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THE INFLUENCE OF THE CONSOLIDATED SCHOOL
ON THE AULT COMMUNITY
EDUCATIONALLY SOCIALLY ECONOMICALLY AND MORALLY

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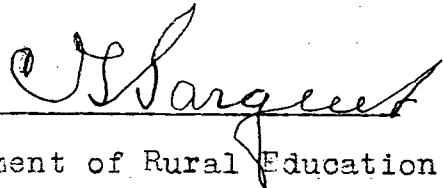
THESIS

THE INFLUENCE OF THE CONSOLIDATED SCHOOL
ON THE AULT COMMUNITY
EDUCATIONALLY SOCIALLY ECONOMICALLY AND MORALLY

By

Gilbert Edward Counts

THIS THESIS HAS BEEN READ
APPROVED AND RECOMMENDED
FOR CREDIT

A handwritten signature in cursive script, appearing to read "W. Sargeant", is written over a horizontal line.

Head of the Department of Rural Education
Colorado Agricultural College
Fort Collins, Colorado

June 1, 1923

THIS THESIS HAS BEEN APPROVED AND RECOMMENDED FOR
THE DECREE OF MASTER OF ARTS



Chairman and Professor of Zoology



Professor of Horticulture



Professor of Veterinary Pathology

Committee on Advanced Degrees
Colorado Agricultural College
Fort Collins, Colorado

THE INFLUENCE OF THE CONSOLIDATED SCHOOL
ON THE AULT COMMUNITY
EDUCATIONALLY SOCIALLY ECONOMICALLY AND MORALLY

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Preface

Of the writing of theses there is no end. In the future, many more will be written and piled in some obscure place to gather dust and cobwebs and increase the number of students who have finished the prescribed work of some institution. The questions arise, do many of these theses really contribute to the advancement of human thought; or do they merely constitute a collection of notes from various authorities, placed under one general head, and substituted for a piece of original investigation?

It has been the desire of the author to go out into the high ways and by ways and search out facts concerning the above subject that will give to the world more information than has been contributed before. Hence the scarcity of quotations will be noticed. As a scientific paper it does not come up to the standard that it should; but because of the newness of the enterprise, scientific facts have not been kept in regard to the consolidated school. Facts were secured from the school records, County Superintendent's office at Greeley, and from the citizens of Ault and the surrounding districts.

The school has been very fortunate in having three men on the school board, who have given much time and energy to the work and were not afraid to make progressive moves for the advancement of the school. Professor

Jesse R. Shaw, who was superintendent and had a wide range of experience in school development and building campaigns, also, Professor E. Crie as principal, were men of unusual caliber. This team of five men and the splendid corps of teachers gave to the people of Ault, a school which is second to none.

The school districts in Colorado are classified as follows:

The first class district with a school census of 1000 or more; the second class district with a school census of 350 to 999; and the third class district with a school census of 350 or less. A second class district can revert to a third class when the school census becomes less than 350 but the first class district can never be changed to a second or third class, and neither can property of a first class district be withdrawn from another district.

Again there is the union and county high school districts. The districts are formed without reference to the number of pupils in the school census but the tax payers of the county are not required to pay for the support of the county or union high school, if they can show that they have an accredited high school within their district.

Also the consolidated school is a legal district without reference to the number of pupils enrolled, and may be classed as a first, second or third class district. The Ault school is a second class district and will soon be in the first class list.

"A consolidated school in Colorado is one that is formed either by the consolidation of two or more separate districts, or by the centralization of two or more schools already within the same district, as a result of an educational campaign for school improvement." The union school is often set up as a means of economy, however; the consolidated school is always for greater efficiency. Consolidation means the reorganization of the school system and the establishment of a new one.

The consolidated school offers the best solution of the school problem in the rural districts, in the fact that it affords a graded system of instruction, transportation of pupils, modern sanitary buildings with adequate equipment and frequently a teacherage. The school includes provisions for a high school with a practical program of studies, qualified teachers and superior supervision. Not only this, but the pupils are kept in the school longer and the cost per pupil is not any more than in the one room school. Generally speaking, the consolidated school is an institution of which any community can justly be proud and which brings about better co-operation in the development of both the school and community.

HISTORICAL DEVELOPMENT OF THE AULT SCHOOL

In the year of 1900, Ault was first laid out as a town site, and in due time the town of Ault became a reality. It is located on the Union Pacific Railroad between Denver and Cheyenne, fifteen miles north of Greeley. In twenty years it has grown from the lone farm house and cattle ranch of thousands of acres to a village of 800 and a thickly populated surrounding district of prosperous farmers, "who to a great extent own their own farms", says Mr. Hasbrouck the leading banker of the city. Last year the car load shipment was 1,554 cars from this community to say nothing of the passenger and mixed freight business. It is even robbing Greeley of the honor of being the chief raisers of the famous - "Greeley Spud". Beets are raised extensively and the day is coming when the town of Ault will boast of its own sugar factory, that will be the rival of any of those found in Colorado today.

The public school system has kept pace with the growth of the district. The first building was a one room frame construction, which soon became too small and was replaced by a larger brick building. This served the community until 1914 when the present grade building was erected at the cost of \$25,000. The public school system consisted of the elementary grades until the high school was started

in 1910, one grade being added each successive year until in 1914, when the high school was firmly organized with a principal and one other teacher. In the same year the school was moved from the old building, which was situated near the railroad tracks and ware houses to the new building, surrounded by a plot of ground which gave ample play grounds and freedom from some of the former dangers. When the Ault district became a second class district in 1919, there came a plea for a bigger and better school, which meant the uniting of some of the smaller districts. In 1920, the Parent-Teachers Association held a mass meeting and discussed plans for consolidation. The sentiment was equally divided. Later a large consolidation meeting was held at which several prominent men from the rural department of our state institutions spoke, and at which time Professor Sargent showed motion pictures of the Sargent School in the San Luis valley. At the regular school election in the spring, Rowe, Fairplay, Collins, and Ault voted on consolidation, but at Collins the issue did not carry. Another election was held between Rowe, Fairplay, and Ault which carried. Later the northern part of the Collins district was petitioned in to Pierce and the southern part was consolidated with Ault. Since that time 1,280 acres of land have been added to the Ault district by petition, and other land owners are now seeking admission.

Since 1914 the following bond issues for school

COUNTY DIAGRAM

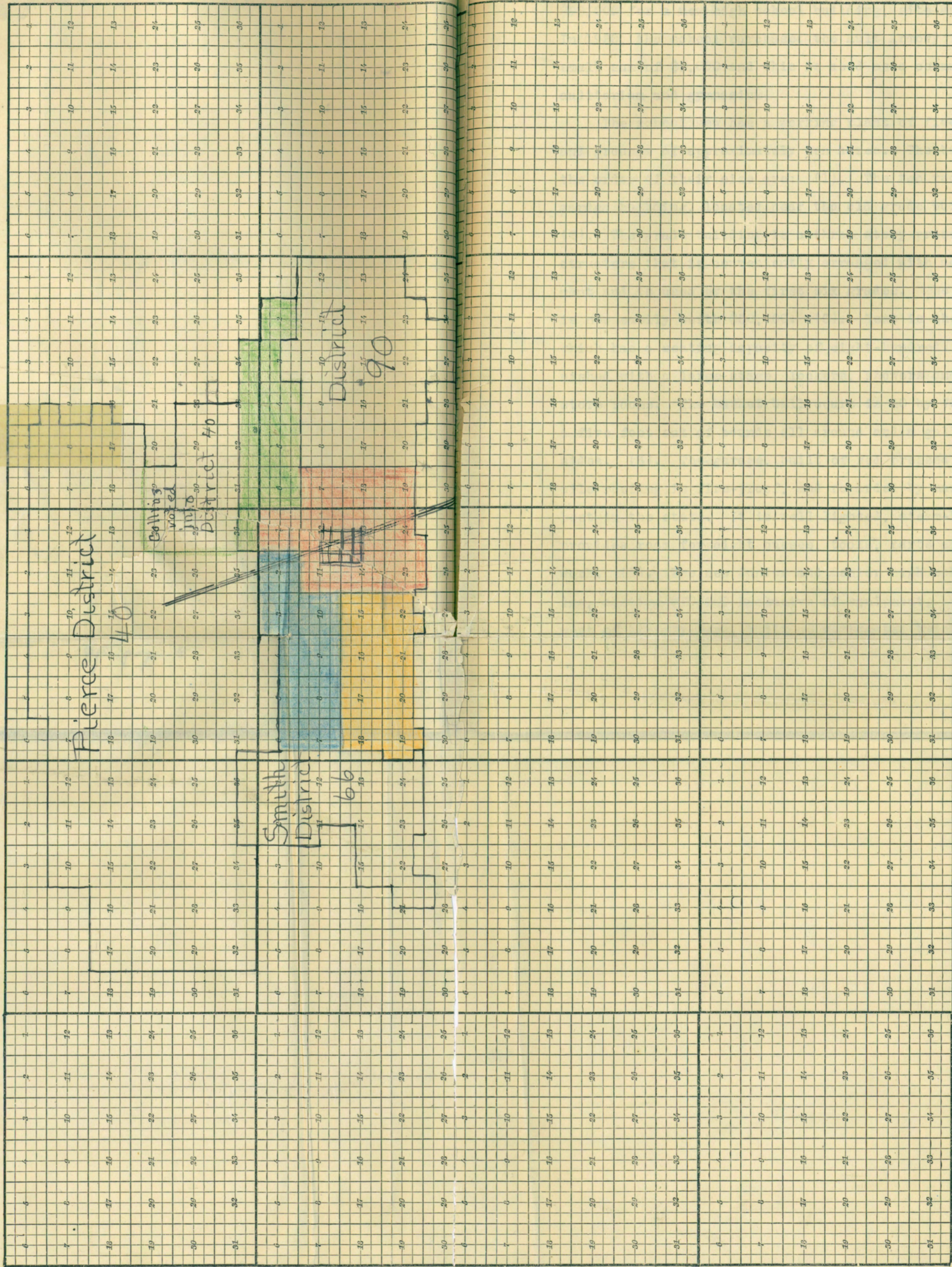
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Range No. _____



Township No. 8 N.

Township No. 7 N.

Township No. 6 N.

Township No. _____ N.

The four colors indicate the Ault Consolidated district.

Collins District
District Seventy Seven

Original Ault district.
District Fifty Three

improvement have been carried by large majorities; 1914, \$25,000 for the new grade and high school building, land and equipment; 1920, \$30,000 for garage and trucks; 1921, \$98,000 for a new high school building, site and equipment. In 1920, the school purchased the Ault Armory for the small sum of \$5,000 and this is used as a community hall, auditorium and gymnasium.

The school now has a working plant of five buildings and grounds of approximately ten acres. The buildings in the order of their size are: (1). The two room kindergarten building, located near the old grade building.

