A STUDY OF
260 SCHOOL CONSOLIDATIONS

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CONTENTS

IV CONTENTS.

Page.

A STUDY OF 260 SCHOOL CONSOLIDATIONS

INTRODUCTION

The purpose of this bulletin is to furnish generally to persons who are interested, and more especially to educators and students of education, the names of and the main facts pertaining to 260 school consolidations in all parts of the United States.

The term "consolidations" is used because the kinds of educational organizations about which data are given vary so much that some word more inclusive than either "consolidated schools" or "consolidated districts" seems to be necessary. The range of institutions here named is from the little two-teacher school to the large elementary and high school junior college. The list includes (1) single small schools that are parts of county systems, (2) districts with one school, (3) districts nearly equivalent to a county in extent and maintaining 20 or more schools, (4) town and township elementary and high schools, (5) union and county high schools, (6) county secondary schools, and (7) city systems created by consolidation.

It is hoped that the essential items given here about specific consolidations will aid those who are furthering the movement to assemble children in larger groups for educational purposes, both by showing conditions under which consolidations are being maintained and by naming for the inquirer places to which he may write for information or which he may visit and study.

While 260 consolidations, and those not a random selection, constitute too small a percentage of the 12,000 or more consolidations in the United States to make it possible to draw exact conclusions, it is believed that the list is representative of the entire group and that the averages and general characteristics shown here are good indications of what is to be found in all the educational institutions of this class.

HOW THE DATA WERE OBTAINED

Early in the school year 1922–23 each State department of education was asked to send to the Bureau of Education the names of 10 or more successful consolidated schools, the desire on the part of the bureau being to obtain a list of representative consolidations in all the States. The names of 442 were received. A questionnaire asking for the data embodied in Table 5, page 20, and a few additional items was sent to each of these in January, 1923. In the latter part

of March a second request was made of those that had not then replied. Returns came from 260 consolidations. All data are for the fall term of 1922. Very few superintendents answered all the questions, and no one question was answered by all. In general the replies were tabulated exactly as they were received, only the obvious errors being corrected.

Believing it best that educators should know of all the kinds of schools, districts, and even school systems that are being considered consolidations, the author has omitted no returns, even though he doubted whether the educational units from which some of them came belong properly in this classification. The lists of the State departments of education were accepted as authoritative.

The bureau gratefully acknowledges the kindness and promptness with which the superintendents and principals filled out and returned the questionnaires. Only a few of the many excellent photographs that were sent can be reproduced in this bulletin, but all are of value in studies of consolidation and may be used in other ways.

In Table 5, page 20, will be found the names and the post-office addresses of the consolidations. The names of the principals or superintendents are not given because the personnel of administration in these as well as other schools changes rather rapidly. Information may be obtained directly from any consolidation listed by writing to "The Superintendent of _____ Consolidated School" at the post-office address given.

This table also contains data in detail regarding: (a) The amount of consolidation effected in each case, as it is shown by the number of schools or districts united; (b) the strength of the resultant organization as indicated by the area served, the assessed valuation, the value of the school property, and the annual income; (c) the organization and size of the consolidation as determined by the enrollment in high school and elementary grades; (d) the salaries of the teaching staff; and (e) seven items relating to the transportation system that is maintained by the consolidation. Salaries of superintendents and principals are not given because of the personal nature of the information. They are discussed in general on page 6 and shown in distribution Table 17, page 37.

Table 6, page 32, is a summary of nearly all the data returned in the questionnaires. The maxima, minima, and medians of the items given in detail in Table 5, page 20, and a large number of other items are shown. In this summary the statistics are divided into three classes—those relating to finance, organization and instruction, and transportation. The median in each item, with the exception of those for salaries of teachers and superintendents, represents what the average consolidation is doing. For example, the median

consolidation transports pupils 4.7 miles one way. No attempt has been made to find the median distance traveled by the 31,186 children. The purpose of the medians is to show the characteristics of the type consolidation, not to determine what is happening to some individual pupil or person in the system.

A few of the more important distribution tables arranged in determining the medians for the typical consolidation are given. Students of consolidation who care to work out such data as the quartiles, amount of variation, etc., will find them a help. The medians given were obtained by actual count, not by computation based on the theory of equal intervals.

