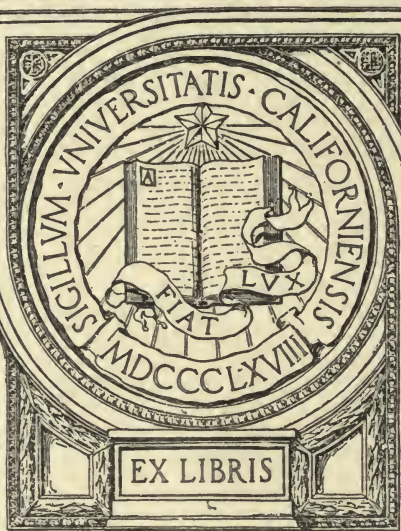


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MEMORANDUM

TO : THE DIRECTOR, BUREAU OF REVENUE
FROM : THE ASSISTANT COMMISSIONER, BUREAU OF REVENUE
SUBJECT: [Illegible]

Reference is made to the report of the [Illegible] dated [Illegible] and the [Illegible] of the [Illegible] dated [Illegible].

It is noted that the [Illegible] of the [Illegible] dated [Illegible] is in accordance with the [Illegible] of the [Illegible] dated [Illegible].

STATE OF WASHINGTON
DEPARTMENT OF EDUCATION

HENRY B. DEWEY, Superintendent of Public Instruction.

Bulletin No. 7.

OLYMPIA, WASH.

August 1, 1911

CONSOLIDATION OF RURAL SCHOOLS
AND
TRANSPORTATION OF PUPILS

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Consolidated School at Garfield, Washington.
Transportation wagons ready for the homeward trip.

STATE OF WASHINGTON

DEPARTMENT OF EDUCATION

BULLETIN No. 7

OLYMPIA, WASH.

AUGUST 1, 1911

Consolidation of Rural Schools

AND

Transportation of Pupils



OLYMPIA, WASH.:
E. L. BOARDMAN, PUBLIC PRINTER

1911

THE COUNTRY BOY'S CREED.

(By EDWIN OSGOOD GROVER.)

“I believe that the Country which God made is more beautiful than the City which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work with nature is more inspiring than work with the most intricate machinery.

“I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city, that life is larger and freer and happier on the farm than in the town, that my success depends not upon my location, but upon myself; not upon my dreams, but upon what I actually do; not upon luck, but upon pluck.

“I believe in working when you work and in playing when you play, and in giving and demanding a square deal in every act of life.”

INTRODUCTION.

The present-day problem of state-wide school administration upon analysis presents a two-fold aspect. First: How can the children reared on the farm secure the school conditions, resulting from thorough organization and systematic supervision, characteristic of city schools, without sacrificing the advantages incident to country life? Second: How can the children of the city secure the advantages of rural surroundings without sacrificing the advantages incident to a city school system?

A partial answer to the first question is consolidation or centralization of schools and transportation of pupils. Yet consolidation is not a panacea for all the limitations of rural schools. Whether it is desirable or feasible in any locality depends upon many factors, such as density of population, topography of the country, condition of the roads, and, above all else, upon community spirit. There must be neighborhood harmony; without it, little or nothing can be accomplished, either with or without consolidation.

The greatest obstacle in the efforts to improve the rural schools has been the belief, almost universal, that it was a city school only that could measure up to the highest standard of efficiency. Yet today in scattered sections of the state there are rural schools that may fairly be termed model schools. This is our encouragement; what has been done in one community may in general be done elsewhere. Some of these model rural schools are described in this pamphlet. Many others, fully as good in every essential particular, could have been selected.

This pamphlet has been written by Mr. J. M. Layhue, Assistant Superintendent of Public Instruction, and is one of a series of publications dealing with special phases of rural school conditions to be issued during the current school year.

HENRY B. DEWEY,

Superintendent of Public Instruction.

Olympia, Washington, July 1, 1911.

CONSOLIDATED SCHOOL DISTRICTS.

MEANING OF CONSOLIDATION.

Small Schools Unite to Form Graded School.

The chief object of school district consolidation is to unite two or more rural districts having ungraded schools and to bring the pupils of the several districts to a central point where a graded school may be maintained. By so doing the disadvantages of the one-room school are largely eliminated, while the pupils from the rural districts can be given practically the same advantages that are enjoyed by the child in a city school without many of the disadvantages with which the city child is confronted.

In order to form a consolidated rural school it is usually necessary to transport pupils in wagons, for the ungraded schools are so far apart that children are unable to walk to a central point where the graded school is to be located. This is the most difficult part of the undertaking.

Graded and Small Schools Unite.

In this state there are a great many small cities and towns which are maintaining graded schools. The ungraded country schools which surround the territory of the city or town school are frequently consolidated with the territory of the graded school, and the pupils living more than two miles from the graded school are usually transported by wagons maintained by the district after consolidation has been effected. Some of the most successful consolidated schools in this state are those in which the country children are gathered together into the town schools from all the territory surrounding the towns for a radius of about five miles. The pupils are delivered at the school building a few minutes before nine o'clock each morning, and the wagons are standing ready when school dismisses in the afternoon to take the children back to their homes.

Small Schools Unite to Form an Ungraded School.

There have been instances in this state in which neighborhood quarrels have caused the county superintendents to divide and sub-divide territory until school districts have become entirely too small. The writer knows of an instance in which a school district of reasonable size was divided in order to please contentious factions. A new school house was erected just three-quarters of a mile from the old one. In attempting to maintain two schools in a community where there should be only one, the revenues were so diminished that both schools were practically ruined.



The game is in progress and the pitcher is about to deliver the ball. The principal of the building, Mr. B. W. Lyon, is acting as umpire.



Most of the county superintendents of this state have worked diligently during the past five or six years to unite these small districts, and in a number of cases they have been successful. Transportation is unnecessary since the consolidated district is so small that the pupils can all walk to one building. In a number of instances, after the uniting of such schools there are only a sufficient number of pupils for a very small one-room school.

Occasionally it happens that the location of a logging camp or some other industry of a more or less temporary nature requires the establishment of a school, which will be abandoned at the removal of the industry which gave the people employment.

Purpose of Consolidation to Obtain Bonus.

So far as we know there are four purposes for the consolidation of school districts. We will treat these in the order of their importance, the last being the greatest.

The state offers a bonus of 2,000 days' attendance, which increases the state funds to the district to the extent of about \$170 annually for each district consolidated less one. For example, should six districts consolidate the new district will receive a bonus of five times \$170 from the state. It is believed that in more than one instance in this state a number of rural school districts have gotten together and consolidated for no higher motive than to obtain the bonus thus offered by the state. This is an unworthy motive, and no county superintendent should permit consolidation without a higher purpose in view. Whenever the people of any number of school districts are actuated by the high motive of obtaining advantages for the education of the children, consolidation can be made successful and permanent. When it is simply a scheme to save taxes the consolidation is sure to end in dissension and final dissolution.

Purpose for Equalization of Taxes.

Some school districts have a large amount of assessable property with very few children to educate. This occurs frequently where there are large bodies of timber lands and also in districts which have one or more lines of railroads running entirely through them. An adjoining district may have a small amount of assessable property with a large number of children to educate. The consolidation of such districts in a measure equalizes taxation. The rich district can then assist in the support of the weak one. Under our system in which the state raises \$10.00 per pupil and the county raises \$10.00 per pupil, this reason for consolidation does not have the same force that it would have if each district were obliged to raise all of the revenues for the education of its children.

Purpose of Better Supervision.

One of the great weaknesses of the rural school system is that it has practically no supervision. The county superintendent may have

time to visit the school for a few hours once only in the school year. He may be able to make the acquaintance of the teacher, but that is the most he can do with the time he has at his disposal. The legislature of 1909 refused to enact a law which would permit the counties to be divided into districts and a supervisory principal employed to give his whole time to the supervision of a particular district. Since the failure of that law a strong effort has been made in many of the counties of the state to obtain the consolidation of a number of districts (usually from 6 to 12) so that a supervisor might be employed



A Pioneer School in Western Washington.

by the consolidated district to give his entire time to the supervision of the schools. In such instances the schools are continued in the several buildings of the district just as they were before consolidation, though one high school is usually provided for all of the pupils in the consolidated district. Consolidation for the purpose of supervision has been strongly pushed in Lewis and Yakima counties, and much efficient work has been done. So far as we know, this is the only state in the Union in which consolidation is advocated for supervisory purposes. We believe that the plan has much merit in it. A description of some districts of this kind will be given more space in another part of this bulletin.

Purpose to Form Graded School.

We believe that the highest aim of consolidation is to form rural graded schools. In such instances a building is erected in the open country among the farms in which children may be given the advantages of city schools. We have in mind a district in this state which has erected a magnificent stone building in a rural community where there is no city or town nearer than eight miles. This building is as modern in every respect as any building that can be found in a city. An additional feature is an assembly hall where public meetings may be held. Finished only a few weeks ago, it now has four most excellent and successful teachers, besides a man for principal who has had special training and very successful experience in this work. The course of study covers the full range of high school work as well as of the grades. A happier and a more comfortable school would be hard to find. We predict that this school building will be the center of the activities of that community. It is, in our opinion, the best investment that was ever made by the farmers of the beautiful valley in which it stands. Consolidation and transportation of pupils pays when the object is school efficiency instead of school economy.

TABLE I. CONSOLIDATED SCHOOL DISTRICTS IN WASHINGTON.

COUNTY	Name of Consolidated District	No. of District	Old Districts Consolidated	Date of Consolidation
Chehalis	Elma	101	6-20	Apr. 26, 1907
Chehalis	Fords Prairie	102	7-67	May 9, 1907
Chehalis	McClearys	106	7-56	July 19, 1909
Chehalis	Montesano	103	3-4	Mar. —, 1908
Chehalis	Porter	105	23-32	June 24, 1910
Chehalis	Satsop	104	11-51	June 24, 1910
Chehalis	Wynooche Valley	107	13-66	July 19, 1909
Chelan	Cashmere	56	5-8-10	Apr. 15, 1907
Chelan	Leavenworth	49	3-40	Jan. 20, 1906
Chelan	Wenatchee	46	1-7	Feb. 11, 1905
Clallam	Fairview	52	6-25	Nov. 12, 1906
Clarke	Battle Ground	64	24-30	Dec. 28, 1908
Clarke	Orchards	80	16-72	Aug. —, 1904
Clarke	Pine Grove	16	No record	Dec. 12, 1905
Columbia	Covello	31	5-10	Aug. 3, 1904
Columbia	Enterprise	10	3-33	Dec. 5, 1905
Columbia	Fairview	17	16-21	July 18, 1908
Columbia	Mt. Vernon	3	17-20	Apr. 14, 1906
Columbia	Starbuck	35	31-42	Mar. 25, 1904
Columbia	Turner	8	35-54	Oct. 6, 1903
Cowlitz	Carrollton	105	7-28	Apr. 24, 1909
Cowlitz	Eufaula	101	24-64-72	Mar. 7, 1908
Cowlitz	Kalama	100	10-57	June 23, 1906
Cowlitz	Silver Lake	103	17-19-43	Feb. 20, 1909
Cowlitz	Toutle	104	30-61	Apr. 3, 1909
Cowlitz	Woodland	102	12-28-51-63	May 2, 1908
Douglas	Consolidated	1	82-192	Apr. 19, 1908
Franklin	Kahlotus	11	10-11	
Garfield	Pataha	100	15-16	Sept. 17, 1910

TABLE I. CONSOLIDATED SCHOOL DISTRICTS IN WASHINGTON.—CONTINUED.

COUNTY	Name of Consolidated District	No. of District	Old Districts Consolidated	Date of Consolidation
Grant	Hartline	6	22-26	
Island	Langley	202	8-11-12-13-16-19-20	Oct. 3, 1910
Island	Oak Harbor	201	3-6-7-15	Aug. 12, 1910
King	Auburn	162	35-41-61	Apr. 9, 1907
King	Berlin	142	129-136	Mar. 8, 1904
King	Black Diamond	160	43-132	Aug. 1, 1906
King	Center	139	29-67	Dec. 7, 1903
King	Cottage Lake	155	59-127	Dec. 18, 1905
King	Enumelaw	170	56-88-107-108	May 21, 1910
King	Foster	144	6-104	Apr. 7, 1904
King	Issaquah	157	4-68	Jan. 19, 1906
King	North Bend	173	30-98	Oct. 21, 1910
King	O'Brien	145	8-12-106	June 27, 1904
King	Pine Lake	150	81-119	Nov. 17, 1904
King	Toit	165	27-113	Aug. 19, 1907
Kittitas	Ridgeway	35	2-50	Aug. 7, 1906
Kittitas	Swauk Prairie	9	37-38	1905
Kittitas	The Cove	39	16-21	Dec. 31, 1909
Kittitas	Thorp	27	9-46	July 23, 1904
Klickitat	Baleh School	2	11-64	Dec. 10, 1904
Klickitat	Bickleton	3	28-31-41	June 18, 1910
Klickitat	Glenwood	1	33-61	Aug. 20, 1903
Lewis	Boistfort	204	1-34-39-65-67-70-71-94	June 23, 1910
Lewis	Bremer	201	81-109	Feb. 7, 1906
Lewis	Forest	205	6-16-30-48-99-106	June 23, 1910
Lewis	Mossyrock	206	{ 7-33-41-43-51-62- } { 66-68-76-98-122 }	June 23, 1910
Lewis	Winlock	202	19-35	Apr. 30, 1910
Mason	Clifton	45	6-9-38	Apr. 12, 1906
Mason	Matlock	51	39-48	Oct. 19, 1907
Mason	New Kamillehe	50	17-28	July 20, 1907
Okanogan	Pateros	102	18-70	June 28, 1910
Okanogan	Winthrop	101	28-45	Apr. 23, 1910
Pacific	Long Beach	27	2-18-30	Aug. 31, 1907
Pacific	Menlo	30	6-7-16	Feb. 17, 1911
Pacific	Nasel	10	25-50	July 26, 1907
Pacific	Nahcotta	17	10-31	Apr. 23, 1906
Pacific	Raymond	36	5-37	Aug. 31, 1907
Pierce	Ashford	308	70-89	June 30, 1905
Pierce	Edgewood	307	27	May 7, 1905
Pierce	Frederickson	309	56-90	July 31, 1905
Pierce	Harts Lake	306	50-53	May 2, 1905
Pierce	Hillhurst	301	62-95	Feb. 17, 1905
Pierce	Lake Bay	311	17-100	Aug. 10, 1908
Pierce	Riddle	310	28-52	Aug. 21, 1905
Pierce	Roy	305	34-78	May 16, 1905
Pierce	Sumner	300	8-60	Sept. 19, 1904
Pierce	Weyerhauser	303	57-66	Feb. 17, 1905
San Juan	East Sound	29	5-27	Mar. 13, 1908
Skagit	Sauk	79	34-56	Jan. 27, 1907
Skamania	Wind River	18	10-14	Sept. 4, 1902
Snohomish	Arlington	89	16-50-88	Aug. —, 1903
Snohomish	Machias	98	9-48	July —, 1907
Snohomish	Norman	9	13-68	Mar. —, 1909
Snohomish	Stanwood	99	4-18	Apr. —, 1908
Snohomish	Sultan	105	20-30	June —, 1910

TABLE I. CONSOLIDATED SCHOOL DISTRICTS IN WASHINGTON.—CONCLUDED.

COUNTY	Name of Consolidated District	No. of District	Old Districts Consolidated	Date of Consolidation
Spokane.....	Jamieson	2	91-104.....	May 12, 1910
Spokane.....	Milan	1	83-105-141-128-135..	Apr. 27, 1910
Stevens.....	Chewelah	3	5-16.....	July 20, 1910
Stevens.....	Clayton	159	29-111.....	June 15, 1909
Stevens.....	Dunn	139	45-57.....	Nov. 24, 1907
Stevens.....	Fruitland	158	8-44-67-75	May 31, 1909
Stevens.....	Kettle Falls	154	22-42.....	Oct. 31, 1908
Stevens.....	Newport	115	49-89.....	Feb. 12, 1904
Stevens.....	Orin	148	3-56.....	Aug. 4, 1908
Stevens.....	Valley	143	6-93.....	Nov. 12, 1907
Thurston.....	Case	68	30-54.....	Nov. 20, 1905
Thurston.....	Lawrence Lake	69	34-41.....	Dec. 12, 1905
Thurston.....	Lindstrom	70	57-58.....	July 13, 1906
Thurston.....	McLane	76	4-64.....	Aug. 30, 1909
Thurston.....	Rochester	41	21-60.....	July 1, 1906
Thurston.....	Yelm	301	13-40-43-66-69-72 ..	Apr. 7, 1911
Wahkiakum.....	Grays River	24	6-10.....	Mar. 17, 1905
Wahkiakum.....	Skamokawa	6	4-22.....	Nov. 24, 1906
Walla Walla	Clyde	71	35-64.....	Nov. 16, 1903
Walla Walla	College Place	31	28-45.....	July 8, 1905
Walla Walla	Coppel	72	12-31.....	Feb. 16, 1904
Walla Walla	Prescott	24	9-21-48	Nov. 28, 1909
Whatcom	Bellingham	81	1-4.....	Feb. 17, 1904
Whatcom	Ferndale	82	6-36.....	May 20, 1904
Whatcom	Laurel	92	15-51.....	July 15, 1907
Whatcom	Rome	88	46-48.....	May 26, 1906
Whatcom .....	.....	94	22-24.....	July 15, 1910
Whitman.....	Farmington	180	4-6.....	Mar. 3, 1906
Whitman.....	Garfield	181	21-36-151	June 29, 1909
Yakima	Grandview	81	45-71.....	July 2, 1906
Yakima	Green Valley	92	59-69.....	June 3, 1910
Yakima	Lower Naches	89	4-30.....	Mar. 30, 1910
Yakima	Moxee	90	1-40-43-56-58.....	Apr. 12, 1910
Yakima	Sunnyside	63	38-44.....	Sept. 10, 1902
Yakima	Upper Naches	91	12-18-21-83	May 20, 1910
Yakima	Wenas	93	13-22.....	Sept. 24, 1910

The extent of the movement for the consolidation of school districts in the State of Washington is indicated in the above table. This does not include all of them. A number of such districts have been formed since the preparation of this manuscript was begun. A glance at the dates telling when these districts were formed will plainly show that consolidation is a live issue at the present time.

Consolidation has reached 31 of our 38 counties. There is a total of 120 consolidated districts in these counties, and 296 old districts have been used in the formation of the 120 consolidated districts. Even the opponents of consolidation will be obliged to admit that this system is assuming quite extensive proportions in this young state.

LIBERAL SCHOOL LAWS.

First Section of Our Code.

A glance at the first section of our school code clearly indicates that the people of this state have made liberal provision for the education of our children. It states "that a general and uniform system of public schools shall be maintained throughout the State of Washington, and shall embrace common schools (including high and elementary schools, schools for special help and discipline, schools or departments for special instruction), technical schools, the University of Washington, the State College of Washington, state normal schools,



Model Rural School in Yakima County.

state training schools, schools for defective youths, and such other educational institutions as may be established by law and maintained at public expense."

Administration Not Hampered.

Under the provisions of the section of the law above quoted a broad system of schools is maintained in this state. We have liberal courses of study extending from the kindergarten to the University. In addition to our elementary and high schools we have schools for defectives where expert instruction is given and expert medical treatment. We have parental schools where food and lodging is furnished unfortunate children during the time necessary to teach them respect for the law, and obedience thereto. Three most excellent modern normal schools are maintained. Our State College and our State University are rated

among the best higher institutions of learning in this nation. During the school year ending June 30, 1910, a total of \$11,017,983.64 was spent in support of the public schools of this state. This means that an average of \$51.08 was spent for every child enrolled in the public schools, and an expenditure of \$70.60 per capita based on average daily attendance. The legislature of 1911 has appropriated \$1,721,000.00 for the support of the University, State College, and the three normal schools during the current biennium. In addition to this it appropriated \$153,793.00 for the State Training School, \$130,712.00 for the School for Deaf, \$45,481.00 for the School for the Blind, and \$105,512.00 for the State School for Feeble-Minded.

It will thus be seen that Washington deals to its schools in unstinted measure. The means are adequate, if the administration be judicious.

Consolidation and Transportation.

It is reported that in some states consolidation of rural schools is retarded, or, once established, in a large measure crippled, because of the insufficient authority of law to make its operation effective. A court injunction has stopped transportation at public expense at what is probably the best known consolidated school in the United States. This is the John Swaney consolidated school in Putnam county, Illinois. The parents of the children of that school are now obliged to pay for their transportation out of private funds.

No such difficulties confront us in Washington. Section 2, page 49 of the School Code, gives boards of directors specific authority to provide and pay for transportation of pupils to and from school when in their judgment the best interests of their districts will be subserved thereby.

The laws of this state encourage consolidation in so much as the funds are apportioned on the total days' attendance, and a consolidated district is given a bonus. It will therefore be seen that the state is willing to give additional funds to districts which attempt to better their schools through consolidation.

Agriculture and Manual Arts.

No subject is claiming so wide attention in the rural schools of this country as that of agriculture. Is it not remarkable that this branch of study has been so long neglected by the people who are most interested in it? Through this industry they obtain their daily bread. No lawful restriction prevents the teaching of this subject in the public schools. The consolidated school offers a new hope in training pupils from the farm in this vital subject.

Never in the history of this country has there been so strong an agitation for the training of the hands of children as at the present time. It is alleged that our pupils leave school unable to do anything which is practical. This criticism of the schools is being answered in the cities and towns by the installation of courses in manual arts.

The sound of the saw and the hammer may be heard in the shops of graded schools almost everywhere. Practically nothing has been done along this line for the child on the farm. Consolidation may be the solution of this question.

School Revenues.

Our system of raising revenues for the support of schools is certainly a commendable one. The state furnishes ten dollars for each child of school age. Each county is required to levy a sufficient amount to make ten dollars for each child of school age within its borders, provided that the levy shall not exceed five mills. All except two or three counties are able to raise the full amount. These two provisions



Snohomish Agricultural Building and Green House.

equalize taxation and thereby enable the district with a small assessment roll to educate its children.

In addition to these two sources of revenues, every district has the power to tax itself to the extent of twenty mills for the support of its schools. Taking into consideration our method of apportionment of funds it would seem that we should be able to have efficient schools if proper business methods are pursued. If consolidation is necessary to insure serviceable schools we can have it.

One Weakness Should Be Remedied.

The subject of school consolidation is not yet well understood in this state. Almost half of the consolidated districts of the entire state have been formed within the last two years, and practically all of the public interest on this subject has been aroused within that period. It is steadily growing in public favor, and will continue to claim public

approval when it has been further tested. We believe, however, that a stronger law should be enacted for their formation. No district should be allowed to withdraw from a consolidation until the people of the consolidated district have had sufficient time to test its merits. In one of our counties the board of commissioners overruled the county superintendent and permitted the withdrawal of a district in less than six months from the date of consolidation. The petition for withdrawal was circulated by a man who had a personal and selfish motive. It is a pity that so few people have the stamina necessary to refuse to sign a petition. A law which would not permit any territory to be taken from a consolidated district until five years have elapsed would make for permanency.

LAW FOR CONSOLIDATION OF SCHOOL DISTRICTS.

County Superintendent May Establish School District.

Upon the receipt of a petition signed by five heads of families of two or more adjoining districts in the same county, the county superintendent may organize and establish a consolidated district. In case any interested party is dissatisfied he may appeal from the decision of the county superintendent to the county commissioners. The action of the county commissioners becomes final in this matter. Here we believe there is a weakness in the law. Either a majority vote of the people of the district should be required for consolidation, in the same manner that union high school districts are formed, or the decision of the county superintendent should be final, unless he is reversed by a majority vote of the electors of the entire consolidated district.

All the Boards Constitute New Board Until Election.

When two or more districts are consolidated all of the directors of the several districts so consolidated constitute the board of directors of the consolidated district until the next annual school election, at which time a board of three directors are elected for the new district. The wisdom of this provision of the law may be questioned. It seems to us that it would be better for the county superintendent to appoint a new board for the consolidated district as soon as the consolidation has been completed. This board could serve until the next annual election, at which time a full board could be elected for the district. It has long been admitted that too many cooks spoil the broth. A certain consolidated school district in this state during almost the entire past school year was managed by a board of thirty-three members.

New District Entitled to Property.

The consolidated district is entitled to all of the property and apparatus owned by the several school districts which compose the new

district. Each of the school districts composing said consolidated school district shall maintain its corporate existence so far as is necessary for the purpose of paying any indebtedness, and the county commissioners have power and it is their duty to provide by appropriate levies upon such old district for the payment of its indebtedness.

Organization of Board and Election of Clerk.

When a consolidated district has been formed the board of directors of the several districts, within thirty days after its formation, meet and organize the new board by the election of one of their num-



Eighth Grade Domestic Science Class, Roy, Washington.

ber as president of the board. They also elect a clerk for the consolidated district, and the clerks of the several districts so united are obliged to deliver to the clerk of the consolidated district all of the books, papers and records belonging to their respective districts.

THE RURAL SCHOOL PROBLEM.

Place of One-Room School in Our System.

It has been argued by some that the one-room school has a place in our educational system. Those who make this argument are prompted largely by the memories which cluster about a one-room school building in some far away place where they spent happy childhood days. Many of us hold dear such recollections, but they are not arguments



Boys' Playgrounds at the Central School in Puyallup.
Note the turning bars, rings, etc.; also basketball game in progress.

for the permanency of the institution. Those who spent their childhood days in a good graded school have recollections just as sacred. It is admitted that possibly it will never be practical to discontinue every one-room school. However, experience has plainly shown us that where it is possible to gather enough children at one point to maintain a school of two or more rooms a better school can be conducted, which leaves no place for the one-room school.

Progress of Rural Schools.

During the past quarter of a century great progress has been made in the conduct of city and graded schools. Their needs have been carefully studied, and the patrons have given freely of their means in order to obtain the best possible facilities for the education of their children. Magnificent and handsome buildings have been constructed, advanced courses of study have been adopted, expert supervisors have been employed, and the strongest and best prepared teachers obtainable have been sought for by the graded schools everywhere.

Is there anything, however, connected with the rural schools of our country to which we can point with pride? The architecture of the one-room school is very much as it was twenty-five years ago, and supervisors for such schools are just as infrequent as they were in the days of our fathers. After the city schools have engaged practically all of the experienced and best prepared teachers, the one-room schools in the rural districts are obliged to take the inexperienced ones or others that may not have been accepted by the boards in the graded school districts.

