are occupied in recitations only 120 minutes a day. They have 180 minutes to use in study or in some other way. A few of the ambitious ones may make the most of their opportunity to study, but there are usually few who do so, and even these attack their lessons in a haphazard way because the teacher has not had time to make lesson assignments, to call the attention of the pupils to the difficulties and important points in the lessons assigned, or to supervise the study periods.

The excessive number of recitations a day shown in the programs makes it impossible for the teacher to prepare her lessons. Modern school teaching demands daily preparation on the part of the teacher, no matter how many years she has taught or how well prepared she may be. The number of pupils in a class does not diminish the amount of preparation necessary. A class of 5 demands as much as a class of 15. The teacher in the one-room school is too apt to call classes one after another, ask a few questions to see whether

the pupils have studied the lesson, and then assign a few problems in arithmetic, a page or two of history, or the next selection in the reader for the next recitation. Supplementing the text or introducing illustrative material is omitted because of lack of time and equipment and the necessity to hurry from one recitation to another.

The term is too short to enable pupils, even if under expert instruction, to complete the work of a grade as mapped out in a city or consolidated school. Nine months is the shortest time in which the work of any grade can be accomplished, even under advantageous circumstances. To aim to cover in seven months the work planned for nine, means superficial teaching, neglect of important topics, an incomplete program, and a smattering of information rather than sound training of judgment and initiative through school instruction. If the seven months' term must continue, the course should be so organized as to outline work corresponding with the length of the term, but a progressive community should provide for a nine months' term at the earliest possible date.

*Training and salary of teachers entirely inadequate.*—Low salaries usually result in the employment of teachers with little or no professional training. This fact is exemplified in Mount Joy Township. The best preparation shown by the teachers (Table 2) appears to be graduation from high school, with three spring terms at a normal school. None of the teachers has the equivalent of full normal school training, and none has attended at any time a college or university. One has had only elementary schooling. The normal school training of two was apparently given without any previous high-school work. Five of the seven teachers hold the lowest grade of certificate granted in the State (see Table 2). The condition is easily explained by reference to the column which shows salaries paid. The term is seven months: The annual salaries, \$310 paid to four teachers, \$385 to two, and \$420 to one, offer no incentive to spend time and money in securing professional preparation. It is axiomatic that only better salaries will secure and keep properly trained and experienced teachers.

It is an unfortunate fact that the one-teacher school usually appeals only to uneducated, untrained, and inexperienced teachers. In the majority of cities and even in small towns and progressive rural communities throughout the country the accepted minimum of education and professional training required of teachers is graduation from a standard normal school which gives two years of professional work based on a four-year high-school course. Teaching is tending to become a profession as important as that of medicine and law. The physical, mental, and spiritual welfare of children throughout their formative years should be intrusted only to those qualified by experience and training for so important a responsibility.

## SCHOOLS OF MOUNT JOY TOWNSHIP, PA.

TABLE 2.—Teachers' salaries and qualifications.

School.	Salary per month.	Annual salary.	Experience, in school terms.	Kind of certificate.	Education.	
					Years in high school.	Normal school.
Pine Grove.....	\$35	\$385	4	Professional...	None.....	2 terms.
Edge Grove.....	45	315	1	Provisional.....	do.....	One year.
Horner's.....	55	385	7	do.....	Graduate...	Three spring terms.
Two Taverns.....	45	315	8	do.....	do.....	Do.
White Run.....	60	420	17	Permanent.....	None <sup>1</sup> .....	None.
Fair View.....	45	315	3	Provisional.....	One year.....	Two spring terms.
Oak View.....	45	315	1	do.....	Graduate.....	None.

<sup>1</sup> This teacher has attended elementary school only.

*Attendance an important factor.*—No factor in a school system is of greater importance than regularity of attendance, since that measures the extent to which the system is utilized by the public. A system well organized and carefully administered and supervised will enroll and keep in regular attendance a large percentage of the school population. Indifferent organization, poor management, and inadequate supervision are reflected immediately in school attendance. Good management and efficient teaching results not alone in increased respect for the school on the part of the children and the community, but in added interest, because larger numbers and practical school work appeal to the children. Poor attendance is remedied best by good teaching and good management. The latter includes a careful method of checking up nonattending pupils and giving substantial assistance in action leading to the enforcement of the compulsory school attendance law when necessary.

TABLE 3.—Attendance.

Pupils.	Age in 1912-13.	Days attended.								Attendance is equivalent to years of—	
		1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	Total days.	140 days each.	180 days each.
<b>Boys.</b>											
1.....	5	44	127	130	110	108	89	95	703	5.0	3.4
2.....	5	24	42	70	101	71	88.5	71	467.5	3.3	2.6
3.....	6	140	116	124	135	74.5	99	105	748.5	5.7	4.4
4.....	8	70.5	87	69	92	69	62.5	65	515	3.7	2.9
5.....	8	100	129	95	93	99	81	77	674	4.8	3.7
6.....	9	98	111	63.5	90	54.5	72	60	519	3.9	3.0
7.....	9	88	114	114	92	106	98	88	700	5.0	3.9
8.....	9	132.5	140	119	115	84	73	54	717	5.1	3.9
9.....	9	113.5	82	82	84	60	14.5	14	434	3.1	2.4
10.....	10	63.5	85	68.5	85	35	38	6	381	2.7	2.1
11.....	12	99	79.5	76	82	77.5	70.5	52	536.5	3.8	2.9
Average of all boys .....									687.3	4.2	3.3
<b>Girls.</b>											
1.....	7	128	128	133	102	126	20	117	764	5.4	4.8
2.....	7	180.5	140	125.5	129	130	85	107	860	6.1	4.8
3.....	8	140	124	132	130	68.5	75	100	769.5	5.4	4.3
4.....	9	140	140	140	140	140	106	25	830	5.9	4.6
5.....	10	52	124	79	117	107	86.5	40	695.5	4.9	3.9
6.....	11	132	116.5	97.5	91	86	44	40	606	4.3	3.4
Average of all girls .....									754	5.4	4.8
Average of all boys and girls .....									646.2	4.5	3.6