Chapter I

THE TYPICAL SCHOOL CONSOLIDATION, COMPARATIVE STANDARDS, AND VARIATIONS FROM THE TYPE

The typical school consolidation.—A typical school consolidation, basing the type on the 260 reports returned, may be described with a fair degree of accuracy from the medians given in Table 6, page 32. This typical school, the middle one in the important characteristics about which data were gathered, is not entirely theoretical, for the medians form a consistent outline of a consolidation that can be established and maintained, and some of the consolidations listed do not vary very widely from it in essential particulars. The description of the type is:

It is town consolidation not more than 6 or 7 years old; for, although four of the consolidations reporting were established before 1882, more than four-fifths of them, 246, were formed in the last 12 years. It is the result of uniting five districts or schools and abandoning four schoolhouses. The word "consolidated" may or may not be a part of its legal name. There are more than 30 different legal designations for the 260 consolidations, but "consolidated" is a part of only 92 of the 260 names.

It serves an area of 36 square miles. The assessed valuation of the taxable property in the area is $1,250,000, or about $4,500 for each child enrolled in school. It has a bonded debt of approximately $36,000, assumed shortly after the consolidation was effected, in order to build a new building. That debt, since it is not more than 2.8 per cent of the assessed valuation of the area served by the consolidation, is not unduly burdensome.

The school grounds are 5 acres in extent and are valued at $1,500. The buildings are estimated to be worth $48,000, the equipment $5,000, and the transportation vehicles $2,500, making a school plant that is valued at a total of $57,000. The investment is equivalent to 4.6 per cent of the assessed valuation of the property within the area of the consolidation. It amounts to $203 for each pupil enrolled.

The annual income of the consolidation is $22,450, or $80 to $84 for each child enrolled in school, $91 to $95 for each child in average daily attendance. The income, derived largely from local taxes, is expended for a superintendent at a salary of $2,100 per annum, high-school teachers at $1,425, and elementary teachers at $1,120. A little more than $3,000 of the income, 14 per cent, is spent to transport children to and from school.

The school is organized on the 8-4 plan, enrolling 204 children in the elementary grades, 76 in the high school. The average daily attendance is 91 per cent of the enrollment. The teaching staff of 11 persons, including the superintendent, is divided on a basis of 6 or 7 in the elementary grades and 5 or 4 in the high school. Of the elementary teachers, 4 are normal school or college graduates, the other 2 or 3 are graduates of 4-year high schools. At least 2 of the high-school teachers and the principal or superintendent are college graduates; the other 1 or 2 are normal or high-school graduates with training in some special subject. The superintendent has had training in school administration or supervision, or both. Each of nine members of the staff has had more than two years of experience in teaching.

Shortly after the consolidation was established it began transporting pupils. It now maintains five routes, transports 110 (43 per cent) of the children enrolled an average of 4.7 miles one way in 35 minutes at a cost of 3.8 cents per child per mile per day.

The school building has special rooms for home economics, manual training, physics and chemistry, and for the library. There is an auditorium with a seating capacity of 400. The consolidation leads in some lines of community activities, such as parent-teacher meetings, musicals, plays, and athletic events.

Comparisons with other types and standards.—It is pertinent to ask how the standards set by the medians for this typical school compare with averages for the United States and any other standards that may have been fixed arbitrarily or determined from data. Statistics of education have been compiled usually not so much to determine the characteristics of the average school or institution as to ascertain the common practice in some one phase of education. However, the data gathered biennially for State school systems of the United States and State annual, biennial, and special reports offer some bases for comparison.

There is an average of one schoolhouse for every 11 square miles of land in the United States; so the school consolidations are serving an area three times that served by the average school. In the few cases in which the least area that may constitute a consolidation is fixed by law, the limits are below those that are being attained in actual practice as shown here. Minimum areas for consolidation are set at 25 square miles, unless there is an assessed valuation of $500,000 or more, in Oklahoma; at 18 square miles in North Dakota; 12 in Minnesota; and 25 in Nebraska. In Mississippi a district of less than 25 square miles may not issue bonds. The fact that a median area for 223 consolidations in all parts of the United States is 36 square miles, more than one-third higher than the largest of the legal minima set, indicates an encouraging tendency to make the most of possibilities rather than to do only what is required.