(2). The grade building is a three story pressed brick structure that is conveniently arranged with modern equipment and is used by the first six grades. The building is now easily worth \$50,000. (3). Next is the gymnasium which has a seating capacity of eight-hundred. It is furnished with a large stage, lockers, showers and two large store rooms. The basket ball court is 40 by 70 feet with a five foot out of bounds all around and a gallery on two sides. (4). The garage, built of red pressed brick and tile roofing is fire-proof, and regarded by many as the best in the state. It is well lighted, steam-heated and provides room for eight busses, tools, parts and repair work. (5). The new Junior and Senior high school building, costing \$70,000 exclusive of equipment, situated west of Liberty Park, built of variegated brick stucco,

with a tile roof, is strictly modern and fire proof. On the first floor is the kitchen and cafeteria, shop, and lockers as well as the heating and air conditioning apparatus. The kitchen accomodates a class of twenty, and the cafeteria, where the hot lunches are served daily, will conveniently seat 140 people at one time. The shop rooms are well equipped for farm shop work, and the lockers contain racks where the children may hang their wraps. The Junior High assembly room is on the second floor while the Senior assembly is on the third. Both of these rooms are fitted with shelves where the departmental libraries are arranged. The administrative offices are situated on the second floor, also large and well lighted recitation rooms. Space is given over to physical and chemical laboratories and additional class rooms on the third floor.

Just south of the new high school building is located the athletic field. When completed, it will be equipped with a large grand-stand, a 440 cinder track with a 100 yard straight-way, sod foot ball field, base ball diamond, and two tennis courts. At different hours of the day, all of the pupils are on the athletic field or "Liberty Park", giving expression to their energies under the direction of competent supervisors. The athletic contests are conducted with the idea of developing the body, and playing square, whether the games are won or lost. Upon the velvety carpet of grass in the park, surrounded by the

beauties of nature, many pageants and musicals are staged. Recently, 500 children took part in a pageant presenting a scene from King Arthur's Court.

Now that we have a general idea of the working plant, let us get a prospective view of the whole. The harmony of well placed buildings, approached by winding drive ways, which are bordered by trees, shrubbery, flower plots, and a well kept lawn, readily appeals to one's aesthetic taste. At once the thought comes to mind, "It is a thing of beauty, and a joy for ever". "Liberty Park" is situated in the front of the ten acre plot. The buildings are on one side and back, together with the athletic field and experimental plots. This reality started as an ideal some nine years ago, when the people dreamed of the school that would become the pride of the town. The man who originally owned this section of land, seeing the change from the field to the beautiful park, exclaimed with tears of joy, "This is the happiest moment of my life, because I once owned this property and helped to make this beauty spot". Mr. Deborer a leading landscape designer of the state presented to the community designs for beautifying the grounds.

Standing on the steps of the main building, a few moments before school convenes, one hears the gentle purr of an approaching truck, filled with a group of lively, healthy, country children, eager for the day's duties. Even before this truck is unloaded of its sacred burden,

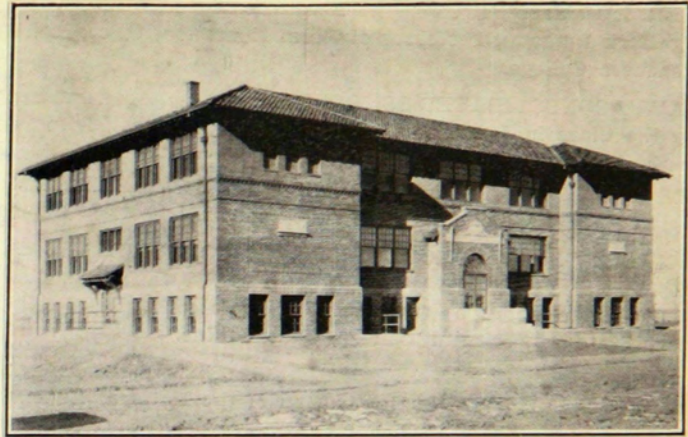


Partial View Of The Ault Consolidated School.

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there comes another and another, until six have arrived in the space of five minutes. The nine o'clock bell rings and the day's development begins. From the shop room, to the music of hammers and saws, one hears the boys working out their plans of better equipment for the farm. Across the hall the girls are making their own clothes, and learning to mend the worn ones. Another group is preparing food for the noon lunch to be served in the cafeteria. Each of these industries is preparing the student to take his place in life with more ease and comfort. As we go up the stairs, there come sounds of many activities: the English department, preparing the copy for the next issue of "The Parrot" a student paper that reflects the life of the student body and makes a more vigorous school spirit; the typewriting room gives the metallic click of busy fingers; the music room, the sweet melodies that harmonize; the mathematical room, the accurate answers to the problems that deal with modern life in business and agriculture. Agriculture has been relieved of the drudgery of the class room. Students now test Mendel's law in plots of ground, and also learn to scientifically select farm stock.

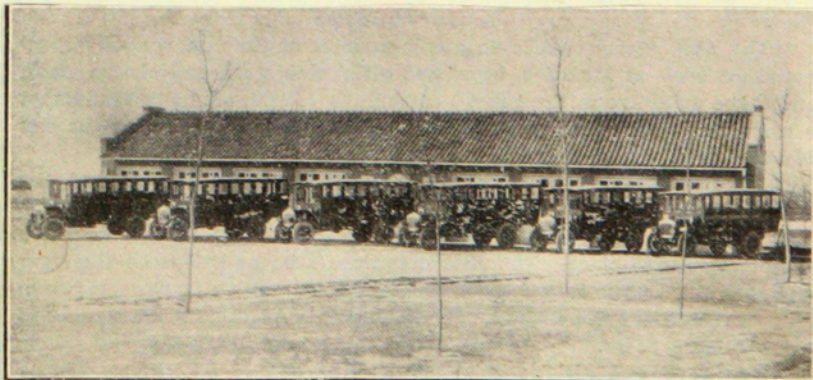
Altogether, the atmosphere of the park, buildings and their decorations, stimulate the finer qualities of all who see them. A people will rise no higher than their educational advantages. Ault has set a pace for rural



High School Building Of Ault



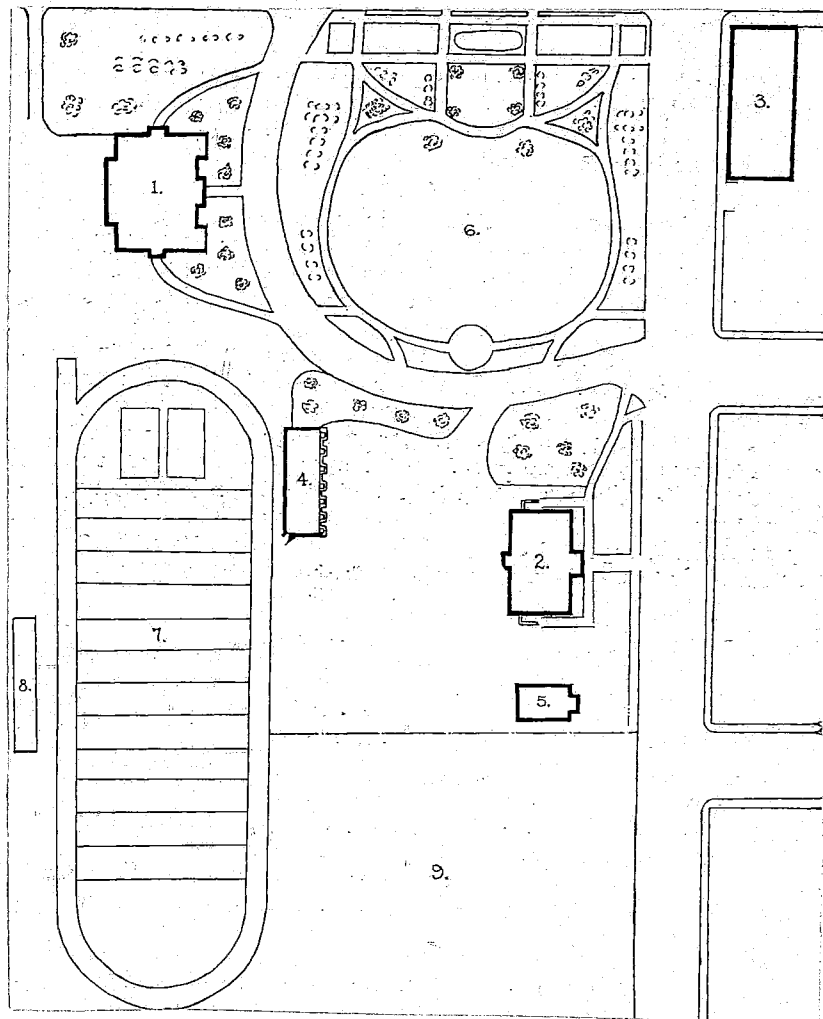
The Elementary Building



The Garage

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communities in the arrangement of the school system that causes one to dream of the time when all communities will catch the same vision. It challenges every visitor who looks upon this beauty spot to doff his hat and wish that he might live in this paradise forever.



1. New Junior And Senior High School Building
2. Elementary School Building
3. School Gymnasium
4. School Garage
5. Kindergarten Room
6. Liberty Park
7. Athletic Field-Football-Tennis-440 Yard Track
8. Grand Stand
9. Plots For Vocational Agriculture

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EDUCATIONAL DEVELOPMENT

In order that we might be able to ascertain the educational advantages of consolidation, it is well that a comparative study should be made of the attainments of districts before and after consolidation. The statements of developers of the consolidated project will also be helpful.

The children from the country, who attend a consolidated school for the first time, will naturally not feel as much at home as the town children. Altho no discrimination is shown between the two classes of children in school, the teachers are lenient towards the country children, because of their handicaps. Each year the pupils from the country districts have been passed into the higher grades even though their work was not up to the standard; but this year Superintendent Shaw said that it was time for a general house cleaning. The pupils who can not do the required work of their respective grades, are considered failures. It is interesting to note that 75% of the failures in both high school and the grades, were children, formerly from the rural schools. A comparative study of the grades of the country children and of those who were originally in the Ault district, is given below in tabular form.

TABLE I

Comparative Grades Of The Ault Children
And Those From Rural Districts

| Year in school | Class | Ault | Rural |
|----------------|-----------|---------------|---------------|
| | | Average grade | Average grade |
| Junior | Junior | 80 | 75 |
| Sophomore | Junior | 82 | 74 |
| Freshman | Junior | 81 | 75 |
| Sophomore | Sophomore | 81 | 76 |
| Freshman | Sophomore | 80 | 73 |
| Freshman | Freshman | 81 | 75 |

The above statements may be corroborated with others from Superintendent Cohagan of Windsor, in which he said, "The first year the country children came to the Windsor School the great majority of them failed to pass in the required school work; but the second year the percentage of failures had dropped to a great extent from the fact that the country boys and girls were finding themselves. It was not because the country children were not as intelligent as the city children; but because the teacher of the one room school did not have the time to give to each pupil that he or she should have had. Also they might be far advanced in language or arithmetic and be retarded in some of the other subjects according to the ability and love that the former teacher had had for certain subjects.