The children from the farms are entitled to as good educational advantages as those of the city, but such conditions can never be brought about until there has been a great awakening among the patrons of the rural schools.

The Country Life Commission.

President Roosevelt, in the latter part of his administration, appointed a commission of seven eminent men to investigate country life conditions in the United States. This commission carried its work into forty states and territories, held a large number of public meetings, and tabulated 120,000 answers to printed questions. One of the main conclusions of this commission was that the system of public education in rural schools must be revised. We herewith give a paragraph of the report:

"The subject of paramount importance in our correspondence and in the hearings is education. In every part of the United States there seems to be one mind, on the part of those capable of judging, of the necessity of redirecting the rural schools. There is no such unanimity on any other subject. Everywhere there is a demand that education have relation to living, that the schools should express the daily life, and that in the rural districts they should educate by means of agriculture and country life subjects. It is recognized that all difficulties resolve themselves in the end into a question of education. The schools

are held to be largely responsible for ineffective farming, lack of ideals, and the drift to town. This is not because the rural schools, as a whole, are declining, but because they are in a state of arrested development and have not yet put themselves in consonance with all the recently changed conditions of life."

Equal Opportunities.

It is the inherent right of every child to have the best facilities that our civilization can devise, educationally, as a preparation for life. In the city and village schools a determined effort has been made during the last half century to give such advantages. Neither money nor time has been spared in furnishing the best of modern buildings,



A One-Pupil School in Western Washington.

The little picture shown above tells its own story. This unattractive building typifies the most inexcusable educational institution now in existence—the one-pupil school. The teacher and her one little charge may be seen at the door. The child's intellectual life, so dependent on this school, is not far short of a tragedy. Into her existence no merry laughter of playmates brings childhood's own music, nor does the friendly rivalry of the true schoolroom stir her to efforts of worthy emulation. Only the bare, lonely, unpainted shack, with its dismal, cheerless surroundings—these bring to the little one and her devoted teacher a degree of social and intellectual isolation that is not easy to understand.

equipment of the latest type, long terms of school, the most approved courses of study for both grades and high school, the best prepared teachers obtainable and expert supervision.

The child in the rural school can not boast of such advantages. Frequently he is obliged to attend school in a building which has about the same architectural beauty as a drygoods box. It is unpainted on the outside, and unvarnished within. He sits in cross lights which are often sufficient to give him a headache and unfit him

for work. He finds a peg or a rusty nail upon which to hang his hat, and an old drinking cup which all must use. The furniture is frequently old and scarred, and will never be replaced by new and better material so long as it will hold together. Many times the room is not as clean as it might be, since the school board insists that the teacher shall do the house cleaning, and the teacher feels that it is not her duty. If there are any inexperienced or unsuccessful teachers in the county he is most liable to meet one of them here. He has few playmates and very little class competition to brighten and stimulate his intellect. His school is a dull, monotonous, uninteresting place. Is it



Thorp Consolidated Graded School Building.

a wonder that few of the rural school boys and girls ever complete the eighth grade, and practically none of them ever get through the high school?

So long as the parents of the children on the farms are willing to permit this condition of affairs to exist no better can be obtained. So long as a suggestion for better buildings, better equipment, better teaching force, better supervision, and especially for the centralization of the pupils at a point where a modern school may be maintained, raises a great protest lest taxes may be increased a mill or two, nothing better can be given these children than they are now receiving. We submit the proposition that the country child is entitled to equal privileges and advantages with the city child. He can have them if his parents will permit it.

Why Many Move to Cities.

How to check the movement of people from farming communities to the cities and towns seems at present to be an alarming problem.

The population of the cities is going forward by leaps and bounds, while many rural communities have not as many people as they had twenty years ago. The expression "back to the farm" is to be heard on all sides, but so far as we have seen very few are turning backward. It is believed that school facilities is the crucial point of this question. Only a few months ago one of the most prosperous farmers in Adams county discussed this question with us. He was much concerned about the education of his three children. He stated that the one-room school in his community was little better than an excuse for a school and that no high school work whatever could be provided. The question for him to decide was whether he should leave his home and his farm to move to the city of Ritzville for the purpose of educating his children or whether he should stay on his farm and be obliged to send his children to town to board while keeping them in school. He feared for the effect on his children, if he sent them twenty miles away to attend the city schools during their young and tender years when bad habits are easily formed, and he feared for his livelihood and business prospects should he leave the farm and go to town with the children. This same question is troubling thousands of parents all over this country and thousands of them have given up their farms and moved to the cities to educate their children.

In Garfield county, of this state, the rural population is not as large as it was twenty years ago, while the city of Pomeroy is four times as large as it was at that time. It is known that in Whitman county, and in fact, in all of the wheat growing sections of the State of Washington, the schools in the rural districts are numerically on the decline, while if any city or town has decreased in population, we have not yet heard of it. The right solution of the school question will do more to stem the tide which is now flowing toward the city than any other one influence.

The School the Center of Social Life.

Man is primarily a social being. Association with his fellows is as necessary as life itself. A certain amount of pleasure which comes from association is as necessary as food and raiment. A child can no more grow strong and be happy without play than he can without sleep. If the tendency of boys and girls to drift to the city is ever checked it will be after better social conditions have been provided for them in their home communities.

This question reaches not only the younger members of the families, but it applies equally to the fathers and mothers. The continued loneliness of people in remote districts has caused more than one family unhappiness—has indeed gone so far as to produce insanity. All of life is not bread and raiment. Something must be done to give social pleasures to the people who produce the food for the world.

It is a rational conclusion that the school should be the social center of the community. It should be an attractive building for the sake of

the children who are obliged to spend the most important days of their childhood years in it; then the next consideration should be for the adult portion of the community. It should be provided with a hall where they can meet to have social gatherings, where they may have literary societies, meetings of their organizations, such as the grange, old-fashioned singing schools, picnics, and any other gathering that will contribute to pleasure and happiness.

Such a center will not only give a proper education to the rising generation, but it will make happier, better and more prosperous people. Such centers can not be made at the small one-room schools with



Vegetables Grown in the School Garden at Denmark, Kittitas County.

a small number of people and the limited amount of taxable property to support them. Consolidation is the only hope for such schools and such centers.

Work of Our Normal Schools.

Fortunately, our three state normal schools have become thoroughly awake to the condition of the one-room rural schools. The normal at Cheney was the first to institute a department for the special preparation of rural teachers. The schools at Ellensburg and Bellingham have begun the same work, and we believe much is being done to better prepare those who go from these institutions to teach in the country schools. A superintendent of one of the larger counties of this state argued that the farms were getting nothing in return for their support of the normal schools. He stated that practically every normal trained teacher that came to his county was employed by the graded schools, while the one-room schools were obliged to accept those who have had little or no experience, with no normal training whatever. The work which is now being done will send a number of

better trained teachers to the country schools, but when these teachers reach their schools they will find handicaps which they will be unable to overcome. The training which they have received will help in a measure, but the chief disadvantages of the small one-room school can never be overcome except through consolidation and centralization.

The Exceptional Teacher.

Not long ago I heard an enthusiastic teacher tell a remarkable story of how one of the most uninviting one-room schools in the middle west had been remodeled and made into a first-class institution of its kind through the efforts of a certain teacher. This school became the community center of activities, and no doubt developed into a model in-



Rural School Gymnasium in Skagit County.

stitution for rural life, but it required a period of three years to bring this school to its highest state of efficiency, and then it was admitted that the work was too much for any one mortal. Such teachers are not permitted to stay long in a one-room school. They are soon discovered and induced to go where salaries are more adequate and labor less arduous. The teacher who brought this school to such a high state of efficiency is now at the head of a department in a first-class state normal school. Teachers with real genius are rare. While one in a thousand may be able to overcome almost any obstacle and build up a good school anywhere, we must not fall into the error of measuring all humanity by the few geniuses. While one is able and competent to build up such a school the other nine hundred and ninety-nine are working to the full extent of their abilities, but the same inefficient one-room schools are with us. Approach this question from any side you will, there is nothing left but to change basic conditions so that efficient schools may be maintained in every rural district.

TABLE IV. NUMBER OF SCHOOLS HAVING AN AVERAGE DAILY ATTENDANCE OF:

COUNTY	One Pupil	Two Pupils	Three Pupils	Four Pupils	Five Pupils	Six Pupils	Seven Pupils	Eight Pupils	Nine Pupils	10 to 14 Pupils, inclusive	15 to 19 Pupils, inclusive	Total
Adams		1	2	4	4	6	5	7	7	23	18	77
Asotin							3	5		5	2	15
Benton		1	1	1	3	2	1	2	1	11	1	24
Chehalis		1	2	1	1	1	1	5	2	15	5	34
Chelan			4	1	1	4	5	4	3	14	4	40
Clallam		5	2	4	5	3	6	4	2	8	5	44
Clarke			1		1			1		13	9	25
Columbia		1	1	5	2	4	4	3		7	4	31
Cowlitz		1		4	1	6	5	3	5	11	7	43
Douglas		2	1	7	5	7	13	3	8	24	16	86
Ferry		1	1	1	2		1		2	8	4	19
Franklin	1	1	2	5	3	3	4	1	4	3	3	30
Garfield	1		1		3	2	2	2	3	11	6	31
Grant	2			2	7	2	10	7	8	27	19	84
Island					1	1	1	1	1	4	1	9
Jefferson		1	4	3	3	5	3			4	4	27
King					1	4	4	5		13	26	53
Kitsap		1			3	2	2	1		6	7	22
Kittitas				1	2		4	1	2	9	8	27
Klickitat			3	3	3	3	6	11	5	17	11	62
Lewis		1	2	5	2	4	2	4	4	18	17	59
Lincoln		1	1	6	8	8	5	8	8	41	25	111
Mason		2	5	5	1	2	4	3	4	2	6	39
Okanogan				4	4		5	4	2	23	13	55
Pacific		2	3	3	4	3			2	7	5	29
Pierce				1	1		5	1	3	15	16	42
San Juan				1			1	1	1	7	5	16
Skagit				2	1	3	3	3	1	11	8	32
Skamania		3		1	1	2			2	6	3	18
Snohomish			1	1	1	2	2	1	2	9	12	31
Spokane			1	2	4	1	4	2	6	26	33	84
Stevens		1	2	2	3	4	7	3	14	36	20	92
Thurston				2	2	1	3	2	6	19	9	44
Wahkiakum		1	1			2	2	2	1	4	2	15
Walla Walla			5	2	3	3	2	9	1	16	5	46
Whatcom			1	2			2	1	1	3	6	17
Whitman			2	5	5	5	8	10	5	50	29	119
Yakima				1	2	2	2	2		8	6	23
Totals.....	6	30	48	83	93	101	135	123	114	538	384	1,655

The above table tells a remarkable story concerning the attendance of pupils in the schools of this state. 1,655 schools had an average daily attendance of fewer than 20 pupils. This means that in three-fifths of the school districts of the entire state the average daily attendance is less than a score. 733 districts, which is more than one-fourth of the entire number in the state, had average daily attendances of fewer than ten pupils, while 30 districts had only 2 pupils each, and 6 districts had but one pupil each.

Any two schools in all of this number could be consolidated without making an over crowded school. A good two-horse team would haul any of the 922 schools having an attendance between 10 and 19, inclusive. One good horse would do the work for 697 of them, or the ones having an attendance of from 3 to 9, inclusive, while a good cayuse would carry on his back any one of 36 of them.

What a grand opportunity for consolidation.

Many states will not permit a school to be operated with fewer than five pupils. In Indiana the minimum number is twelve. If we had such a law it would close the schools in about one-third of the districts of the state.

EXTENT OF THE MOVEMENT.

Government Bulletin.

For much of the information which we have obtained concerning the extent of the movement for consolidation of school districts we are indebted to Hon. George W. Knorr, special field agent, Bureau of



John Swaney Consolidated School, Putnam County, Illinois.

This building stands in a 24-acre park, donated by Mr. John Swaney, one of Illinois' most substantial, generous, and liberal-minded farmers. Upon the grounds are a shed for teams and wagons and a dwelling for the janitor.

Statistics, United States Department of Agriculture. Mr. Knorr made a study of the consolidated school districts in the United States and printed a bulletin which was issued from the government press the latter part of last year. This can be obtained from the Department of Agriculture, Washington, D. C., free of cost.

This bulletin should be studied by every one who is interested in the question of school district consolidation. In fact, school officials cannot afford to do without this bulletin. The rural schools of this nation owe a debt of gratitude to Mr. Knorr for the light which he has shed upon this subject and which will eventually do more for the bet-

terment of school conditons for the boys and girls on the farms than anything else that has been written on this subject.

First Consolidated Schools.

The first law for the consolidation of school districts was enacted by Massachusetts in 1869, and the first town to take advantage of this law was Quincy. In this instance the pupils of two ungraded schools



Consolidated School Building, Twin Falls, Idaho.

The area of the district is 36 square miles. The building is constructed of brick, with a slate roof, heated by steam, and has running water throughout it.

The playgrounds consist of two acres, and the school garden contains four acres. Eight wagons convey 200 children to this building.

were transported by wagons to the school at Quincy. From this small beginning the system has spread in that state until it is reported that 65 per cent. of the towns (townships) have consolidated schools. In 1908 that state paid the enormous sum of \$292,213.33 for the conveyance of pupils to and from school.

Number of States Using System.

Mr. Knorr states in his government bulletin that consolidation, with its attendant function of public conveyance of pupils, is now a part of the rural-school system of thirty-two states. Eighteen hundred

completely, and not less than two thousand partially, consolidated schools attest the remarkable adaptability of the system to the peculiar needs of agricultural communities.

It has occasionally been asserted that rural-school consolidation, because it has not made more extensive progress since its origin in 1869, does not promise soon to become an influential factor in our educational system. Recent events have made this opinion no longer tenable. During the past five years more consolidated school buildings have been constructed in the United States than during the twenty-five years preceding. Perhaps it is fortunate that during the early period of its growth consolidation did not spread with greater rapidity. It has been assimilated into the rural school system as a result of observation and careful experiment, and fortunately lacks every element of a fad. It gains a foothold chiefly where civic ambition and high educational ideals establish high standards and the determination to attain them.

Not Confined to Any Section.

Those who oppose consolidation are obliged to muster all available excuses against it. Such reasons as climatic conditions, the topography of the country, or the condition of roads are offered. We do not believe that these reasons are well taken, for the successful operation of consolidated school districts in thirty-two states furnishes ample evidence that there can be no serious obstacles in the way of consolidation in the State of Washington. It has been shown that consolidation is as successful in Idaho as it is in Florida, thus brushing aside the climatic excuse. It has also been shown that it is as successful among the hills of Massachusetts as it is on the plains of Kansas, which places the topographical feature aside. So far as the roads are concerned, that is only a question of industry. If the people of any community decide to have good roads, they can have them, but if they are willing to travel through trails and by-ways, it is from their own choice. It is stated that from the nature of the soil one of the hardest places in the United States to make good roads is in north-eastern Ohio, and one of the easiest places to make them is in north-western Ohio. In northeastern Ohio where it is difficult to construct good roads they have a splendid system of consolidated schools and good roads over which to haul the children. In northwestern Ohio no schools have been consolidated, so if consolidation will bring good roads, the sooner it comes the better.

Consolidation in Indiana.

Since the movement for consolidation of school districts has spread over more than thirty states, it would be impossible for us to speak specifically of the work done in all of them, for it is being actively pushed from the Atlantic to the Pacific. The Commissioner of Public Schools of the State of Rhode Island has written us that consolidation



Breaks Consolidated School, Union Township, Montgomery County, Indiana.

has been carried to such an extent that there are only 182 ungraded schools in his state at the present time. Minnesota has published an excellent bulletin on this subject, which clearly indicates that the work is making great strides in that state. The superintendent of Oregon states that he expects to actively advocate consolidation in his state, and much work has already been done in the State of Idaho.

However, it is stated that consolidation has been more extensively adopted in the State of Indiana than in any other state in the Union.



Kinsman Township Consolidated School Building, Trumbull County, Ohio.

This is a modern, steam-heated, brick building, with stone foundation and slate roof, containing five rooms and basement.

The latest report obtainable from that state shows that 82 of the 92 counties have consolidated school districts, that about 20,000 pupils are transported daily in wagons to and from school, and that over \$290,000 is expended annually for this purpose. It also shows that school districts to the number of 1611 have been abandoned in that state and the children transported to consolidated schools. The State Superintendent in his report claims that no state has made more rapid progress in transportation and consolidation than the State of Indiana. It has taken the lead in the centralization of rural schools, and so far as Indiana is concerned this system has long since passed the experimental stage. The people have satisfactorily proved that centraliza-

tion permits better grading, insures the enrollment of a larger per cent. of the pupils and makes for a better attendance. He further states that centralization lengthens the school term, secures more efficient teachers and retains them longer. It insures better school buildings, better equipment and quickens public interest in the school. The larger boys and girls are kept in school longer, for it enables hundreds who could not otherwise have done so to take advantage of a high school course. It affords an opportunity for thorough work in special branches, such as drawing, music, cooking, sewing, and elementary agriculture. It encourages the young people to stay on the farms, enjoying quiet evenings at home, while at the same time it furnishes them with many of the special advantages of the city schools with none of the disadvantages. It stimulates and broadens community interest, creates wider circles of friendship and refines the social life.

Consolidation in Washington.

Those who are actively engaged in school administration in this state may be somewhat surprised to learn that there are consolidated school districts in 31 counties in Washington. This means that consolidation in a more or less extensive form has been adopted in all of the counties of this state except seven. There are at the present time 120 consolidated school districts, which have been formed by unions of 296 independent districts. King county leads in number with 12 consolidated districts, while Lewis county has the largest single consolidation. District No. 206 of that county is composed of 11 old districts. Skamania county holds the distinction of having the pioneer consolidated district of this state No. 18, formed September 4, 1902.

The consolidated school districts of this state are giving daily instruction to 21,760 pupils, of whom 1855 are daily transported to and from school. Ninety-five wagons are used for this purpose, and these districts will pay during the present school year \$44,523 for this purpose. It is true that not all of these pupils are transported to consolidated schools, nor is all of this money paid by consolidated districts. In a number of places school districts have never been permitted to be divided and sub-divided, and they are now serving every purpose of a consolidated district. There are 37 wagons maintained by such districts and 736 children carried to school daily. It will thus be seen that consolidation has reached extensive proportions in this state.

After having visited eight counties in which considerable work has been done for consolidation, it is my firm opinion that the people of the state are studying intelligently and that they are eagerly seeking information concerning this important work. The movement for school district consolidation has been well begun.

DIFFICULTIES TO BE SURMOUNTED.

Tradition.

Tradition is a mighty force in our lives and conduct. We have been in the habit of doing things thus and so, therefore they must be continued in the same old way. This phase of our nature causes the death of many a meritorious reform. A few years ago the president of the United States attempted to bring about a reform in spelling by requiring the revised spelling to be used in the publication of government documents. A reactionary congress, fast in the manacles of tradition, soon killed that rational movement. We must continue to waste time, effort, ink and paper by spelling thoro with the "ugh" attached simply because we have always done it in that way. This same element makes us loath to give up the district school. It has stood by the roadside near the corner of our farm a long time, hence we would have it there forever. It is admitted that sentiment endears the old school house to us. However, this must not stand in the way of progress.

Fear of Decreased Valuation.

Occasionally it is feared that the loss of the school house may decrease the value of real estate in its immediate vicinity, which may influence some in their determined efforts to retain the one-room school where it is. A real estate ad. has a special attraction when it states among the other commendable features that the school house is only a quarter of a mile away. After due consideration it is reasonable to believe that an excellent consolidated graded school would do more for land values even if it is a little farther away.

The New School House.

The location of the new school house is one of the most difficult questions to settle. After almost unanimous agreement that a new house is needed in order to maintain a centralized graded school, a great diversity of opinions will exist in regard to the most advantageous point.

Some say it should be in the geographical center of the consolidated district, others that the roads should be the chief consideration, while still others wish it to be located where it may be seen from their marketable corner lots. So long as selfish contentions enter into the location of school houses they will not all be advantageously situated. In a vigorous, growing state like ours, villages and towns spring up very rapidly, and many communities have great hope of remarkable development in the near future. Such are loath to see the school house placed anywhere except in their midst. It is almost beyond human

power to persuade them that the logical location for the school house is somewhere else.

In one of the best counties of this state a consolidated district was formed in the summer of 1910 in a beautiful open country, having good roads and prosperous farmers. Four schools, with a total enrollment of about one hundred pupils, are now being maintained in the territory. There is no reason why all of these pupils should not be brought to a certain point where a good graded school could be maintained. The people of the district believe this and are anxious to have such a school, but it seems impossible to agree upon a site. One faction thinks the school building should be located at one point, and



A Modern Rural School in Cowlitz County, which is scientifically lighted, heated and ventilated.

another at another, while a few others who do not want any advancement lest taxes be raised serve as a balance of power and prevent the building from being located any place.

It is hoped that the time will come when people will divest themselves of all selfishness in school matters and work with an eye single for the benefit of the child to be educated.

Occasionally the amount of taxable property in a consolidated district is so small that the people are unable to build the kind of a school house which they desire. This is a difficulty hard to overcome. We are convinced that in some counties of the state the assessed valuation of the land is entirely too low. When the assessments are based on 60 per cent. of the actual valuation of the land as directed by the State Tax Commission a number of districts of the state will be able to build better school houses than at the present time.

Poor Roads.

All our lives we have heard the old maxim "life is what we make it." Be this as it may, I am certain that roads are as we make them.

As long as the farmers of this country are willing to wear out their vehicles and exhaust their horses on roads which are practically impassable, such roads will be with them. When they rise with a determination to have good roads, they can have them. The poorest excuse that can be raised against consolidation is bad roads. Do not the farmers drive daily over the roads in hauling their produce to market? If they can drive to church, to market, to town, to the county seat and to the grange meetings, why cannot their children be hauled over the same roads to school? The children are the easiest burden to transport. In case a point is reached where the horses are unable to haul the wagon such a load can be lightened more quickly than can anything else that is hauled over the road. The fact that 96 wagons are hauling 1855 children to and from school in 31 counties of this state refutes every argument which may be raised to the effect that roads are too poor to successfully maintain concentrated schools.

Unreliable Drivers.

Among the objections offered to consolidation and transportation is the fact that some drivers are unreliable. It is urged that they permit conduct in the wagons which should not be tolerated. When such reports are circulated parents of small children sometimes fear to send them in the school wagon. The driver is a very important part of the system, and unless he is capable and has full authority over the children, there is liable to be conduct which will raise dissatisfaction. This topic will be discussed again under the head of transportation.

TRANSPORTATION OF PUPILS.

Cause of Irregular Attendance.

One of the most serious problems of the one-room school is irregular attendance. Reports show that the per cent. of attendance at such schools everywhere is alarmingly low. No teacher is good enough, wise enough or great enough to secure the rapid development of a child who attends school by the hit-or-miss plan. Some of the causes of irregular attendance are poor roads, long distances which they are required to walk, inclement weather, colds, coughs, and other disabilities, which are in part accounted for by the fact that the child arrives at school with wet clothing and is forced to sit during the day in this uncomfortable condition.

In the bulletin published by the Department of Agriculture it is shown by a comparison of the schools of three townships in Ohio, in which the district system is used, with three townships in which the schools are consolidated, that the attendance in the latter is much higher than it is where the district systems are maintained.

Public Conveyance Makes Attendance More Regular.

Mr. Knorr states that if consolidation had no other advantage, increased patronage should gain it the favor of the taxpayer, because of the assurance that the taxes are expended upon an institution which offers educational advantages to every child in the community.

The facility and regularity with which pupils are brought to the consolidated school has the effect of shortening the distance between the farm home and the school. The child in its most important task—attending school—is assisted by an agency which leaves nothing to chance and little to choice. The wagon service does away with the



Auburn Transportation Wagons on their Homeward Trip.

“hit-and-miss” method of going to school on foot, and establishes a system differing in no essential respect from that illustrated by the nicely timed schedules of railroad trains. Free public conveyance and other features peculiar to consolidation are conducive to greatly improved school patronage.

The stream of children which the wagon starts schoolward is so strong and steady that the educational affairs of the community assume a totally different aspect.

Attendance in the Garfield School District.

In order to prove that the school wagon promotes regular attendance a calculation was made of the per cent. of attendance of all the pupils transported to the Garfield school in Whitman county in wagons for the first seven months of the present school year. All superintendents know that 90 per cent. is an extremely high percentage of attendance in rural schools. In fact, it is not uncommon for the attendance to fall below 80 per cent. in such schools. Any city that makes 95 per cent. or above is regarded as having exceptionally regular attendance. Now, it is quite natural that the pupils in the city

and town schools should attend more regularly than those in the country, since they have good streets and sidewalks over which to travel to school, and usually live in sight of the school house. The country child many times is obliged to walk a distance of two miles over roads so bad that their parents sometimes argue that it is impossible to operate a school wagon over them. The school wagon has made it possible for the country child to outdo his city cousin in regular attendance at school. In the Garfield district the pupils who came in the wagons made ninety-six and seven-tenths per cent. of attendance, while the city children attending the same school rooms and in the same classes made ninety-five per cent. of attendance.