As to the assessed valuation of the property that may be taxed to maintain the consolidation, the figure of $1,250,000 is below that thought by some workers in consolidation to be a good standard. It is above the average that is actually working out in some of the States. In one case leaders of the consolidation movement are striving for an assessed valuation of at least $2,000,000, and a report for 1922 for 77 consolidations in that State shows a median of $1,-450,000. In another case the median for more than 100 consolidations is only $263,000.

The maximum ratio that bonded debt may bear to the assessed value of taxable property is fixed by law in 31 States. Five per cent is the limit in nearly half the cases; so the median bonded debt of 2.8 per cent is a fair indication that communities are not in general mortgaging themselves too heavily that they may build good school plants for consolidated schools.

Data recently gathered by the Bureau of Education on the salaries of 191,241 country teachers and 12,560 principals show that in 1923 teachers of one-room schools received $729 per annum; those of two-room schools, $737; those in schools of three or more rooms in the open country, $843; in consolidated schools, $964; and in country village schools, $1,141. The principalship of the organized rural high school paid $1,916.[1] The median salaries for the 1,813 grade teachers, 1,330 high-school teachers, and 280 superintendents and principals reported by the 260 consolidations listed here are higher than those given above. In both cases the data show that the consolidated schools may have better teachers than the smaller schools, because they pay better salaries.

That they *do* have better teachers is very evident when the staff of this average consolidation, and the following table showing the training and experience of the teachers in all the consolidations reporting, are taken into consideration. It is unusual to find a group of elementary teachers of whom 59 per cent are graduates of normal schools or colleges, or of high-school teachers of whom 72 per cent are college graduates and 19 per cent normal-school graduates. Moreover, four-fifths of these teachers have had two or more years of experience.

TABLE 1.—*Training and experience of teachers*

Teachers	Number of consolidations reporting	College graduates	Normal graduates	High-school graduates	No graduation	Two or more years' experience	Total
Elementary teachers:							
Number	233	150	990	651	138	1,599	1,929
Per cent		7.7	51.3	33.7	7.1	82.8	100
High-school teachers:							
Number	222	1,023	268	93	26	1,124	1,410
Per cent		72.5	19	7	1.8	80	100

[1] Salaries of Country Teachers in 1923, by Alex Summers, Rural School Leaflet No. 21.

In other ways the typical consolidation is above the general average of schools. Thirty-seven per cent of its enrollment is in the high school. For the United States the high-school students are 12.3 per cent of the enrollment. Its per cent of average daily attendance is 91, as against 79.2 per cent for the country at large. Its expenditures are approximately $80 per enrolled child and $91 for each child in average daily attendance. Corresponding figures for the schools of the Nation in 1922 are $68.02 and $85.71. The school property has a valuation of $203 per pupil enrolled in the typical consolidation, while in all schools it amounts to $129. The consolidation is spending 14 per cent of its income for transportation, but for the United States expenditures for pupil transportation amount to only 2 per cent of the total of current expenses.

In general the data for the consolidations listed show that the average school consolidation is stronger than the average school of the United States in such very important characteristics as wealth that is taxed for school purposes, in value and suitability of school buildings and grounds, in school income, and in salaries, training, and experience of teachers.

Variations from the type consolidation.—The average for school consolidations can be raised by forming new consolidations that will be above the standards set by the medians or by strengthening those consolidations already formed that are below the average. For that reason it is well to consider some of the variations from the type, especially those above the average, with a view to showing what the stronger consolidations are. Among the more important things to be considered are the assessed valuation of the taxable property behind the school, the area served, the school income, the school buildings and sites, and the school organization, enrollment, and attendance.

In assessed valuation of property that may be taxed to maintain the school, the highest figure reported is $63,000,000. Fourteen of the consolidations have 49 per cent of the assessed valuation shown in 216 returns. These 14 are city schools, county and union high schools, and schools located in unusually rich coal or oil fields. Some of them owe their strength to favorable natural conditions; others represent strong centralizations brought about under very unfavorable conditions by careful organization. Fifteen of the consolidations report an assessed valuation of more than $20,000 for each child enrolled in school, about 5 times that of the median and more than 1,000 times the lowest valuation, $18. These inequalities in distribution of wealth and distribution of school children are probably as great in this group of consolidations as they are in any other class of schools in the United States. They must be overcome in some way, if children are to have equal educational advantages; and the

strong consolidations, set up in unfavorable natural conditions, through good organization are ample proof that they can be overcome to a considerable extent.