# SCHOOLS OF MOUNT JOY TOWNSHIP, PA.

The Mount Joy schools succeeded in enrolling a fairly good percentage of the school population, but attendance of those enrolled is poor. Since the school term is only seven months long, it is particularly desirable and necessary that children should attend regularly during the full term of 140 days. Barring illness of the individual or in the family, there is seldom any good reason why children should not be in school during every day for the full seven months. Table 4 shows attendance in all of the seven schools in some detail. More than half of the children enrolled (57 per cent) attend only about five of the seven months school is in session, and a little more than one-fourth of those enrolled (25.6 per cent) attend only about three and one-half months, or half the school term. Table 3 shows the number of days attended by 17 pupils in one school for seven years. Based on 140 and on 180 days to the year the average number of years attended was equivalent to 4.5 and 3.6 respectively.

A class register of one of the schools for the year 1917-18 is shown on page 10. From this it is evident that attendance is poor. An examination of the teachers' registers in all the schools of the township shows that 28 per cent of the children enrolled did not comply with the provisions of the State compulsory attendance law.

TABLE 4.—Attendance, Mount Joy Township.

Days attended.	Number of pupils.	
1-5.....	2	
6-10.....	4	
11-15.....	2	
16-20.....	1	8.7 per cent attended less than 35 days, which is one-fourth of school term.
21-25.....	8	
26-30.....	1	
31-35.....	2	
36-40.....	4	
41-45.....	3	
46-50.....	4	
51-55.....	10	25.6 per cent attended less than 70 days, which is one-half of school term.
56-60.....	5	
61-65.....	4	
66-70.....	9	
71-75.....	9	
76-80.....	11	
81-85.....	10	
86-90.....	5	57.1 per cent attended less than 105 days, which is three-fourths of school term.
91-95.....	11	
96-100.....	16	
101-105.....	14	
106-110.....	20	
111-115.....	14	
116-120.....	11	
121-125.....	17	
126-130.....	21	
131-135.....	9	
136-140.....	11	
Total.....	240	

*Curriculum not organized to prepare for life.*—The most disastrous result of the one-teacher school, perhaps, comes from its utter inability to meet the demands of modern school curricula as to content. Located in the midst of a prosperous agricultural community, the schools of Mount Joy Township fail to teach any modern subjects or to adjust the adopted city curriculum to the needs of country life or to preparation for modern country living in any adequate sense. The reports of the teachers show that their programs do not provide for music, art, physical education, citizenship, hygiene, or

Class Register—black show absences.

others of the newer subjects. The curriculum is necessarily confine to the three R's. Authorities in education are agreed that the demands of modern life can not be met by such training. Preparation for living includes a far wider range in both vocational and cultural subjects. The nature of the resources of the township calls for a wider range of intelligence for the people of the community, better social and cooperative arrangements, and a well devised, liberal, and well-supported school system for practical, cultural, and vocational education. Not only does such education bring rich reward, but lack of it leads to unfortunate results. While effective methods of agriculture are carried on in the community, it is largely because of tradi-

tion and because the people are by nature capable, resourceful, and progressive. Certainly they are not awake to the real place of modern education in the economic advancement of the community, nor its influence in promoting the richness and beauty and fullness of rural life.

Such observations as the committee were able to make, and such information as they gleaned from the authorities and residents of the community, point to a serious condition in regard to the young people of the community. The one-teacher schools which they have attended offer no vocational or prevocational courses designated to give specific help to boys and girls in making a living either in the country or the city. The barren curriculum, and the ineffective attempt of one teacher to accomplish for eight grades what eight teachers are needed to accomplish in city schools, magnify in the minds of country children the value of city efforts of all kinds as compared with those of the country. Even in the limited field covered, little training of the practical sort is possible. The young people who drop out of school at the close of the elementary course given in one-teacher schools are therefore left at the threshold of a career without systematic preparation for farming as a vocation and with an exaggerated idea of the advantages of city life for which they are equally unprepared. Few remain on the farms; here as elsewhere in like circumstances they seek positions which demand no special training and skill in the factories of the near-by towns. Such positions, while lucrative in the beginning, offer little opportunity for the future.

*High-school facilities inadequate.*—No high-school instruction is given in the township schools. During the school year just closed 10 pupils from the community were enrolled in the high schools of towns in other townships. For these the district pays tuition, for each pupil \$5 a month or \$45 for the term, while individuals furnish their own transportation or living expenses as necessity or convenience demands. This is probably the wisest provision possible under the circumstances. No doubt, however, it results in depriving many of the advantages of secondary education. Not many parents will assume the expense of boarding their children away from home. Not many boys and girls will drive in their own private conveyances long distances to schools. Besides the injustice done to those who are deprived of high-school advantages, obviously those who attend the town and city high schools do not receive the kind of education which fits them to follow farming as a life work. They, therefore, drift into a variety of vocations. Relatively few, especially among the best educated and most capable, return to the farms. It is even possible that the welfare of the township is jeopardized by failure to retain the best and most progressive of its population.

The inappropriate courses of study in the grades, and the fact that education for many ceases when the grades are completed, conspire to drive into towns and cities many who by inclination and ability would find a more wholesome and satisfying life in the country.