In the Windsor Consolidated school the pupils have specialists that teach a balanced course and this develops them equally along all lines."

Table two shows that during the first year after Ault, districts Seventy Seven and Fifty Three were united, a large percent of the pupils in grades six and eight were retarded, due, of course, to the low standard of work required in the rural schools. In the first year of consolidation fifteen pupils in the sixth grade and nine from the eighth grade were retarded.

TABLE II

Retardation And Advancement Of Pupils
Of The Sixth And Eighth Grades

| Year | Grade | | District 53 | District 77 | Ault |
|---------|-------|-----------------------|----------------|----------------|------|
| | | Average Attendance | 46 | 48 | 561 |
| 1917-20 | 6th | Retarded | 2 | 4 | 19 |
| 1917-20 | 8th | Retarded | 8 | 10 | 15 |
| 1917-20 | 6th | Advanced | 1 | 1 | 20 |
| 1917-20 | 8th | Advanced | 2 | 0 | 9 |

Table three gives us a convenient statement of the number of pupils that were graduated from the eighth grade in the three districts, during a number of years before and after consolidation. Comparing the records of Ault and the two districts 53 and 77 for four years, we see

that during that time Ault graduated 63, while the other two districts graduated 5, hence the percent of enrollment from the rural districts into high school could not have been very large. For a six year period the Ault district graduated 134, and for the years of 1920 and 1921, 100% of the graduates of the eighth grade enrolled in the high school and the indications are that the 1922 class will follow in the same ratio.

TABLE III

Comparative Statistics Of Eighth Grade Graduation

| Year | District 53 | District 77 | Ault District | Consolidated District |
|------|----------------|----------------|------------------|--------------------------|
| 1917 | 1 | 0 | 11 | |
| 1918 | 1 | 1 | 8 | |
| 1919 | 2 | 0 | 22 | |
| 1920 | | | | 20 |
| 1921 | | | | 28 |
| 1922 | | | | 43 |

Following is a report published by the Government called the "School Consolidation and Rural Life"; the data was from a report made by the County Superintendent of Champaign Co., Ohio.

"A County Superintendent of a progressive rural county in Ohio who has observed the influence of the

consolidated school on rural life for a number of years in that state, made a study of the school enrollment extending over a period of six years in two distinctly rural townships, one with centralized and one with non-centralized schools. There are no towns in either township, and both are about equally distant from any town. He finds that in the case of the non-centralized school the school enrollment has steadily decreased for the six year period being approximately 17%. In the centralized townships the enrollment of the same period has increased 24%. The complete data for the townships for the six year period are as follows:

| Year | Centralized | Non-centralized |
|------|-------------|-----------------|
| 1914 | 150 | 295 |
| 1915 | 188 | 291 |
| 1916 | 227 | 265 |
| 1917 | 214 | 257 |
| 1918 | 232 | 265 |
| 1919 | 233 | 242 |

In the one-room schools of the non-centralized districts 41% of the pupils in the fifth grade are over age or retarded. In 1920 98% of those who graduated from the eighth grade in the centralized schools entered high school; 33% of the eighth graduates in the



Debate Team



"Parrot" Staff
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non-centralized districts entered high schools, and good high schools were within four or five miles of every pupil. The report from one township shows that the number entering high school before centralization was 9, after centralization 20, second year 30, third year 47, fourth year 52; a gain of 478% in five years.

Another angle from which we will make a comparative study is the enrollment of the Ault Consolidated school, based on the census, as compared with the enrollment of the former districts of Ault, Seventy Seven and Fifty Three before consolidation. The years 1920-1922 were after consolidation.

TABLE IV

Total Enrollment As Compared With Census
Before And After Consolidation

| Year | Census | Enrollment | Number enrolled | |
|------|--------|------------|---------------------|---------------------|
| | | | Less than census | More than census |
| 1918 | 461 | 345 | 116 | |
| 1919 | 498 | 464 | 34 | |
| 1920 | 480 | 449 | 31 | |
| 1921 | 554 | 557 | | 3 |
| 1922 | 604 | 674 | | 70 |

Another interesting study is the percent of census and enrollment in average daily attendance in the districts of Ault, Seventy Seven and Fifty Three, as



Physics Class



Chemistry Class
After page 16

compared with the present consolidated school.

TABLE V

| Before consolidation | District 55 | District 77 | Adult |
|--|----------------|----------------|-------|
| % of census in average daily attendance | 40 | 55 | 70 |
| % of enrollment in average daily attendance | 52 | 58 | 75 |
| After consolidation | | | |
| % of enrollment in average daily attendance (1921) | | | 95 |
| % of enrollment in average daily attendance (1922) | | | 58 |

The following report in "Rural Community Organization" by Augustus Hayes, of Randolph County Indiana, where 95% of the schools are consolidated, shows self explanatory results of consolidation.

TABLE VI

Some Results From School Consolidation

| Schools, teachers, and pupils | Number of schools before consolidation | Number of schools after consolidation |
|---|--|---|
| One room school | 131 | 21 |
| Commissioned high school | 1 | 16 |
| High school pupils | 61 | 718 |
| Teachers in graded schools | 148 | 86 |
| Percent of eighth- grade graduates in high school | 21.5 | 96 |

In 1915 of 240 eighth-grade pupils, 230 entered high school
 In 1916 of 242 eighth-grade pupils, 230 entered high school
 In 1917 of 253 eighth-grade pupils, 243 entered high school
 In 1918 of 252 eighth-grade pupils, 227 entered high school

The qualification of the teachers in our schools is a most important item. We will make a comparative educational study of the two rural districts and Ault district before and after consolidation. All high school teachers in the Ault consolidated school are required to be college graduates and have two years of experience.

TABLE VII

Educational Comparative Study
Of Qualification Of Teachers

| Year | Education | District 53 | District 77 | Ault |
|--------------------|-----------------------------------|----------------|----------------|-----------------------|
| | Graduate of H. S. no training | 3 | 5 | none |
| 1917 to 1920 | Two years of Normal School | 2 | 5 | all grade teachers |
| | Two years of experience | none | none | all teachers |
| | College or University graduate | none | none | all H. S. teachers |

Following are some of the records that should be kept of the consolidated school, of the future, so that we will have scientific data, and be able to know whether or not it meets the needs of the community:

1. The percent enrollment in average daily attendance.
2. Truancy and tardiness.
3. Comparison of educational work done and grades of pupils of consolidated, and non-consolidated districts.
4. Cost per pupil of each school.
5. Influence of the school upon the whole community, a record of attendance at meetings, and percent of country people present, reasons why others do not attend.

6. Percent of pupils entering and graduating from high school.
7. Educational requirement of teachers, in each district.

The report taken from Mar. T. Frame, Director Agriculture Extension U. S. Dept. of Agriculture, circular 255 will give some of the results which ensue from consolidation as seen in the case of 25 open-county consolidation in North Dakota school life Jan. 15, 1920.

| | |
|--|-----|
| Average increase in tax rate in mills----- | 6 |
| " " " " " per quarter section----- | 5 |
| " " " " " number of school days in term----- | 30 |
| % of increase in length of term----- | 30 |
| " " " " enrollment----- | 15 |
| " " " " daily attendance----- | 20 |
| " " " " normal and college trained teachers--- | 80 |
| " " " " number doing 8th grade work----- | 100 |
| " " " " number doing H. S. work----- | 300 |

Some of the effects of non-consolidation are revealed in a study of the Smith School located in the district west of Fifty Three. This self-satisfied community will not consider consolidation, but are contented with the two room school. For a period of three years the number of graduates from the eighth grade, were three; the percent of census in daily attendance was thirty-



Lunch Room



Civics Class
After page 20

eight; the percent of enrollment in average daily attendance was fifty; the number retarded in the sixth and eighth grades was eight, and no pupils were advanced. The school had an average enrollment of sixty.

It will be impossible to give a complete outline of the program of work of each department but the development of all departments after consolidation will be illustrated by the pre-eminence of the domestic science department. "One of the most efficient and best conducted Home Economics departments, that I have seen in the state; especially the hot lunch feature" is the statement made by the state high school inspector, when he made his yearly trip to Ault. Much praise is due to Mrs. McCullah for the work that has been done in this department this year. Her report for Jan. 9 to May 19, is very complete and will be given in condensed form.

"Housekeeping duties listed were assigned in rotation and changed each Monday. The work was done by three groups of girls. The first part of the period was devoted to the preparation of the foods which comprised the lunch for the day. The last part of each period was devoted to lecture or book work.

"For one six week period each girl was required to keep an account of the lunch room and the kitchen expense and to do this the girls were supplied with a price list filled out by the local merchants.

"All funds received in the lunch were banked by the cashier each day. All bills for supplies were paid on Friday of each week that they were purchased. We found that it was advantageous to buy in large quantities as we could store.

Lunch Room

"The menu for the lunches was planned a week ahead and posted on the bulletin board in each building each Friday morning. We chose for our menu the dishes which proved the most popular and would fit into the subject that we were studying.

"The students enter the north door of the lunch room and pass around the edges of the room, never passing back along the incoming line.

"The discipline in the lunch room during the lunch hour is in charge of the teacher on noon duty.

"There were two lunch periods, the instructor served the first and second grade pupils at 11:45. At 12:00, the cashier and three or four girls served the remainder of the pupils. The girls were chosen in rotation from the cooking classes and were changed each week. This was a part of their regular work and they received no pay.

"A responsible girl was selected as cashier and given her board for her service. She was stationed at the west end of the counter and collected the money before

the pupils were served. If the pupils wished; they might purchase tickets like the enclosed sample. These were signed by the cashier and punched by her as used. Six girls, who asked for the position were each paid 15¢ per day to wash the lunch dishes and leave the kitchen in order.

"Following is the order in which the work was carried out:

1. Place the needed supplies on the supply table in proper order. Remove the supplies at the close of the period.
2. Build fires, tend fires, leave stove in order.
3. Care for the sink and leave it in order.
4. Report towels not hung properly.
5. See that the individual desks are in order at the end of the period.
6. See that the food and dishes in the pantry are in-order at the close of the period.
7. Assist the instructor in doing the marketing and sweep the floors.

Menu for one week

| | | | | | |
|-----------|----------|--------------------|----|-------------------|----|
| Monday | March 27 | --Noodle soup--- | 5¢ | Apple dumplings-- | 5¢ |
| Tuesday | " | 28--Meat pie----- | 5¢ | Fruit salad----- | 5¢ |
| Wednesday | " | 29--Potato salad-- | 5¢ | Cream puffs----- | 5¢ |
| Thursday | " | 30--Oyster stew--- | 5¢ | Ginger bread----- | 5¢ |

Friday March 31--Perfection----5¢ Prune whip-----5¢
salad

This menu was varied each week.

Outline Of The Sewing Done For 1921-1922

The sewing work was offered to all girls. The class period was from 2:45--3:45 four days a week. The class was divided but doing the same work. Each class met twice a week.