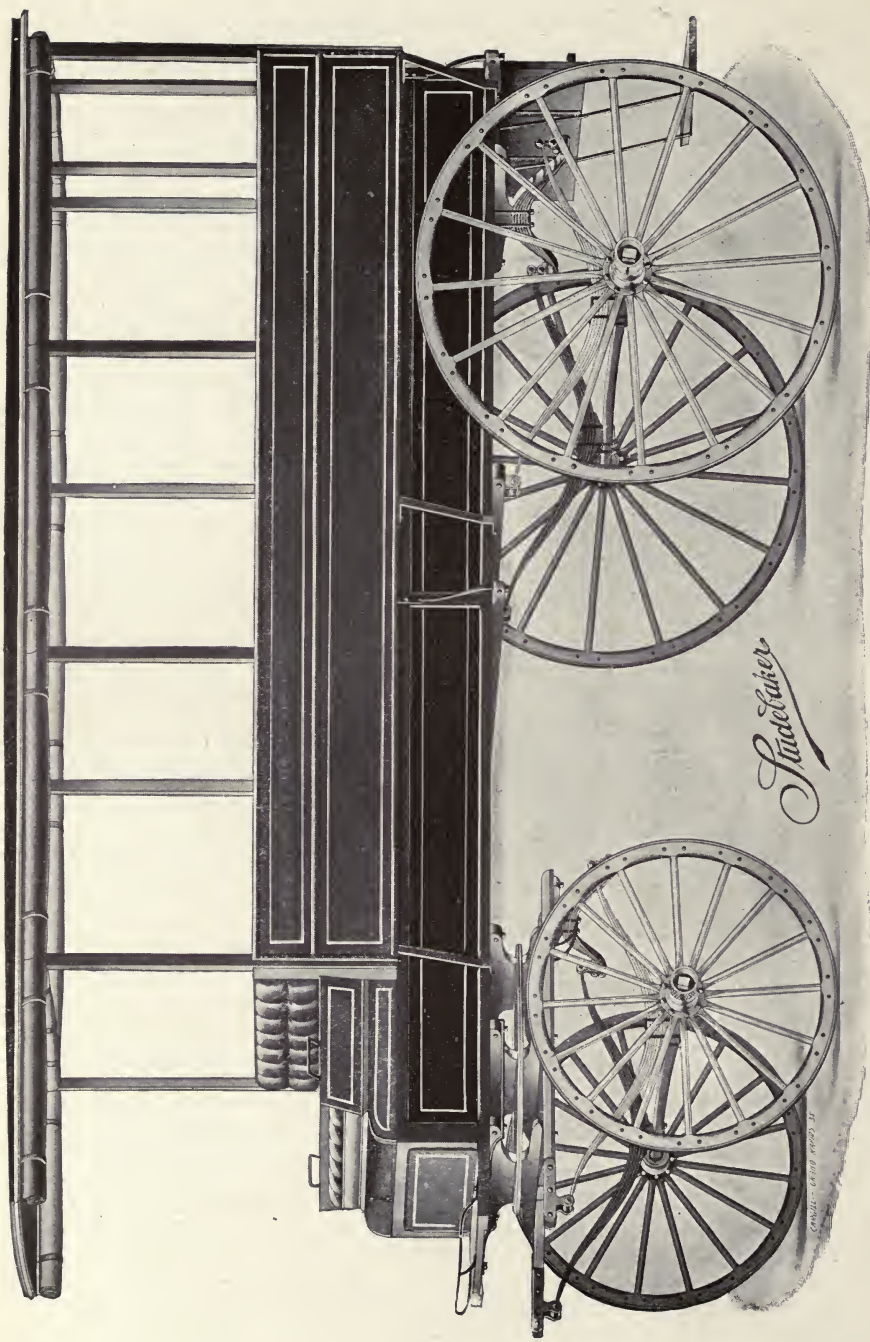
It will be seen that the attendance of the city children in this district was very regular and would place the school among those having the best attendance in the state. But the remarkable fact is that the children who rode in wagons, a number of them living at least five miles from the school, were more regular in their attendance than the ones living in the city of Garfield.

Pupils Finish Grades in Shorter Time.

There is nothing strange about the fact that children finish their school courses in a fewer number of years in a consolidated graded school than they do in the one-room district schools, since consolidation almost invariably lengthens the school term. Then, too, the fact that many children are transported increases their daily attendance. The teachers in the concentrated schools are better prepared for their work and do not find it so difficult to accomplish. The teacher in the one-room school has all of the classes of the entire eight grades, while the teacher in the graded school has not more than two or three grades to instruct. This gives her an opportunity to do much better work. The advantages of a longer term, more regular attendance, stronger teachers and better equipment gains time for the pupil. It was shown by the government bulletin that in the townships studied in the state of Ohio, the pupils in the consolidated township schools finish their eighth grade work eight months younger than those in the unconsolidated township schools.

More Pupils Attend High Schools in Consolidated Districts.

The same authority also shows that many more pupils attend high school in consolidated districts than in the one-room school districts. It is a lamentable fact that very few pupils from the one-room district schools finish the eighth grade so that they may enter the high school. Those who are fortunate enough to finish the eighth grade must change their locations in order to enter high school. Either they must go to town or to some consolidated high school, if such can be found in the county. Many hesitate to begin school work at a strange place and therefore give up the thought of going to high school. On the other hand, in the consolidated school the child is not obliged to leave home or change his usual environment in order to attend. When he



Studebaker

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is prepared to enter the ninth grade the wagon comes along as it did during the other days of his school life, and he very naturally gets into it and arriving at school finds himself among old friends. Consequently, he goes on with his high school work. Then, too, simply being near a high school while he is still in the grades, has more than once inspired a pupil with a desire to continue his studies. He learns something of its workings and this attracts him. In the three townships studied in Trumbull county, Ohio, it was found that where the district system prevailed the average daily attendance of pupils doing high school work was only four, while the consolidated townships furnished an average daily attendance of 26 high school pupils. When it is understood that these townships had approximately the same population, the advantages of the concentrated school becomes evident.

The School Wagon.

In most of the consolidated districts of this state where pupils are transported the districts own the wagons, though in some instances the wagons are owned by private individuals. This we do not believe is fair to the persons who transport the pupils, nor is it fair to the children. A private individual should not be required to fit up a wagon in a manner proper for the transportation of pupils, since the wagon is usually useless for other purposes. It is fair to the children that they should be transported in a comfortable wagon which has been built especially for the purpose. In the Garfield district the school board purchased the running gears and the springs from a large manufacturer and had the tops and the bodies of the wagons constructed by local mechanics. In this way they obtained a wagon which will comfortably seat 26 pupils at a cost of only \$165.

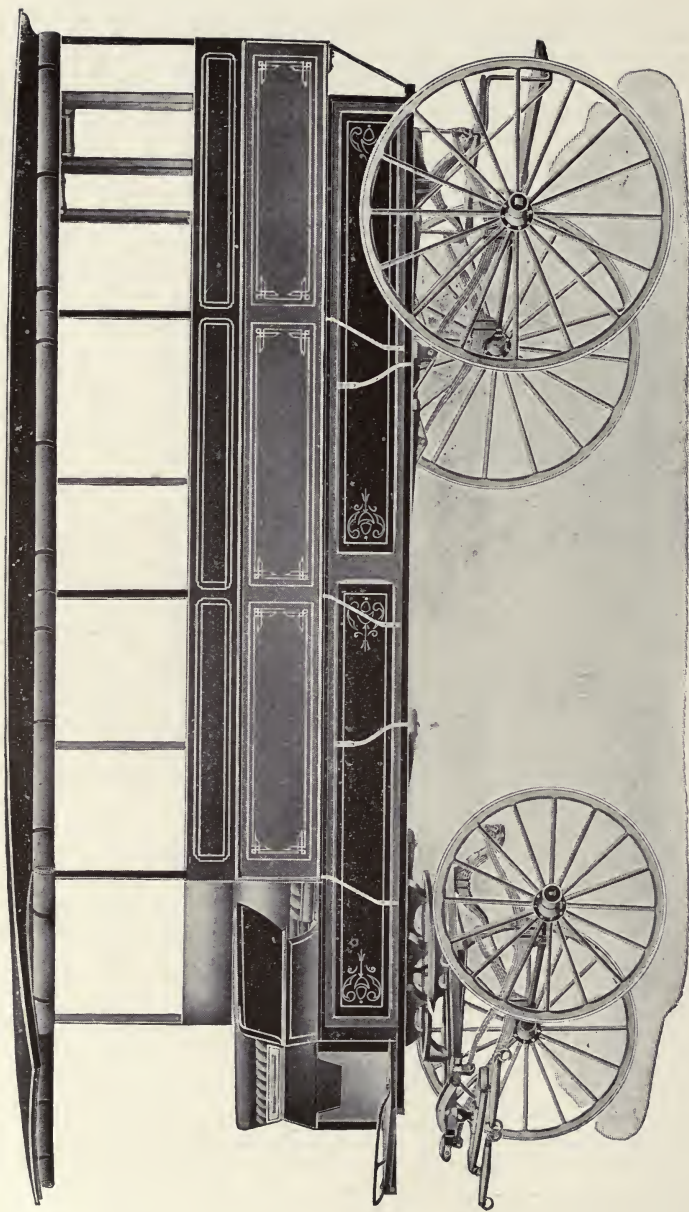
Several large concerns in the middle west manufacture wagons especially for the transportation of pupils. Cuts of two of these wagons will be found in this bulletin. A cut of one of the Garfield wagons is also given.

The Studebaker wagon shown in the cut will accommodate about 19 school children. This wagon can be purchased in Portland, Seattle or Spokane for \$225. The local freight from these cities must be added to this price. Communications addressed to Studebaker Bros. Co. will reach them in any of the cities named.

The Wayne Wagon Company can be reached by communication addressed to Richmond, Indiana. We are unable to state the price of this wagon or the number of children it will haul.

Number of Pupils and Length of Ride.

It is a mistake to crowd too many children into one wagon. When more are in a wagon than can comfortably be seated, it is very much more difficult for the driver to manage them than when there is room for all to be seated comfortably. Directors should not expect one wagon to haul more than thirty pupils, while twenty is a more reasonable number.



Wayne Wagon Company, Richmond, Indiana.

Districts consolidated for the purpose of concentration should not be too large, in fact, when they are consolidated for supervisory purposes it is generally unwise to combine more than ten single districts into one consolidated district.

Heat in Wagons Sometimes Necessary.

In a wagon properly covered there are few days in Western Washington when artificial heat is necessary in order to keep pupils comfortable, but the wagon must be well covered so as to protect the children from drafts. Covering for the top and sides is not sufficient. The front must be completely closed, with a small glass in it so that the driver may be able to see into the wagon at any time. The cur-



Garfield School Wagon.

tain for the rear end must be so arranged that it can be closed during the trip. Every precaution should be taken to prevent drafts. Even carpet or linoleum on the floor of the wagon would be worth while.

On long hauls in the most extreme weather it may be necessary to use artificial heat in Western Washington, and in Eastern Washington there may be a considerable number of days in which some additional heat would make the wagon more comfortable. In fact, the climate in this state varies so much on account of altitude and other conditions that it is not easy to say just where and when the weather may be severe enough to require this precaution. Since provision for this purpose may be made at a nominal expense, it would be well for all school boards furnishing transportation to be prepared.

How the Wagons May Be Warmed.

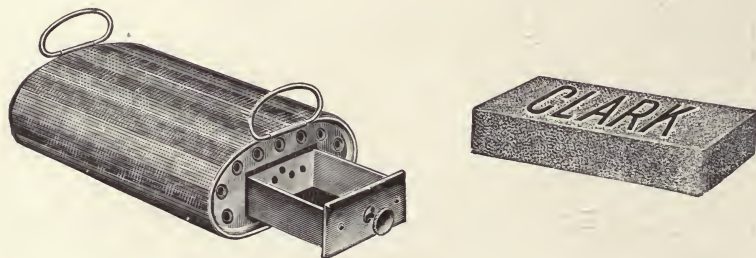
It has been found that it is quite impracticable to use a common heating stove in a wagon. The rough condition of the roads makes

such an arrangement quite impossible. As far as we can learn from investigation in this state and through correspondence with school officers in other states, the Clark heaters, commonly known as foot-warmers, are used with most complete satisfaction. There are several sizes of these heaters, ranging in price from \$2.00 to \$5.00 each. Coal bricks, costing in small quantities \$1.25 per dozen, are prepared for use in them by the company which manufactures the heaters. Reductions are made on large orders. A half of a brick in each heater is enough to make a round trip to a school.

The Polson Implement Company, of Seattle, Portland, or Spokane, handles these goods and will be very glad to give further information concerning them.

A Letter from Indiana.

Montgomery county, Indiana, is one of the most noted in the United States for the consolidation of school districts, and the transportation



Clark Foot Warmer and Brick of Coal for Heating.

of pupils. A cut of one of their famous consolidated school buildings will be found in this bulletin. Superintendent Otis E. Hall of that county has no doubt had as much experience, and has studied the question of transportation as much as any other school official in this country. We herewith publish a letter written to this department by him:

"Your letter in regard to heating school wagons is before me. We have tried several plans, but none with the success of the foot warmers. Three to five good foot warmers will keep the largest wagon quite comfortable even in severe weather. Then they are safe. We did use small stoves, but these stoves are too dangerous in case of accidents, no matter what you use as fuel.

"We use the small cake coal which is prepared especially for the foot warmers. It costs very little and is excellent."

The Driver.

Great care should be used in the selection of a driver. Since he must have charge of the children about two hours each day, he should be a man of the best character and the highest ideals. He should have full authority to require any pupil who does not conduct himself ac-

ording to the regulations to get out of the wagon and walk to or from school. The man who does this work should have his rules and regulations obeyed just as promptly as the teacher.

When starting to school in the morning the child who first enters the wagon at the extreme end of the route should be required to take his seat on the end of the bench next to the driver, and as others enter they should be required to take their seats next to the ones who previously entered. Any moving about in the wagon should be only by permission of the driver.

Let me suggest to school boards that the man who contracts to transport the pupils for the year should be under bond to do this work



Transportation Wagon at Ronald, Kittitas County.

right and to make his rounds promptly and according to a fixed schedule. Unless the driver reaches a certain point at the same time on the morning of each day, children who are obliged to walk in from side roads will suffer from inclement weather.

We do not believe it is wise to let this work to the lowest bidder. The welfare of a score of children is at stake, and the cheapest is not always the best economy. The school board should determine on the man who will do this work best and then try to arrange with him to do it, even though it may cost a trifle more than to hire some one else. The success or failure of consolidation hinges very largely on the matter of transportation.

Transportation Should Be Furnished by the District.

We have sometimes been requested to give an opinion as to the advisability of the school district paying the parent for transporting his own children to school. At one time I heard a farmer who had an eye to business insist upon the county superintendent's advising his school board to pay him for the feed for his horse which was used to

carry his boy to school. If a man chooses to live in such a remote portion of the country that his child is unable to reach the school wagon, it is his duty to furnish the means whereby his child may reach school.

Where the plan of paying the parents for transporting their children to school has been tried it has been found that the pupils are almost as irregular in attendance as are those who walk. Many times the parent will require the children to walk to school, although the distance is too great, while he uses his team for other purposes. When the compulsory school law is enforced against such parents dissatis-



Old School Building and Transportation Wagons at Enumclaw, Wash.

This building is abandoned and the school has been conducted since April, 1911, in the new building recently constructed.

faction ensues and it is liable to militate against the plan of consolidation.

The school wagons should be run on the main roads. It is not expected that they should turn into every lane and byway. In fact, to do this would defeat the whole plan, since the trip would require so much time that the operation of the wagon would be absolutely unsuccessful.

Transportation Does Not Injure Health of Children.

Those who oppose consolidation and transportation sometimes offer the argument that the pupils suffer from the cold on long rides and that their health is therefore impaired. This point is not well taken. If a child is properly dressed for these rides and if the wagons have foot-warmers, at least in extremely cold weather, we do not believe that children suffer greatly in a well-covered wagon. In case a child becomes uncomfortably cold there is nothing to prevent him from

walking for a short distance, which will so adjust his circulation that he may be able to ride the remainder of the distance. We have discussed this question with a number of drivers, and have not yet found one who claimed that the children suffer sufficiently to cause them to walk a part of the trip. The fact is that when the children are transported in well covered wagons, their clothing is kept dry and they arrive at school in such condition as to be comfortable the remainder of the day. This advantage in itself is sufficient to offset the disadvantage of some suffering from cold.

Dr. J. H. Corliss, who has long been the leading physician in the town of Sumner in Pierce county, has also been a member of the school board for a number of years. This school district is consolidated and has transported pupils by wagons during the past seven years. Dr. Corliss has had the best opportunity to observe the health of the children who ride in these wagons, as he is probably the family physician for every one of them. He has assured me that, in his opinion, riding in the wagon has not in the least injured the health of any child. It is the consensus of opinion everywhere that children are freer from colds and contagious diseases and attend school more regularly when they are transported to school than when they are obliged to walk.

Transportation Has Given Satisfaction.

The conclusion reached by George W. Knorr, special agent, Bureau of Statistics, Department of Agriculture, is that in communities where consolidation has had a fair trial, fully 95 per cent. of the school patrons give it their endorsement and hearty support. The report in regard to the transportation of pupils to consolidated schools in the state of Connecticut shows that 87 per cent. of the patrons approve the plan.

Practically the unanimous opinion of teachers and school officers in this state is that the plan, when given a fair trial, is satisfactory and has increased the efficiency of their schools.

TABLE II. TRANSPORTATION IN CONSOLIDATED DISTRICTS.

COUNTY	SCHOOL	Num- of district	Num- of wagons used	Num- ber of pupils trans- ported	Annual cost of op'rating wagons	Average daily cost of op'rating each wagon	Aver- age an- nual cost per pupll
Chehalis.....	Elma	101	1	12	\$558	\$3 10	\$46 50
Chehalis.....	Fords Prairie	102	1	12	441	2 45	36 75
Chehalis.....	Porter	105	1	15	315	1 75	21 00
Chehalis.....	Satsop	104	1	9	405	2 25	45 00
Chehalis.....	Wynooche Valley.....	107	2	34	990	2 75	29 12
Chelan	Cashmere	56	3	60	1,890	3 50	31 50
Chelan	Leavenworth	49	3	52	1,404	2 50	27 00
Cowlitz.....	Carrollton	105	1	20	640	4 00	32 00
Cowlitz.....	Silver Lake	103	2	45	880	2 75	19 56
Cowlitz.....	Woodland	102	1	8	400	2 22	50 00
Douglas	East Wenatchee.....	1	2	6	320	2 00	53 33
King.....	Auburn	162	2	70	1,350	3 75	19 29
King.....	Enumclaw	170	2	20	900	2 50	45 00
King.....	North Bend	173	1	16	450	2 50	28 13
Pacific.....	Long Beach	27	2	8	512	1 54	64 00
Pacific.....	Nahcotta	17	1	12	360	2 00	30 00
Pacific.....	Nasel	10	1	22	810	4 50	36 82
Pacific.....	Raymond	36	3	62	1,215	2 25	19 60
Pierce.....	Ashford	308	2	37	891	2 47	24 08
Pierce.....	Edgewood	307	1	20	432	2 40	21 58
Pierce.....	Hillhurst	301	1	6	250	1 45	41 67
Pierce.....	Roy	305	1	30	540	3 00	18 00
Pierce.....	Sumner	300	1	25	540	3 00	21 60
Snohomish	Machias	98	1	19	450	2 50	23 69
Snohomish	Stanwood	99	1	31	484	2 70	15 62
Snohomish	Sultan	105	1	35	675	3 75	19 29
Stevens.....	Chevelah	3	2	43	1,020	2 83	23 73
Stevens.....	Clayton	159	1	30	450	2 50	15 00
Stevens.....	Dunn	139	2	45	420	1 70	9 33
Stevens.....	Kettle Falls	154	3	65	1,768	3 27	27 21
Stevens.....	Newport	115	1	20	486	2 70	24 30
Stevens.....	Orin	148	1	8	320	2 00	40 00
Thurston.....	Lawrence Lake	69	1	5	315	1 75	63 00
Thurston.....	Rochester	41	1	31	585	3 25	18 87
Walla Walla ..	College Place	31	1	30	585	3 25	19 50
Walla Walla ..	Prescott	24	1	16	360	2 00	22 50
Whatcom.....	Bellingham	81	2	60	1,170	3 00	19 50
Whitman.....	Garfield	181	4	80	2,360	3 28	29 50
	Totals		59	1,119	\$27,941	\$2 66	\$24 97

Table No. 2 gives the consolidated school districts which furnish free transportation by wagons for pupils who live so far from the schools that it would be unreasonable to require them to walk. This table will be of some value for purposes of comparison to those who transport pupils, and to any who may expect to institute this system.

The footings of this table are combined with those of table No. 3, so that the extent of transportation in the entire state may be shown.

TABLE III. TRANSPORTATION IN DISTRICTS NOT CONSOLIDATED.

COUNTY	SCHOOL	Num- of district	Num- of wagons used	Num- ber of pupils trans- ported	Annual cost of op'rating wagons	Average daily cost of op'rating each wagon	Aver- age an- nual cost per pupil
Benton	Columbia	2	1	4	\$280	\$2 00	\$70 00
Benton	Richland	6	2	68	1,125	3 21	16 54
Benton	Finley	13	3	50	896	1 75	19 92
Benton	Prosser	16	1	15	675	3 75	45 00
Benton	Kennewick	17	5	150	3,375	3 75	22 50
Benton	Whitcomb	26	1	8	360	2 00	45 00
Chehalis	Connie	21	1	9	125	1 25	13 88
Chelan	Peshastin	57	1	15	675	3 75	45 00
Clallam	Port Angeles	7	2	20	485	2 00	24 25
Franklin	Pasco	1	3	48	1,890	3 50	39 37
Grant	Osborn	92	1	4	204	1 70	51 00
King	Kent	3	1	22	540	3 00	24 55
King	New Castle	13	1	15	360	2 00	24 00
Kittitas	So. Cle Elum	22	1	24	630	3 50	26 25
Kittitas	Ronald	34	1	37	450	2 50	12 16
Okanogan	Omak	19	2	40	810	2 90	20 25
Okanogan	Brewster	26	1	14	450	2 50	32 14
Okanogan	Okanogan	37	1	16	225	2 25	14 06
Pacific	Lebam	24	1	16	207	3 45	12 94
Pierce	Puyallup	3	1	20	450	2 50	15 00
Pierce	Orting	9	1	15	160	2 00	10 66
Snohomish	Monroe	2	2	65	950	2 50	14 61
Snohomish	Granite Falls	21	2	28	900	2 50	32 14
Snohomish	Lake Stevens	66	1	23	360	2 00	15 65
	Totals		37	736	\$16,582	\$2 56	\$22 53
	Consolidated dist's.		59	1,119	27,941	2 66	24 97
	Grand totals		96	1,855	\$44,523	\$2 61	\$23 75

Table No. 3 gives the districts which have not been consolidated but furnish free transportation by wagons for pupils who live so far from the school house that they could not walk to school. By this means 736 children are enabled, during the present school year, to enjoy the advantages of graded schools. If it were not for the fact that wagons were run, these children would be obliged to attend one-room ungraded schools.

In this table it will be seen that 24 school districts, scattered through 12 counties of the state, 6 of which are east of the Cascade mountains and 6 west of the mountains, furnish free transportation by wagons for 736 children. The annual expense is \$16,582 in order to bring these children to a central point so that they may enjoy the advantages of graded schools.

The footings from table No. 2 have been brought forward and combined with the footings of table No. 3 so that the extent of transportation by wagons in the entire state may be shown.

It may be seen that 62 school districts, located in 25 counties, operate 96 wagons daily for the transportation of pupils to and from school. 1,855 pupils are transported at an annual expense of \$44,523. The average daily cost of operating each wagon is \$2.61, and the average annual cost per pupil transported is \$23.75. The average cost of transportation in the consolidated districts seems to be a trifle higher than it is in the large unconsolidated districts.

By information obtained from bulletins and reports issued in other states it seems that transportation in Washington is a little more expensive than it would average in other states. In Indiana the average daily cost of operating a wagon is \$2.07. In Massachusetts the daily expense is about the same. Massachusetts however, has been in this business forty years. Time will no doubt bring better roads in Washington, and the expense of hauling will thereby be reduced.

THE COST.

Cost Must Be Considered.

In the conduct of any public institution, the cost must be carefully considered, for much of the disturbance over public affairs in nations, both past and present, has been caused through dissatisfaction over exorbitant or unnecessary taxation. Fortunately for the rising generation, there is little division of sentiment on the question of taxation for public school purposes. We believe that people pay their school taxes more cheerfully than they discharge their obligations for any other public burden. All have come to the realization of the necessity of good public schools, and any differences of opinion arise largely over the question as to how this may be brought about and not over the amount of taxes to be paid. The real question is how to get the most benefit for the money expended.

The Best Is the Cheapest.

In business transactions there is a universal maxim that the best is the cheapest. This applies in school affairs just as certainly as it does in matters of business. The man who would not waste his money by the purchase of inferior merchandise would sometimes be willing to get along with a poorly constructed school house and an untrained teacher. No bad motives should be charged in such a case, since the mistake arises simply from the fact that he fails to realize that there are different qualities of schools as well as of merchandise. When the same man realizes that it is a loss to maintain inferior schools just as surely as it is a loss to put money into inferior goods, he will be careful to insist upon having the best schools. Any person who has had extensive experience in the supervision of schools will testify that in many cases it would be better to close the school than to have it open under the management of a teacher who is utterly incapable of doing the work. There is a large sprinkling of such teachers all over the land. One of the greatest educators of modern times, Col. Francis W. Parker, said that there was never a coin stamped by the hand of man small enough to pay the salary of a poor teacher. If our smallest coin is too much for the salary of such a teacher, how much are the taxpayers wasting when they pay five or six hundred dollars a year for maintaining a school which has given their children no benefit in return? Not only is the money for the salary of the teacher, for fuel, janitor work and other incidentals lost but something is lost that never can be recovered, the time of the children. When the taxpayer understands that by paying a few dollars more he will get full returns for the money expended, he must necessarily come to the conclusion that the best is the cheapest.



Views of the Snohomish High School.

Beginning at the top this cut shows a portion of the mechanical shop, the domestic dining room, the domestic kitchen, the athletic track, and the mechanical drawing room.

Cost May Be Increased but More Pupils Benefited.

After a careful study of the consolidated schools from Massachusetts to Idaho by Hon. George W. Knorr, his conclusion is that the rate of taxation is not generally lowered by the consolidation of school districts. He has demonstrated, however, that the cost per capita per day does not increase. Under consolidation and centralization, more pupils attend school than they do under the district system, the terms of school are lengthened and pupils stay in school longer than they do under the old system. This means that the total days attendance increases very much in such centralized schools as furnish free transportation. The efficiency of the work is raised in every instance. The people of the territory consolidated may be required to pay more but they are not paying more per capita per day and they are getting very much better service.

Where Savings Are Made.