*The schools not adequately financed.*—Mount Joy is not unique among rural districts in spending far too little money on education. A comparison of township and borough taxes in Adams County, Pa., shows that a higher tax rate is exacted in all the boroughs of the county except one. It is a common condition throughout the country to find cities and towns paying a far higher rate of taxation for school purposes than country communities. Mount Joy is prosperous and progressive in matters other than educational. Yet the rate for school support is only 5 mills. On a tax valuation of approximately \$500,000 the township itself raised from local taxes last year \$2,696 for the support of its schools. This represents for the year 1918-19 \$9.63 per census child, \$11.24 per pupil enrolled, and \$17.95 per pupil in average daily attendance. If the total amount raised by township taxation for school purposes were divided equally among the 372 taxpayers, it would amount to less than \$7.25 per capita. Many, of course, pay far less than this amount. However, only 17, or 4.5 per cent of the total number of taxpayers, pay taxes on valuation of \$5,000 or more, or \$25 or more property school tax; 13 per cent pay between \$5 and \$25, on a property valuation between \$1,000 and \$5,000; and 24 per cent pay less than \$5 on property valuation of less than \$1,000. The remaining 58 per cent pay tax on occupation and stock. The State of Pennsylvania contributed in the same year \$1,208, or 30 per cent of the total expenditure for school purposes.

The total amount spent for schools in the township from State appropriations and local taxation is \$4,229, or \$15 per capita on school census, \$17 on enrollment, and \$28 on average daily attendance. The State of Pennsylvania expends \$34 per school census child, \$42 for each child enrolled, and \$46 for each child in average daily attendance.

It is obvious that the community is not burdened with excessive school taxation and that the people are not paying enough to justify the expectation of supplying good school facilities. It is also certain that the community can well afford a more liberal tax rate for a matter so vital as public education. The community shows every sign of prosperity and thrift, and has the ability to do far more in education than it does; splendid homes, commodious barns, modern farm machinery, abundant crops, thoroughbred cattle and hogs, and lands worth \$100 per acre and more, all indicate that the community can well afford to give the children educational advantages above, rather than below the average.



### III. CONSOLIDATION THE OBVIOUS REMEDY.

The population of Mount Joy is relatively compact, and considered from the standpoint of possible consolidation the township itself is small in area and regular in shape. There are no impassable hills or streams. One school located in the vicinity of Two Taverns would accommodate all the children and be far more advantageous than consolidation on any smaller scale.

The most important questions which present themselves in considering a plan to unite the seven schools are:

1. Are the physical conditions in the township such as permit transporting children who live beyond easy walking distance?
2. Can the township meet the financial obligations involved?

1. *Transportation of children.*—In considering the first question one may keep in mind that experience throughout the country justifies the expectation that children within 2 miles of a schoolhouse may be considered in walking distance and those within 9 miles in transportation distance.

By referring to the frontispiece map, it will be seen that a turnpike runs through the northern part of the township and that four of the seven schools are on or near the turnpike. Two Taverns, the place proposed for the school, is near the halfway point. The problem of consolidating the four schools on this road is easy of solution, since no children attending the schools on the pike would have to be transported more than 3 miles. Many are within walking distance.

The three remaining schools are situated in the southern part of the township, none more than 5 miles from Two Taverns, where the roads from all the schools converge. These roads, while not the best, are passable for wagons the entire year. It would be necessary to improve them somewhat for transportation by automobile during the months when the roads are muddy. The transportation routes will all be short. If the auto bus were to go a mile beyond the most distant schoolhouse, the route would be only about 5 miles in length. This distance for an auto bus is very short and could be covered in from 30 to 40 minutes.

The number of auto busses necessary to transport the children to school at Two Taverns can be definitely decided only by experiment. The total enrollment for the township is 246. Of these, 48 attend the school at Two Taverns and 24 at Fairview, a mile away; none of these children would have to be transported. Probably some of those attending the Pleasant Grove school could walk to the consolidated school. This would leave a total of 170 children that should be transported. In the three schools in the southern part of the township, 112 children are enrolled. To transport these and those living on or near the turnpike, three auto busses each hauling from 25 to



30 children would be necessary. Since the hauls are short, each bus could make two trips both morning and evening. If the three trucks were to start in the southern part of the township, taking those farthest away from Two Taverns first, they could bring in all but 25 or 30 children on one trip. One truck could then return for the remaining 25 or 30 children. In the meantime the two other trucks could collect the children living along the turnpike. All this could be done in about an hour. In the afternoon all the children could be at home at 5 o'clock if school were dismissed at 3.30 or 4 o'clock. The wagons or trucks should run on regular schedule, waiting not more than five minutes at any meeting point. It would not be necessary or desirable to call at each home.

If trucks carrying 40 to 50 children were used, two would be sufficient. Trucks of this size are in use in Ontelaunee Township, Berks County, Pa., where one truck carrying 48 children transports from 90 to 100 children a day, the longest route being 10 miles. This truck makes two trips, morning and evening. If two such trucks were purchased for Mount Joy Township two trips would be necessary morning and evening. They could start in the southern part of the township and carry about 80 children to Two Taverns, one truck could return for the remaining 40. The other truck during this time could collect the children living along the turnpike.

These two plans are suggested on the supposition that the township will transport the children. It may be that parents will prefer to provide private transportation for their children. No doubt many would do so, thus reducing the number to be transported at public expense.

Possible transportation routes are indicated on the map. Before permanent routes can be determined, actual trials must be made to see which are the most feasible.

2. *Two financial obligations involved.*—The plan of consolidation will be dependent for its success on the willingness of the citizens to assume increased expenditure for schools. The initial outlay would be in the neighborhood of \$55,000, divided approximately as follows: Buildings and grounds (10 acres), \$50,000; two motor trucks, \$5,000. This amount should be raised by a bond issue. If the community is satisfied with the present term of seven months, and if it continues to pay teachers the minimum salary required by the State law, the annual expenditure under consolidation would be approximately as estimated below. Such a plan is not recommended. It is merely given here to show the minimum possible cost for the consolidated school. Higher salaries should be paid in order to secure better prepared teachers and a principal, and the term should

be extended to at least nine months. For children under 12 years of age, it might well be 44 or 48 weeks.