• Thirty-two of the consolidations serve areas of more than 100 square miles each. With good auto busses, most consolidations should be able to care for all the children in a radius of at least 6 or
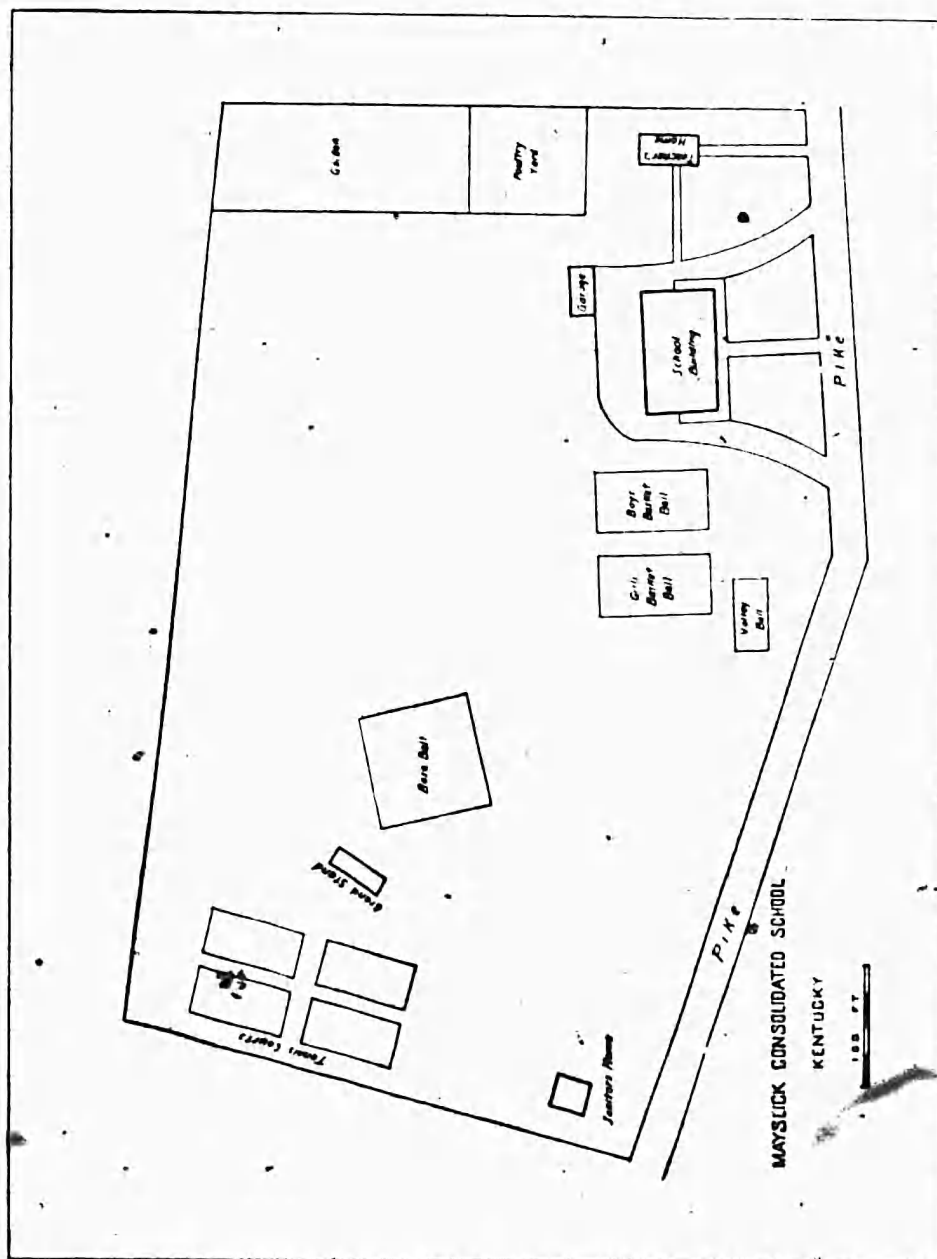
FIG. 1.—School grounds of 10 acres, valued at $3,000. They afford play space for 323 elementary and 64 high-school pupils.