The greatest amount saved where schools have been consolidated and centralized is in the salaries of teachers. In many places less than one-half the number of teachers could conduct the schools if the pupils were centralized. In Garfield county of this state the average daily attendance of the pupils in the rural schools last year was 346. It required 33 teachers to conduct these schools, which means that the average number of pupils per teacher in that county was only 10. In Mason county the average daily attendance of the pupils in the rural schools was 395, for whom it required 46 teachers, making an average daily attendance of 8 pupils per teacher. If it were possible to centralize these pupils, one-third the number of teachers would be sufficient for the schools. In Table No. 5 of this bulletin it will be found that it required in this state last year 167 teachers to teach 543 pupils—certainly an astonishing condition of affairs. If these pupils could be properly centralized one-tenth that number of teachers would suffice.

While great saving can be made in the salaries of teachers under concentration of pupils, transportation is the item of expense which largely offsets this saving. So far as economy is concerned, the question which should claim the greater part of our attention is transportation. All school wagons should be owned by the district, and great care should be exercised in obtaining the best wagons at minimum expense. Since the cost of running these wagons is the most expensive item, directors should handle it with great care.

Excessive Cost of Small Schools.

The reports of county superintendents on file in this department for the school year ending June 30th, 1910, show that there were 167 school districts in the State of Washington in which the average daily attendance was fewer than five pupils. Five of these districts, however, were formed during the school year, and in order to be entitled to apportionments for the following year it is necessary for them to have at least one month of school. In making calculations on the

cost of maintaining small schools these five new districts have been included.

In order to show the high cost of maintaining small schools, a table was prepared and is published in this bulletin. This table shows that in 167 school districts of this state, as shown by the last reports of the county superintendents, the average daily attendance of pupils was only 543. This means that the average number of pupils in each school was only three and three-tenths. The average length of the terms in these districts was only 129 days, while the average annual cost per pupil for current expenses was \$143.94. This is more than three times as much as it cost to educate the average child in the entire state.

These figures speak more strongly than could any argument against the maintenance of small rural schools. They show that the children had considerably shorter terms of school than the average term in the state; that the teachers had materially smaller annual salaries than the average amount paid other teachers of the state, while the per capita cost of maintaining the schools is more than three times as much as the average cost of the entire state.

It may not be possible to consolidate all of these small schools with other districts, but unquestionably many of them can be consolidated, which will result in untold good for the pupils, better salaries for the teachers, and with a possible saving to the taxpayer. Even if there is no saving to him, the money can be made to bring much better returns. When the education of a pupil costs \$147.38 per year to the state and the child is given a shorter school term than the other children of the state, and instructed by a more poorly paid teacher, it seems to us that something should be done to give this child a better opportunity.

More Than \$200 Per Pupil.

The heaviest per capita expenses in our public schools is found in the small school. By an examination of Table No. 6 it will be seen that in 38 schools in this state last year the average annual expense based on the average daily attendance was more than \$200 per pupil. This expense did not include any permanent improvements, but was simply for the running expenses of the school. When we consider that the average expense per pupil based on average daily attendance is, in the State of Washington, \$43.20, it is certainly enough to lead us into an investigation to see if the schools which are costing more than \$200 per pupil can not in some way be administered to reduce the per capita expenses and bring them within the range of the average.

Attention is called to Table No. 4, in which it will be seen that there were 1,655 schools in the state during the school year 1909-1910 in which the average daily attendance was fewer than twenty pupils each. Six of these had an average daily attendance of only one pupil, thirty an average daily attendance of two pupils, forty-eight an average daily attendance of three pupils, eighty-three an average

daily attendance of four pupils, making 167 schools having an average daily attendance of fewer than five pupils. This table will also show that the average daily attendance in 733 schools for the same year was not above nine pupils each. In the state of Indiana the law prevents the operation of a school with fewer than twelve pupils in it. If we had such a law in this state it would close almost a thousand schools. The Indiana law has resulted in much consolidation in that state, and if the reports of the state superintendent and county superintendents are accepted, consolidation has done untold good for the schools. It seems to us that it is time that we should begin to study in order to find some plan of reducing the per capita expense and of a means of elevating the educational efficiency of the small schools of this state.

In Table No. 5 it will be seen that the enormous sum of \$78,160.13 was used in paying the operating expenses, which did not include any permanent improvements, for 167 schools during the past year that had an average daily attendance of fewer than five pupils, an average cost per pupil of \$143.94. When we consider that the average annual per capita expense of educating pupils in Tacoma is \$38.03, in Spokane \$44.99 and in Seattle \$59.31, where they have highly efficient schools, with all the latest modern improvements and equipment, and with the highest paid teachers in the state, together with large forces of the most expert supervisors, it would appear that the small school with its inexperienced teacher and little or no equipment is an expensive institution.

Results from Consolidated Districts.

In a questionnaire sent to the consolidated school districts of this state the question was asked, "Is the expense of conducting the schools greater or less than before consolidation?" This is a hard question to answer, since under our law the schools may be consolidated at any time in the year. Practically all of the schools have been consolidated while in session, and for this reason it would be hard for the clerks to make an exact statement as to the relative cost of the schools, since a part of the year they have been conducted by the individual districts and a part of the year by the consolidated board. An answer is difficult also from the fact that many of the communities are growing so fast that additional teachers must be added during the school year. These school officers, however, have made as careful estimates as possible and have answered to the best of their ability. Thirty-eight per cent. of them state that the schools have cost more under consolidation than they did when they were conducted by the several districts. Forty-two per cent. of them state that they have cost less than before consolidation and twenty per cent. state that there has been no change in the expense. After personal visits to a number of the consolidated districts, it can readily be seen why the expense for the same territory is greater after consolidation than it was before. I have in mind

a district which was consolidated before the opening of school last September and has been managed during the entire year by a consolidated board. They have raised the salaries for every teaching position in the consolidated district, have hired a superintendent at a salary of \$1,200 per year, have improved several school buildings, have furnished free textbooks, and lengthened the school term. One hundred and fifty dollars was placed at the disposal of the superintendent to buy busy work material for primary grades. The county superintendent states that in the three years of his administration not a dollar had been spent in any of those districts for primary material until after consolidation. It all points to the conclusion, which is reached in almost every state in the Union where schools have been consolidated, that the expense may not be decreased, but the efficiency of the schools is enormously increased and therefore people are getting more for their money.

Transportation Heaviest Item.

It will be seen in Table No. 3 that the annual cost of transporting 1,855 pupils was \$44,523. The average daily cost of operating each wagon was \$2.61, and the average annual cost per pupil hauled was \$23.75. In Indiana it costs \$2.07 per wagon per day. Our expense may be greater than in most of the other states where pupils are transported, but it must be remembered that here transportation is a new venture. After it has been more thoroughly tried, has become better understood and a better system of public highways have been constructed, this expense will no doubt decrease, making it no more than the amount paid in other states.

The Bonus Offered by the State.

If conducting a consolidated school is more expensive than separate district administration in the same territory, the state has made a wise provision to assist in meeting these additional expenses by the bonus formerly discussed. In the case of the Mossyrock district in Lewis county, where eleven districts have been united into one, about \$1,700 more will be given them each year than the same territory would receive from the state under the individual district system. This money alone is sufficient to employ an efficient supervisor and pay at least half the salary of a teacher for high school pupils. This bonus will serve to assist many a consolidated district to get on its feet financially and to act more or less as an inspiration for the cause of consolidation.

Its Justification.

An attempt has been made in this discussion to show that if consolidation brings an increase in expense, this is justified by the fact that greater returns are given the people for their money. It is not a question of how little money we may be required to spend but how we can get the greatest possible benefit for the children who are being

educated. Mr. George W. Knorr states that, in his opinion, rural communities do not arrive at a conviction which leads to consolidation by fine weighing of the financial aspect of the proposition. Many, who on general principals are opposed to consolidation, admit that the educational advantages to be gained considerably outweigh the cost. He further states that consolidation justifies itself by its superiority over the old system and needs no financial arguments as proof. In fact, in all farm communities where it has been signally successful, the imputation that the object in consolidation was cheaper rather than better schools would be indignantly resented by the farmers.

Progress in Consolidation in Washington.

The people of the State of Washington have only begun the study of the consolidation movement. Almost fifty per cent. of the consolidated districts of this state have been formed within the past two years. The fact that there are consolidated districts in thirty-one of the thirty-eight counties is sufficient evidence to attest the widespread interest in this subject. If the movement continues to spread with the same speed during the next five years that it has in the past two years, every county in the state will have consolidated districts and in some of the counties the number of one-room rural schools will be materially lessened. In Western Washington eleven of the twenty-three school districts of Island county have been consolidated since last August. In Lewis county there are ninety-six districts, of which twenty-seven have been consolidated since April, 1910. Yakima, in Eastern Washington, has consolidated fifteen school districts since March, 1910. It will be noted that 47 per cent., 28 per cent. and 27 per cent., respectively, of the districts of these three counties have been consolidated within a period of one year.

Laws Should Be Strengthened.

In another part of this bulletin, we have suggested that the law on consolidation should be strengthened. Under our form of government, the majority must rule. It is therefore unwise to fasten upon communities any system until the people have been convinced of its merits. We do not mean that everybody must be convinced, for there are kickers and reactionists in every community who serve as a balance wheel or safety valve. We would not destroy them if we could, but we must not permit them to stop progress. It is very probable that there has never been a consolidation in this or any other state without an opponent in the district. In fact, it is possible to find some one in almost every school district who opposes the whole public school system. When such people will not come with us we must go on without them. In any event, when it has been decided by a majority of the people, and especially by those who have children in school, together with the public officers, that school districts should be consolidated, something should be done to insure this consolidation permanency

until those who administer the system can have an opportunity to prove its value. We think that following consolidation no portion of such a district should be permitted to be transferred to another district or that no portion should be allowed to withdraw and form an independent district until the lapse of at least five years. In that length of time the school officers will be able to demonstrate that the consolidation has been successful in furnishing better school facilities. If the district has been mismanaged and a majority of the people vote to dissolve the consolidation, then I think that they should be given their preference. There is little danger, in our opinion, of a dissolution of many of these districts after they have been in operation long



A Sixth Grade Domestic Science Class at Roy, Wash., where the boys are learning to cook. Some enthusiastic young chefs may be found at this place.

enough to prove the merits of the system. Mr. Knorr says that in the course of his investigation, not one case of the abandonment of a completely consolidated district was found. This is the best evidence that consolidation has been successful in other states. Time will prove its merits in Washington.

Consolidation in Various Counties.

By reference to Table No. 1 it would seem that the number of consolidated districts in this state varies from one district each in several counties to twelve consolidated districts in King county. In all, 296 individual districts have been combined into 120 consolidated districts. Two main ideas exist in these consolidations. The first and the most important one in the opinion of the writer is for the concentration of pupils to a central point so that a graded school may be

maintained. More than half of these districts are furnishing transportation and it is believed that this system will largely prevail. It appears to be the exclusive plan in other states. In Lewis and Yakima counties the chief reason offered for consolidation is to obtain needed and proficient supervision. Much can be done for the betterment of the schools through the instrumentality of supervision. Where concentration is impractical, supervision will bring profitable returns. In these counties, however, concentration is expected to prevail in a measure. The consolidated districts will provide high schools where all their pupils may attend. In some places it is thought that the seventh and eighth grades should be concentrated at the point where the high school is maintained. In some instances this will be done at public expense, while in others the pupils of the upper grades will be encouraged to furnish their own horses and the school districts will provide comfortable barns in which the horses may be kept during school hours.

TABLE V. COST OF SCHOOLS HAVING AVERAGE DAILY ATTENDANCE BELOW FIVE PUPILS.

COUNTY	No. of district	Average daily attendance	Number of days school was m'int'ned	Amount paid for teachers' salaries	Amount paid for rent, repairs, fuel, books, etc.	Total amount paid for current expenses	Total cost per pupil
Adams	16	3	140	\$455 00	\$168 80	\$623 80	\$207 93
Adams	46	4	177	585 00	57 80	642 80	160 70
Adams	55	2	108	360 00	85 00	445 00	222 50
Adams	68	4	120	418 75	82 54	501 29	125 32
Adams	82	4	38	120 00	26 10	146 10	36 52
Adams	90	4	156	520 00	55 35	575 35	143 84
Adams	98	3	112	325 00	253 74	578 74	192 91
Benton	4	2	157	400 00	237 60	637 60	318 80
Benton	21	3	157	400 00	86 55	486 55	162 18
Benton	26	4	152	560 00	329 23	889 23	222 31
Chehalis	26	2	117	390 00	37 58	427 58	213 79
Chehalis	50	3	112	300 00	32 80	332 80	110 93
Chehalis	58	4	120	350 00	89 40	439 40	109 85
Chehalis	72	3	150	536 25	359 36	895 61	298 54
Chelan	16	3	40	114 00	24 25	138 25	46 08
Chelan	50	4	175	585 70	97 41	683 11	170 78
Chelan	53	3	117	369 00	23 25	397 25	132 42
Chelan	61	3	76	300 00	65 80	365 80	121 93
Chelan	62	3	144	437 50	16 45	453 95	151 32
Clallam	8	4	151	570 00	413 66	983 66	245 91
Clallam	18	4	137	326 45	145 55	472 00	118 00
Clallam	20	2	112	426 00	53 50	479 50	239 75
Clallam	23	2	139	360 00	133 75	493 75	493 74
Clallam	24	3	117	385 00	12 50	397 50	132 50
Clallam	30	2	118	440 00	31 50	471 50	235 75
Clallam	39	4	118	375 00	185 10	560 10	140 03
Clallam	47	3	155	480 00	98 50	578 50	192 83
Clallam	50	2	119	275 00	18 50	293 50	146 75
Clallam	51	2	113	420 00	1 50	421 50	210 75
Clallam	53	4	118	300 00	58 80	358 80	89 70
Clarke	75	3	135	310 62	122 95	433 57	144 52
Columbia	11	4	112	350 00	50 20	400 20	100 05
Columbia	17	3	128	350 00	41 25	391 25	130 42
Columbia	18	4	117	390 00	96 60	486 60	122 15
Columbia	26	2	120	330 00	20 20	350 20	175 10
Columbia	32	4	115	360 00	61 75	421 75	105 44
Columbia	39	4	118	360 00	25 00	385 00	96 25
Columbia	48	4	112	249 50	15 20	264 70	65 43
Cowlitz	29	4	139	412 50	16 75	429 25	107 41
Cowlitz	38	4	152	400 00	42 15	442 15	110 54
Cowlitz	48	4	113	330 00	83 40	413 40	103 35
Cowlitz	58	2	153	480 00	32 75	512 75	256 37
Cowlitz	500	4	166	861 00	251 06	1,112 06	278 02
Douglas	2	2	115	350 00	116 52	466 52	233 26
Douglas	9	4	152	440 00	24 50	464 50	116 12
Douglas	12	2	112	360 00	29 20	389 20	194 60
Douglas	17	4	132	570 00	58 30	628 30	157 08
Douglas	21	4	152	480 00	3 70	483 70	120 93
Douglas	26	4	120	330 00	112 70	442 70	110 68
Douglas	28	4	152	480 00	112 02	592 02	148 01
Douglas	53	4	112	330 00	93 35	423 35	105 86
Douglas	82	4	130	330 00	106 95	436 95	109 24
Douglas	89	3	118	240 00	45 70	285 70	95 23
Ferry	7	4	136	420 00	83 77	503 77	125 94
Ferry	9	2	137	350 00	9 50	359 50	179 75
Franklin	2	2	112	360 00	32 15	392 15	196 07
Franklin	3	4	114	360 00	38 55	398 55	99 64
Franklin	9	4	113	480 00	105 45	585 45	146 36
Franklin	12	4	113	420 00	82 26	502 26	125 57
Franklin	16	4	118	375 00	117 50	492 50	123 13
Franklin	18	4	112	325 00	132 25	457 25	114 31
Franklin	19	1	111	180 00	62 90	242 90	242 90
Franklin	23	3	172	540 00	102 55	642 55	214 18
Franklin	30	3	119	360 00	18 50	378 50	129 17
Garfield	13	3	120	305 00	30 10	335 10	111 70
Garfield	14	1	112	360 00	31 50	391 50	391 50
Grant	68	4	118	360 00	19 90	379 90	94 98

Consolidation of Rural Schools

TABLE V. COST OF SCHOOLS HAVING AVERAGE DAILY ATTENDANCE BELOW FIVE PUPILS.—CONTINUED.

COUNTY	No. of district	Average daily attendance	Number of days school was m'tnt'ned	Amount paid for teachers' salaries	Amount paid for rent, repairs, fuel, books, etc.	Total amount paid for current expenses	Total cost per pupil
Grant	90	1	120	\$313 00	\$119 50	\$432 50	\$432 50
Grant	91	4	120	405 00	88 10	493 10	123 23
Grant	105	1	20	50 00	.....	50 00	50 00
Jefferson	3	3	120	200 00	65 60	265 60	88 53
Jefferson	19	4	175	600 00	.....	600 00	150 00
Jefferson	26	4	155	480 00	22 00	502 00	125 50
Jefferson	28	3	170	495 00	33 25	528 25	176 08
Jefferson	29	3	120	300 00	38 47	338 47	112 82
Jefferson	33	3	118	210 00	1 75	211 75	70 58
Jefferson	34	2	119	177 00	1 75	178 75	89 38
Jefferson	35	4	19	60 00	.....	60 00	60 00
Kitsap	19	3	111	300 00	8 60	308 60	102 87
Kittitas	19	4	119	300 00	21 20	321 20	80 80
Klickitat	26	4	112	300 00	30 05	330 05	82 51
Klickitat	39	3	116	300 00	16 50	316 50	105 50
Klickitat	43	3	135	340 00	15 30	355 30	118 43
Klickitat	48	3	120	250 00	11 05	261 05	87 02
Klickitat	60	4	157	440 00	39 00	479 00	119 75
Klickitat	72	4	60	90 00	17 80	107 80	26 95
Lewis	60	4	112	360 00	20 40	380 40	95 10
Lewis	86	2	176	485 00	216 26	701 26	350 63
Lewis	90	3	99	300 00	184 97	484 97	161 06
Lewis	93	4	118	280 00	33 15	313 15	78 29
Lewis	95	4	117	300 00	130 78	430 78	107 70
Lewis	96	4	139	300 00	6 50	306 50	76 63
Lewis	103	4	119	330 00	16 40	346 40	86 60
Lewis	124	3	118	330 00	144 38	474 38	153 13
Lincoln	2	4	120	300 00	74 00	374 00	93 50
Lincoln	5	2	120	240 00	8 05	248 05	124 03
Lincoln	32	4	133	350 00	35 65	385 65	96 41
Lincoln	33	4	154	455 00	78 47	533 47	133 37
Lincoln	60	4	113	375 00	.....	375 00	75 00
Lincoln	62	4	160	480 00	53 20	533 20	133 30
Lincoln	98	4	112	300 00	99 10	399 10	99 78
Lincoln	125	3	156	480 00	31 55	511 55	170 52
Mason	5	2	156	480 00	121 92	601 92	300 96
Mason	13	2	138	360 00	349 90	709 90	354 95
Mason	16	2	176	480 00	545 20	1,025 20	512 60
Mason	19	2	178	385 00	193 38	578 38	289 19
Mason	23	1	117	350 00	14 20	364 20	364 20
Mason	24	3	182	740 00	182 91	922 91	307 64
Mason	26	1	145	280 00	91 86	371 86	371 86
Mason	27	3	117	380 00	40 70	420 70	140 23
Mason	29	4	137	420 00	33 35	453 35	113 34
Mason	30	2	139	312 50	6 76	319 26	159 63
Mason	31	3	111	350 00	35 04	385 04	128 35
Mason	33	3	112	300 00	15 25	315 25	105 08
Mason	40	3	197	400 00	156 60	556 60	185 53
Okanogan	7	4	117	465 00	138 20	603 20	150 80
Okanogan	30	4	120	300 00	23 20	323 20	80 80
Okanogan	40	4	112	330 00	85 90	415 90	103 98
Okanogan	59	4	112	360 00	19 50	379 50	94 88
Pacific	8	2	112	262 50	12 00	274 50	137 25
Pacific	26	3	120	265 00	20 65	285 65	95 22
Pacific	33	4	151	480 00	147 55	627 55	156 89
Pacific	34	2	114	330 00	2 00	332 00	166 00
Pacific	40	4	135	300 00	29 00	329 00	83 25
Pacific	48	4	119	365 00	39 00	404 00	101 00
Pacific	52	3	118	320 00	2 00	322 00	107 33
Pacific	2	3	166	675 00	3 50	678 50	226 17
Pierce	98	4	135	350 00	52 90	402 90	100 73
San Juan	14	4	125	174 00	127 21	301 21	75 30
Skagit	54	4	169	630 00	77 30	707 30	176 83
Skagit	68	4	177	601 25	119 20	720 45	180 11
Skamania	9	2	118	273 75	21 00	294 75	149 88
Skamania	11	4	116	330 00	62 25	392 25	98 06
Skamania	18	2	150	571 00	47 90	618 90	309 45

TABLE V. COST OF SCHOOLS HAVING AVERAGE DAILY ATTENDANCE BELOW FIVE PUPILS.—CONCLUDED.

COUNTY	No. of district	Average daily attendance	Number of days school was m'int'ned	Amount paid for teachers' salaries	Amount paid for rent, repairs, fuel, books, etc.	Total amount paid for current expenses	Total cost per pupil
Skamania	19	2	125	\$345 00	\$614 78	\$929 78	\$479 89
Snohomish	55	4	110	360 00	671 54	1,031 54	257 89
Snohomish	88	3	169	520 00	55 50	575 50	191 83
Spokane	85	4	154	450 00	166 32	616 32	154 08
Spokane	167	4	112	300 00	109 49	409 49	102 37
Spokane	170	3	19	60 00	54 26	114 26	83 09
Stevens	30	4	112	355 00	36 90	391 90	97 98
Stevens	61	3	117	315 00	36 89	351 89	117 30
Stevens	73	4	146	560 00	37 70	597 70	149 43
Stevens	152	2	113	385 00	39 70	424 70	212 35
Stevens	163	3	20	50 00	.....	50 00	50 00
Thurston	53	4	137	675 00	96 39	771 39	192 85
Thurston	72	4	120	524 00	223 85	747 85	186 96
Wahkiakum	18	3	60	170 00	7 50	175 50	56 50
Wahkiakum	23	2	176	480 00	99 60	579 60	289 80
Walla Walla	11	3	137	482 50	66 27	548 77	182 92
Walla Walla	18	3	113	360 00	18 50	378 50	126 17
Walla Walla	38	3	115	360 00	69 20	429 20	143 07
Walla Walla	51	4	115	375 00	39 60	414 60	103 65
Walla Walla	55	4	118	360 00	67 95	427 95	106 99
Walla Walla	66	3	120	308 00	25 25	333 25	111 08
Walla Walla	71	3	171	540 00	272 25	812 25	270 75
Whatcom	80	3	151	370 00	86 60	456 60	152 20
Whatcom	87	4	112	760 00	238 35	998 35	249 59
Whatcom	89	4	117	515 00	104 85	619 85	154 96
Whitman	66	4	118	400 00	108 85	508 85	127 21
Whitman	84	3	172	840 00	93 90	933 90	311 30
Whitman	93	3	113	250 00	24 15	274 15	91 38
Whitman	98	4	165	763 25	122 85	886 10	221 53
Whitman	124	4	134	500 00	99 78	599 78	149 95
Whitman	149	4	123	866 25	213 45	1,079 70	269 93
Whitman	173	4	20	60 00	.....	60 00	60 00
Yakima	22	4	110	305 00	23 58	328 58	82 15
Totals .....	.....	543	21,006	\$64,036 27	\$14,123 86	\$78,160 13	.....
Averages .....	.....	3.3	126	383 45	84 58	468 03	\$143 94

Table No. 5 shows that there were 167 school districts in the State of Washington, during the school year ending June 30, 1910, having an average daily attendance of 543 pupils, or an average of only 3.3 pupils per school. These schools are scattered through thirty-five counties, Asotin, Island and King being the only ones in which they are not found.

The children had only six and a quarter months schooling, which is considerable below the average length of the term in the other schools of the state.

The average salaries of the teachers was only \$383.45, and is far below the average salaries of the other teachers of the state.

Notwithstanding the short terms for the children, and the starvation salaries of the teachers the per capita cost per pupil is enormous, being about three times as much as the average for the entire state.

It required 167 teachers to conduct these schools. If the pupils could be brought to concentrated consolidated schools 18 teachers could do all the work. That would be a saving of the salaries of 149 teachers at one stroke. These 18 teachers could be paid the comfortable salary of a thousand dollars each, and there would still be forty-six thousand dollars saved.

The incidental expenses of the 167 schools was \$14,123.86. An additional saving of eight or ten thousand dollars could be made on this item, if the schools could be consolidated.

This table tells a remarkable story, and is well worth the consideration of the school officers of the counties in which the schools are located.

Admitting that it may not be possible to consolidate every one of them with some other school, it is fair to suppose that some other arrangement should be made for at least three-fourths of them.

If these schools were in a number of other states they would be discontinued by law. In fact the laws of our state give the county superintendent authority to disorganize any school district having fewer than five pupils of school age.

This argument is not for the purpose of robbing any child of his education. We simply wish to make conditions so that he may have better opportunities than he now enjoys.

TABLE VI. SCHOOL DISTRICTS IN WHICH CURRENT EXPENSES EXCEEDED \$200 PER PUPIL.