Office of school board.....	\$175
Salary of principal.....	900
Salary of three teachers holding professional or normal school certificates, for seven months' term (same term as at present).....	<sup>1</sup> 1,470
Salary of three teachers holding normal school or college diplomas.....	<sup>1</sup> 1,680
Janitor.....	300
Fuel, etc.....	<sup>2</sup> 378
Books and supplies.....	<sup>2</sup> 130
Repairs.....	60
Upkeep and auto buses.....	1,200
Pay of two drivers.....	800
Interest on bonds at 5 per cent.....	2,750
Sinking fund.....	1,000
Total.....	10,843

From the above should be deducted \$400, one-half cost of transportation, which the State pays; \$682, the State's share of teachers' salaries; and the usual State appropriation, which last year was \$1,208; or a total of \$2,290, leaving \$8,553 to be raised by taxation, which will require a levy of 14.4 mills, say 15, on the present valuation of \$592,595. If the children were to provide their own transportation, which may be possible, the cost of running the schools would be reduced about \$2,000 a year. But to require this would be very unwise. The total cost would then be much greater, for many it would be a great hardship, and for some practically impossible. If the school tax in Mount Joy were increased to 14 mills, property assessed at \$5,000 would be taxed \$70 for school purposes, an increase of \$45 over the amount paid at the present 5-mill rate. If valuations continue to run as at present, only 17 taxpayers whose properties are assessed at \$5,000 or more would have to meet this or a larger increase. On the present low valuation a tax rate of 15 mills for schools is not excessive. Many districts in Pennsylvania have a levy of 15 or more mills for school purposes.

#### IV. SOME RESULTS WHICH MAY BE EXPECTED FROM CONSOLIDATION.

*The school plant.*—Consolidation of the seven schoolhouses of the township would make possible the erection of a modern schoolhouse, built according to the best available plans for sanitation, comfort, and convenience, and embodying modern ideals for artistic effect. It should be good of its kind, but an expensive building is not necessary.

<sup>1</sup> Estimate made on basis of Pennsylvania new minimum salary law.

<sup>2</sup> Same as for 1912.

If built on the community plan, future needs of the district may be met as they arise and full high-school facilities provided when needed. A school population of 280 children should give in time a high-school enrollment of 50 or more. The building should have an auditorium suitable not alone for school use but for community use as well. All the recreational activities of the township might well center in the school building. All community organizations, such as the enlargement of the cooperative buying and selling plan now carried on, public lectures, moving-picture shows, concerts, and other entertainments, public discussions of school questions, and all other questions of common interest might well take place here.

If there were a consolidated school, a township library would be possible where books would be available for both children and adults. Lecture courses on popular subjects, political questions, agricultural topics, health problems, and other things in which the people have a common interest could be maintained. These activities, with a strong community organization, could be made of great power in promoting common enlightenment and enjoyment of the people of the community.

The grounds provided should be carefully selected and should rival in upkeep the best farmyards in the township. At least 10 acres, preferably more, are necessary to provide space for garden plats and farm demonstration plats, ample playgrounds for the smaller children, and space for games for the older children and adults. If all the children of the township attend the same school, it will be possible to form football, basketball, and baseball teams. The physical education and play of the school should be supervised by one of the teachers selected because of special fitness for this kind of work. Children who learn to cooperate in school through games continue the habit in after life and are more apt to become cooperative farmers. Their social life and outlook broaden with the widening of the community. Leaders are developed because larger contacts are possible, and opportunity is given each to measure himself against his peers and to develop his own ability.

*The schoolroom activities.*—The evils resulting from the excessive number of recitations previously referred to are remedied best by a consolidated school. If the seven schools of the township were combined and graded, there would be one or two grades in a room. The number of recitations a day for each teacher would be reduced to approximately 10, the average time for each more than doubled in the upper grades, and the opportunity for more and longer recitations given in the primary grades. The teachers would have more time to make thorough preparation and to plan the work for each grade and each recitation. In order better to contrast conditions in regard to distribution of time under consolidation and under the one-

teacher organization, the programs used in Mount Joy schools during the school year just closed are all shown here, and a program in actual use in a consolidated school. Examination of these shows a marked contrast in the distribution of the teacher's time among recitation periods. It is noticeable also that in the program of the consolidated school much time is devoted to the newer subjects referred to elsewhere.

While it is not possible nor desirable to outline a working program or a definite scheme for time distribution for Mount Joy until the consolidated school is organized, the following is suggested as an indication of what may be expected: Primary grades—reading and spelling, 80 minutes; number and construction, 50 minutes; history and nature study, 50 minutes; general exercise, including drawing, writing, and music, 60 minutes; play and physical training, not including noon period, 60 minutes. Intermediate and grammar grades—arithmetic and constructive geometry, 70 minutes; reading, spelling, and language, 60 minutes; elementary science, history, and geography, 60 minutes; physical training, 30 minutes; special work (music, agriculture, drawing, home economics), 80 minutes.

TABLE 6.—*Seventh and eighth grade program in a consolidated school.*

Length of recitation.	Hour of day.	Days and subjects.
<i>Minutes.</i>	<i>a. m.</i>	
90.....	9.00-10.30.....	Monday, Tuesday, Wednesday, and Friday—Reading and arithmetic. Thursday—Music, drawing.
70.....	10.50-12.00.....	Friday—Sewing and manual training.
55.....	10.50-11.45.....	Monday, Tuesday, Wednesday, and Thursday—Civics and history.
15.....	11.45-12.00.....	Monday and Wednesday—Physical exercises. Tuesday, Wednesday, and Thursday—Physiology.
	<i>p. m.</i>	
90.....	1.00-2.30.....	Monday, Wednesday, Thursday, and Friday—Reading, language, writing. Tuesday—Sewing and manual training.
90.....	2.30-4.00.....	Intermission, agriculture, cooking, sewing, shop work, and free time.

TABLE 7.—*Daily programs of the schools of Mount Joy Township.*

TWO TAVERNS.