MAYSLICK CONSOLIDATED SCHOOL
KENTUCKY

7 miles. The median of 36 square miles is lower than it now needs to be.

The total area, 17,817.5 square miles, served by 223 consolidations, is more than that of Massachusetts and Vermont combined. The two States maintain 5,794 schools.

Total school incomes ranging from $1,157 to $572,000 mean, of course, a range from a school that can hardly employ one well-trained

teacher to an institution that may command much of the highest grade of professional service. Incomes per enrolled pupil of from $11 to $526, and per pupil in average daily attendance of from $15 to $992, even taking into full consideration any differences in costs for different sections of the country, indicate a range from very meager educational offerings to the best type given in the United States.
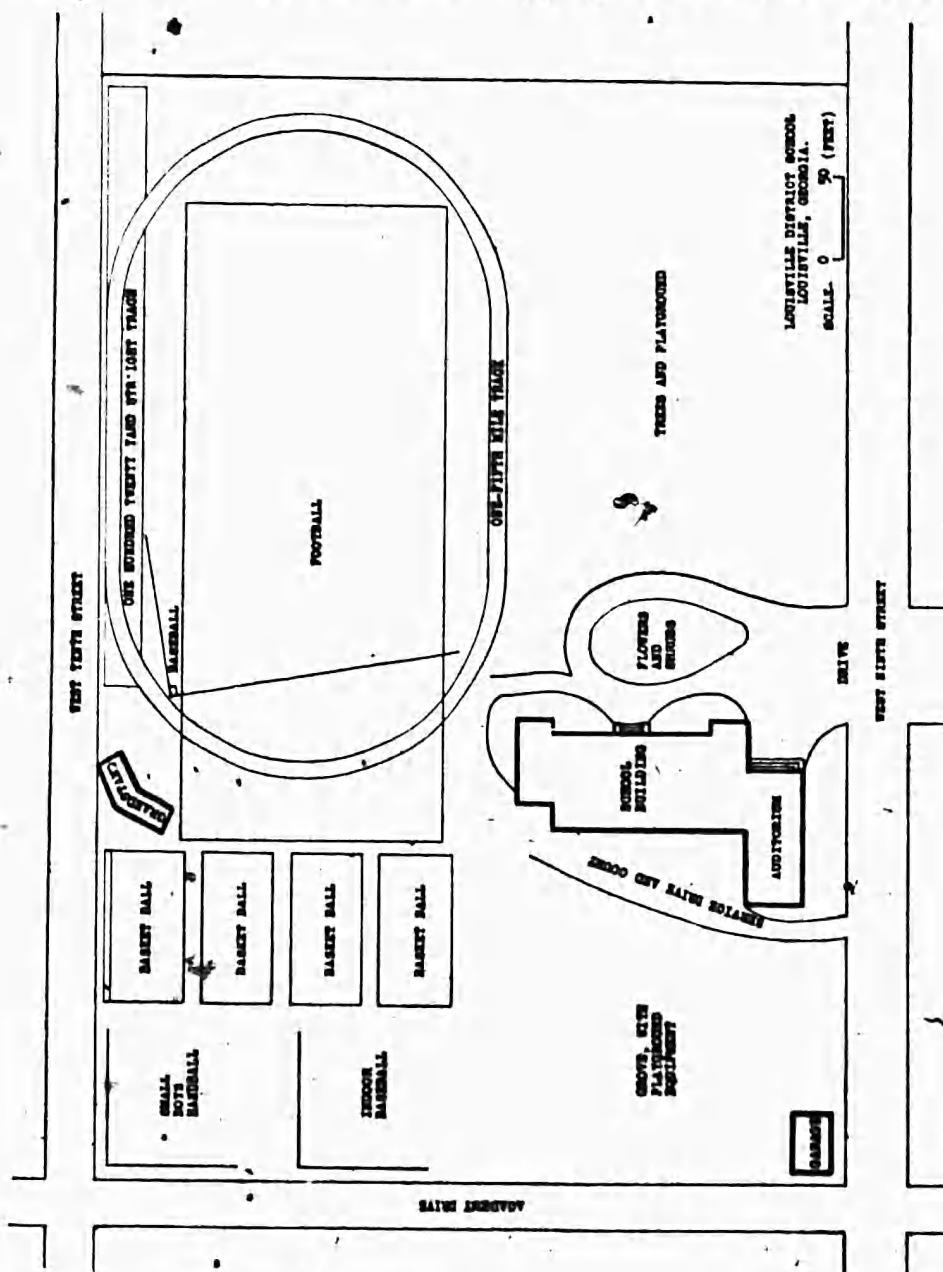
FIG. 2.—School grounds of 8½ acres, valued at $4,000. The school enrolls 800 pupils in the grades and 90 in the high school