Work Accomplished

| Lectures | Practical work |
|---|---|
| Budget making | Patching and darning |
| Textile fabrics | One simple undergarment |
| Commercial patterns | Christmas present |
| Choice of material | One simple wool dress |
| Color, style and fabric suitable to various garments made | Middy |
| | Embroidery on household linen |
| | Afternoon dress of organdy or gingham |
| | A clothing budget was kept by each girl for the entire year |

The progress that is registered by the advanced work of the pupil in the consolidated school is thoroughly seen as the pupils learn to work together. They are

finding that "in union there is strength", and having learned to work together in educational matters they will soon apply this principle of co-operation in the other community activities. These educational advantages have stopped the "drift to town", within this district, since they supply the most needed things which the family desire. This removes the necessity for untold thousands of farmers to sell their farms to make it possible for the family to enjoy better educational, social and religious opportunities in good towns. Many homes have been broken for all time by sending boys and girls away from the farm to secure in the city, the advantages the old school could not give. For a generation both of these things have been going on at an alarming rate and the country has been impoverished. This greater educational development has been stimulated by an unselfish movement, carried on in the interest of all children, regardless of time or place of birth, acknowledging that all men are "created free and equal."

SOCIAL LIFE OF THE COMMUNITY

In as much as the idea of the consolidation of school is spreading rapidly, it becomes evident that the community value of the consolidated school is a subject demanding closer attention. Much has been written, extolling the virtues of the consolidated school, from an economic and pedagogical standpoint, but the social standpoint has been neglected. The consolidated school fails if it does not serve as an agency to bring together the parents, and the children as well, in wholesome social intercourse. Before consolidation there were but very few social gatherings of any kind in the rural district usually not over two a year. These were in the nature of a box-social to raise money to buy books or pictures for the school room, and the patrons at the closing of the school to see the children give a program of songs and recitations.

Contrasted with this, the consolidated school has been the means of drawing the people together into numerous social affairs. The gatherings at the school bring out all of the parents and give them a chance to become really acquainted. The farmer and his neighbor have an opportunity to discuss their yields of grain and beets, also better live stock, while the farmers wives may talk of their success at chicken raising, or some new

conveniences that have been installed in the homes. The entertainment may consist of a well rendered program or play given by the school or local talent, and sometimes a radio concert. Many motion picture machines are being installed in the school auditoriums where the best pictures and comedies are shown in the evening to the public and the machine is used during the day to give instruction in many of the classes. The possibilities of the picture machine and the radio are in their infancy, but the consolidated schools have been the leaders in developing this idea into practical use. Such social gatherings completely change the daily round of thoughts, and send the people home refreshed and more eager to continue their duties of farm life. The farmer of today, with his good roads, automobile, and telephone, demands a variety of interests and contests; his organized life must be constructed upon a broader basis than the district-school neighborhood. Professor Galpin says: "....* All the farmer's psychologic handicaps, concentrated and symbolized in the little school itself, are perpetuated apparently by the smallness of the school". Those who live in town are more accessible to social gatherings yet they enjoy meeting and visiting with their country friends and passing social hours together. Formerly the country

*Charles J. Galpin, Rural Life. p. 125

children were limited to a few socials a year or an occasional trip to town during the summer, but the big event of their lives was the coming of the circus, which was the subject of conversation for days before and after. Because of the lack of social life there was a great influx of the country young people to the city and many of them were lost in the busy whirl of the city's under life, because they were not experienced enough to take care of themselves. Today the consolidated school is developing the social life of the young people and they do not have this desire for the social life of the city.

It is developed from Table VIII that, the Socio-economic units formed by the consolidated school covers most of the farming population, and leads to a good rural organized unit.

TABLE VIII

Chief Community Events
Held In The Consolidated School

| Community activity | School activity | Farmers present | Adult people | Total | Pupils |
|------------------------|---------------------------------|-----------------|--------------|-------|--------|
| Chautauque 5 days | | 600 | 400 | 1000 | |
| Union church supper | | 1200 | 800 | 2000 | |
| | Three high school parties | 180 | 120 | 300 | 600 |

(continued)

TABLE VIII (continued)

Chief Community Events
Held In The Consolidated School

| Community activity | School activity | Farmers present | Ault people | Total | Pupils |
|-----------------------------|---------------------------------------|-----------------|-------------|---------|--------|
| Community Christmas tree | " | 180 | 120 | 500 | * |
| " | Six Inter Class basket ball games | 240 | 160 | 400 | 200 |
| " | Four foot ball games | 100 | 300 | 400 | 250 |
| " | Five basket ball games | 800 | 450 | 1250 | 1000 |
| " | Junior High School Reception | 200 | 100 | 300 | 75 |
| Four Lyceum numbers | " | 555 | 250 | 800 | |
| " | Pageant | 600 | 200 | 800 | 500 |
| " | Three debates and literary's | 275 | 125 | 400 | 300 |
| Parent-Teachers Association | | no data | no data | no data | |
| | Class socials every open Friday night | | | | |

During the spring months of 1922, the dedication exercises of the new school building were held, and the very best speakers of the state were secured. Later a Rural School Conference was held, the six large consolidated schools of Weld County participating. One day's program of this conference was held in Ault, a splendid feature of which was a pageant given by the school children. This pageant was a scene from King Arthur's Court, in which, five hundred children took part. The first act was staged in the gymnasium, the scene opening with the King on the throne seeking some one to take his place. Then came the bugler, soldiers in full armor, court attendants in complete dress, also the different people who came to be tested for the Kingship. Following these were maidens and young men who danced before the throne, to give honor to the King. The last act of the play was presented in "Liberty Park", which had all of the natural surroundings that were found in the olden times when the Kings were crowned in the forests. King Arthur was crowned that day, under the young trees, among the beautiful flowers with the velvet grass beneath. There came the shout of hundreds of children, the shrill call of the buglers, and the clashing of the swords on the shields, which made the event so real that one was forced to rub his eyes to see if he were not living once more in the days of King Arthur.



Basketball Team



The Pageant

At this same Rural School Conference, the Commissioner of Education, and other national educators brought to the people of the community messages which they would never have heard if it had not been for the new school system. At commencement time there was a full week of school activities, which brought the people out by the hundreds, and the children gave programs equal to any given in the older established schools. There were thirty-two pupils in the high school chorus, which rendered the music on commencement night, 65% of whom came from the rural districts that consolidated with Ault. There is a possible chance that 95% of these would not have been in school at this time had it not been for consolidation. Sixty-five to seventy percent of the athletic teams are composed of country children, who never would have had any of these experiences had it not been for the larger opportunities. A large percent of the school activities are ably carried on by the country boys and girls, who not infrequently, take the honors. When the young people now in this school become active in the business affairs of the district, they are going to have a greater sense of the community significance than do their elders. The training of the boys and girls together in the educational center of the consolidated district develops in them a relationship to the community as a whole.

In an undated report of an address given by Lee L.

Driver, former County Superintendent of Schools of Randolph county, Ind, we have the following view concerning community activities of the consolidated school:

"No school is at its best unless it functions as a community center, neither is a community at its best unless its interests center, in and around its school. For this reason the school as a community center has been employed very largely. The school buildings are used for all kinds of legitimate community meetings. During this past winter, they have been used for Farmers Institutes, which have been attended by more than four thousand people; Community clubs, Parent-teacher's Associations, Lecture Courses, School Plays, Concerts and nearly every commencement will be held in a consolidated school. When a meeting is announced, it is understood that it will be held in the school building."

"This has brought people together who otherwise would have been almost unknown to each other, and whose influence upon the community would have been lost. The consolidated school in this way serves as the greatest socializer that a community can possibly have."

The consolidated school has done the same thing for the Ault community. Before consolidation the business men of Ault, and the farmers had the usual antagonistic feeling that is generally found between them. The farmers who traded-in-town always purchased the articles that were



Glee Club



Winner Of State Eighth
Grade Orator And Coach

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marked the cheapest regardless of their quality. Often they felt that they must get all they could from the town and give nothing in return. On the other hand the business men had no interest in the Farmers Clubs or Institutes, so they never attended them. No progressive move could be made in Ault and the country side, because of two factions that have existed for many years. The consolidated school was the first thing upon which they are able to unite. The farmers of the north trade area have become acquainted with those of the south area, and those of the east learn to know those of the west. This was accomplished by the social relationship at the consolidated school. Farmer and merchant alike are now boosting for Ault and the community, now each is eager to help the other, in any thing for the development of the community.

Athletics contribute very much towards the social development of the community. The athletic spirit is not carried out to the detriment of the scholarship, for each student must show a passing mark in three subjects before he can participate in a game. Reports show that the best athletes have the highest scholastic standing as a rule. Many more boys would enroll just for the sake of athletics were it not for the high standard of the school. Their records in the last three years, compare very favorably with those of schools much older and of larger enrollment. Last year they won practically all foot ball games in

which they participated and took second place in basket ball in the North Central League. The girls basket ball team has also won honors, by carrying off third place in the Weld County league. For three years they have won the Weld County track meet, which is held annually in Greeley.

Besides winning the banner and the cup this year in the Weld County track meet, Ault broke five of the records made in previous years on the county field. The 100 yard dash won by Jim Tweed in 10 2-5 seconds is 1-5 seconds faster than the previous record made and a fifth of a second faster than the record made at the all-west meet held at Boulder on the same day. Claude Johnson broke the 120 low hurdle record by making it in 15 2-5 seconds or 2-5 seconds shorter time than the previous mark. Bergstrom hurled the javelin 136 feet, which is 26 feet farther than the previous distance attained. The heavy weight relay team shortened the 400 yard time 2-5 of a second below the old record of 1:45 1-5. In the light weight division, Myers clipped 4-5 of a second from the 100 yard previous record, which was 11 3-5 seconds.

Many of the boys and girls who took part in the events at Greeley were from the original one and two room schools that consolidated with Ault. One can plainly see the contrast between these children now and when they first entered Ault Consolidated School. The best in them

is gradually being brought out through able teaching. On the other hand, Superintendent Martin of Weld county made this statement with regret, that no one entered the contest of track, High School declamation, both dramatic and humorous, H. S. orations, grade music which includes violin, voices, chorus and orchestra, from the small country school. It is impossible to get them to enter.

There is a new spirit of cooperation in this rural community, that is over coming the deficiencies of country life. This modern system of consolidated schools has become the chief social center of the community. The mere fact of the gathering of numbers gives it initial prestige. The adequate buildings become the social center of community activities. This new, united, school spirit, radiates into all the business relationships of the every day life. The broader social community life, of this great educational movement, weak and halting here and there, is moving on with a better sense of unity and a clearer vision of the goal, with every passing decade. It gives us all courage to believe that the providence of God has in store for our rural America not the stolid domination of a rural peasantry, mere renters and pirates of the soil, but ultimately an enlightened, progressive citizenship, alert for progress and unswerving in their loyalty to "the holy land."