Subjects.	Hour.	Length of recitation, in minutes.
Opening exercises.....	8.30-8.40	10
Primary reading.....	8.40-8.55	15
A Arithmetic.....	8.55-9.15	20
B Arithmetic.....	9.15-9.30	15
C Arithmetic.....	9.30-9.40	10
Second reader.....	9.40-9.50	10
Writing.....	9.50-10.00	10
Recess.....	10.00-10.15	15
Third reader.....	10.15-10.25	10
Primary arithmetic.....	10.25-10.35	10
Fourth reader.....	10.35-10.45	10
A Grammar.....	10.45-11.10	25
B Grammar.....	11.10-11.30	20
Noon.....	11.30-12.30	60
A Geography.....	12.30-12.50	20
B Geography.....	12.50-1.05	15

TABLE 7.—Daily programs of the schools of Mount Joy Township—Continued.

## TWO TAVERNS—Continued.

Subjects.	Hour.	Length of recitation in minutes.
Primary reading.....	1. 05- 1. 15	10
Third reader.....	1. 15- 1. 30	15
Second reader.....	1. 30- 1. 45	15
A History.....	1. 45- 2. 05	20
B Physiology (Monday and Tuesday).....	2. 05- 2. 20	15
History (Wednesday, Thursday, Friday).....	2. 20- 2. 35	15
Recess.....	2. 35- 2. 45	10
Fifth reader.....	2. 45- 2. 50	5
Primary.....	2. 50- 3. 00	10
A Physiology.....	3. 00- 3. 10	10
C Spelling.....	3. 10- 3. 20	10
B Spelling.....	3. 20- 3. 30	10
A Spelling.....		10

## PLEASANT GROVE.

Opening exercises.....	8. 30- 8. 35	5
Primer, first and third readers.....	8. 35- 9. 15	40
Fifth reader.....	9. 15- 9. 25	10
Third reader.....	9. 25- 9. 35	10
Fourth reader.....	9. 35- 9. 45	10
Civics and health.....	9. 45-10. 00	15
Recess.....	10. 00-10. 15	15
Number class.....	10. 15-10. 25	10
D Arithmetic.....	10. 25-10. 35	10
C Arithmetic.....	10. 35-10. 45	10
B Arithmetic.....	10. 45-10. 55	10
A Arithmetic.....	10. 55-11. 10	15
C Spelling.....	11. 10-11. 15	5
B Spelling.....	11. 15-11. 22	7
A Spelling.....	11. 22-11. 30	8
Noon.....	11. 30-12. 30	60
Music.....	12. 30-12. 40	10
Primer, first and second readers.....	12. 40- 1. 15	35
C Grammar and physiology, alternate.....	1. 15- 1. 25	10
B Grammar.....	1. 25- 1. 35	10
A Grammar.....	1. 35- 1. 50	15
Writing.....	1. 50- 2. 00	10
Recess.....	2. 00- 2. 15	15
Primer.....	2. 15- 2. 30	15
First reader.....	2. 30- 2. 45	15
Second reader.....	2. 45- 3. 00	15
B History and geography, alternate.....	3. 00- 3. 15	15
A History and geography, alternate.....	3. 15- 3. 30	15

## WHITE RUN.

Opening exercises.....	8. 30- 8. 40	10
First-year reader.....	8. 40- 8. 55	15
Second-year reader.....	8. 55- 9. 10	15
Third-year reader.....	9. 10- 9. 20	10
Fourth-year reader.....	9. 20- 9. 35	15
Sixth and seventh year readers.....	9. 35- 9. 50	15
Fifth-year history and physiology, alternate.....	9. 50-10. 00	10
Recess.....	10. 00-10. 10	10
Number work.....	10. 10-10. 20	10
Sixth and seventh year history and physiology, alternate.....	10. 20-10. 30	10
Second and third year arithmetic.....	10. 30-10. 45	15
Fifth-year arithmetic.....	10. 45-11. 00	15
Sixth-year arithmetic.....	11. 00-11. 15	15
Seventh-year arithmetic.....	11. 15-11. 30	15
Noon.....	11. 30-12. 30	60
Music.....	12. 30-12. 40	10
First-year reading.....	12. 40-12. 55	15
Second-year reading.....	12. 55- 1. 10	15
Third-year reading.....	1. 10- 1. 20	10
Fifth-year language.....	1. 20- 1. 30	10
Seventh-year grammar.....	1. 30- 1. 45	15
Penmanship.....	1. 45- 2. 00	15
Recess.....	2. 00- 2. 10	10
First-year reading.....	2. 10- 2. 20	10
Second-year reading.....	2. 20- 2. 35	15
Fifth-year geography.....	2. 35- 2. 50	15
Sixth and seventh year geography.....	2. 50- 3. 05	15
Three classes in spelling.....	3. 05- 3. 30	25



TABLE 7.—Daily programs of the schools of Mount Joy Township—Continued.

## EDGE GROVE.

Subjects.	Hour.	Length of recitation, in minutes.
Opening exercises.....	9.00-9.10	10
Number work.....	9.10-9.25	15
B Arithmetic.....	9.25-9.40	15
A Arithmetic.....	9.40-10.00	20
C Arithmetic.....	10.00-10.15	15
A History.....	10.15-10.30	15
Recess.....	10.30-10.45	15
Primary class.....	10.45-11.00	15
First Reader.....	11.00-11.10	10
A Grammar.....	11.10-11.30	20
B Grammar.....	11.30-12.00	30
Noon.....	12.00-1.00	60
Singing.....	1.00-1.10	10
Primary class.....	1.10-1.20	10
Second Reader.....	1.20-1.30	10
Fifth Reader.....	1.30-1.40	10
Fourth Reader.....	1.40-1.50	10
Third Reader.....	1.50-2.00	10
A Physiology and civics, alternate.....	2.00-2.10	10
B History and physiology, alternate.....	2.10-2.20	10
Writing.....	2.20-2.30	10
Recess.....	2.30-2.45	15
Primary class.....	2.45-3.00	15
First reader.....	3.00-3.10	10
A Geography.....	3.10-3.20	10
B Geography.....	3.20-3.30	10
C Spelling.....	3.30-3.40	10
B Spelling.....	3.40-3.50	10
A Spelling.....	3.50-4.00	10