The consolidations listed that have per pupil incomes above the average for the country at large are financially prepared to do good work. The 48 consolidations that may expend $110 or more for each pupil should be giving a splendid kind of training.

It is noteworthy that the open country consolidations have median incomes practically equal to those of the city, town, and village groups.

Consolidation creates a greater interest in the schools, and the patrons are usually willing to make the effort necessary to build new buildings, have better equipment, and provide a generally better school plant. Of these consolidations, 183 reported that new buildings were erected as a result of consolidation. The buildings cost a total of $11,230,898. Seven were built that cost over $200,000 each. One of them represents an investment of $800,000.
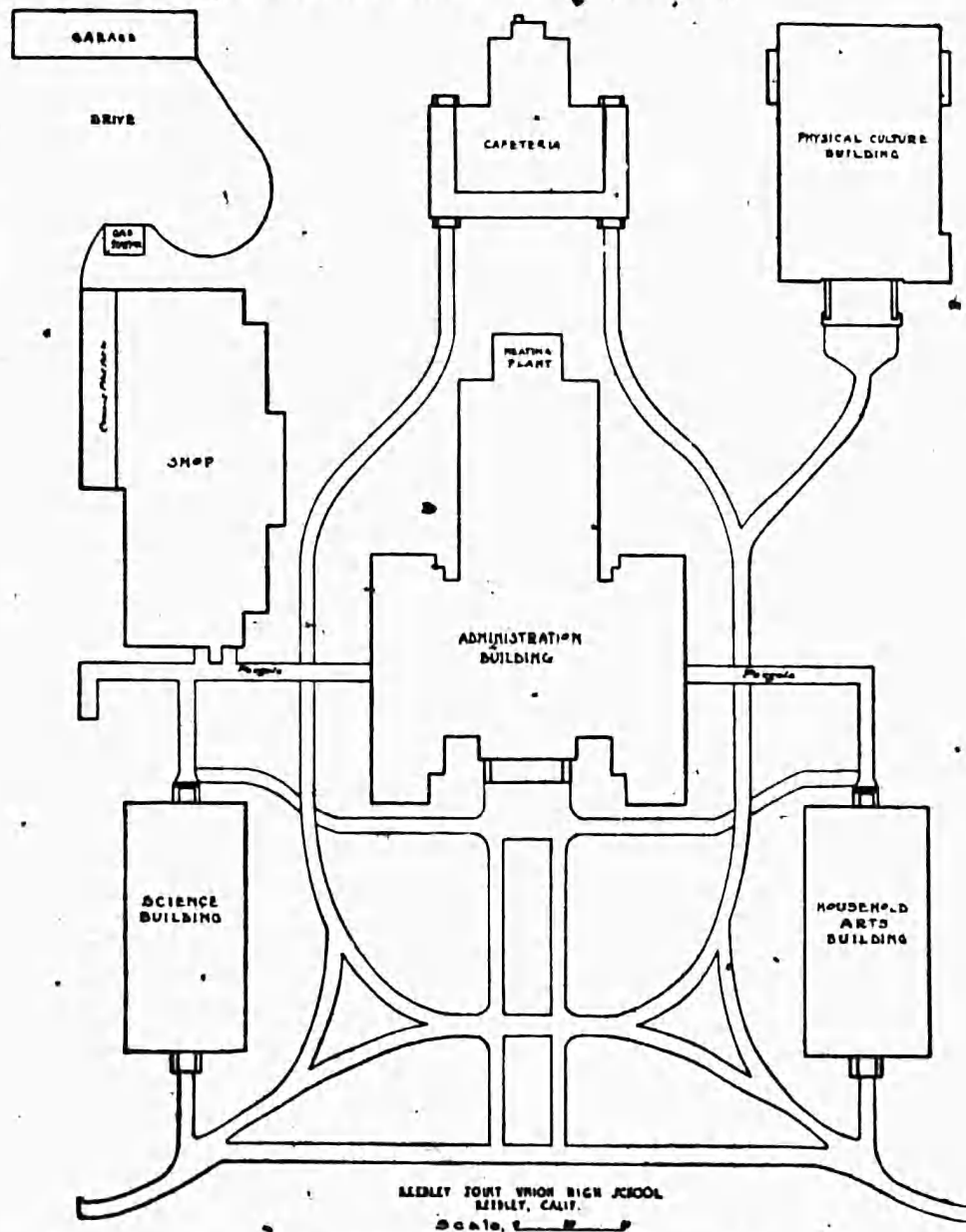
FIG. 3.—High-school grounds of 15 acres, valued at $25,000, for an enrollment of 450 pupils