COST OF CONSOLIDATION

Much criticism has been made against the consolidated schools because of the additional cost. We will admit that taxes are higher in the consolidated district than in the districts containing the one room school. But, is not the consolidated school with all of its superior advantages worth the extra cost? The money buys better things; it provides for high school courses and more extensive training in all grades, trained teachers at higher salaries, better buildings and equipment, longer terms of schools and many other benefits which have been enumerated before.

The farmers and business men of Ault realize that the taxes are higher but they expect the school board to keep down expenses as much as possible with out lowering the efficiency of the school. The only accurate way to compute the cost of operation of the consolidated school is to compare its running expenses with those of the several schools before consolidation. In comparing the cost of the non-consolidated schools, based on the enrollment and average daily attendance per pupil with the same items in the consolidated school, we find that the cost per pupil is not as great in the consolidated school as the combined cost in the non-consolidated schools. The secret lies in the increased efficiency of operation.

Another comparison of the cost of the consolidated school with the former system is the cost per capita. The average cost for each pupil based on the enrollment of districts Seventy Seven, Fifty Three and Ault in 1920, was \$15.87, per month, in 1921, under the consolidation, the cost was \$17.18. But the average cost for each pupil based on average daily attendance in 1920 was \$35.55, in 1921, under consolidation it was \$22.07. Notice the difference in cost when based on attendance, which shows that the country people are paying daily for time that the pupils do not attend school. The total amount invested in school property per pupil enrolled in 1920 was \$162.95, in 1921, \$303.03. *In Monroe Township Preble County Ohio, the average cost per pupil in the elementary grades was \$37.62 in 1919, per month.

The combined taxation of the three districts for the year of 1920 was .0177 mills. In 1921, the consolidated district with a larger budget which called for the running of six school busses, the mill levey was .0126.

The following table shows the general tax for the three districts Seventy Seven, Fifty Three, and Ault.

*Consolidated Rural School and the Motor Truck.
Bulletin No. 6.

TABLE IX

The General Tax
For Ault, Districts 53 And 77 For Three Years

| Year | Ault | District 55 | District 77 |
|------|-------|----------------|----------------|
| 1918 | .0046 | .0024 | .0024 |
| 1919 | .0062 | .0029 | .0032 |
| 1920 | .0094 | .0049 | .0034 |

Many times the cost of consolidation is over emphasised at elections, which causes the same thing to take place as will be noted in the following incident. The people living in the district just east of the Ault Consolidated district were anxious to scrap the one-room school they had, and join with the larger system at Ault. Most of the farmers of the district were tenants; the land owners living at Eaton and else where. A short time before the election the landlords served notice on the tenants that they must vote against consolidation, or move from the farm when their leases expired. The election was lost by 15 votes. The wealthy families that can afford to pay the tuition and transportation expenses, send their children to Ault, rather than to the poor school in their district.

In spite of the fact that the taxes are higher, the records show that farmers have transferred their property

from the district with the small school to the consolidated district. A few significant illustrations of this fact are shown in Table X.

TABLE X

Number Of Farms Transferred From
One Room School District To The Consolidated Districts

| Date | Number of farms | One room school district | Consolidated district | New mill levy 1921 |
|------|-----------------|--|-----------------------|--------------------|
| 1920 | 27 | District 47 | Ault | 12.6 |
| 1921 | 4 | District 40 | Ault | 12.6 |
| 1922 | 8 | District 90 | Ault | 12.6 |
| 1922 | 4 | District 66 | Ault | 12.6 |
| 1922 | 14 | District 58 | Ault | 12.6 |
| 1922 | 10 | waiting decision of County Supt. | | |
| 1921 | 7 | | Crover | 19 |
| 1922 | 13 | waiting decision of County Supt. | | 19 |
| 1922 | 15 | | Johnstown | 17 |
| | | many other waiting decision of County Superintendent | | |
| 1920 | 14 | | Platteville | 15 |
| 1921 | 13 | | Platteville | 15 |
| 1921 | 55 | | Pierce | |

Transportation is one of the most important problems in connection with the administration of the consolidated school. Constant study and supervision on the part of

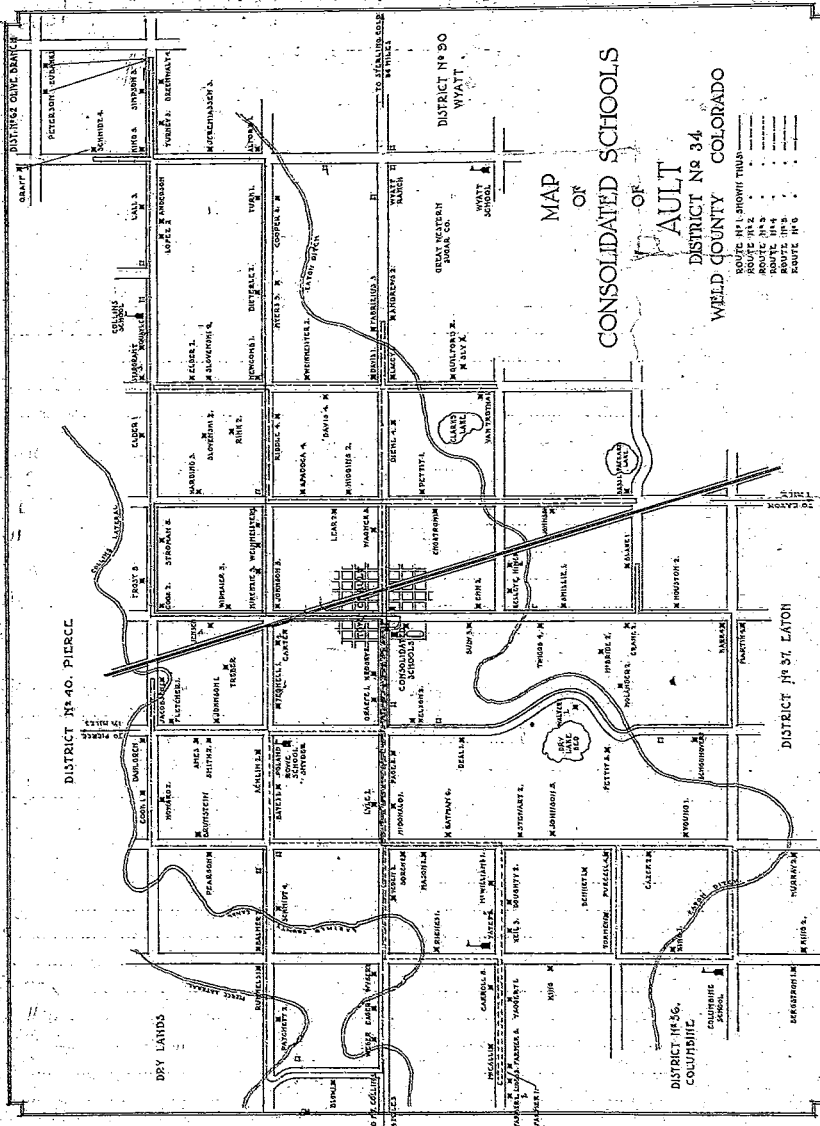
the Superintendent is required to make transportation a success. Practically, all of the problems can be satisfactorily met if there is a proper organization, management and supervision. The transportation system of the Ault Consolidated school has made a remarkable record in the first sixteen months of operation. The school owns and operates six, one and one-half ton Bessamer school busses, which transport an average of 270 children each way daily. These busses, which represent a cost of \$3,500 each are equipped with every modern convenience for the comfort of the passengers. The roads are of dirt, except the main Lincoln highway, but well built, and planned, as a general rule, on section lines. Many miles of roads that were formerly impassible during the winter months are now well graded, so that they are always open. The boast of the truck drivers is, that the trucks will run when ever the Union Pacific train runs.

All patrons of the transportation system are furnished printed time schedules showing the exact time of the stops of all busses. (An exact schedule is inclosed.) In routing the busses, many factors enter in and must be considered, such as total mileage, number of passengers, condition of roads, et cetera. However, every effort is made to give the best possible service to the greatest number. The routes at Ault average 14 miles in length and no child is in the buss longer than 50 minutes.

High school boys are employed as drivers at a salary of \$25.00 per month. They are bonded and must observe a rigid set of rules and regulations, which deals with schedules, speed, safety, discipline and traffic rules. Each driver is required to keep an accurate daily report of his mileage, passengers carried, consumption of oil and gas, conditions of roads and other details. This fleet is in charge of an experienced first class mechanic, who makes all needed repairs and overhauls the trucks during vacation. The mechanic also keeps a daily record showing the work done, garage materials and parts used for repairs. All the consolidated schools in Weld County are requested to keep an accurate system of cost records, to prevent leaks, waste, and extravagance in transportation costs. A monthly report covering operation cost as well as depreciation, interest, storage and insurance is filed with the County Superintendent. Of the twenty-seven consolidated schools in Weld County, Ault, while transporting the largest number of school children, has the distinction of being among the very lowest in cost of operation.

There are certain essentials that are worth emphasizing which must be observed if transportation is to be a success.

1. The route must not be too long to be covered in a reasonable length of time, usually not over one hour.



THE AULT CONSOLIDATED DISTRICT
 Showing transportation routes and residences

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AULT CONSOLIDATED SCHOOLS
DISTRICT NO 34, WELD COUNTY
AULT, COLORADO

JESSE R SHAW
SUPERINTENDENT

ROBERT R. CRIE
PRINCIPAL HIGH SCHOOL

YEARLY TRANSPORTATION DATA
Ault Consolidated Schools

During the nine months of operation for the school year ending May 19, 1922, the transportation fleet of the Ault Consolidated Schools made a remarkable record not only in the cost of operation, but in the maintenance of an accurate time schedule. The district transported in six school busses an average of 262 children each way daily at a cost of 22 cents per child per day or 28.3 cents per mile.

The busses were operated every school day of the year (175 days) and traveled a total of 29,580 miles in the 2,100 round trips. Not a bus failed to make its entire trip and only twice did a bus arrive late at school. There were only two short delays caused by engine or mechanical troubles during the entire year.

The original tires which were purchased on the trucks in August 1920 are still in use and are in splendid condition all of them having gone over 10,000 miles. Tire trouble has occasioned only two short stops during the entire two years of operation and in both these cases repairs were made so that all passengers arrived at school "on time"

Jesse R. Shaw

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2. Each buss must have a definite time schedule.
3. The vehicle must be safe and comfortable.
4. The driver must be satisfactory.

The Iowa Teacher's College Bulletin shows the effect of transportation on attendance for the year 1921 in that state.

"Transported pupils make a better record of attendance than those that are not.

| | |
|---------------------------|-----|
| Consolidated schools----- | 80% |
| Township schools----- | 79% |
| County schools----- | 72% |

Some Iowa consolidated schools show 95% attendance in comparison to enrollment."

I wish to include from Superintendent Shaw, the report verbatim, for nine months, so that yearly results will be properly observed.