## HORNER'S.

Opening exercises.....	9.00-9.15	15
Number work.....	9.15-9.30	15
D Arithmetic.....	9.30-9.45	15
C Arithmetic.....	9.45-10.00	15
B Arithmetic.....	10.00-10.15	15
A Arithmetic.....	10.15-10.30	15
Recess.....	10.30-10.45	15
First reader.....	10.45-11.00	15
Second reader, language, 1 day.....	11.00-11.10	10
Third reader, language, 1 day.....	11.10-11.20	10
B Physiology.....	11.20-11.30	10
A History.....	11.30-11.45	15
B History.....	11.45-12.00	15
Noon.....	12.00-1.00	60
First and second readers.....	1.00-1.25	25
Third reader, 6 days, physiology, 3 days.....	1.25-1.35	10
Fourth reader.....	1.35-1.45	10
A and B Grammar.....	1.45-2.15	30
Writing.....	2.15-2.30	15
Recess.....	2.30-2.45	15
First reader.....	2.45-2.50	5
D and C Spelling.....	2.50-3.00	10
A Physiology or civics.....	3.00-3.15	15
B Geography.....	3.15-3.30	15
A Geography.....	3.30-3.45	15
B Spelling.....	3.45-4.00	15
A Spelling.....		

## OAK GROVE.

Opening exercises.....	8.30-8.40	10
Primer, first and second readers.....	8.40-9.05	25
Third reader.....	9.05-9.20	15
A History.....	9.20-9.30	10
B History.....	9.30-9.40	10
Fifth reader.....	9.40-9.50	10
Fourth reader.....	9.50-10.00	10
Recess.....	10.00-10.15	15
Number class.....	10.15-10.30	15
D Arithmetic.....	10.30-10.40	10
C Arithmetic.....	10.40-10.50	10

TABLE 7.—Daily programs of the schools of Mount Joy Township—Continued.

## OAK GROVE—Continued.

Subjects.	Hour	Length of recitation, in minutes.
B Arithmetic.....	10.50-11.00	10
A Arithmetic.....	11.00-11.15	15
Writing.....	11.15-11.30	15
Noon.....	11.30-12.30	60
Primer and first reader.....	12.30-12.50	20
Second reader.....	12.50-1.00	10
C Grammar.....	1.00-1.10	10
B Grammar.....	1.10-1.20	10
Third reader.....	1.20-1.35	15
A Geography.....	1.35-1.45	10
B Geography.....	1.45-2.00	15
Recess.....	2.00-2.15	15
Primer.....	2.15-2.30	15
First reader.....	2.30-2.40	10
Third reader.....	2.40-3.00	20
B Physiology.....	3.00-3.10	10
A Physiology.....	3.10-3.20	10
Spelling.....	3.20-3.30	10

## FAIR VIEW.

Opening exercises.....	9.00-9.15	10
Primer.....	9.15-9.20	10
Second reader.....	9.20-9.30	10
A History.....	9.30-9.45	15
E History.....	9.45-10.00	15
Third reader.....	10.00-10.10	10
Fourth reader.....	10.10-10.20	10
Fifth reader.....	10.20-10.30	10
Recess.....	10.30-10.45	15
Number work.....	10.45-10.55	10
A Grammar.....	10.55-11.10	15
E Grammar.....	11.10-11.25	15
A, E, B Spelling.....	11.25-11.45	20
B Arithmetic.....	11.45-12.00	15
Noon.....	12.00-1.00	60
Intermediate arithmetic.....	1.00-1.15	15
Advanced arithmetic.....	1.15-1.30	15
Primer.....	1.30-1.40	10
Second reader.....	1.40-1.50	10
A Geography.....	1.50-2.10	20
Penmanship.....	2.10-2.30	20
Recess.....	2.30-2.45	15
B Geography.....	2.45-3.00	15
A Physiology.....	3.00-3.15	15
Third reader.....	3.15-3.30	15
B Physiology.....	3.30-3.45	15
A Supplementary work.....	3.45-4.00	15

*A new plan for organization and curriculum.*—The township is not yet ready to establish a four-year high school. Only 5 pupils finished the eighth grade during the school year just ended. These, with 10 pupils now enrolled in the neighboring high schools and a few additional ones who probably have fulfilled entrance requirements but remain out of school because they are unable to assume the expense necessary under present conditions, would bring the attendance not above 20. This number is too small to insure school interest or to justify the expensive equipment and the number of special teachers necessary for an efficient high school.

The educational welfare of the children will probably be best served by organizing on the 6-3-3 plan, and for the present paying tuition outside the township for those enrolled in the last three years.

of secondary schools. With this arrangement, it would be possible to offer far better advantages to those enrolled in the elementary course as well as to those who complete a four-year high-school course; the number who fail to complete high school would be better served and would have a far more practical education. As soon as the number of pupils of high-school age justifies it, the full 12-year course should be provided by the establishment of a senior high school.

This plan will necessitate a new and quite different course of study. The first six grades will, as now, be concerned chiefly with fundamentals. Topics for teaching should be organized in relation to and from the point of view of the experience and environment of the children of the township. The course should include the distinctly modern phases of education, such as music, literature, the fine and industrial arts, with emphasis on appreciation. Nature study, elementary agriculture, school gardening, play and recreation, sanitation and hygiene, some form of industrial work or sewing, dramatization and story telling should have generous provision. Properly taught, this kind of a course should take the emphasis from memorization of the textbook and place it upon proper training.