COUNTY	No. of district	Average daily attendance	Num'b'r of days school was maintained	Assessed valuation of districts	Amount of current expense	Average monthly salaries paid teachers	Average cost per pupil per month	Total average cost per pupil
Adams	16	3	140	\$211,820	\$623 80	\$65 00	\$29 60	\$207 93
Adams	55	2	108	214,789	445 00	60 00	41 20	222 50
Benton	4	2	157	105,521	687 60	50 00	40 60	318 80
Benton	26	4	152	343,888	889 23	70 00	29 20	222 30
Chehalis	26	2	117	78,489	427 58	65 00	36 40	213 79
Chehalis	72	3	159	232,985	895 61	65 00	39 80	298 53
Chelan	38	5	170	286,096	1,330 98	60 00	31 20	266 19
Clallam	8	4	151	378,679	983 66	75 00	32 40	245 91
Clallam	20	2	112	294,546	479 50	70 00	42 80	239 75
Clallam	23	2	139	109,315	493 75	60 00	35 40	246 87
Clallam	30	2	118	48,944	471 50	55 00	39 80	235 75
Clallam	51	2	113	127,860	421 50	70 00	37 20	210 75
Cowlitz	58	2	153	98,902	512 75	60 00	33 40	256 37
Douglas	2	2	115	171,603	466 52	70 00	40 40	233 26
Franklin	19	1	111	86,510	242 90	60 00	42 00	242 90
Franklin	23	3	172	48,500	642 55	60 00	25 00	214 18
Grant	90	1	120	24,832	432 50	60 00	72 00	432 50
Jefferson	21	5	242	361,505	1,309 30	75 00	21 60	261 86
King	142	11	196	653,751	2,690 05	* 75 00	25 00	244 55
King	164	18	172	503,724	1,228 08	70 00	46 60	401 56
Kittitas	33	11	172	577,241	4,367 70	70 00	46 20	397 06
Lewis	86	2	176	221,950	701 26	55 00	39 80	350 63
Mason	5	2	156	80,500	601 92	60 00	38 40	300 96
Mason	13	2	138	130,333	709 90	60 00	51 40	354 95
Mason	16	2	176	237,304	1,025 20	65 00	58 20	512 60
Mason	19	2	178	85,347	578 38	55 00	32 60	289 19
Mason	23	1	117	29,311	364 20	50 00	62 20	364 20
Mason	24	3	182	91,542	922 91	60 00	34 00	307 63
Mason	26	1	145	21,423	371 86	40 00	51 20	371 86
Skamania	18	2	150	127,605	618 90	60 00	41 20	309 45
Skamania	19	2	125	183,682	959 78	50 00	76 60	479 89
Snohomish	55	4	110	78,735	1,031 54	60 00	46 80	275 88
Stevens	152	2	113	7,910	424 70	55 00	37 60	212 35
Wahkiakum	23	2	176	108,096	579 60	60 00	33 00	289 80
Walla Walla	71	3	171	594,736	812 25	60 00	31 60	270 75
Whitman	84	3	172	246,013	933 90	60 00	36 20	311 30
Whitman	98	4	165	92,836	886 10	65 00	26 80	221 52
Whitman	127	5	152	108,051	1,007 80	60 00	26 40	201 56
Totals	129	5,682	\$7,413,944	\$38,522 26	\$61 92	\$39 78	\$290 00	

* Two teachers.

The enormous per capita cost of education in the small rural schools of this state is indicated in the above table. Here are 38 school districts scattered through twenty counties in which the annual per capita cost based on average daily attendance is above two hundred dollars each. In one district it reached the stupendous sum of \$512.60, more than would be necessary to send the child away to college a year and pay all his bills. Several of them are above \$400 each; while the average of the whole reaches \$290. The average per capita cost per month for these schools was \$39.78. The annual per capita cost in Tacoma was only \$38.03 for the same year. When we stop to consider that education in these small, inefficient schools costs more per child per month than it does in the city of Tacoma per year, where the pupil has all of the most modern facilities, and the best trained teachers and expert supervisors, it would seem that the small school is an expensive luxury. In this table it will be seen that many of these schools had short terms. Some of them it seems have fallen below the minimum term of six months.

We have run the monthly salaries of the teachers in this table so that it may be seen that they have not been overpaid. It simply costs about as much to run a school for one pupil as it does for thirty.

A glance at this table will show that the territory which is assessed for the education of the 129 pupils recorded in this table has the enormous valuation of \$7,413,944. This means that the officials of the school districts have an average of \$57,472 assessable property for the education of each child. In the great city of Seattle, with all its wealth, the average amount of assessable property

for each child, based on the average daily attendance, is \$7,675, while the amount of assessable property in the entire state for each child based on average daily attendance is \$5,806. This gives each pupil in these districts ten times as much assessable property as the average child in the state has.

If consolidation or any other means could concentrate these pupils so that they could get to schools of average size it would leave a large amount of assessable property to assist in the education of children in other districts of the state where wealth is not so plentiful. It certainly should give us some food for reflection when the average cost of pupils in certain school districts of the state is higher for a single month than it is in some of our large cities for an entire year.

AGRICULTURE.

Necessity for Instruction in Agriculture.

A research movement has been in progress in this country during the last twenty-five years which it is hoped will ultimately result in great benefit. The question of how to make two blades grow where only one was formerly produced is being rapidly solved. Vast stores of agricultural knowledge have been accumulated and this is being organized into useful science which daily finds application in the fields, orchard, barn and home. Research into every possible phase of agriculture is being made with constantly increasing interest, and it is becoming an economic necessity that this large body of practical knowledge be utilized and that avenues be provided through which it may reach all of the people on the farms.

Farming is fast becoming more specialized, more difficult, and calls for more refined methods than formerly. Each successive year places a higher premium on intelligence and on the better understanding of the details of farm management, crop production, the rearing of live stock, and the adjustment and care of expensive machinery.

The distribution of this useful knowledge cannot be accomplished through the agricultural colleges, since they reach less than one per cent. of the people in the open country. Nor are farmers' institutes and experiment stations adequate, though they are a help. If we expect to place this information so that it will practically reach the masses on the farms it must be done through the public schools. The teaching of agriculture is compulsory in the rural schools of at least one-third of the states of the Union at the present time. Many other states encourage it, among them being Washington. While some doubt the practicability of instruction in agriculture in the one-room rural school with its curriculum now over crowded and generally with an inexperienced teacher in charge, no one doubts that this work can be successfully done in the concentrated rural graded school.

Ex-President Roosevelt on Education.

When making a public address recently in the city of Tacoma, Ex-President Theodore Roosevelt expressed his opinion on public education in the following language:

"And now, friends, let me revert for one moment to the school

children. I wish to congratulate you especially here, and to congratulate the people of the Pacific coast generally, upon the attention being paid to the schools—upon the way in which you are caring for the bodies and the characters. We are passing by the stage when we believed to train the average boy simply in a literary smattering was enough.

"We realize that the boy and girl should be trained forward and not away from the duties which they are to follow in after life, and that together with the cultural side of our school work must go the vocational side, so that the boy shall be turned out not the type of boy who wants to escape from being a farmer or a handicraftsman, but the boy who has been so trained that he will be a better farmer, and a better handicraftsman, better able to do his life's work because of his school training."

The New View Point.

In the above paragraph our most distinguished private citizen has expressed the prevailing advanced thought on the new education. Everywhere the demand is confronting us to make the school a part of life—to teach the children at school some of the things that they must do in every-day life—to dignify labor through education. To this end manual training and domestic science is being taught in the graded schools almost universally. Little has been done, however, for the boys and girls on the farm. The first move was made by the State Board of Education, who, in framing the course of study more than a year ago, made it compulsory to teach manual arts in the eighth grade of all the schools of the state, and further made it mandatory to teach either agriculture, horticulture or forestry in the eighth grade. Such work is permitted in grades below the eighth. It was also arranged that a certain amount of this work when done in high schools should be accepted as entrance credit for admission to the State University and the other higher state institutions. The way has been lawfully opened to enrich our courses of study so as to give the child some instruction in the subject-matter more closely related to farm life and the home. It is now within the power of the school administration officers and teachers to shape the work in the rural schools so that it will put the children into more sympathetic relation with country life. Consolidation opens the way for the establishment of the rural high school as well as for modern rural graded schools. Will the men and women on the farms seize the opportunity offered for the boys and girls who have long been neglected?

The School Garden.

Two views exist on the question of school gardens. Some maintain that there should be a tract of land in connection with every public school to be used by the pupils for the purpose of raising vegetables. This land may be divided into small tracts and each pupil assigned to a tract. Pupils will then plant and cultivate under the directions of the teacher and rivalry may be promoted by the offering of some recognition for the best crop produced.

Others think that the boys and girls should be encouraged to cultivate gardens at home. The fact that the schools close before the crops can be matured is a strong point in favor of the latter. If the school term could begin in the early spring and continue through the spring, summer and autumn, it might be better to have the garden in connection with the schools. Since this is not true it seems better for the teacher to encourage the home garden, which can be done with marked success if the teacher has the ingenuity sufficient to get the matter properly started. It is first necessary to get the child interested in the vegetable or flower to be grown, then the cultivation will largely take care of itself.

The Work in the Snohomish Schools.

The Snohomish city schools are widely known for the work done in manual arts. Here agriculture is taught in the eighth grade, and a complete four years' course is given in the high school. Students who take the work in agriculture give that study one-fourth of their time. They are required to carry four studies, of which English is required throughout the course, while some other subjects are optional and some required. The head of the department holds the view that the school garden should be at the home of the pupil, with the result that much valuable work is being done by the Snohomish pupils.

A small greenhouse has been erected on the high school grounds, and in this plant growth is studied. The greenhouse holds an advantage over the school garden in that it is not necessary to wait for the season, but planting may be done at any time.

The High School Course in Snohomish.

We herewith give the outline course of study in agriculture used in the Snohomish high school:

FIRST YEAR.

First Semester—Soils. (7½ hours per week.)

Text: Soils, by Brooks.

A study of the origin, physical and chemical composition, different classifications, movement of soil moisture, plant food, amelioration of the soil, and drainage, is treated in this text. A bulletin, No. 180, Wis. Exp. Sta., on the composition and use of different manures and fertilizers is studied. Laboratory work throughout the course.

Second Semester—Vegetable Gardening. (7½ hours per week.)

Text: The Principles of Vegetable Gardening, by L. H. Bailey.

This deals with the history and location of great gardening centers, the comparative value of different exposures, the preparation and maintenance of the soil, the making and care of hotbeds, cold-frames, and forcing hills; the study of the viability of seeds; selection, testing, and care of seeds, the study of rotation, companion, and succession cropping, the study of garden pests and their eradication or control; a further study of fertilizers, and finally specific crops. Laboratory work.

SECOND YEAR.

Both Semesters—Horticulture. (7½ hours per week.)

Text: Principles of Fruit Growing, by L. H. Bailey.
also numerous bulletins.

This covers a study of the exposure, site, and location of the orchard, the planting, cultivating, pruning, spraying, harvesting, storing, and marketing of the crops. The study of bush fruits and vines is also here made. Laboratory and field work.

THIRD YEAR.

First Semester—Animal Husbandry. (7½ hours per week.)

Text: Animal Husbandry, by Brooks; also Animal Breeding, by Shaw.

The first half of the semester deals with the study of animal forms; *i. e.*, the breeds and types of cattle, horses, sheep, swine, asses and hybrid, and poultry. The study of feeds and feeding follows. The latter half of the semester is taken up by putting special stress on the laws of breeding as well as their application.

Second Semester—Dairying. (7½ hours per week.)

Text: Testing Milk and Its Products, by Farrington and Woll.

The testing of milk, its composition and care is here made. The handling of butter and other milk products is studied. The selection, care, feeding, and management of the dairy herd as well as the construction of the dairy barn and other buildings is made. Laboratory and field exercises.

FOURTH YEAR.

First Semester—Farm Management. (7½ hours per week.)

Text: Bulletins, lectures and original work.

A study is here made of the different systems of farming, special crops for this locality, farm mechanics and engineering; any subject not heretofore covered suggested by the local conditions is here studied.

Second Semester—Landscape Gardening and Forestry. (7½ hours per week.)

Text: Landscape Gardening, by Waugh, and Principles of Forestry, by S. Green.

Here is made the study of the different schools of landscape gardening, the selection and care of flowers, shrubs, vines, and trees, for this locality. The study of the individual forest trees of this locality, propagation and care of the forest, the different modes of fighting fire.

THE TEACHER'S COTTAGE.

Board and Room for the Teacher.

In many rural districts of this state, the question of board and room for the teacher is a very serious one. In pioneer settlements of any country, it is not always easy to obtain comfortable living quarters for a stranger. Sometimes many of the inhabitants are homesteaders and have neither the means nor the disposition to make permanent improvements and comfortable home facilities beyond the absolute needs



Teacher's Cottage at Palmer, King County.

of their own families. When a teacher leaves a refined home in which she had all modern conveniences and comforts and makes her way into a pioneer country, she should be pardoned for becoming discouraged when she finds that it is scarcely possible to find a single home in the school district having a room to spare and in which she may live during the school term. This is not overstating the case. We have known a number of instances in which teachers could not obtain room or board in the community. More than one teacher in this state has been obliged to curtain off a corner of the school house and in it cook, eat, sleep and live during the time she teaches the public school. Teachers deserve better fare than this and we are unable to see how the people of any community can expect to get the best effort from a person who is obliged to live in this manner.

Men in the Work.

The percentage of female teachers in the public schools of this nation has been increasing largely during the past quarter of a cen-



Teacher's Cottage at Valley Grove, Walla Walla County.

tury. For many reasons men are leaving the work and women must take their places. How to keep more men in the work is one of the



Teacher's Cottage at Nasel, Pacific County.

questions that must be met. The best thinkers along educational lines today believe that part of our teachers should be men and part of them women; that a child should not be obliged to go through his entire

school life having either all men or all women teachers. It seems to us that if there was an adequate teacher's cottage with each school building into which a man might move his family, and a few acres of land which he might till and upon which he could raise fruit and vegetables, it would be a great inducement for more men to stay in public school work. A part of this land could be used for experimental work in agriculture—something that sooner or later must be done in the farming districts of this country. The writer met a teacher in the Hawaiian Islands who had taught the same school twenty years. This district furnished him a comfortable cottage as a home for his family and he had seven acres of land which he used to teach the boys practical agriculture, and also upon which he raised fruit and vegetables for himself and family. He was cheerful and contented and no doubt



Teacher's Cottage at Denmark, Kittitas County.

a school man who keeps abreast of the times, for if he were not, no community would tolerate him so long.

The Country Life Commission of this state has started an agitation for teachers' cottages which will no doubt bring good results.

Teachers' Cottages in Other States.

A circular letter was sent to the superintendent of each of the other states by this department inquiring what has been done to provide cottages for teachers in connection with the public schools. Forty-one answers were received, of which thirty-four stated that no cottages are furnished. Two states have one cottage each, three said that a very few are furnished, while one (South Carolina) said "a considerable number of schools supply cottages for teachers." The territory of Hawaii stands first in this line. One-third of its rural schools have cottages. Many of the state superintendents believe that there is much merit in furnishing a cottage for the teacher and some of them say that this idea will be advocated until success rewards the effort. We believe that a great awakening has begun along this line and that

before many years the teacher's home will be a part of the necessary equipment in connection with the public school in the rural district.

Cottages In This State.

It must be conceded that the State of Washington is in the front line in the movement for teachers' cottages. Some of these cottages can already be found in nine of our counties. True, only a beginning has been made, but seventeen are now in use, scattered through the counties of Mason, Franklin, Pacific, Skagit, Snohomish, Stevens, Walla Walla, King and Kittitas. All of the superintendents are alive



Teacher's Cottage at Kangley, King County.

to the necessity of these buildings. The subject is being discussed in directors' meetings. The Attorney General has given an opinion that public funds may be spent for this purpose, but whether according to law or not according to law, the fact remains that the cottages are being built and that the people and school officers both want them. These districts are not only providing the cottages but in most instances they furnish them as well. Some districts simply supply the stoves, beds, and other heavy furniture, while other districts fit them out completely. The teacher's cottage is destined to become to the school what the parsonage is to the church.

TESTIMONY OF PUPILS.

Pupil Most Interested Party.

While it is admitted that the child does not always know what course is best for him, it is nevertheless true that much more can be done for him through educational means which are agreeable to him than can be done through those to which he objects. The conclusions of a pupil are usually right, and generally based on sound premises. The person who ignores the opinions of a child and attempts to govern him in an arbitrary manner will sooner or later find that it is better to lead him than to drive him. The school which a child attends and the manner of reaching it are both very important to him, and his opinion on these matters is certainly worth consideration.

Pupils in Other States.

From the information which we have been able to obtain through printed matter from other states it appears that pupils almost universally are pleased with transportation. We all know how delighted a boy becomes over "a ride." He will hang onto the back end of an express wagon or hitch his sled to any vehicle which he may be able "to get a line on." If the school wagon is managed properly it is safe to say that ninety-nine per cent. of the pupils much prefer riding to the consolidated school to walking to a school which may be nearer.

Pupils Like Transportation in This State.

In a personal visit to the consolidated school at Sumner, I was unable to find any sentiment against the transportation of pupils by wagon. There was a slight dissatisfaction with the wagon which is being used this year. In former years the pupils have been transported in that district in a hack purchased for that purpose by a gentleman who owns a livery in Sumner. The reason offered by the school board for not giving the work this year to the same man was that work on the state road over which the pupils are hauled has put the roads in such condition that a stronger wagon is required until the road work is completed. In interviews with school officers, teachers and patrons, there seemed to be no division of sentiment, for all favored the plan and the children transported are especially in favor of the drive.

When visiting the Auburn consolidated school, a conference was held with a number of people directly and vitally interested in school affairs, and among them was Judge I. B. Knickerbocker, who has been a member of the board at that place for almost twenty years. He has given the schools in that district very careful attention during all these years and we believe that he is personally acquainted with almost every patron in the whole school district. He states that the

transportation of the pupils has been highly satisfactory to the parents and that the pupils themselves are unanimously in favor of it.

At Roy, we were informed by the teachers of the school that there is no division of sentiment on the question of transportation among the pupils who ride in the school wagon of that district. The same opinion was expressed at Enumclaw. In fact, we are unable to find a place where the children do not like to ride.

Information by Pupils of the Garfield Consolidated School.

There has been more or less contention in the consolidated school district at Garfield, Whitman county. It seems that a few of the par-



Group of Whatcom County Rural School Pupils.

ents and some of the people who have no children in school keep up a bitter warfare against the plan of consolidation and especially against the transportation of the pupils. There may have been mistakes made in a few instances in the selection of the driver. The decided opinions of some of these parents have no doubt influenced their children. This conclusion can be easily reached by reading the letters from some of the parents which are on file in this department, together with the answers given by their children at the public school. Be that as it may, every child in the first eight grades who ride in the school wagon to this public school was given an opportunity to express his opinion on two questions. The first question was "Do you like to ride to school in the wagon? Give your reasons." The second one

was "Do you like to come to this school better than to go to the country school? Give your reasons." The first two grades answered these questions orally and separately so that one would not hear the others. The other six grades wrote their answers to the questions. This prevented the answers of one influencing those of another. In the first grade the children had never attended any other school but the one in Garfield and were not therefore asked the second question. Four of the nine pupils of the second grade had never attended a country school and consequently could answer the first question only. Seventy per cent., or almost three-fourths of the pupils stated that they preferred to ride to school in the wagon. Eighty-three per cent., or more than four-fifths of them, stated that they would rather attend the Garfield school than to go to the rural school which they attended before they came to the Garfield school. I believe that the parents of every child who said he would rather go to the country school is bitterly opposed to the consolidation. In fact, there were only eight pupils of all those transported who said they preferred to go to the rural school. Double this number said they did not like to ride in the school wagon and if I interpreted their reasons correctly this sentiment in a large measure results from the fact that physical disability renders one driver incapable of performing this work proficiently. The man who drives a school wagon must be in possession of all of his faculties and he must know how to use them in the management of children.

In order to give an idea of the feeling of these pupils concerning transportation, we herewith give the answer of a girl fifteen years old and a boy sixteen years old. The young lady said, "Yes. I like to ride to school in the wagon. When we ride in the wagon we have a cover over us and do not get wet when it rains. We do not have to walk to school in the mud and we have foot-warmers in the wagon when it is cold. Yes sir, I like to come to this school better than to the country school. We have more time for each study and have better teachers."

The boy answered as follows: "Yes. I like to ride to school in the wagon because I do not like to walk. I like to come to this school because I think I can learn more where the teacher has just one grade to teach. In the country school the teacher has so many grades to teach that sometimes we do not have time to recite."

Those who have taught in rural schools or have made a careful study of such will readily see that this young man has struck a keynote in the weakness of the rural school when he says that the teacher has so many classes that the pupils sometimes do not have an opportunity to recite. To put it more exactly, a great many times the pupils do not have time to recite.

One little girl stated that they were "too rough in the wagon," evidently meaning that there is disorder in the wagon. One boy stated that "they fought him in the wagon and threw him on the floor."

From experience as a boy and from my long years in dealing with school pupils, I know that a boy may be found in every school who is so peculiar in his manner that the other boys love to tease and pick on him. They would do it if they walked home from school and would probably do it even more than in the presence of the driver of the wagon. This does not, however, change the fact that the driver of the wagon must have full control of the children on the trip and that he must exercise his authority in seeing that no pupil is imposed upon and that no disorder or bad language is permitted during the trips.

SUMMARY OF BENEFITS AND DISADVANTAGES.

Conflicting Statements.

It is remarkable how one person who fails to be in sympathy with the consolidated school district in which he may reside can tell you just how hauling the children will absolutely ruin their health and send them down to untimely graves, while others who live in the same community will tell you that hauling the children is absolutely the saving grace for them. One will tell you that the children are freezing to death in the wagons, while the others will tell you that they arrive at school dry and in comfort.

A gentleman in one of the consolidated school districts of this state wrote this department as follows:

"I oppose hauling the children because it is a disgrace to the intelligence of any sane man or woman. It will ruin the health of nine-tenths of our girls for the rest of their lives and many of the smaller boys also, to go through any such exposure and continue it for any length of time."

We wish to remark in this connection that this gentleman has no children who ride in the wagon to the consolidated school.

Another gentleman who lives at the extreme end of one of the wagon routes in the same school district and who sends four children to school in the wagon, three of them being girls, wrote as follows:

"I am heartily in favor of the system because they are under the care of a responsible driver who protects them from the influence of rough or vulgar language. They are comfortably housed enroute instead of being obliged to go afoot in the mud and storm."

Advantages to the Pupil.

Experience has shown that consolidation results in a number of advantages to the pupil:

1. It almost invariably lengthens the school term.
2. In a centralized school he has the advantage of better classification.

3. He can more conveniently pass from the grades to the high school than he could from a district rural school.

4. It gives him an opportunity to live at home while he is attending school and pursuing the more advanced subjects.

5. He is given the advantage of the inspiration which comes from association with his fellows in larger classes, causing him to have greater interest in his school work.

6. He goes to a better school building which promotes his health and results in greater comfort.

7. He has an opportunity to use better apparatus with more and better textbooks.

8. Having a larger and better school to attend, his attendance becomes more regular.

9. When he is brought in the school wagon his punctuality becomes perfect.

10. Having stronger teachers who have fewer classes to teach, he completes his work more thoroughly and is therefore much better prepared to take up the work of the next higher grade.

11. School life is made more attractive by offering him an opportunity to play games in which greater numbers participate.

Advantages to the Parents.

1. They are not obliged to board their children away from home while they are attending high school.

2. Since pupils complete the school course practically a year sooner in the graded than they would in the rural schools, a saving is affected in the cost of educating the children.

3. Parents are better contented when they know that their children are attending a well regulated school which is conducted under the most modern plans.

4. Where transportation is furnished the parents know that their children will be delivered at school with their clothing dry and in a comfortable condition.

5. Truancy is eliminated and parents therefore have the assurance daily that the children are in school.

6. A great satisfaction results from knowing that his child is in a school which is properly heated, lighted, ventilated, and where hygienic conditions are given proper attention.

Advantages to the School.

1. Experienced teachers who have been trained for their work.

2. A higher per cent. of attendance made by the pupils enrolled.

3. A larger enrollment of pupils of school age in the district.

4. The school sports better managed, and outlined on a systematic plan.

5. The patrons of the school have a more liberal conception of the ends of education.

6. Petty jealousies among the people, which frequently interfere with the work of a small school, are materially decreased.

7. The school may be given a better course of study, which will include agriculture, manual training, domestic economy, music, and drawing.

8. The fusion of several small school districts into one larger administrative unit furnishes a more stable basis for financing the school.

Advantages to the Teacher.

1. She has a longer term of service each year.

2. She has a better salary for the time during which she is employed.

3. She is given the part of the school work for which she is best prepared.

4. Having fewer classes she can devote more time to each recitation and give each pupil more individual attention.

5. She has the daily advantage of an expert principal with whom she may advise.

6. By association with her fellow teachers she is given additional inspiration for her work.

Advantages to the School District.

1. Better school officers are invariably elected because there is a larger number of voters from which to select.

2. Within a reasonable distance of the farm home the people may establish a social and intellectual center.

3. Public interest is aroused in school work and the people become justly proud of their schools.

4. The question of bringing the high school within reach of the rural population is solved.

5. Better teachers are obtained, since they naturally seek positions which offer systematic work, longer terms of service, competent supervision and better salaries.

6. Better school houses, which are heated, lighted and ventilated scientifically and in which the health of the pupils is conserved.

7. Economy in expenditure for school apparatus and library, since it prevents needless duplication.

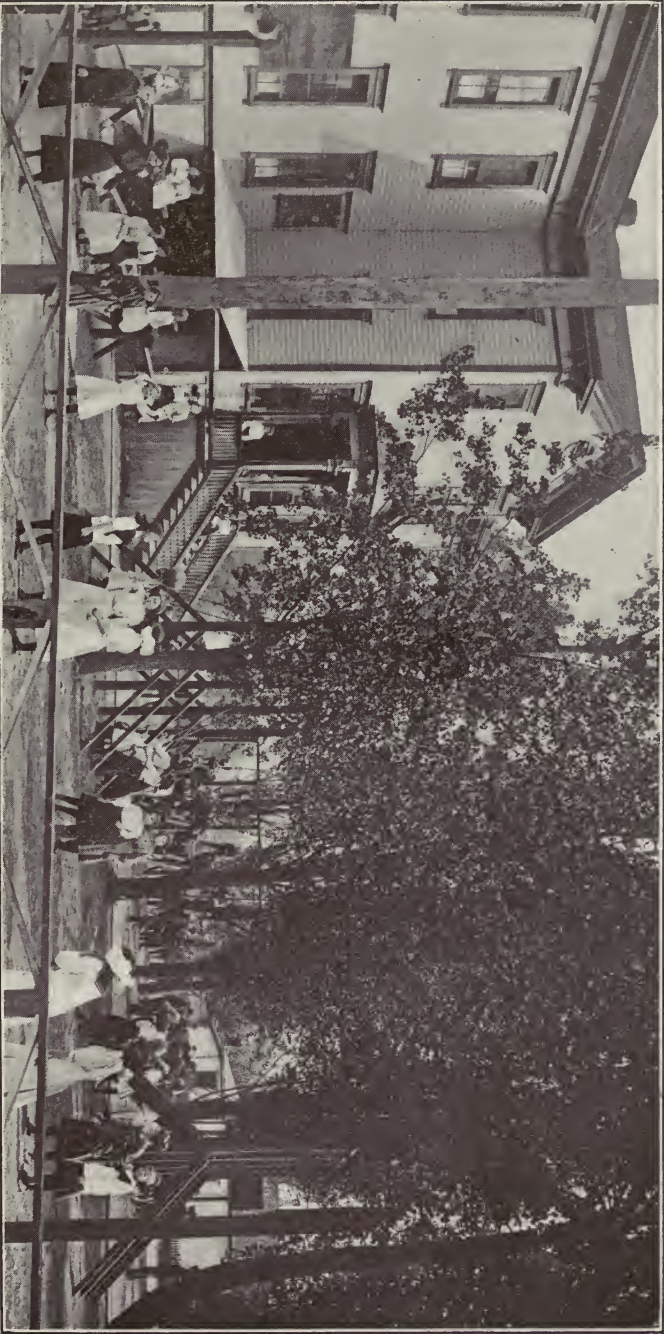
8. A smaller per capita cost of maintaining the public school.