SCHEDULES OF TRANSPORTATION BUSES
AULT CONSOLIDATED SCHOOLS.

JESSE R. SHAW, SUPERINTENDENT

C. W. HINE JR. MECHANIC

TRUCK NO. 1.
Don Siviers Driver
FIRST RUN

7:30 Leave Garage
7:44 Johnson A 4
7:47 Bass 1
7:50 Blake 1
7:51 Crane 2
7:53 Huston 2
7:55 Karr 4
7:56 Martin 4
 Guilford 2
8:02 Schoonover 2
8:05 Pettit 5
8:08 Walters 1
8:11 Deal 1
8:13 Nelson 2
8:16 Grafe 1
8:17 Krosky 2
8:20 Arrive School

Total Passengers 34
Total Mileage 11½

SECOND RUN.

8:20 Leave School
8:30 Smillie 2
8:30 McBride 2
 Molander 2
8:31 Twiggs 4
8:32 Mitchell 2
8:33 Autobee 2
 Kelley 4
 Lyons 2
8:35 Buby 3
 Ehn 2
8:38 Arrive School

Total Passengers 24
Total Mileage 3

TRUCK NO. 2.
James Tweed Driver
FIRST RUN

7:30 Leave Garage
7:45 Elder Cecil 5
7:48 Quayle 2
 Brooks 3
7:50 Stargrant 3
 Riddell 4
 Rirk 2
7:52 Elder, Mrs. 2
7:53 Slovinsky 1
7:55 Newcomb 1
7:57 Weinmeister 2
7:58 Davis, A. S. 3
8:02 Andrews 2
8:03 Fabrizius 3
8:07 Van Trotha 1
8:10 Lacey 1
 Davis H. S. 1
8:11 Diehl 5
8:20 Arrive School

Total Passengers 41
Total Mileage 11

SECOND RUN

8:20 Leave School
8:24 Armstrong 4
8:25 Wagner 3
8:28 Haggins 2
8:29 Lear 7
8:30 Apadoca 4
8:33 Hardesty 3
8:34 Weinmeistern 2
8:35 McKenzie 3
8:36 Johnson 3
8:40 Arrive School

Total Passengers 27
Total Mileage 4

TRUCK NO. 3
Ward Tweed Driver

7:30 Leave Garage
7:47 Brunstein 1
7:52 Howard 2
7:53 Cook 1
7:57 Jacobsen 1
8:01 Fletcher 1
8:03 Smith 2
8:04 Johnson 1
8:06 Bates 1
8:07 Acklin 2
8:08 Tegnell 1
8:09 Carter 2
8:11 Widmaier 3
8:12 Jensen 3
8:13 Cook 2
8:15 Frost 3
8:16 Stroman 5
8:20 Harding 3
8:30 Engstrom 1
8:32 Pettit 1
8:40 Arrive School

Total Passengers 36
Total Mileage 15

TRUCK NO. 4
James Matthews driver

7:30 Leave Garage
7:48 Schmidt 4
7:50 Balmer 3
7:52 Patchett 2
7:57 Blow 1
8:01 Wykert 1
8:05 Laney 1
8:08 Rienks 1
8:13 Farmer, Jas 3
Farmer, T.N. 2
Farmer, G.L. 1
Lawson 2
Lingo 5
8:14 McCall 1
8:16 Taggert 1
8:18 Carroll 5
8:20 Yates 4
8:22 Keil 3
8:40 Arrive School

Total Passengers 44
Total Mileage 14½

TRUCK NO. 5
Allen Forbess Driver

7:30 Leave Garage
7:50 Bennett 1
7:52 Tormey 1
7:57 King, J. A. 1
8:00 King, W. L. 3
Bergstrom 1
8:05 Murry 4
8:07 Young 2
8:08 Cazer 2
8:10 Purcell 3
8:12 Johnson, G 5
8:14 Stewart 2
8:17 Batman 6
Hettle 3
8:18 Mason 2
8:19 Soren 2
8:22 Veden 2
8:27 McDonald 2
8:30 Page 5
8:35 Arrive School

Total Passengers 47
Total Mileage 13

TRUCK NO. 6
C. W. Hine Jr. Driver

7:30 Leave Garage
7:53 Lopez 2
7:54 Jennings 1
7:58 Anderson 1
Snyder 1
8:00 Lall 3
8:03 Schmidt, G. 4
Graff 1
Greenwalt 1
8:07 Meyer 1
Eubank 1
8:10 Simpson 3
Greenwalt 4
8:12 Turney 3
8:15 Ring, W.T. 3
Rencke 2
8:17 Jeremiassen 3
8:20 Alford 1
8:22 Turk 1
Cooper 3
8:25 Dieterle 2
Myers, J.N. 3
8:40 Arrive School

Total Passengers 44
Total Mileage 15

Total Passengers Carried 297
Total Miles Traveled 87

RULES AND REGULATIONS FOR BUS DRIVERS

By Jesse R. Shaw

1. Drivers must be provided with a driver's license and must be placed under an approved bond.
2. Drivers are expected to maintain an accurate schedule while on routes and any variation therefrom greater than ten minutes must be reported immediately upon return from trip to the Superintendents, stating cause.
5. Under no conditions may the maximum speed be greater than 20 miles an hour, and where safety demands it a much slower rate of speed should prevail. Before starting drivers must examine car to see that there is a sufficient supply of gas, oil and water to make the trip.
4. Trucks must be brought to a full stop with brakes set, before side door is opened by driver for children to enter or leave truck. Children are not allowed to get out of truck until approaching cars have passed. In crossing the road, children must pass around truck in opposite direction to which it is to move.
5. Drivers shall maintain supervision over the conduct of all pupils in their charge and discipline all cases to the best of their ability. Any gross misconduct or breach of deportment which the driver is unable to handle should be reported to the Superintendent.
6. The driver must notify all patrons on routes of any

changes in schedules or routings. The driver is instructed to wait not more than three minutes for children who are tardy in reaching truck.

7. After entering the truck passengers are not permitted to leave same until reaching their destination, except by permission of the driver. At all railroad crossings the truck must ^{be} brought to full stop and the drivers must be sure that no train is approaching before proceeding.
8. Every effort must be exercised by the driver to safeguard the lives and provide for the comfort and convenience of the children under his charge. Any act of carelessness, recklessness or neglect of duty on the part of the driver will be cause for immediate dismissal.
9. Drivers should see that pupils load in such order that in unloading a minimum of movement is required of the pupils. Drivers should show no partiality in seating of the pupils other than above, except for breach of conduct.
10. In all matters not covered in these rules and regulations the recognized traffic rules will prevail. Each driver must keep an accurate expense account of his truck and file same monthly with the Superintendent.

If it were possible to place a monetary value upon all elements that produce an educated person, we would find the cost negligible, but education can not be reckoned in dollars and cents. The cost of education in a consolidated school in daily attendance is not equal to the cost per pupil per day of actual attendance in the former one-room school. This is the only scientific way of computing the cost of consolidation, and the true measure of accomplishment. To say that consolidated schools cost more, than the one-room school, one must bear in mind all the great advantages of consolidation.

Money spent in developing a better educational system, is invested in the lives of boys and girls. Farmers realize that the testing of seeds and the proper preparation of the seed-bed results in larger harvests being reaped. More money is being spent for the better housing, feeding, and breeding of stock so that larger returns may be obtained. The cost of better schools can only be measured by the real results obtained.

musical and literary programs (for some of those people have splendid talent along that line), plays, reading courses, lectures on subjects that pertain to medicine and on the savings bank might prove helpful. A short winter school with a term of eight weeks might be established where the children could be taught a trade, industry and the scientific method of farming. The children that present the problem of non-attendance, should have a special teacher that will find the work they like, and if at all possible, develop their interest along the ideals that they have. It will be almost impossible to force them through the mill of the regular course of study, but interest created in the things they enjoy, will develop the three "R's" without the forcing method. Something of the ideals that Herbert Quick gave us in the "Brown Mouse", might be used. A Boy Scout troop would take the place of the gang spirit, that is found among the boys.

The lunch room would give a balanced ration of food, and thus stimulate life in the children and promote a spirit which leads them into athletics. Every child underweight should eat at the lunch counter at noon, even though the district pays the amount.

Political and religious meetings of various kinds would also be a great help. There is a possibility of

securing from the rural districts from which they come, a minister who has caught the vision of larger service and work in the world and through his efforts he would be able to reach the parents and get them to co-operate with the school in the training of their children. The parents will be very slow to respond to the ideals that are held before them; but there is hope that their progeny may attain to them. The school is an institution which performs its real work only to the extent that it develops in the rising generation a social out-look which is broader than that of family, municipality, state, or even the church. Moreover, this social out-look must be the intellectual accompaniment of an emotional and volitional attitude of social responsibility. The ideal development is not what the school or church can do for the community, but rather what these or other organizations can inspire the people to do for themselves. This is just a continuation of the Froebelian ideas.

The children engaged in the educational processes of our schools, as individuals, must possess social knowledge, habits and aspirations in the direction of vital, vocational, avocational, civic and moral efficiency. They will gain these through co-ordinated and purposeful activities, both mental and physical. A child learns how to act by acting, how to live by living. The farm home has lost much of the former educational value, because of

the specialization and the reduction in the breadth of training at the home, and because of the tremendous increase of scientific knowledge and complexity of human life.

Hence the above calls for the new rural school to give the pupils a curriculum of activities, that will teach them how to live in the rural environment. The curriculum for the elementary school would contain some of the subject matter of the present system, with many additional subjects, such as: Hygiene, Physical training, Elementary Rural Economics, Agriculture, Domestic science, Farm Arithmetic, Simple English Composition, with emphasis on Letter Writing, Spelling of one or two thousand common words, the simple elements of English as applied to the oral and written composition and the attractive phases of Geography and History, Elementary Science, Music, Elementary Drawing and Building Plans; and all this interspersed with the subjects of thrift, good roads, rural sanitation, elementary ethics, farm carpentry, auto repairing, and methods of co-operation for community enterprises.

This kind of a curriculum would require work and patience to develop. The Superintendent must be a rural man, the teachers must be specially trained and the courses developed so that they will lead to similar high school courses. The plan resembles the Gary system, in which, the pupils go to the same building for twelve years and the

teacher teaches more by departments, caring for both elementary and high school pupils. There would be no eighth grade graduation. The plan would be 6-4-2. The last two years would give the pupils a chance to specialize on the rural subjects or take such subjects as are required for college entrance. The chief limitation of the present consolidated rural school curriculum is that, it lays stress upon the college preparatory course. This means that only about four percent of the high school populace are fitted for the future as that percent is all that have the opportunity of higher education. The other ninety-six percent are compelled to master subjects that will never be of any benefit to them just for the sake of a few, who happen to be a little more fortunate than they.