The junior high-school course should include some electives, but the list of required subjects should be comparatively long, and that of electives short, increasing during the second and third years. The required subjects in the junior high school should include three years of English and literature; two of mathematics; three years of history—mostly American—and civics, including civil government; three years of geography and elementary science; three years of physical education; one year of hygiene and sanitation; two years of home economics; two years of agriculture, and three years each of music, art, and current events—each of the last three once or twice a week. Industrial arts, bookkeeping and farm accounting, Latin and a modern language might be offered as electives.

*School attendance.*—Such a course of study would be so practical in its appeal as to be sufficient incentive for most children to attend school regularly during the full term. The people should expect no less. However, the new school organization should be equipped to enforce the compulsory attendance law. The fullest use of the school plant by the children of the community is by no means the least important effect of school consolidation, as shown by experience throughout the country. The daily attendance in the township should show an increase of at least 20 per cent on enrollment and 30 per cent on census enumeration.

*Supervision and instruction.*—The effectiveness of the scheme for reorganizing and making practical the content of the subject matter taught will be dependent upon the selection of a competent corps of teachers and a principal with qualities of leadership, administrative

power, and organizing ability. The Pennsylvania school system does not provide for adequate professional supervision of rural schools. The county superintendent and his assistants are not able to visit each school more than once or twice a year. These visits have some value, but chiefly in giving these officers knowledge of school conditions. They are too short and infrequent to be of more than transitory help to the teachers in meeting the constantly recurring problems in discipline, organization, and methods. It is necessary, therefore, for the township to engage a principal who is qualified by training and experience to supervise teaching in the schools, as well as to organize and manage. The employment of a group of trained teachers will be necessary to complete the plan for an effective school system. After all, the results of the schools must depend finally and wholly upon the teachers. Not to provide the best that can be had is social, civic, and economic folly.

Though a consolidated school will cost much more than the one-room schools, it would be more economical in the sense of giving a larger return on the investment and greater dividends for the boys and girls on the same principle. No farmer in Mount Joy Township cuts his wheat with a sickle, though one can be purchased for \$1. He uses a self-binder which costs \$200 because he knows that he gets a larger return on the \$200 invested in the self-binder than on the \$1 invested in a sickle.

#### V. CONSOLIDATION IN OTHER STATES.

School consolidation has passed the stage of experiment, and the movement is accepted everywhere as good educational policy. The consolidation of schools is now considered so necessary for improving rural schools that State legislatures generally are appropriating funds to aid districts to consolidate their schools. Only recently the legislature of Pennsylvania made an appropriation for this purpose. From data submitted to the Bureau of Education it appears that the number of consolidated schools in the United States greatly exceeds 10,000, and it is increasing rapidly.

*Effect on school attendance.*—Wherever schools have been consolidated the enrollment has increased and attendance has become more regular. Several illustrations may be given: At Fivepoints, Ala., three or four schools were consolidated. The total enrollment in all these schools before consolidation was 113. A year later the enrollment in the consolidated school was 190, an increase of 78. Under the old plan there were only 13 pupils attending high school. Now, four years later, there is a four-year high-school department with an enrollment of 52. The increase in enrollment in the elementary grades is 68 per cent, and in the high school 300 per cent.

The State superintendent of public instruction in Tennessee compiled the following data regarding school attendance in 34 consolidated schools in that State:

Number of pupils enrolled in schools abandoned.....	3, 101
Number of pupils enrolled in consolidated schools.....	4, 014
Per cent of increase.....	29. 4
Average daily attendance in abandoned schools.....	2, 291
Average daily attendance in consolidated schools.....	3, 271
Per cent of increase.....	42. 8

The State superintendent of public instruction of Oklahoma, in his report for 1916, says:

Ninety-nine per cent of the enumeration was enrolled in the consolidated school last year, while only 86 per cent of the enumeration was enrolled in the common-school districts the year before they were consolidated. The average daily attendance, based on the enumeration, was 62 per cent in the consolidated districts, as compared with 55 per cent in the original districts.

Many other examples could be given to show that the consolidation of schools has increased the enrollment and made attendance more regular. In fact every report on consolidation shows that school attendance is better in consolidated than in one-room schools.

*The transportation of pupils.*—It has been found that the success of consolidation depends more largely upon efficient transportation than any other factor. This difficulty has, however, been overcome in practically every instance. Dr. Thomas E. Finnegan, when deputy commissioner of education of New York, asked the following question of State superintendents and others: "Have you been able to establish a system of transportation for the children which is satisfactory to the people generally and which does not operate hardship upon the children?"

The answers may be summarized as follows: A satisfactory system of transportation is the most difficult problem to solve; it has been solved most satisfactorily when the children are not on the road more than an hour. A businesslike management and district ownership of wagons have met most of the objections. A few typical replies are given herewith:

Hon. C. P. Cary, State superintendent of public instruction, Wisconsin, says:

The transportation problem seems to solve itself whenever the people decide to adopt the new plan. This is a business undertaking and can be settled in a satisfactory way. In fact, transportation on a reasonably large scale is likely to prove more satisfactory than transportation on a small scale.

<sup>1</sup> New York State Report, vol. 2, 1917.



Hon. H. A. Davee, State superintendent of public instruction Montana, writes:

Except on some of the very long roads (some of them 8 miles), the people are well satisfied with transportation. In some cases children have to start early and get home late, but in all cases during the cold weather the children who come in the wagons, no matter how far, arrive at school in better condition than those who travel through the cold and snow.

Hon. H. Lugg, State superintendent of public instruction, South Dakota, says:

We have not found a system of transportation that is perfect, but district ownership of school wagons with bonded drivers is as satisfactory as any we have tried. We find that a route should not be longer than can be driven in one hour, even when the roads are bad. Our routes average about 5 miles and we have little complaint, except from people who are not inclined to accept any inconvenience personally for the good of their community, and we feel that such selfishness should be ignored.

The following is a detailed statement of consolidation and transportation in one of the most progressive counties in Ohio:

Transportation data of Champaign County, Ohio, 1917-18.