9. Better roads, since consolidation invariably stimulates an interest in this subject.

10. Experience has shown that land values are always increased when more efficient schools are established.

11. Increased material prosperity is a natural result.

12. The realization of the farm home as an ideal place in which to bring up children where modern advantages are given amid rural surroundings.



Girls' Playgrounds at the Central School in Puyallup.
Note the teeter boards, swings, etc., also basket ball game in progress. The splendid play equipment of grounds at this building cost the district nothing, except the price of the material. Principal Lyon and his boys did all the work.

Other Reasons Might Be Given.

Similar statements of advantages secured through rural school consolidation have been given repeatedly and are found in almost any printed matter on this subject. It must be admitted, however, that these statements are not without proof. They may be verified by an investigation of the workings of good consolidated school districts anywhere.

Some Disadvantages.

Those who oppose consolidation offer some objections that cannot be overlooked, but these should not weigh too heavily against the system, since objections can be raised to every institution. It is hard to find any system in this world that is entirely good.

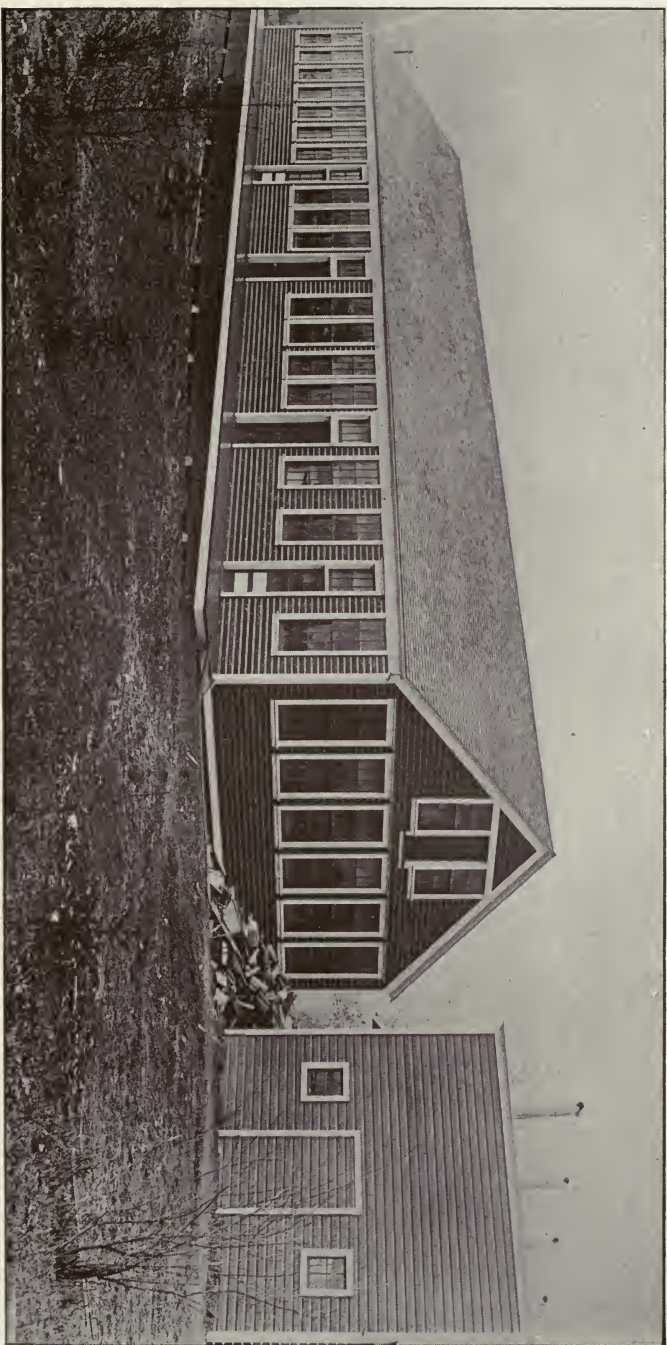
1. The fact that children who live more than three miles from the school to which they are transported are obliged to start to school early in the morning and get home late in the evening cannot be overcome. Wagon routes are frequently five miles long. The children who live at the extreme end of the route are obliged to leave home about 7:30 in the morning. It will probably be five o'clock in the evening when they return home.

In part answer to this, it might be said that the time which is used by the team in making the trip in many instances may be shortened. When people become alive to the necessity of good roads, it will be found that a team can make the trip in about half the time over an excellent road that would be required by the same team on a bad road. This is equivalent to making the distance shorter between the home and the school. It has been conclusively shown that consolidation brings better roads in any part of the country. Let us consolidate our schools and then work for better roads over which to haul the children.

Further, when a school board contracts for the transportation of the pupils, one of the stipulations should be that a first-class team should be furnished. A good, strong team will make the trip in much less time than will a team which is so small, poor and weak that they can scarcely drag the wagon.

2. The objection which is sometimes offered that the children are cold and uncomfortable in severe weather can be entirely overcome. The first duty in this matter rests with the school board, who should see that the wagon has a cover sufficient to turn all kinds of storms. The front should be so arranged that it may be completely closed in order to prevent drafts. The driver is obliged to sit on the outside, but there should be glass in the front of the wagon so that he may be able to see what is going on within the wagon at any time. The back end of the wagon should be so arranged that it can be completely closed. In addition to this, in severe weather, the district should furnish foot-warmers.

Not the least duty in this matter devolves upon the parent. If a child is properly clothed he can ride five miles in a covered wagon



The building on the right is a forge in which boys are taught the elements of blacksmithing. The Manual Training Shop is one of the largest and best equipped in the State of Washington.

without suffering from the cold. He frequently goes this distance to church, to town, or even to parties.

3. The objection that children may hear profane or obscene language in the wagon can be entirely obviated. This whole matter devolves upon the driver. No one should drive a school wagon except a full grown man of good character, who must have full authority to govern the children and must exercise such authority. When a man of this kind is the driver of the school wagon, there can be no doubt that the children will hear less bad language on their trips to and from school than they would if they were allowed to walk without any one's governing their conduct.

LARGE UNDIVIDED SCHOOL DISTRICTS.

Serve Purpose of Consolidated School District.

There are a number of school districts in the State of Washington containing large areas of territory which the people have never permitted to be divided. If a portion of a district becomes settled where the pupils are too far from a building already constructed to attend school at that point, another building is constructed which will serve their convenience. Or, if this is not done, a wagon is sent out to haul the children to another public school in the district. By such proceeding many large tracts of territory have been held together which serve every purpose of a consolidated district. It is true that such districts do not get any bonus from the state for consolidation, but in all probability a time will come in the State of Washington when bonuses will no more be given to persuade districts to consolidate. When it has been proved beyond a doubt that large districts serve better the purposes of educating the children it will not be necessary to offer prizes in order to get them. Space prohibits our describing more than two or three such districts in this connection.

The Wapato District.

Wapato is a village in the Yakima valley on the Northern Pacific railroad eleven miles south of North Yakima. This district covers a large stretch of territory. There has been a sentiment since the first school was erected in it against division of the district. Settlements have grown up at such a distance from the village as to make it inconvenient for pupils to walk there to school, with the consequence that five school houses have been built to accommodate the population. Therefore, at the present time this school district has a large central

building in Wapato and five smaller buildings located in various parts of the district where grades below the high school are maintained.

The district employs an efficient superintendent, who gives his entire time to supervising the schools. About one year ago this district built and equipped a modern eight-room, brick building in Wapato which is used to accommodate all the high school pupils of the entire



Wapato High School.

district, together with a number of the grade pupils from the immediate vicinity. This school district cares for 500 pupils enrolled during the present school year, and employs 14 teachers and a superintendent.

The Selah District.

The district known as Selah lies a few miles northeast of the city of North Yakima, and extends westward from the Northern Pacific railroad. The country here consists of rolling hills with a few narrow valleys, the largest of which is that section bordering on the Yakima river. A system of irrigation has been instituted in this district to such an extent that the hills are irrigated almost to their tops. Practically the entire district is one continuous orchard. Many of these orchards are yet young, but when they come into full bearing this is destined to become one of the greatest fruit regions in the State of Washington. The school district includes about 22 sections of land, which the farmers and fruit growers have held together as one unit, although there are enough people here to make four or five ordinary rural school districts. Their reasons for this course have been that it would equalize taxation, that they would in all probability secure better men for school officers and that the affairs of the district could be handled in a more advantageous manner than if divided.

At present school is being maintained in four buildings, all located in different parts of the district, where 269 pupils are enrolled. All of

the grades are maintained up to and including the ninth. Twenty-two pupils are in attendance in the eighth grade this year, which insures a good class in the ninth grade for next year. The high school will be increased one grade each year until it finally has the full four-year course. Eight teachers are now employed, as well as a competent superintendent who gives about one-half of his time to supervision.

Rapid growth in population of the district during recent years convinced the board in the summer of 1910 that it was necessary to build a good modern central school in which all of the high school pupils of



Central School of the Selah District in Yakima County.

the district might be taught and to which the seventh and eighth grade pupils of the district might come. It has not yet been fully decided whether the district will put into use a couple of wagons to make the rounds of the district and bring in the high school and the seventh and eighth grade pupils who are so far from the new central school that they are unable to walk the distance, or if the district will pursue the policy of requiring the parents of such children to furnish their own transportation. In the latter event, the district will furnish a good, comfortable barn in which the horses may be stalled during school hours.

The new building stands on a four-acre site which cost \$3,500. This land was a part of a newly-platted orchard, the trees not of sufficient growth to be of any great value, showing that irrigated land in this district, with practically no improvements, is worth almost \$1,000 an acre. It is easily seen that there is material prosperity in this part of the State of Washington. When the writer visited this school district in February, 1911, the building was not entirely com-



School Buildings in the Wapato District in Yakima County.

The greater part of this school district is in the Yakima Indian Reservation. Most of the school buildings are on leased ground. Better buildings will be erected as soon as the land can be purchased.

pleted, as the inside work was just being done. It is a modern eight-room, stone building, the most substantial structure of its kind that we have ever seen in an agricultural region removed from any nearby city or town. Up-to-date plans were used which include flush toilets, electric lights, beautiful halls and corridors, rooms for laboratories and for instruction in horticulture and agriculture. The contract price of the building was \$28,000, but the extra expense will increase this amount materially, for after the building has been furnished the entire expense of the site, building, and furniture will no doubt total nearly \$40,000.

The people from the farms and orchards of this remarkable section are determined to do all they can to give their boys and girls as good



Two of the Four One-Room Buildings of the Selah District in Yakima County.

an opportunity as is possible through education to fit themselves for the race of life. It cannot be denied that the pupils from the farm homes here have practically as good an opportunity to obtain an education as have the children of the cities.

Such advantages as are enjoyed by the people of this school district may be had elsewhere in the State of Washington through consolidation. It is only necessary for the rural school communities to determine to have better advantages for their children and they can get them.

The Kennewick District.

Not many years ago the place where the prosperous little city of Kennewick stands was a desert, but a system of irrigation has made this territory bloom as the rose and a more beautiful and productive agricultural district would be hard to find.

This school district, located in the eastern part of Benton county, overlooking the Columbia river, originally comprised a large stretch

of territory, which has been kept intact. As the irrigating ditches extended their laterals into the more remote regions of the district, and new settlements grew up, a wagon was sent out to bring the children to the graded school at Kennewick.

Five wagons may be seen every school day of the year wending their ways morning and evening to and from the Kennewick schools, and 150 children are in this way brought where they receive the same advantages as any city system offers.

Kennewick pays more for the transportation of its pupils, and it transports more pupils, than any other school district in the State of Washington. \$3,375 is spent in a single year for transportation in that district, and we believe that this money is well spent. It could not be put to better use for the children living in the rural sections of school district No. 17 of Benton county.

There are now in daily attendance in that district 479 pupils in the grades, and 79 in the high school, which is a four-year accredited school.

In a letter to this department, Superintendent M. S. Lewis, of the Kennewick schools, states some of the advantages and some of the disadvantages of transportation as he sees it. He says:

"It has given graded schools and high schools to those living in the country; better teachers, better supervision, better school buildings, better facilities in every way, and a longer term of school. Hence, greater advancement of the pupils.

"It is hard to find men for drivers who will maintain the proper order among the children during the long drive to and from the school. It is more difficult to visit homes (for teachers and principals) when the work is not satisfactory, and the matter one that cannot be adjusted by letter. The parents living the farthest away on the bus routes say that they hardly ever see their children by daylight in the winter time. In spite of these objections to the system, it is popular here and gives such satisfaction that I think no votes could be secured to change it."

CERTAIN CONSOLIDATED DISTRICTS EXAMINED.

In January, 1911, the assistant in the State Department of Education was detailed to spend several weeks in personal visits to consolidated school districts for the purpose of obtaining information for use in a bulletin. It would be impossible to visit all such districts in the time at our disposal. One or two representative districts were selected in Lewis, Pierce, King, Whitman and Yakima counties, while information from other counties has been secured through correspondence. A short account of these districts will be found in the following pages.

It would be impossible to give a detailed description of the many consolidated school districts of this state. The two particular ideas of consolidation have been related and several districts have been

given careful consideration in order to show the operations of these two plans. These special districts are described for the purpose of giving those who are interested in the consolidation of public school districts an idea of how this work is managed and what results may be expected from it. There are in all probability many other districts which would have served the same purpose for which we have used these, but space will permit us to describe only a few districts in several different localities of the state.

THE AUBURN CONSOLIDATED DISTRICT.

Consolidated Districts in King County.

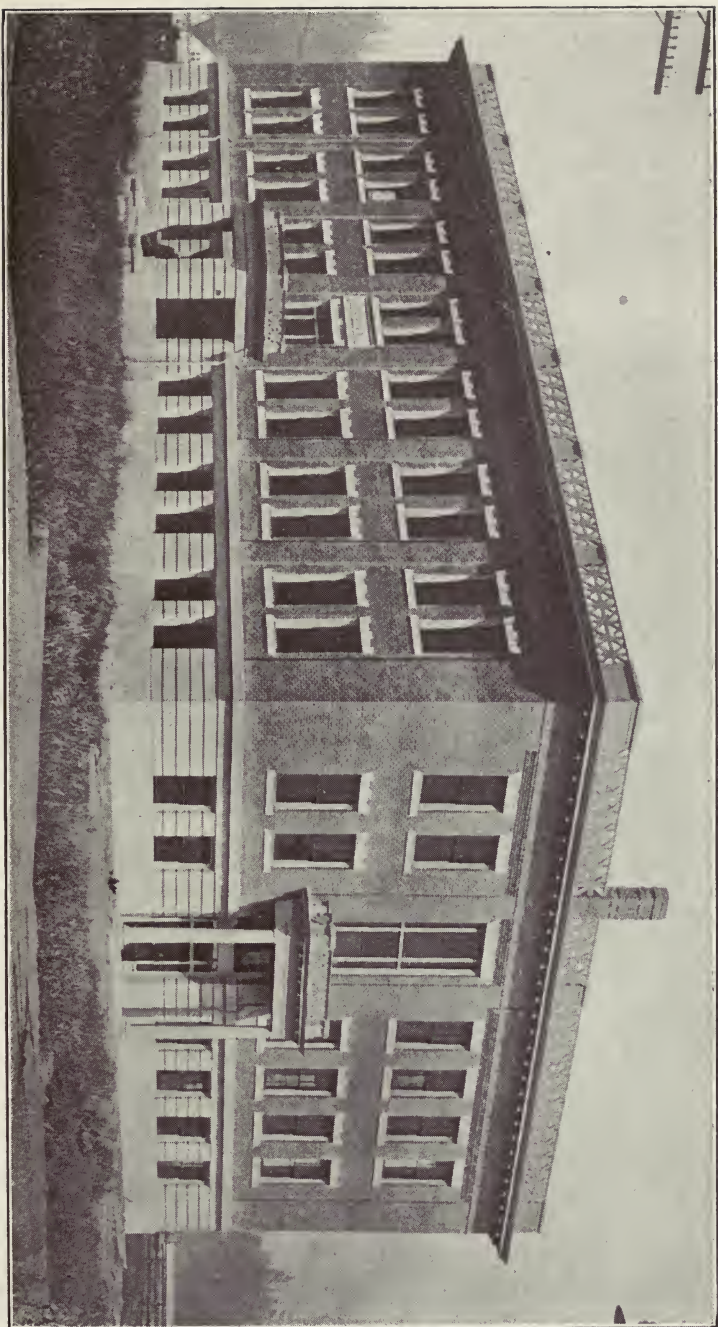
King county leads the other counties of the state in the number of its consolidated school districts, twelve having been formed in this county. Though several of these might be taken as model districts, space will not permit us to speak in detail of more than two. Auburn and Enumclaw have been chosen for this purpose.

Location of Auburn.

Auburn is a city of the fourth class and had a population of 957 at the time of the federal census in 1910. It is located on the Northern Pacific railroad, twenty-one miles south of Seattle, at the juncture of the Green and the White river valleys. The land here is very fertile and farming is the chief industry. The fact that the main line of the Northern Pacific railroad enters the coast line at this point gives some additional employment to railroad men. The Interurban electric rail way passes through Auburn on its route from Seattle to Tacoma. Dairying is one of the chief occupations of the people, and is stimulated and encouraged by the fact that a large condenser is located at Auburn. The people are active and progressive.

Districts Consolidated.

Four years ago the first move was made for consolidation in this community. East of Auburn about three miles was a one-room building known as the Crisp school, a fair-sized rural school of about forty pupils. The district extended more than two miles beyond the school house up the Green river valley. This building was closed and a wagon procured to haul the pupils to Auburn. A year later consolidation was arranged with district No. 35, known as Stuck school, situated about two miles south of Auburn. This building was also closed and the pupils transported to Auburn. The population in the western part of this district was materially increased by the platting of a new townsite on the Interurban electric car line. Another wagon was procured to haul the pupils from that part of the district but the popu-



The Auburn Consolidated High School.

lation increased so rapidly that a year ago a building was opened at Algona. This building now has three teachers with an enrollment of 110 pupils. The first eight grades are maintained but the high school pupils still attend the school at Auburn.

Transportation.

It appears that the transportation of pupils to the graded school at Auburn has been highly satisfactory to the people of both of these school districts, for there seems to be no opposing sentiment. Some of the oldest residents and most reliable men of Auburn have assured us that the arrangement has given as good satisfaction as it is possible to expect. The pupils enjoy the trips in the wagon, attendance



Two Abandoned School Houses in the Auburn Consolidated District.

has become regular, and tardiness by the pupils who are transported has been eliminated. The satisfaction of the people was attested a few months ago when a proposition was submitted for the erection of a new high school building. A beautiful site, containing six acres, was purchased a short distance from the center of the town, costing the district \$11,000. The people, however, are proud of it and feel that they got it for a reasonable amount.

The New High School Building.

After the purchase of the site mentioned above, the directors proposed to bond the district for a sufficient sum to build a modern twelve-room high school building. At the election, 783 votes were cast for the bonds and 225 against them, thus giving a majority of more than three to one. It was said that a larger proportion of the people living in the rural districts favored the high school than of those in the city of Auburn. The new building is almost completed. A picture of it may be found in this bulletin.

This large and commodious brick building was constructed at a cost of \$40,000. It contains twelve class rooms in addition to an assembly hall, 58 feet square. In the basement there is a gymnasium, and rooms for domestic science and manual training. This part of the building also contains shower baths, the heating plant and rooms for the janitor's supplies. Sufficient space has been arranged for physical and chemical laboratories. The entire structure is wired for lights, telephone, and electric clocks. Lavatories are located on all the floors of the building. The building is modern in every respect. Any city should be proud of such a building.

Three-fourths of the assessable property in this school district is outside of the city of Auburn, so it can readily be seen that the farmers of this consolidated district are satisfied and enthusiastic over the plan of consolidation when they are willing to vote for heavy indebtedness, three-fourths of which must be paid by their part of the territory. Evidence of the loyalty to this school is seen in the fact that of the senior class of the high school last year composed of fifteen members, seven came from the rural districts. This is a remarkable showing for the boys and girls from the farms, when it is known that three-fourths of the population of the consolidated district is found in Auburn. At the present time two high school students, whose homes are in a district where no high school is maintained, walk two and one-half miles to reach the end of the route which is covered by the wagon and then ride the full five miles to school.

Increased Efficiency of the School.

The Auburn consolidated district is maintaining a graded school which covers all the work of the primary and grammar grades and in addition to this, a four-year accredited high school. When school is opened in the new building at the beginning of next term, the high school courses will be strengthened and extended. Modern laboratories are being arranged in the new building for teaching physics and chemistry. Arrangements are also being made for manual training and domestic science. The idea of teaching agriculture has not as yet advanced very far in this district, but being located as it is and with such a large portion of the boys and girls from the farms, we are sure that the sentiment for this work will grow. The beautiful six-acre tract of land gives ample room for baseball and other outdoor sports and still leaves plenty of space for agricultural experiments.

THE SUMNER CONSOLIDATED DISTRICT.

Sumner and Stewart Districts Consolidate.

The little city of Sumner, in Pierce county, has a population of 892, as shown by the federal census of 1910. It is situated on the Northern Pacific railroad at the confluence of the Stuck and Puyallup rivers, eleven miles from Tacoma. These valleys are among the most fertile in the State of Washington, and for that reason farming is the chief industry in and around this place. In fact, Sumner and its vicinity could almost be called a garden.

Seven years ago what was then known as the Stewart district, lying on the west side of the Stuck river, was consolidated with the Sumner district. The Stewart school was permanently closed and arrangements made for the transportation of the pupils from this district to the graded school in Sumner by wagon. The trip has been made every school day since that time, which arrangement has rendered almost complete satisfaction to the patrons of the district. The school district does not own the wagon, and this we believe is a mistake. Every school district should own its own wagon so as to give the largest possible degree of comfort to the pupils. Most of the time since transportation was instituted a fine wagon has been used, but it is not the best kind of a wagon for this purpose, because it was not especially designed for it. It is owned by a man who operates a livery and is used for picnic parties and other such purposes. The wagon which is being operated during the present school year 1910-1911 is simply a farm wagon with a cover on it, a picture of which is given in this bulletin, and it will be readily seen that it is not the best kind of a wagon for the purpose.

Since the preparation of this bulletin was begun letters have been sent to every parent whose children ride in the school wagon in this district. Of the answers received not a single one is opposed to the plan of consolidation. They all believe that it is better for their children to attend the graded school in Sumner than it would be to attend their old one-room school in the Stewart district. The only objections that have been received were concerning the school wagon. One patron, while strongly favoring the consolidation, states that he believes the school district should own its own wagon. Another who favors the sending of the children to the Sumner graded school complains bitterly concerning the conduct of the pupils in the school wagon. It will be noted in the letter herein published that this parent has a small boy who rides in the wagon. The imagination of a small boy is frequently very vivid, so it is well to investigate his statements before adopting them as gospel truth. This case is further proof that no school board can watch too closely the operation of the school wagon.

Their Facilities Outgrown.

At the time these school districts were consolidated the school building in Sumner was ample for the accommodation of all of the pupils of the two districts. With material prosperity, increased population has come, and it has become necessary to furnish more room. Early in the summer of 1910 the school board selected a site and the people of the district ordered them to purchase it for school purposes. The tract contains four and one-tenth acres and is one of the most beautiful sites that can be found. The soil is as fertile as a garden. About one-third of it will be set off for agricultural experiments, and as it is expected that during the coming school year one of the



School Wagon at Sumner, Wash.

teachers in this new high school will be an expert in agricultural work, this branch of study will be made one of the most important in the Sumner school.

The building, a commodious brick structure, contains a large assembly hall, recitation rooms, laboratories for teaching physics and chemistry, as well as those for instruction in manual training and domestic science. The Sumner school maintains all of the grades, including a four year accredited high school.

District Should Be Larger.

There is only one regrettable fact concerning the Sumner school. Lying directly north of Sumner and east of the Stuck river there is another school district, from which one wagon could very comfortably bring every child to the Sumner school. The route would probably be not more than three miles through a beautiful valley and on an excellent road. What a great blessing it would be to the pupils of

this district to be able to enjoy the advantages of the excellent graded schools which are maintained in Sumner. A new building was recently erected in this school district, and we hope that future chances of real estate values had nothing to do with its erection.

Southeast of Sumner in the Puyallup valley is the Elhi school. There is no reason why a wagon could not bring these pupils to the Sumner graded school, since the route would not be long, and the roads are excellent. It is to be regretted that these pupils should be forced to attend a one-room ungraded school when they could just as well attend at Sumner.

What People Think of It.

In addition to the letters which were sent to all of the parents of the pupils of the Stewart district a number of leading citizens in the Sumner district were interviewed on the question of consolidation. The unanimous opinion of all interviewed was to the effect that consolidation has been highly satisfactory to the people. Dr. J. H. Corliss, family physician of most of the patrons of this district, stated that as far as he knew the arrangement had been very successful. Not an accident has occurred with the team in all of the years it has been operated. He stated that it was natural that transportation should not injure the health of the pupils, since they arrive at the school dry and comfortable. Henry Huff, Frank Spinning, J. W. Bray and other leading citizens all give their most hearty approval to consolidation as conducted in this rural district.

A sample letter is herewith attached from one of the leading farmers in the Stewart district, reflecting the average opinion of the people of that community. We are also publishing the only letter that gives any serious criticism, and this relates to the school wagon only.