The "core" of the curriculum as an elective course for a small rural high school would comprise; vocational work for the boys, thorough courses of four years of agricultural training, no languages except modern English, no mathematics except advanced rural arithmetic, book-keeping of farm accounts, life insurance, taxation, science, rural economics, rural sociology, biology, hygiene, history taught by events in a social, religious and economic cycle and music. The assembly period of each day would be used to develop public speaking, debate, all different forms of music, ethical readings, current events, community problems, short plays and a social hour. Under

the head of rural sociology will be the general topics of rural church, school, home, roads, markets, co-operative laws, social life et cetera. Bible courses of standard merit, taught by competent teachers, but non-sectarian in interpretation, should be offered each year two hours a week, and credit given in the English and History departments. In the last two years of high school, those pupils who plan to enter college may give their entire time to the subjects that are required for college entrance.

We have attempted to plough but a few of the outlining furrows in this "stumpy ground". A crop of experiments and vigorous adaptations of the school to the rural life must be expected. The crucial problem in rural education today, is that of adapting our education to the many boys and girls who will stay on the farm, or to require all pupils to wander through material that will be of no practical application to life. The high school is the rural "peoples college". We hope Ault will become a leader in this field of rural education.

The following is the required course of study for the Ault High school, requirements in all subjects, and the books used. Also there is included the report card used for the pupils monthly report, and the blank used to keep his four years of work.

Ault Consolidated High School

Ault, Colorado

STUDENT RECORD

Name _____

| SUBJECT | I | | Yr. Units |
|---------------|--------|--------|-----------|
| | Sem. 1 | Sem. 2 | |
| English ----- | | | |
| Algebra ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |

This record is to be kept by the student and presented on entrance each school year.

A unit course of study is defined as a course covering not less than thirty-six weeks, with five periods of at least forty-five minutes each per week. Two periods of Manual Training or Laboratory Work being equivalent to one period of classroom work.

| SUBJECT | II | | Yr. Units |
|----------------------|--------|--------|-----------|
| | Sem. 1 | Sem. 2 | |
| English ----- | | | |
| Plane Geometry ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |

Sixteen units of work must be earned for graduation and must be chosen as follows:

| | |
|-----------------------|---------|
| English | 3 units |
| Mathematics | 2 units |
| Science | 2 units |
| History | 2 units |
| Language | 2 units |
| Additional from above | 1 unit |
| Elective | 4 units |

Total 16 units

One unit of science must be chemistry or physics. Am. Hist. is required.

| SUBJECT | III | | Yr. Units |
|-------------------|--------|--------|-----------|
| | Sem. 1 | Sem. 2 | |
| English ----- | | | |
| Am. History ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |

GRADING SYSTEM

| | | | |
|----|-------|----|-------|
| A | 95-99 | C | 75-79 |
| A- | 90-94 | C- | 70-74 |
| B | 85-89 | D | 65-69 |
| B- | 80-84 | D- | 60-64 |

F failure—below 60

Credit for Quality of Work

| | |
|-------|---------------------|
| A | 1.2 units |
| A-, B | 1.1 units |
| B-, C | 1.0 units (average) |
| C-, D | .9 units |
| D- | .8 units |

| SUBJECT | IV | | Yr. Units |
|---------------|--------|--------|-----------|
| | Sem. 1 | Sem. 2 | |
| English ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |

Summary of Units Earned for Graduation:

| | Units |
|--------------|-------|
| English | |
| Mathematics | |
| Science | |
| History | |
| Language | |
| Electives | |
| TOTAL | |

Principal.

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AULT CONSOLIDATED HIGH SCHOOL
SCHOOL DISTRICT NO. 34
AULT, COLORADO

Record of _____
 _____ Year in High School. School Year 1921-22

| | 1st six weeks | 2nd six weeks | 3rd six weeks | 4th six weeks | 5th six weeks | 6th six weeks | Yearly Average |
|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| Half Days Absent | | | | | | | |
| Times Tardy | | | | | | | |
| Department | | | | | | | |
| Effort | | | | | | | |
| Academic Subjects: | | | | | | | |
| ENGLISH | | | | | | | |
| ALGEBRA | | | | | | | |
| GEOMETRY | | | | | | | |
| HISTORY | | | | | | | |
| GEN. SCIENCE | | | | | | | |
| BIOLOGY | | | | | | | |
| CHEMISTRY | | | | | | | |
| PHYSICS | | | | | | | |
| LATIN | | | | | | | |
| SPANISH | | | | | | | |
| Vocational Subjects: | | | | | | | |
| AGRIGULTURE | | | | | | | |
| COM. ARITHMETIC | | | | | | | |
| BOOKKEEPING | | | | | | | |
| TYPEWRITING | | | | | | | |
| SEWING | | | | | | | |
| COOKING | | | | | | | |
| MANUAL TRAIN'G | | | | | | | |
| Supplementary Courses: | | | | | | | |
| MUSIC | | | | | | | |
| PHYS. EDUCAT'N | | | | | | | |
| PENMANSHIP | | | | | | | |

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AULT CONSOLIDATED HIGH SCHOOL.

Course of Study.

PROMOTION, GRADUATION: Sixteen units are required for graduation, however promotion and graduation depend not only upon the units earned but also upon REASONABLE SATISFACTORY standing in spelling, penmanship, daily use of oral and written English, conduct, general attitude, dependability. Those deficient in spelling or penmanship will be required to take instruction in those subjects until a suitable improvement is shown.

CLASSIFICATION: A student having less than 3 units is classed as a Freshman although he may be taking some Sophomore work. One having less than 6.5 units is classed as a Sophomore and a student having less than 11 units is classed as a Junior.

SUBJECTS OFFERED.

NINTH GRADE

#English
 #Algebra
 #History & Civics
 Latin I
 Agriculture
 General Science
 Manual Training
 Cooking
 Sewing

TENTH GRADE

#English
 #Plane Geometry
 Hist. M & M.
 Latin II
 Spanish I
 Biology
 Manual Training
 Cooking
 Sewing

ELEVENTH GRADE

#English
 #Am. Hist.
 Chemistry
 Spanish I or II
 Adv. Alg. & Solid Geom.
 Bus. Arith. & Bookkg.
 Typewriting
 Manual Training
 Cooking
 Sewing

TWELFTH GRADE

English
 History
 Physics
 Spanish II
 Adv. Alg. & Solid Geom.
 Bus. Arith. & Bookkg.
 Typewriting
 Manual Training
 Cooking
 Sewing

The subjects marked (#) are required in the years as given, Two years of foreign language are required but the student may choose either Latin or Spanish. First year Latin will be taken in the Freshman year if Latin is chosen. If Spanish is chosen the first year may be taken in the Sophomore or Junior year. One science must be taken in the first or second year and Chemistry or Physics must be taken in either the third or fourth year, preferably the third year. Three FULL units of English must be earned for graduation.

Students who maintain an average standing of C or better will take four regular courses; those who maintain an average of B or better may be permitted to take five regular courses with the approval of the faculty; those whose standings fall below C- may be permitted to take three regular courses only, at the request of the faculty.

REQUIREMENTS FOR GRADUATION.

English 3 units
 Math. 2 "
 Hist. 2 "Am.Hist. required.
 Lang. 2 "
 Sci. 2 "One to be Chem. or Phys. Study.
 1 "Additional from above.
 Elective 4 "
 16 "

One fourth unit each year will be allowed if earned for Athletics, Gymnasium, Glee Club or Bible Study.

REQUIREMENTS IN ALL SUBJECTS.

Each subject has in addition its own specific requirements.

1. All assignments given the class as a whole must be completed. (Themes, laboratory exercises, note-books, book reviews, etc.)
2. All work on paper or at board must be reasonably neat and accurate, and must be carefully revised before being offered. Cultivate the habit of proving and testing your work.
3. All written work must be grammatically correct, and correct in spelling and punctuation. Work must be done on time.
4. Satisfactory attention and industriousness must characterize the student's attitude in recitation and study time; he must not give frequent occasion for disciplining.
5. Conduct must be satisfactory.
6. The student must make faithful and regular daily preparation of lessons; he must not neglect to get such help from teachers as he really needs.
7. The student must make reasonable satisfactory use, in class and out of class, of the English language; and he must strive to overcome his weaknesses in the command of the language. Gross errors cannot be tolerated.
8. The student must be regular and punctual in attendance.
9. The student must exercise initiative, independence and self-reliance in preparing work and mastering assignments. He must make intelligent use of dictionaries, indexes, tables of contents, encyclopedias and other reference books.
10. The student must make faithful daily preparation, without urging; this preparation must include habitual reviewing of work previously done.

FIRST YEAR

| | Price |
|---|--------|
| English I - Scott & Denny | \$1.30 |
| Algebra I - Hawkes, Luby & Touton | 1.40 |
| History I - Hughes "Community Civics" | 1.55 |
| Science I - Barber "General Science" | 1.85 |
| Latin I - Smiths "Latin Lessons" | 1.50 |
| Agriculture I - Waters "Essentials of Agric." | 2.00 |

SECOND YEAR

| | Price |
|--|--------|
| English II - Scott & Denny | \$1.30 |
| Pl. Geometry - Wentworth-Smith | 1.40 |
| History II - Wests "Modern World" | 2.50 |
| Spanish I - | |
| Biology - Hunters "Civic Biology" | 2.00 |
| Latin II - D'Ooge & Eastman "Caesar in Gaul" | 2.00 |

THIRD YEAR

| | Price |
|---|--------|
| English III - Herrick & Damon | \$2.00 |
| History III - Wests "Am. Hist. & Govt." | 2.50 |
| Spanish II - | |
| Bus. Arith. - Sutton & Lennes | 1.75 |
| Bookkeeping - Modern Illustrative | |
| Chemistry - Brownlee & others. | 2.00 |
| Typewriting - So Relle "Rational" | |

FOURTH YEAR

| | Price |
|--|--------|
| English IV - Herrick & Damon | \$2.00 |
| Physics - Milliken & Gale | 2.00 |
| Manual - M. G. & P. | |
| Adv. Algebra - Hawkes, Luby & Touton | 1.45 |
| Solid Geometry - Wentworth-Smith | 1.40 |
| Cooking - Greer "School & Home Cooking" | |
| Domestic Art - Baladt "Clothing for Women" | |

Another problem before the mult community is the great number of churches for the small place. There are three English speaking churches besides the foreign ones. The several churches of this town fail to draw the people of the large districts together. Some owe allegiance to one parish, and some to another, many of the homes, however, do not feel the necessary spur to align themselves with any forward church organization, because of the constant strife that is found more or less belching forth upon different occasions. The parishes lack compactness and cohesion. The crossing and recrossing of parish lines give a digression of aims and disinterest which does not lend itself well to solidarity of community plans. At one time the churches appointed three men from each organization and they were to form a basis for a united church for the whole community. They were successful in removing two of the ministers; but the third man refused to move and did all he could to prevent the union of the churches. There is formed at the present time a men's brotherhood of the town who call in outside speakers every month and they are cultivating the spirit of unity and hope to be able to get together in time. Some of the united work of the church for the community are: it increases the ease of shifting from one class to another; gives incentive to individual progress, breaks down sectarian lines, promotes unity of effort, breaks down

isolation, wages war against poverty, and combats the "Social evils of the community", while the individual church tends to destroy the above. The solution of this problem must lie with the people. There will be some that will fight and will fight hard, for we know that the bloodiest wars of history have been religious wars. Those who see the light should get together and call a meeting of the people who are interested in the move and appoint a committee to draw up a constitution and by-laws as a working basis, another committee to secure the pledges from the community for the united religious work, and another body of citizens to select a leader for the church. The following articles might be used as a basis:

Preamble

This church is not controlled by any religious denomination, but invites the co-operation of all Christian people, hence the name of community church. Recognizing that most of our denominations are governed by creeds, dogma and traditions of the past, many liberal and free-thinking people have united themselves together, that they may truly believe and worship according to the dictates of their own conscience. The community churches are being rapidly organized, and are growing substantially in the city and rural districts, making their strongest appeal to the rural regions that have been overchurched in the past, and the new, sparsely settled communities of the

West. This organization does not live upon the faults and fallacies of others, but preaches the world-wide mission of the Gospel of Christ, as it was proclaimed in the early years of Christianity. It has been bred and born with the American spirit, which accounts without doubt for its spirit of independence in doctrine and direction. We offer a religious home to those who are looking for a church that is a democratic organization broad in spirit, and organized for the purpose of developing the community and the individual in a four fold way; mentally, physically, morally and spiritually.