Schools.	Year of construction.	Cost of buildings.	Total number of conveyances.	Minimum salary paid a driver.	Maximum salary paid drivers.	Average salary paid drivers.	Greatest distance any pupil rides one way.	Average greatest distance.	Average distance pupils ride.	Greatest time on road one way of any pupil.	Average time of drivers to make route.
Adams, Central.	1911	\$30,000	14	\$35.00	\$55.00	\$48.00	5.5	4.5	2.75	80	55
Concord, Central.	1914	25,000	10	40.00	60.00	48.00	5.0	4.6	3.0	105	65
Harrison.	1915	18,000	12	42.00	52.00	52.50	4.0	3.0	2.0	60	60
Jackson, Central.	1916	25,000	10	32.00	62.50	53.75	7.5	5.0	3.0	105	90
Johnson, St. Pauls.	1917	25,000	6	25.00	55.00	42.45	7.0	5.3	3.75	120	70
Mad River.	1916	35,000	14	40.00	56.25	46.37	5.25	4.0	2.0	90	72
Mechanicsburg.	1916	30,000	15	45.00	60.00	56.00	5.5	4.5	3.0	60	25
North Lewisburg.	1914	35,000	4	40.00	45.00	42.50	5.5	4.8	2.0	185	60
Salmon.	1915	33,000	4	40.00	55.00	43.75	3.8	3.3	2.1	60	50
Union.	1915	10,000	17	35.00	75.00	65.00	8.5	6.0	4.0	120	90
Urbana.	1917	30,000	1	60.00	70.00	67.00	6.0	6.0	5.0	90	90
Warren.	1916	20,000	6	45.00	50.00	48.33	6.0	5.5	3.0	105	75
Woodstock.	1914	25,000	6	35.00	58.00	46.75	5.23	4.5	3.0	120	55
Total.			109	47.00	59.27	51.66	6.0	4.7	3.0	94	66

One wagon, one auto.

\* Four autos, one wagon.

## Transportation data of Champaign County, Ohio, 1917-18—Continued.

Schools.	Total number pupils enrolled.	Total number pupils transported.	Average number pupils per conveyance.	Average cost of transporting each pupil per day.	Ownership of conveyance.	Does board provide heaters.	Amount of bond given by drivers.	Method of securing drivers.	Salaries of janitors.
Adams, Central.	319	246	17.5	13.0	Board of education.	Yes.	\$1,000	Competitive bidding.	\$80.00
Concord, Central.	200	193	19.3	12.6	do.	Drivers.	200	do.	55.00
Harrison.	137	122	11.0	23.9	Board, wagon, driver.	No.	200	do.	
Jackson, Central.	203	190	18.0	15.0	Board of education.	Drivers.	500	Bids.	50.00
Johnson, St. Paris.	326	300	13.3	16.0	do.	Yes.	200	do.	56.50
Mad River.	307	282	16.6	14.0	Board, 5 drivers, 9.	Drivers.	300	do.	W. 40.00
Mechanicsburg.	543	50	10.0	28.0	Board, wagon, drivers.	Yes.		do.	T.H. 30.00
Mingo.	85	63	13.1	16.0	Drivers.	Drivers.		Applications.	50.00
North Lewisburg.	244	61	15.0	14.3	Board.	Yes.		Board selects.	Old 30.00
Salem.	418	391	23.0	12.0	Both.	do.	1,000	Applications.	New 40.00
Union.	215	17	17.0	22.0	Board.	do.	100	Sealed bids.	20.00
Urbana.	181	172	17.2	19.0	do.	do.	500	do.	70.00
Wayne.	150	119	19.8	12.2	do.	Drivers.	200	Board.	Old 40.00
Woodstock.	240	146	22.3	10.0	do.	do.	300	Competitive bidding.	Old 25.00
Total.	3,675	1,962	16.7	\$ 16.9					New 44.00

*Effect on land value.*—One objection heard in communities that have not consolidated their schools is that, if the one-room schools near the homes of the children should be abandoned, farm values would decrease in the outlying territory and increase near the consolidated school. Experience, however, proves that land values always increase, not only near the consolidated school but throughout the entire consolidated district.

Another question Dr. Thomas E. Finnegan asked of a number of State superintendents and others was: "What effect has the establishment of consolidated schools had upon the value of farm property within the territory where such schools have been consolidated?" All replied that such property had increased in value. A few replies are quoted:

Hon. F. B. Pearson, State Commissioner of Education of Ohio:

The consolidation of schools has had a marked effect upon the value of farm property where the system exists. Farmers who reside in such communities are confident that the value of their farms has been increased from \$5 to \$20 an acre. As farms are advertised for sale it is noticeable that there is an increased number of advertisements that contain as a desirable point of information that these farms are located in school districts which have the advantage of centralized schools. It is easy to understand why centralization does raise farm values. Persons who are interested in the education of their children, and these persons are always the most desirable citizens for any community, prefer residences in communities where the schools are centralized.

Hon. C. P. Cary, State Superintendent of Instruction of Wisconsin:

The establishment of a good school in any community always increases the valuation of farm territory. People who are looking for places to make their homes always take the school into account when they buy property. If there is a good school in the community they will pay more for a piece of land than if their children had to attend a poor school.

*Other effects.*—Among other advantages that have accrued from the consolidation of schools may be mentioned:

1. Greater pride and interest in country life.
2. Better school buildings and equipment.
3. Enrichment of the civic and social life of the community.
4. Improved agricultural conditions including improved roads.
5. Increased number of pupils in the eighth grade.
6. Tendency to check the drift of young people to the larger towns and cities.

The advantages of consolidation may be summarized in the words of a farmer writing in regard to the consolidation of schools in his district:

I will try to write you a few lines about our consolidated school. When they commenced to get the school I was against it. I did not think it would do, but there was enough for it to get it. I have been sending to school there three years, and the more

<sup>1</sup> New York State report, vol. 2, 1917.