First letter—

"Your inquiry of March 10th just received. Will say I prefer a graded school. One teacher has only two classes or grades. In an ungraded school generally one teacher does the work from the first grade up to the eighth or ninth grade. Therefore you can't expect the same results from the ungraded school as you would from a graded school. Common sense tells us that our children will be dry and clean in a wagon instead of trudging a mile and a half through a muddy road, as would be my case. I think I can safely say my school tax will be more in an ungraded school than a graded one, on account of wear and tear of shoes and clothes, and various other reasons."

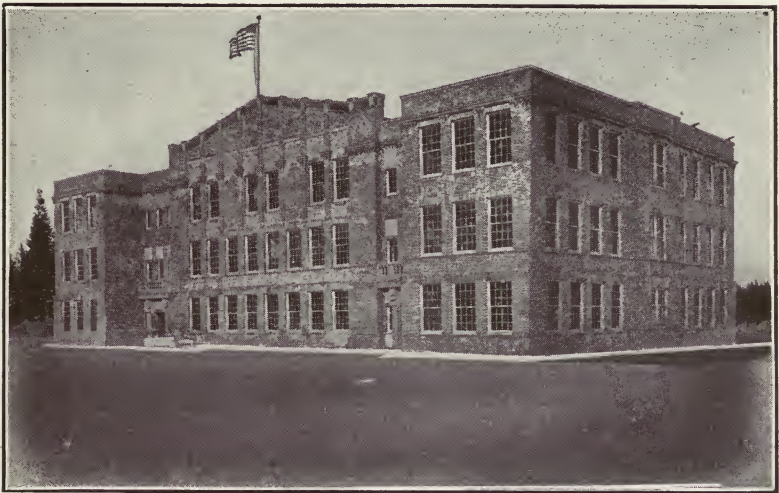
Second letter—

"In reply to your letter asking for information concerning consolidated school districts, I will say we are pleased to have our nine-year-old son attend the graded school in Sumner but we do *not* like the school wagon. We have a little girl of four years and when she becomes of school age we are going to send her to Pacific City (in King county). We live one and one-half miles from there. The children in the school wagon do everything most they ought not to do and always have ever since the wagon has been running."

THE ENUMCLAW CONSOLIDATED DISTRICT.

Location.

Enumclaw, a village in the southeastern part of King county on the old line of the Northern Pacific railroad, is situated in a beautiful valley which extends to the foothills of the Cascade mountains. The soil is fertile and farming is the chief industry in the territory surrounding the town. A very important feature of the industry in



Dr. J. J. Smith Consolidated School of Enumclaw.

This modern, three-story, brick building has been constructed at a cost of \$70,000. The equipment will cost an additional \$5,000. The first floor contains the gymnasium, domestic science and manual training rooms, boys' and girls' playrooms, boiler room, rooms for janitor's supplies, lavatories and shower baths.

The gymnasium in this building is exceptionally fine, consisting of a large open room, on the floor of which there are no posts. This is remarkable, considering the fact that the floor space is 37 x 65 feet. An extra steel truss extending across the entire building avoided the necessity of placing any posts or other obstructions on the floor of the gymnasium.

The second floor of this building contains eight beautiful, well-arranged classrooms which have been especially designed for the grade pupils of the school. The third floor of the building is planned for high school work. It contains an assembly room which will seat 500 people and will be used daily as a study room. This floor also contains classrooms for the high school students and the superintendent's office. Lavatories and drinking fountains are provided on all the floors of the building. Every classroom in the entire building is provided with slate blackboards. The heating and ventilating systems are of the latest and most approved plan. It is one of the best arranged school buildings that the writer has ever visited.

Enumclaw is an extensive lumber mill which gives employment to a large number of men. All classes in this vicinity are apparently prosperous.

Districts Consolidated.

In two outlying districts which have been consolidated with the Enumclaw district, the one-room schools have been discontinued and the pupils are transported to the Enumclaw school. One wagon is necessary from each former district. An excellent system of schools is maintained and includes the work of a four-year high school as well as the primary and grammar grades. It is believed that several other outlying districts will be consolidated with this one in the near future.

A Commodious School Site.

Believing that additional facilities would be required for the increasing population, the Enumclaw board, almost two years ago purchased five acres of land on the western edge of the village, which was secured for the small sum of \$1,000. It was located beside a six-acre tract which was owned by a fair association. Fortunately for the school, if not for the association, the fair discontinued, and its directors donated to the school district the six acres of land. This makes one of the largest and one of the most beautiful school sites in the State of Washington—eleven acres well located in one tract for school purposes.

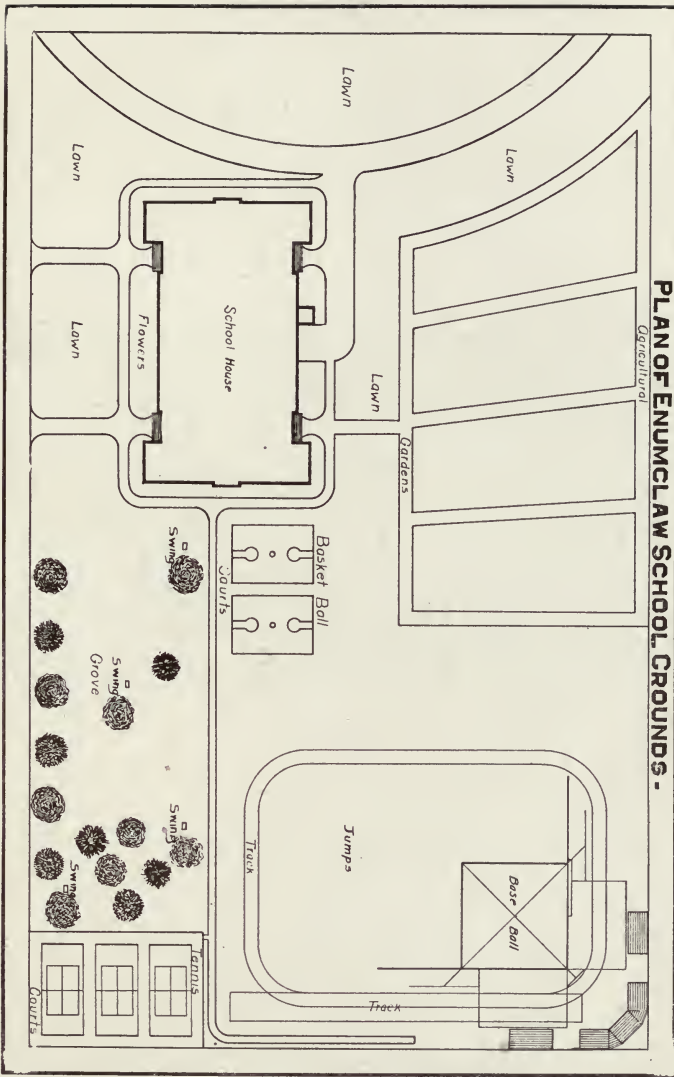
The New Building.

In the summer of 1910, a move was made by leading citizens for the erection of a modern school building upon the acquired site. It was led by Dr. J. J. Smith, a man who had long been prominent in the civic affairs of King county and especially in those of his home district of Enumclaw. Dr. Smith argued that nothing is too good for the children. It was decided not to accept anything but the best and as a result a building is about to be completed which we believe is second to none in this state. The contract price was \$70,000, which furnishings and extras will increase by several thousand dollars. A cut is given in this bulletin, together with a description of the building. We will simply say in this connection that the building is arranged to accommodate the grades with ample and careful arrangements for high school purposes. It would seem to one who has studied school matters that a master's hand had been shown in every detail of this house. It would be worth while for those who wish to build a consolidated school for the purpose of accommodating rural school pupils to examine this building before completing their plans and specifications.

How the Building Was Named.

Since the erection of this building was begun, Dr. J. J. Smith, who had done so much to secure it, has been called to his long rest. Having been a leading citizen in this community, the physician for almost every family in it, a neighbor and friend to all, it was decided by the

PLAN OF ENUMCLAW SCHOOL GROUNDS -



The School Grounds at Enumclaw. Contains eleven acres of land. Note the athletic grounds, tennis court, grove, gardens and lawns, all so arranged as to be conducive of sport, utility and beauty.

school board that this magnificent school building should be dedicated to his memory, and it is for this reason that the building has been named The Dr. J. J. Smith School of Enumclaw, Washington.

THE ROY CONSOLIDATED DISTRICT.

Districts Consolidated.

The little town of Roy is located in the southern part of Pierce county on the Northern Pacific railroad. Southwest of this town was formerly school district No. 78 with about thirty pupils. It was



Fifth Grade Domestic Science Class, Roy, Washington.

strictly a rural community maintaining a one-room ungraded school. In 1905 this district was consolidated with the Roy district and the rural school was closed. One wagon has transported the pupils to the Roy school since that time over a route about five miles long. Little or no increase has occurred in the school population since 1905 as the community was then well settled.

Advantages of Consolidation.

Since the districts were consolidated the pupils from the rural district have had the advantage of a good graded school in Roy, where four rooms are maintained and all of the primary and grammar grades taught. Free textbooks are supplied to the pupils of all grades. Instruction in manual training is not given but an energetic teacher is giving instruction in domestic science to the fifth, sixth and seventh grades in addition to the regular work of teaching the fifth and sixth grades.

We herewith give letters from prominent citizens of this con-

solidated district. Both writers have long served as school directors and are therefore better able to speak of the success of consolidation there than any one who has not watched it from the standpoint of a school officer.

The first letter is as follows:

"In reply to yours of the 9th inst., I consider both parents and pupils satisfied with transportation. I think consolidation of country schools the wisest and best policy because the children, being taught in grades, have the whole of the teacher's time devoted to them instead of a few minutes as is the case when the teacher has all the grades to which to attend. There is more emulation and opportunity for wider acquaintance."

Another writes as follows:

"Replying to your inquiry regarding our consolidated school district, I will say that a town district with over one hundred pupils was consolidated with a country district with about thirty pupils. All of the pupils of the country district have been provided with comfortable conveyance at a cost of from \$540 to \$675 a year to the general satisfaction of parents and with very little complaint from the pupils who ride.

"The pupils, more especially those of the outlying district, have the benefit of a graded school. This, we estimate, is the return we get for the cost of transportation.

"We have found it necessary to dismiss school at 3:30 p. m. during about three or four months when the days are shortest to enable the pupils who ride farthest (about five and one-half miles) to get home before dark.

"Taken as a whole, in our case, I think consolidation has proved a success, but we can see where we would have made a mistake if we had taken in all the districts it was first proposed to consolidate—four instead of two.

"Personally, I think consolidation a benefit where circumstances are favorable but school districts should be very sure of their facts before making the change."

THE GARFIELD CONSOLIDATED DISTRICT.

Location.

The little city of Garfield is located in the eastern part of Whitman county. Its advantages for shipping are very good with the Northern Pacific, the O. R. & N., and the Inland Empire electric railways all passing through the town. The population numbers 932, as shown by the federal census of 1910. It is surrounded by a rich farming country, agriculture being the principal industry.

Districts Consolidated.

In June, 1909, two outlying rural school districts, numbered respectively 21 and 151, were consolidated with the Garfield district, which was No. 36. The records show that at that time district No. 21

had an average daily attendance of 37 pupils, with a seven months' term during the last year. District No. 151 had an average daily attendance of 12 pupils, and their term of school was nine months.

Transportation.

Both of these schools were closed, and it was arranged to bring all of the pupils to the graded schools in Garfield. School district No. 21 having a school population of almost fifty, it became necessary to use two wagons in the transportation of the pupils. One wagon was procured to haul the pupils from district No. 151. The district purchased the running gears and springs from one of the large wagon factories and employed mechanics to prepare the bodies of the wagons and to arrange the covers for them. These are large and commodious wagons and will seat about 26 pupils each. They have steps leading into them from the rear, and the covers are so arranged that the ends and sides may be completely closed in inclement weather. The entire cost of each of these wagons was \$165.00. A cut of one of them is given in this bulletin. Later it was decided that another wagon should be run to an extreme portion of old district No. 36 for a few pupils who were too far distant from school to walk. A smaller wagon has been fitted up for this purpose, and it now makes daily trips the same as the other three wagons. Three of these routes are about five miles each, while the one made by the small wagon is about three miles. Foot-warmers are used in the wagons in extremely cold weather.

The Garfield Graded School.

At the time these districts were consolidated Garfield was maintaining a school having all of the grades, together with a four-year high school. When the children from the rural districts were brought in their classification so scattered them through the different rooms that it was not necessary to hire any additional teaching force in order to take care of them. The pupils below the high school have the advantages which are given children in any city school, and therefore the boys and girls from the farm have an equal opportunity with those in the city. It was the privilege of the writer to visit the grade building in Garfield, and he is convinced that the work in that school is of a high character.

Beginning with the fourth grade the pupils are sent to the high school each week where expert instruction is given them in manual training and domestic science. When they reach the high school the work in these branches is continued, and they have the advantage of a four-year accredited high school in which they can take courses which will prepare them for entrance into any higher institution in the State of Washington. Two years' work can be had in this high school in a commercial course. This school lacks only one thing to serve the needs of a rural community—a course in agriculture which should be instituted, and we believe will be in the near future. The



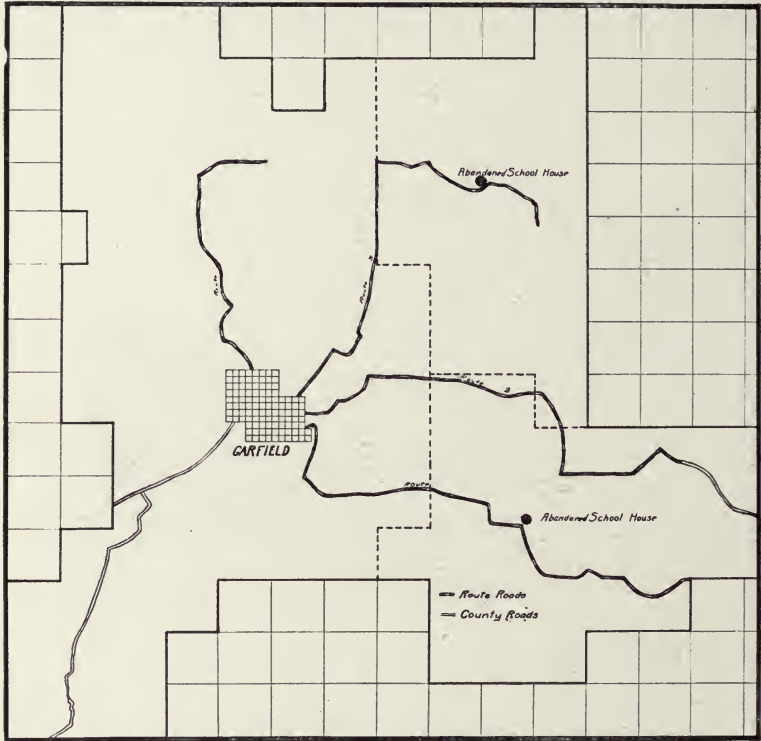
School Views of Garfield, Washington.

Beginning at the top this cut shows a fifth grade sewing class, the grade building, the high school building, the domestic science kitchen, and a portion of the manual training shop.

enrollment in the Garfield school at this time is about 500, one hundred of whom are in the high school.

Some Differences of Opinion.

A few people in each of the outlying school districts which were consolidated with Garfield have never become reconciled to the



Plat of Garfield Consolidated School District in Whitman County.

measure. An unsuccessful attempt was made to break up the consolidation. Although the children are being educated in a modern, up-to-date graded school system, having all the advantages that could be obtained in a larger city, there is still some bitter opposition. It is said that some of the strongest opposition comes from people who have no children to educate. We do not believe that the feeling is very extensive or deep, for if it were it would have manifested itself in a decided manner at the school election. This occurred last March and the member of the board whose term expired at that time was re-elected, 95 votes being cast for him, while 18 votes were cast for

another candidate. The re-elected member lives in one of the rural districts and has always been highly in favor of the consolidation. It was said at the time of the election that the candidate who received 18 votes was also in favor of consolidation. If that is the case, evidently the anti-consolidationists felt that they were too few in number to put a candidate in the field. The writer has seen enough school elections to know that if a faction thinks it can win it will be heard from on election day.

At the same time a vote was taken to sell one of the school houses in one of the outlying districts and was carried by a majority of 75 votes. Experience has shown that there is more or less opposition everywhere to the consolidation of schools. We do not believe that there is a larger percentage in this district than in many others. We must confess that those who object have been doing it in a very decided manner. From letters on file in this department it would appear that much of the opposition is not on the merits of the system. Some of it is against the driver of the wagon, some of it against the roads, some of it against the county school superintendent, and some against the system in general. The children themselves have stated almost unanimously that they prefer to attend the Garfield district and nearly as decidedly that they would rather ride to school in the wagon than walk. We herewith publish a letter from a leading farmer who is a patron of one of the rural districts and lives three and one-half miles from Garfield. He sends six children to school who ride daily in the school wagon, and his testimony should therefore be considered. His letter is as follows:

"In answer to your inquiry of the 10th inst. will say that I live about $3\frac{1}{2}$ miles from the Garfield schools and have six children attending there who ride to and from school in the regular school wagon.

"I heartily favor the plan of hauling. In all kinds of weather the children arrive at school and back home again in good condition, feet dry and warm in damp and cold weather, while if they walked or rode horse back they could not help being exposed to the changes in the weather and the muddy roads.

"As to sending to the Garfield graded school or the one-room school in the country, the question is very one-sided from my view point.

"In the one-room country school eight grades are attempted to be taught by one teacher while in the Garfield graded school we have a teacher for each grade and more for they also receive instruction in manual training and domestic science.

"From personal knowledge gained by the two years' experience of sending in the wagons to the Garfield graded school I am satisfied that it will take the average child three years longer to make the eight grades in the one-room country school than in the graded school. This economy of time alone is worth a great deal to the parent as well as the child.

"I also find that the daily attendance is much better than before consolidation. As for my own children, the first year five were neither absent nor tardy during the entire term, one being out three or four weeks on account of sickness. So far this year the six have neither been absent nor tardy."

Below is given a letter from one of the patrons who opposes consolidation and whose principal objection is against the driver. If the statement in this letter is true, a mistake has been made in this case. No district should let the work of transporting pupils to the lowest bidder, for children are too valuable to be hauled under the same rules and regulations as merchandise. In any event, this serious objection can be remedied. His letter is as follows:

"Two of my children attend the Garfield school, and they ride in the school wagon. My home is about four miles from the school.

"I oppose sending my children in the wagon because there is too much exposure, and the driver cannot control the children. Therefore they learn bad tricks besides using vulgar language.

"I would sooner have them go to the country school in my own district until they have finished the eighth grade and then send them to town.

"The roads in this district are very bad and by taking a long time to go to town the children are too greatly exposed. The school board hires a driver for this route who is very lame and who is deaf, and therefore the children do just as they please right or wrong.

"As far as the school itself is concerned I have no objections."

THE FOREST CONSOLIDATED SCHOOL DISTRICT.

Object of Consolidation.

Five districts have been given special mention in which the chief object of consolidation was to concentrate the pupils at a central point where a good graded school might be maintained for the purpose of securing all possible advantages. We will now discuss several districts where the idea prevails of consolidation for the purpose of supervision only. As has been previously stated in this bulletin, this is a new idea and is advocated so far as we know in the State of Washington only. It cannot be questioned that the best ends of consolidation are subserved through the concentrated school. Where this is impracticable great good can be accomplished through expert supervision when the pupils remain in their several rural school buildings.

Districts Consolidated.

In the summer of 1910 the superintendent of Lewis county formed several consolidated school districts, and among them one known as the Forest district No. 205. This district is composed of districts 6, 16, 30, 48, 99, and 106.

Location.

The Forest district is located in the Newaukum valley, Lewis county, the central part of it being about ten miles southeast of the city of Chehalis. This valley is an excellent farming region, offering large returns to the tiller of the soil, and is skirted on all sides by beautiful evergreen forests. Its residents have the freedom of rural

life, and their children have an opportunity to commune with the beauties of nature at all times. Here is a rare opportunity to raise children who will be honest, strong, and courageous citizens. They should be given as good opportunities for an education and should be as well prepared for the race of life as the boy or girl who lives in the city.

Concentration Possible.

We do not wish to persuade any one to change his plan when he is doing well. After having made a trip through this school district, we wish, however, to remark that an excellent concentrated school could be formed in the Forest school district. Five of the schools in this district could be brought to one point without any exceptional effort. One school is eight miles from Forest, so it could not be brought to the central point.

The building known as the Forest school is a central point. This school employs two teachers and has an enrollment of 70 pupils. The other four schools could be brought to this one over four different roads, and I believe four wagons would haul the pupils. Three of the outlying buildings have one teacher each, and one of them has two teachers. If this plan were adopted there would be about 200 pupils at the point of concentration, which is a sufficient number for an excellent graded school having five or six teachers. It is not necessary to enumerate here the many benefits that pupils would have in such a school. They are well known by every one who gives school work any serious attention.

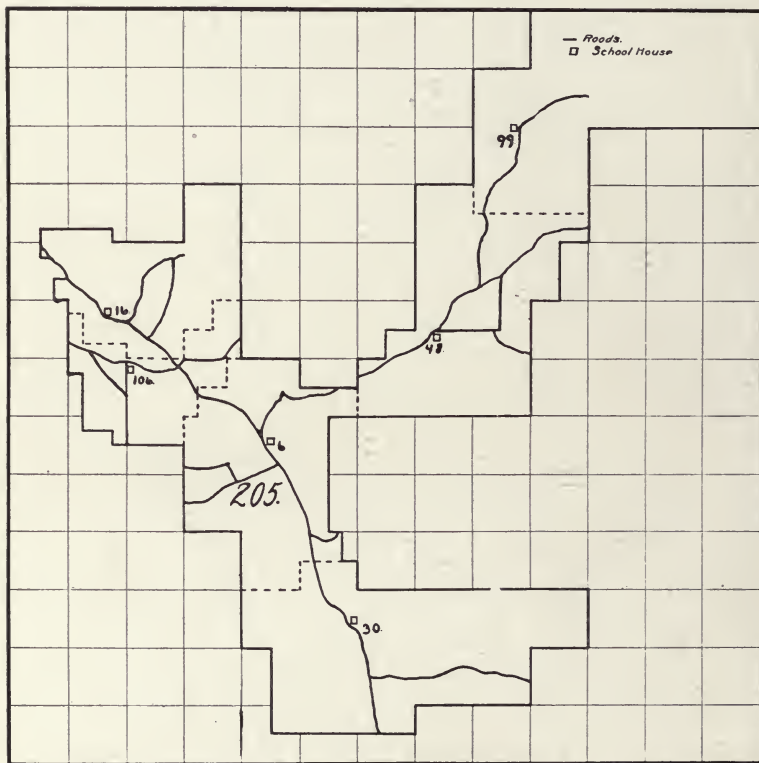
The Efficiency of the Schools Increased.

Although school is being maintained in the several districts as they were prior to the consolidation, much has been done to increase the efficiency of these schools. Before they were consolidated each one was absolutely independent of every other school district in the county, and the only assistance by way of supervision and advice which was possible for these teachers to obtain was through the few visits that could be given them by the county superintendent.

Before school opened last September a gentleman was employed to give his whole time to the supervision of the six schools in the district, employing eight teachers. This gentleman has had good preparation and long experience in public schools. He keeps a horse and buggy to carry him from school to school, and it is not a difficult matter to see the benefits which have resulted from this work.

During the year prior to the consolidation only two of the original six districts maintained school nine months, while one of them had only seven months. Every child in the entire consolidated district is now given the advantage of a nine months' term of school. Several buildings have been repaired, additional apparatus has been bought, and in several rooms the latest models of the Smith heaters and ventilators have been installed. Free textbooks are furnished to

every child, and the consolidated board appropriated \$150 to buy material for work in primary grades. It is the opinion of the county superintendent that in the entire history of all these districts there was not one quarter of that amount expended for such a purpose prior to consolidation. The walls of most of the schools which the writer visited are covered with drawings, paintings, written work



Plat of the Forest Consolidated School District in Lewis County.

and other hand work of the pupils which would be considered a credit to a system of graded schools. It was everywhere manifest that there was a bond of sympathy between the superintendent and the teachers. He was consulted in every school about something. Supervision in this district is for efficiency, and beyond a doubt it is bringing large returns for the investment.

THE MILAN CONSOLIDATED SCHOOL DISTRICT.

Location.

This consolidated school district is located at Milan in Spokane county, about 24 miles northeast of the city of Spokane, on the main line of the Great Northern railroad. The country is sparsely populated, being in the pine timber belt of Northeastern Washington. The chief industries of the neighborhood are dairying, small farming, and wood-



Milan Consolidated School Building in Spokane County.

cutting. This is a good example of a consolidated rural school, there being no city or town in the district.

History of the Consolidation.

In the summer of 1909 districts No. 83, No. 105 and No. 141 were consolidated. During the first school year after consolidation 176 pupils were enrolled in the new district, and the work of the schools was so satisfactory that two more outlying districts, Nos. 128 and 135, joined the consolidation in April, 1910. The Milan district is now one of the strongest consolidated districts in the state.

New Building.

One of the first needs of the district was a new central school. No time was lost in this matter, and during the school year 1909-10 a modern four-room house was erected in the village of Milan. The high school students from the entire district come to this building. Two

well qualified teachers handle the high school work, and henceforth a grade will be added each year until the high school gives a full four years' course.

Consolidation for Supervision.

The grade pupils in the immediate vicinity attend the central school. In the other districts which were consolidated, school is maintained in the separate buildings for the grade pupils. The chief advantages of consolidation to these districts lies in the high school, and in the supervision of all the schools. The consolidated district employs a man of successful experience and high qualifications as its superintendent. He gives part of his time to high school work, and the remainder of it to supervising the work of the grades. Under his guidance these



Hitching Their Teams to Return from School, Milan, Washington.

schools have prospered beyond any measure ever before reached. The whole enterprise has commended consolidation to the people of the community.

THE MOXEE CONSOLIDATED SCHOOL DISTRICT.

Location.

East of the city of North Yakima and beyond the Yakima river lies a beautiful valley about ten miles long and six miles wide. It is surrounded on the south and east by the Rattlesnake mountains and on the north by high rolling hills. On the west the valley becomes simply an extension of the level valley of the Yakima. A system of irrigation covers this sun-kissed valley, and it yields some of the most bounteous crops ever delivered to the hand of man. Alfalfa, hops, vegetables and other farm products grow in large quantities. A happier and a more prosperous people would be hard to find.