Membership

1. The membership shall consist of members in good and regular standing of the local churches.
2. New members may be admitted to the community church either by letter or confession of faith and choose the form of baptism that he or she may desire.

Managment

1. There shall be three members from each participating church chosen annually who will form a board of officers whose duty it will be to direct the finances, Lord's Supper, and such other duties as commonly fall to the officers of other churches.

2. The Lord's Supper shall be observed once a quarter unless the board of officers shall wish to observe it oftener.
3. All missionary offerings shall be sent to the church board, that the several people designate, or it shall be sent to some International board of missions that the local board and pastor may designate.

Pastor

All members of the community church of Ault shall have the right to vote upon the dismissal or recall of a pastor. He shall be chosen from the standpoint of efficiency and leadership and not restricted to any certain church membership. He shall receive a reasonable compensation, and a home to live in, the rental thereof included in the annual budget. A pastoral helper shall be added to his staff as soon as the local budget will allow.

At the present time the churches are worshipping in small and inadequate buildings that cannot meet the religious, social, and moral needs of the community, while this larger body of people will be financially able to erect a modern plant that could serve the whole community. The present gymnasium and the local churches, used as different departments of the Sunday School would serve as places of worship, for the present until they were sure that

they could go ahead and build the plant that would meet the needs of the community. The modern church is not for preaching service only, but must preach in many different ways; as all of the modern rural churches are doing that are keeping abreast of the times and full-filling their missions.

The above described union is taking place in different parts of the United States, quite frequently, and the results are amazing. The results of two churches uniting at Wilberham, Mass. give us a fine example. This Federation has existed for five years. They report a gain in church attendance from 100 to 200, a gain in resident church membership from 150 to 200, a gain in prayer meeting attendance from 15 to 50, a gain in Sunday school attendance from 90 to 135, a gain in local finances from the yearly deficit of several hundred dollars to a doubled budget and all bills paid at the end of the year, 300% increase in the benevolences and missionary offerings.

The next problem that Ault will have to solve is a teachers home. So far they have been able to secure board at the private homes in the town. The larger consolidated schools are finding it advantageous to erect homes for the teachers and give them a place that will be congenial and home-like to live so that they may relax after the hard grind of the day. The bond issue that it takes to erect a teacherage does not cost as much as the

satisfaction that is acquired from it. The Ault school system would be more nearly complete if there was a teacherage. The Windsor teacherage is worth commending. It is the largest and best one in the state.

The Ault Consolidated School leads us to make the following conclusions of its advantages over the one-room district school.

1. The consolidated school is a large enough school to warrant the services of a competent superintendent.
2. Teachers of higher calibre are attracted to the consolidated school and the teaching force is much more stable and better qualified.
3. The superintendent and faculty become the servants of the community and can stimulate the farmers institute, club work for the young people, public library, definite organized play for the community, picture show, educational program for the older people, and aliens, co-operative movements in the community, experimental plots in agriculture, dairying, and other live stock raising, so that the community would bear the burden of the expense of the experiment until it was tested. Some of the possibilities in a co-operative way that may be developed in the community

are the Community church, the co-operative egg selling association, co-operative creamery, co-operative telephone, co-operative thrashing and silo filling, co-operative cow testing, and many other things too numerous to mention.

4. The consolidated school is operated in such a way that it sustains the interest of the pupils, and holds them in school for a much longer period of time.
5. Consolidation gives the country child all of the advantages of the city school without sacrificing the advantages of rural life.
6. It goes a long way in meeting the one big cause of the boys deserting the farm for the city life.
7. Gives equal advantages to all pupils regardless of where they live, whether in the city or in the poor country districts.
8. The course of study is particularly adapted to the children of rural environment. The agriculture studies and farm shop prepare the boys, and the domestic science qualifies the girls to take their places in the rural life of the community. Through the help of the county agent and teachers in the science department, many kinds of club work have been taken up and we feel that good results have been obtained. In 1921 six boys

formed a pig club and followed the work out taking their pigs to the Weld County Fair, receiving two firsts, one second and a fourth place. In 1922 only two boys completed the work and at the fair received two seconds and two third places. This year twelve boys have signed up with the county Agent to start the club work.

9. The consolidated school leads to better roads, better homes, better transportation, increased land values, pride in community and civic improvement; more rural telephones, better farming, better live stock and better children. It becomes the community center and leads to improvement through lectures, debates and other forms of entertainment, in fact it leads out in co-operation along all lines. As people realize that they are providing advantages for their children equal to those of any other district, self respect and respect for the community increases many fold. It stimulates a broadening influence on the people, as they become accustomed to thinking in terms larger than the one-room school. Consolidation is a form of organization that is dovetailing itself into the great organized farmers movement all over the country.
10. Pupils are grouped into classes on a basis that

gives each one the best of development.

11. The students time can be divided so that there will be equal opportunity of study and recitation.
12. There can be greater vitalization of the school work, and the number of extra courses of study multiplied many times, such as music, manual training, domestic science, agriculture, and business courses.
13. The contact of a larger number of children gives the pupils a larger vision, develops the best by competition, and gives a larger number of opportunities for the pupil to develop his latent powers. It also has the same effect on the entire community, as it stimulates co-operation and united effort on the part of every one.
14. The consolidated school provides amusement and entertainment in the school and the community such as games, moving pictures, radio, music festivals, school exhibits, picnics, parties, athletic contests, and many other things that the country people all too frequently lack.
15. Consolidation develops a broad functioning. Young people learn to have more confidence in themselves and seek a greater participation in the activities of the community.

16. It stimulates a greater percent of attendance in comparison with the enrollment, than is found in the former schools. More pupils are enrolled than the number numerated by the school census. Tardiness and truancy cease to be a problem. There is a greater percent of advancements and graduations in the consolidated school than is found in the one-room school.
17. The consolidated school makes possible better school rooms, better light, heat, ventilation and sanitation.
18. Invariably the transportation of pupils to the consolidated school results in a larger and more regular attendance and has eliminated tardiness. Children are no longer compelled to wear wet shoes all day after walking through the rain and mud. Thus, health is conserved.
19. The morals of the pupils are protected in the going to and from school since they are in the care of a trustworthy driver.
20. Last but not least it is a purely democratic institution that more than pays for the cost in a citizenship that we are proud to acknowledge.

In choosing the consolidated school district as the best unit of rural organization of general application,

there are a number of rather specific factors which should be clearly kept in mind if proper values are to come from it. First of these is that provision must be made for a good, effective high school department in connection with the consolidation. No farm boy and girl nowadays should be without the opportunity to obtain close at hand as good a high school education as any other boy or girl. The arguments pro and con of the value of the high school education need not to enter here for the farmers are becoming fully awake to the advantages of this farther education.

Mark Burroughs of Greeley says: "What a fine state of affairs it will be when equal educational opportunity will become universal. When we think of the great progress that has taken place within the past ten years, we look forward to the next decade with anticipation. Convince the farmer that his children deserve every good thing other children deserve; convince him that better schools are a fine form of investment; convince him that there has been as great an improvement in education as there has been in farm machinery, and he will do the right thing. Is it too much to hope that ten years from now there will be a modern high school within riding or walking distance of every child in the United States?"

The size of the district and its population and the amount of wealth will be a variable matter in the success

of the consolidated work. Another thing that must not be lost sight of in the carving out of consolidated districts, is the attainment of proper cohesion and social relationship within the newly formed district. This cohesion will find expression in many ways. The historic development of the area, sometime the kindred ties extend over a large area. Again the trade relations have built up a certain community center. Topographical features have often caused certain areas to be very definitely marked out and these frequently have been real, effective communities. In the construction of this new socio-economic unit, therefore all these factors should be used as guides to be supplemented by the free choice of the people themselves as exercised by the ballot.

In as much as the findings of this investigation have singled out the consolidated school district as the best unit of population, territory, wealth, and the like upon which to place rural organization plans, it becomes very evident that there is no better place to begin the formation of organized life and the co-operation of the forces of that life than with the consolidated school itself. When the community is adverse to organized effort, (as this one was) then we find, that the best tools, are the school and its officers to teach the community ideals and aims and to develop policies and goals. This community was progressive and its progress was accelerated

by the aid and influence of the school. There is no other institution in the community that reaches the lives of all as effectively as the school. There is no institution around which all will rally more quickly, because of the common ideal. Before consolidation the people of the community were more or less estranged, often unfriendly, and were non-co-operative. Since consolidation, with the new school built, a most surprising co-operative spirit has developed. Many of the country women get acquainted at the school, either in visits during regular session, or at festivals and dinners. The town merchants have acquired a sense of partnership with the farmer. The farmer to the farthest corner of the district feels his allegiance to the school, community and the town. The very fact that the people of the community worked together successfully enough to build a common school also gives them confidence to do greater things for the community.

It is a mistaken idea to think that the consolidated school will solve all of the school and rural problems within a few years. It is not possible to teach this generation and change their habits and ways of thinking after they have children in the school, but we can take the younger generation and prepare them to meet life's problems more easily than did their fathers. That is the purpose of the larger and better schools. Do not be disappointed if the consolidated school only solves a few of

the big problems of the community in the first generation.

It is a glorious start and let us not "break faith" in this great enterprise lest the effort expended be lost.

What the consolidated school has done for Ault thus far can be done for any other school. We dare not guess at future results but let us go forward with the words of the poet on our lips:

"Press on! surmount the rocky steeps,
Climb boldly o'er the torrent's arch;
He fails alone who feebly creeps;
He wins who dares the hero's march."

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