School Districts Consolidated.

Prior to April, 1910, this valley was divided into five school districts, each one separate and independent of the others, with nothing to bind the people of the entire valley together in any harmonious action for the betterment of their educational, material or social advancement. Feeling the need of a more concentrated and unanimous effort for the upbuilding of the schools of this community, County Superintendent S. S. Busch laid the plan of consolidation before the people, and he so successfully convinced them of the merits of the



Supt. C. A. Payne on his daily trip through the Moxee Consolidated District in Yakima County.

system that little or no opposition can be found in that district to school consolidation.

Purpose of the Consolidation.

The same idea prevails concerning the consolidation of schools in Yakima county that is prevalent in Lewis county, and in several other parts of the State of Washington, the purpose being largely for supervision. The schools are maintained in the several buildings of the old districts after consolidation just as they were before, but arrangement was made for the high school pupils at a central point, and it is thought that in the Moxee district next year all of the 7th and 8th grade pupils may be brought to the point where the high school is maintained. The district will not furnish free transportation unless later it is found to be advisable. Almost all of the people in this valley are prosperous farmers, so it does not work a hardship on the parents to furnish transportation for their own children. A barn is maintained by the district at the central school where the high school pupils are taught, and in this barn the horses are comfortably stalled during school hours. Many of the pupils live near enough to this building to walk to school.

Efficiency of the System.

Consolidation for the above named purpose has had a thorough trial in this school district during the present school year. The satisfaction which it has rendered is attested by a resolution adopted by the fifteen members of the school boards of the five old districts who composed the board for the consolidated district until the fourth Monday in March. When they gave up their offices to the new board of three members who had been elected the first Saturday of March, and who will hereafter constitute the board for the consolidated district, they unanimously adopted the following resolution:

“Resolved, That we, the retiring board of Consolidated District No. 90, at our last regular meeting declare ourselves well pleased with the work done as a consolidated district and recommend consolidated districts as much better in every way than the old system.

“With the supervision in our schools we get better work, better system, and much better attendance.

“That as a consolidated district we can buy supplies, such as coal, seats, blackboards, chalk, paper, etc., much cheaper by buying in quantities than we used to when each district bought its own supplies.

“That in our own high school students who wish to take up high school work, may do so near their homes without the necessity of going to a city to take up that work.

“That we express our thanks to County Superintendent Busch for the help and advice so freely given us in forming our consolidation and assure him that we appreciate what he has done for us.”

How the Work Has Been Helped.

The superintendent of Yakima county states that the year before these schools were consolidated there was more or less trouble in some of the schools of the Moxee valley. This is neither new or strange, since in the individual districts there is no one to assist or supervise the work of the young and inexperienced teachers except the county superintendent, who can give only a part of a day in a whole year.

The county superintendent further states that since these districts were consolidated and an experienced, efficient and energetic superintendent employed there has not come to him a single complaint or a difficulty to adjust.

The superintendent of this district teaches a part of the time in the central school, which has four other teachers, and maintains two high school grades. It is expected that this building will be enlarged and that a complete high school will be in operation next year. A teacher of agriculture is now employed who is doing strong work along this line, which will no doubt be extended until it will be an assistance and an uplift to the general industry of that great valley.

Through the efforts of a public spirited citizen a telephone has been installed in every school house in the district. Superintendent C. A. Payne is therefore able to communicate with any teacher in the entire district at any hour of the day. If a teacher should need his assistance he can be notified of this fact over the wire, and by means of his horse



The Six School Buildings of the Moxee Consolidated District in Yakima County.

and buggy, which he brings to school with him every day, he can reach the school where he is wanted within a short time.

We were informed by the superintendent that some of these schools the year before consolidation, had a per cent. of attendance as low as 72. At the time the consolidated district was visited, the fifth month of the school year had closed and the average per cent. of attendance of all the schools in the district was a fraction above 96. This bears out the statement made elsewhere in this bulletin that consolidation increases the per cent. of attendance. It is also a notable fact that the enrollment in the consolidated district is con-



High School Boys who furnish their own transportation in the Moxee District, Yakima County.

siderably larger than it was last year when they had the individual system.

Consolidation for Efficiency.

In a discussion with County Superintendent Busch over the relative cost of maintaining consolidated school districts, he admitted that the expense of operating consolidated district No. 90 this year is higher than it was to operate the five individual districts which covered the same territory last year. He cited the fact, however, that better trained teachers had been employed, that the average school term has been lengthened, that better salaries are paid the teachers than formerly, that the school buildings are in better condition than they were under the individual boards, that more and better apparatus will be found in the schools than formerly, that a high school has been instituted, and ended the discussion by the statement that in Yakima county consolidation is for the purpose of better schools and not for the purpose of saving money.

LOWER NACHES CONSOLIDATED SCHOOL DISTRICT.**Location.**

A little northwest of the city of North Yakima the Naches river empties into the Yakima. This river flows through a fine fertile valley. About eight miles up the river school districts 4 and 30 were consolidated under the name of Lower Naches Consolidated District



Central School Building in the Lower Naches Consolidated District in Yakima County.

No. 89, in March, 1910. The plan here was to prepare better school facilities by the erection of a new building at a central point and by continuing the work of the lower grades in the old buildings with one teacher for each. The pupils up to the sixth grade who can most conveniently attend still go to the old buildings while the other pupils of the consolidated district of like grades, together with all of the pupils of the district above the sixth grade attend the new building. In the new central building there are three teachers and the principals of the district.

The New School Building.

When the patrons reached the decision that their children should have the same advantages as are given children in the cities, they

agreed upon the most advantageous point for the location of a new building and then purchased the land, regardless of the cost. They obtained five acres near the public highway in one of the most fertile fields of the Naches valley, for which they were obliged to pay the neat sum of \$500 per acre, or \$2,500 in all. They then proceeded to build a school house with every modern convenience. It is a beautiful two-story stone building constructed in such a manner that an addition can be made at any time. It has four good recitation rooms, an assembly hall, an office for the principal, an office for the board of directors, a library, and a laboratory for teaching science. The building is heated with hot water, is wired and arranged to be lighted by electricity, the dynamo for which is in the basement. A small gasoline engine pumps the water into the pipes from a well in the basement. The building contains the most sanitary flush toilets, together with sinks, drinking fountains, etc. If anything was lacking to make this building entirely modern and comfortable, we were unable to detect it. Let it be understood that there is no village, town or city within eight miles of this school building. It stands absolutely in the open country. A picture of this building, which does not do it justice, is given in this bulletin. It is a very much finer building than the picture would indicate.

OPINIONS.

Letters were sent by the Superintendent of Public Instruction to the thirty-one superintendents of the counties of this state having consolidated school districts, requesting that the superintendent give a short opinion of the merits of this system.

Requests were also sent to members of the Country Life Commission of the State of Washington and to Governor M. E. Hay for their opinions. We herewith quote their letters in full:

From Superintendent E. C. Bowersox, of Chelan County.

We have two consolidated schools with transportation of pupils. These are both town schools, but the support of the surrounding territory has been a great aid in building up good graded schools, with high schools giving work in horticulture and manual training. I think no one living in the consolidated districts would be willing to re-organize the old districts with the one-room schools.

The Wenatchee district, which is also a consolidated district, has two large buildings outside of the town, but without transportation. Another outside building is contemplated this summer. This gives a large territory the benefit of city supervision with special teachers and supervisors in music, drawing, domestic science, manual training, and horticulture.

I am in favor of further consolidation wherever conditions are favorable either for transportation or for better supervision and management of the different schools in the consolidated district.

From Superintendent Oscar McBride, of Clarke County.

Concerning consolidated schools I will say that district 80 and district 65 are highly satisfactory, and that better schools are being maintained. Those opposing consolidation in the beginning are now in favor of it. District 16 is not so satisfactory as it is in a hilly country and has bad roads. I think it was a mistake to consolidate it in the beginning.

From Superintendent W. H. Kintner, of Columbia County.

By consolidating districts that have a small enrollment or valuation it has enlarged the attendance, given more funds and secured better qualified teachers. In this way the consolidation of districts has been a great benefit.

I heartily endorse the consolidation of districts wherever the schools are small and conditions will admit consolidation.

From Superintendent Carrie B. Roberts, of Cowlitz County.

Replying to your letter of recent date asking about the consolidated districts in this county, permit me to say that we have six consolidated school districts in Cowlitz county.

In four of these districts we are transporting the children in school wagons, and the plan is working admirably. In the consolidated districts well-organized graded schools have taken the place of one-room rural schools.

From Superintendent T. C. Hartley, of Douglas County.

Consolidation seems to be the watchword. If by a combination of interests in the business world, great results are attained, why should not the same principle hold true along educational lines? I am strongly in favor of consolidation whenever practicable. Douglas county has two consolidated districts.

From Superintendent E. C. Nagel, of Franklin County.

My opinion of consolidated school districts is that people in them have everything to hope for and to gain through the increased advantage of larger school enrollments. The question of consolidation should first be carefully studied as to local conditions and never considered except when entirely practicable.

From Superintendent C. E. Smith, of Grant County.

In this county there is one school at the present time that is a consolidated district. The district in which lies the town of Hartline was composed by the consolidation of two districts. It does not occupy any more territory than the districts in which other towns of the

county are located. The operation of the district there is no different than the other second class districts in the county. So I do not feel that I can say anything on the subject from actual experience that would be worth publishing. We have a number of small schools, 4 to 10 pupils each, and were it not for the fact that our districts are so large in territory, I should have tried consolidation in many localities some time ago.

From Superintendent Lena Kohne, of Island County.

Consolidation is the only hope the rural school has for meeting the requirements of the modern course of study, in that it helps to provide the means for modern buildings and equipment through increased revenue, and makes more than one teacher for the eight grades not only possible but necessary. Though we have scarcely begun to develop consolidation in our county, both patrons and directors experience greater interest, faith, and enthusiasm for the future of an up-to-date school system than we have ever before been justified in feeling.

From Superintendent A. S. Burrows, of King County.

Consolidation in King county has increased the efficiency of the school expenditure by permitting better gradation, more thorough supervision and high school instruction. By bringing together a large assessed valuation, consolidation simplifies the problem of supplying proper school facilities to remote territory, and at the same time tends to equalize the taxes for school purposes.

From Superintendent Geneva L. Barkley, of Kittitas County.

In my opinion, the consolidation of school districts depends entirely upon the topography and climate of the districts.

I heartily endorse consolidation wherever practical as it gives us more pupils in each grade, fewer grades for each teacher, and gives the superintendent a better opportunity to know and supervise the work by being able to visit more often.

From Superintendent S. J. Reither, of Klickitat County.

My opinion, as formed from the four consolidations in Klickitat county is briefly this: "Consolidation improves the interest of patrons, the interest of the pupils, the results obtained; it creates a desire for better buildings and the best teachers; tax is lower and better wages are paid."

From Superintendent W. D. Bay, of Lewis County.

Yours concerning consolidated rural schools in Lewis county has been received. I am glad to furnish any information on this subject I can.

For the past year we have had three large consolidated districts in Lewis county. One of these districts was formed from six school

districts; another, from eight districts; and the third, from eleven districts. All the school houses were used this year. A high school was maintained in two of these consolidated districts. A supervisor was employed in each of the three districts. The supervisors did not do regular teaching.

I regard these consolidations as very successful. It has equalized taxation, simplified administration, and furnished supervision for the rural schools. We have been able to secure much better teachers for these schools than we can for the smaller districts. These schools are being much better equipped than the smaller districts. All three of these districts are now on a cash basis, notwithstanding that a number of new school houses have been built, new heating plants put in, free text-books furnished to all the pupils, teachers paid better wages, and many much-needed supplies purchased.

From Superintendent Mary M. Knight, of Mason County.

Your letter of recent date asking for an opinion concerning consolidated rural schools is at hand.

In reply, I must say that I favor the consolidation of rural schools, where practicable, for the following reasons: They permit centralization, promote efficiency, aid small districts financially, remove the sense of loneliness, and add greatly to the social life of the communities.

From Superintendent E. B. Grinnell, of Okanogan County.

We have, in Okanogan county, two small consolidated districts, and two other organizations under consideration.

I am of the opinion that it is a step in the right direction. It surely will promote the educational interest of the community, if a capable man is employed as superintendent of the consolidation. It seems to me that better supervision is the primary object of the scheme, but we have not tried it long enough to note whether it will be entirely satisfactory in this respect or not.

From Superintendent Miles S. Edgerton, of Pierce County.

In three of the eleven consolidated districts in Pierce county the children are taken in wagons from two to four miles to good graded and high schools, employing from four to ten teachers. In two of those districts they are taken the same way to semi-graded schools, employing two teachers; and in the other six they walk to ungraded schools employing one teacher. In the first three districts, consolidation is a success; in the next two, a partial success; and in the last six a failure, except in a small financial way.

Consolidation is not successful in a country where the roads are bad, expensive to build and keep in repair; and where the districts are sparsely settled on account of the unproductiveness of much of the soil, and the difficulty and expense of putting it in cultivation, as is the

case in Pierce county and Western Washington. Consolidation is not satisfactory in a district where the children are compelled to walk, and if they think they are late, to run half a mile or more to reach the crossroads and the wagon; and then to ride two or three miles over a rough road through inclement weather, without any extra clothing or even a lap robe.

Consolidation implies a greater distance to school, but a better school. It means not only a better school, but a social center where the people of different districts may gather for lectures, entertainments, etc., but the gathering and the success of the social center and the consolidation depend upon the difficulty in reaching the center.

From Superintendent Thomas Roush, of Skagit County.

Replying to your request for my opinion of the merits of school consolidation will say that judging from the experience we have had in this county it is an absolute failure. My predecessor formed four consolidated districts during the latter part of his last term of office and by the time I succeeded him there was one left; the other three having been dissolved either by the county commissioners or by the county superintendent himself. The one remaining has given me more trouble than any other four districts in the county, and at the present time a petition is on file in this office asking for its dissolution. I have submitted my last compromise—to build a second school house and do away with hauling pupils. If this fails, I can see nothing to do but break the consolidation.

Briefly, there are no merits in consolidation that will work out in practice.

From Superintendent Lillie Miller, of Skamania County.

The people of our consolidated district are satisfied to have it remain consolidated. Three directors now do the work of the two boards necessary before consolidation, while the bonus sent from the state office is also of appreciable help.

From Superintendent Eva V. Bailey, of Snohomish County.

I am more and more convinced that the merits of consolidation can scarcely be over stated. We now have five, with a prospect of several more, consolidated districts, and I have yet to hear one person in any of those districts express a desire to go back to the old way. In several instances consolidation was bitterly fought, but with the aid of a loyal board of county commissioners we have held the organization and all honest parties have come to see its advantages.

In three districts wagons are being run satisfactorily. What we need now, in several localities, is a consolidation of a larger number of districts around each center.

I believe consolidation is to solve many of our problems, that it is the most economical and efficient method yet found.

From Superintendent E. G. McFarland, of Spokane County.

My experience with consolidation of country school districts leads me to believe in it thoroughly. It gives regular and immediate supervision; better salaries for teachers, facilitates the work of the teacher, better attendance, makes it possible for a high school to be maintained in the community, in short it gives the country boy and girl the educational advantage enjoyed by the town and city children.

From Superintendent Daisy L. Hard, of Stevens County.

In answer to your letter of inquiry asking my opinion on the consolidation of school districts, will say that there are several consolidated districts in Stevens county and they have proved to be very satisfactory. None of them would go back to the old way.

By means of consolidation pupils enjoy the benefits of graded schools, a nine months' term and the association of more pupils. The disadvantages are very few if transportation is conducted in the right manner.

From Superintendent W. G. Parker, of Thurston County.

Consolidation in Thurston county is a success. The people of the consolidated districts have no desire to go back to the old system. We have more money for our schools, better buildings, better teachers, and better equipment. There is less dissension among the patrons of the school and generally the system seems to work with less friction than in the small districts. We are planning to consolidate on a much larger scale in the various portions of the county.

From Superintendent Elvira C. Marsh, of Wahkiakum County.

Consolidation in our county has been entirely successful. It has resulted in longer terms, better teachers, more thorough grading, more modern buildings, and a greater general efficiency.

From Superintendent Josephine Preston, of Walla Walla County.

I have four consolidated districts in my county. In each case the consolidation has brought better school service within the reach of the children involved. I favor the consolidation of all districts within the radius of a distance which admits of the handling of a school wagon for outside pupils.

From Superintendent Mary P. Carpenter, of Whatcom County.

The following are eleven of my reasons for believing in consolidation of rural schools:

Consolidation will produce a system that will conform to our economic conditions,

Will insure more stability of grades,

Will secure more efficient teachers,

Will cause fewer changes of school boards,

Will secure more efficient members of school boards,

Will create a desire for greater improvement of school grounds, better sanitation, and better architecture,

Will instill a co-operative spirit among the patrons,

Will build up a social center for aesthetic culture,

Will create a school spirit among the children,

Will secure a possible high school training for many many more of our American citizens.

From Superintendent J. O. Mattoon, of Whitman County.

We have one large, consolidated school district in Whitman county, formed by the union of one town with three country districts.

Four wagons are used in conveying children over distances varying from three to six miles. In my opinion, which is founded upon actual observation, the children who ride five and six miles arrive at the school house in much better condition than the ones that walk from one to two miles. The expense has been some greater than under the old system, but amounts to little when compared with the increased educational advantages of the present system which much more than compensates for the additional expense. The big majority of the children if compelled to go back to the old one-room school would do so under protest. On account of the climate here, I do not favor large consolidated districts in area, and consider it impracticable in sparsely settled communities in a cold country where the roads are poor. The number of children in many of our rural districts is decreasing, and with better roads the consolidated country district is bound to come. I believe in the consolidation of country districts wherever the conditions are favorable.

From Superintendent S. S. Busch, of Yakima County.

The system of consolidation of schools in Yakima county is a success. It is the greatest blessing that ever came to the rural schools. Rural supervision is to the rural schools what city supervision is to the city schools.

From Governor M. E. Hay, of Washington.

I am in receipt of your kindness of April 28, and am pleased to learn that your department is about to issue a bulletin dealing with the consolidation of school districts and the transportation of pupils from their homes to the school houses and return. This is a very important feature of the development of our agricultural districts. The whole trend of our educational system and of the age in which we live seems to be to train our children for city life and for professional and business pursuits rather than for agricultural, horticultural and similar occupations. This condition is not peculiar to this state alone but exists throughout the United States and even in Western Europe. The cities are growing at a tremendous rate at the expense of the farming districts, the population of which is steadily diminishing. I believe this movement of population is unfortunate and that our people would

be better off morally, physically, financially and politically if the order were reversed and the country districts receiving this growth of population. I believe there is no place in the world so good as a farm for rearing the future citizens of this country. I am a firm believer in the plan to educate the people of our state to the advantages of country life and this administration will be glad to do anything in its power to assist you in your work.

In my last message to the legislature, I made the following recommendation concerning this subject:

"With a view to improving the conditions complained of, I recommend that the directors of school districts in the state, or if desired two or more districts jointly, be authorized to acquire by purchase or donation tracts of land adjacent to public school buildings sufficiently large to be used for experimental farming purposes, forestry, picnic, playgrounds, etc., and to erect a community hall to be used for holding public meetings, social gatherings, lectures and such other uses as the requirements of the people of that locality may demand.

"The inability to secure suitable dwellings for their families in country districts have driven many of the better class of married male teachers to the cities or into other lines of work, thereby depriving the country districts from securing permanent resident teachers who would become closely identified with the community. I recommend that the board of school directors be authorized to erect residences with modern conveniences for the principals of their schools, the plans first to be approved by the Superintendent of Public Instruction, or by the State Architect, if such an office is created. As an incentive to starting this work, I suggest that for a few years a certain portion of the cost of the residence be borne by the state."

From Honorable W. H. Paulhamus, Member Country Life Commission.

I am very glad to receive your letter of the 28th which clearly indicates to me that you are alive to the necessity of looking after the rural schools of the state.

I am thoroughly convinced that no better work can be done by the office of state superintendent than to bring about changed conditions in our rural schools. The city schools are getting so far in advance of the rural schools that the city schools are attracting all of the young people from the country who can possibly arrange to attend the city schools in preference to the country schools. These conditions are getting worse year by year. The result is that the city schools continue to get better because of the increased attendance, and the country schools continue to get worse by a lack of attendance. This is the natural outcome as the school money is appropriated on an attendance basis. I believe that the country schools should be consolidated so as to concentrate the energy on the pupils and strengthen the districts financially so that they can erect better buildings and have better equipment. I am thoroughly convinced that our life is devoted to our children and that one of the most valuable legacies we could leave them is a good education.

As to the consolidation of rural schools: It is my experience that this is an extremely hard thing to do as there are so many parents of

scholars attending rural schools who do not realize the importance of better schools. They believe that schools are about all alike and that as much education will be derived from one school as another. Oftentimes when consolidation is effected it is of short duration because of some local condition in one of the consolidated districts. The row will be kicked up over who is to be elected the director, and too often the question of consolidation enters into the election with a result that they want consolidation for a year and then they want to run their own school for a year. I believe that this matter should be left entirely with the State Superintendent of Schools or some other disinterested person whose judgment would be good. If it is advisable to consolidate it should be done and the consolidation continued if results are expected. In my judgment, good rural schools mean more to the State of Washington than anything else that we could possibly have. I believe that good rural schools are of much greater importance than good roads or any other thing.

From Honorable A. L. Rogers, Member Country Life Commission.

About one year ago Governor Hay created a State Country Life Commission, and appointed as its members David Brown, of Spokane, who is president of the Hazelwood creameries, Professor Dumas, of Dayton, representing the horticultural interests of the southern part of our state, Senator Paulhamus of Puyallup, who is at the head of the fruit growers' organization of that section, Miss Mary P. Carpenter, county superintendent of schools at Bellingham, and myself from the wheat growing section of the Big Bend country. At the first meeting of this committee you can well conjecture the diversity of ideas and opinions as to the proper course of procedure.

After much consideration the commission came to the conclusion that the whole country life work was a matter of education, and the proper place to begin was with the country district school. Each community had that organization in common to start with, and through this medium we could introduce and spread the ideas of making country life more attractive.

We immediately fell in line with the District Consolidation Law that our legislature passed two years ago, and whenever several school districts could be consolidated it was proposed that a ten-acre tract of ground be provided on which would be built an up-to-date school house, sanitary in every particular; a modern cottage for the teacher, a community assemblage hall, in which would be placed laboratories for the analysis of soils, culinary department for the teaching of domestic science for the girls, a room for the selection and testing of seeds, a small barn for horse and cow, a sty for a pig or two, coops and yards for a dozen or two chickens. The animals and fowls to be selected to demonstrate their value to the community and at the same time, provide support for the teacher's table. The ten acres to be subdivided into playground, garden tract for experimentation, with

vegetables, plants and grasses, an acre or so to be used for a nursery for the planting and propagating of trees and shrubs, thereby finding out the best varieties adapted to that particular section, at the same time the scholars will learn to prune, bud and graft, to cultivate, mulch and spray. The idea is to have the school surrounded by a miniature farm, the labor to be performed by the pupils under the instruction of the teacher and the products so raised to contribute to his support as a part of his compensation.

The commission feels that with the influence and inspiration of such a school, which will become a social and civic center of that particular district, with a good experienced teacher, who could win their confidence and inspire them, the farmer will become interested in building homes with all the modern conveniences, will be encouraged to build better barns and outbuildings, the better enabling him to care for his stock; to set out fruit and ornamental trees, and beautify and adorn his home. The possibilities are all there and the farmer only needs an awakening to his greater opportunities. With this fixed plan in the minds of the commission each member went home with a determination to start the good work in his own community. How well we have succeeded remains to be seen.

As to how far we have progressed on this line I will state that in my home town of Waterville, Douglas county, our schools have secured a ninety-nine year lease on forty acres of fine farm land which join our city. Last month I brought over samples of soil and Dr. Benson of our State University made analysis of same. Upon studying our climatic conditions we have decided that we can propagate a potato that will be a world beater; we find the soil is right, the rainfall is plenty; there are no pests or bugs to interfere. Potatoes today are worth \$30 per ton. They are shipped in sacks and the skins become bruised and broken, and they deteriorate rapidly. They are all sizes, fork marked and scabby, and there is a loss of 25% to 30% to the purchaser. Our potatoes will be sorted to size. We will dignify the tubers with tissue paper overcoats, and pack them in tiers in boxes holding fifty pounds each, and put them on the market as a high class product. We will prove that it is economy for the purchaser to buy our product even at a slight advance, as every potato will be of a size and every one perfect in the box. A strict account will be kept of the cost of all labor and material used, and the profits, if any, will go to a school fund. The success of this school extension work will represent thousands of dollars profit to our farmers. It is the custom in wheat-growing sections in Eastern Washington to summer fallow their lands, and crop them every other year. The great advance in the price of lands is compelling our farmers to diversify and crop their lands every year. The potato will add nitrogen to and does not take the same properties from the soil as wheat and small grains. The government reports show that the average earning capacity of wheat

land to be \$15 to \$18 per acre, and of potatoes from \$150 to \$200 per acre, so you see the possibilities are worth working for.

Work is almost completed whereby this same school will have four city blocks of land, amounting to ten acres, which lie in a square, and almost in the heart of our city. This ground will be used for campus and buildings. The school will own three other blocks to be used for tree and shrub culture and agricultural demonstration grounds. In another addition it will have twenty-five or thirty lots which, when sold, should bring about \$1,500, this money will be invested and the interest earned each year will buy books for the library. All this property has been donated by our citizens.

Journal of the [illegible]

[The text in this section is extremely faint and largely illegible. It appears to be a series of entries or observations, possibly related to a scientific or historical study. Some words are difficult to discern but seem to include terms like 'atmosphere', 'temperature', and 'humidity'. There are several lines of text, some starting with 'On [illegible]' and others with 'The [illegible]'. The handwriting is cursive and somewhat faded.]

Continued from [illegible] page [illegible]

[This section contains the continuation of the text from the previous page. It follows the same faint, cursive style. The text is mostly illegible but seems to describe further observations or conclusions. There are some words that are more legible, such as 'conclusion' and 'results'. The text ends with a period.]

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