Most of the consolidations have school plants considerably above the average for the United States. Some of them have very fine plants. The total value of the school property, including sites, buildings, equipment, transportation vehicles, and teachers' homes, owned by 243 of the consolidations, is estimated to be $22,708,694. That is more than the valuation of the public school property in each

of 15 States. There are six of the consolidations which have, each, over half a million dollars invested in the plant.

The range of value of school property per pupil enrolled is from $11 to $5,479, with a median of approximately $200. The distribution table (see Table 14, p. 36) shows that in 23 of the consolidations the school property is worth more than $500 for each enrolled pupil. The average in seven States in 1922 was less than $50, while only five States and the District of Columbia had an average above $200, the highest being $226. Only 65 of the 236 consolidations that reported have school property per enrolled pupil valued at less than the average for the United States.

Ample grounds for play, for outdoor science work, an●●or the æsthetic effect that may be produced are almost as necessary for a good school as the building is. No consolidation should place its school building on a small site. There is little danger of erring on the side of too large grounds.

In this list of consolidations only 13 have grounds of less than 1 acre. Twelve have large pieces of land ranging from 22 to 170 acres. The usual areas reported are 2, 3, 4, and 5 acres. The median is 5 acres, valued at $1,500. One consolidation reports a 7-acre site worth $143,000. While very few can or need to have grounds of such great value as this, there can be little justification for any consolidation going without the land necessary for all its school activities since good sites can be procured for an average of $300 per acre or of $170 per acre in the open country.

Each school superintendent was asked to send a plat of the school grounds. Fifty-four complied with the request, but only a few of the sketches were drawn to a designated scale and so arranged that they could be reproduced for illustration. Plats of fairly typical school grounds in Kentucky, Georgia, South Dakota, and California are here shown.

Classified by number of years offered in the course, there are 10 kinds of school organization in the consolidations listed.

TABLE 2.—*Kinds of school organization.*

Length of course offered, in years	Plan of organization			Number of consolidations	Length of course offered, in years	Plan of organization			Number of consolidations
	Elementary grades	High-school grades	Junior college			Elementary grades	High-school grades	Junior college	
5	4	1	-----	1	11	8	3	-----	10
6	2	4	-----	1		7	4	-----	29
8	8	0	-----	23	12	8	4	-----	138
	6	2	-----	1		6	6	-----	20
	9	0	-----	2	13	7	5	-----	1
9	6	3	-----	1		9	4	-----	4
	7	2	-----	1	14		4	-----	6
	8	2	-----	6	2			2	2
10	6	2	-----	2	Total	-----	-----	-----	256
	7	3	-----	10					

Combined elementary and high schools organized on the 8–4 or 7–4 basis make up 167 of the consolidations. There are 23 purely elementary consolidations offering only 8-year courses; none offer only 7-year courses. The junior-senior high-school organization, with its manifest advantages, is reported by only 24 consolidations.
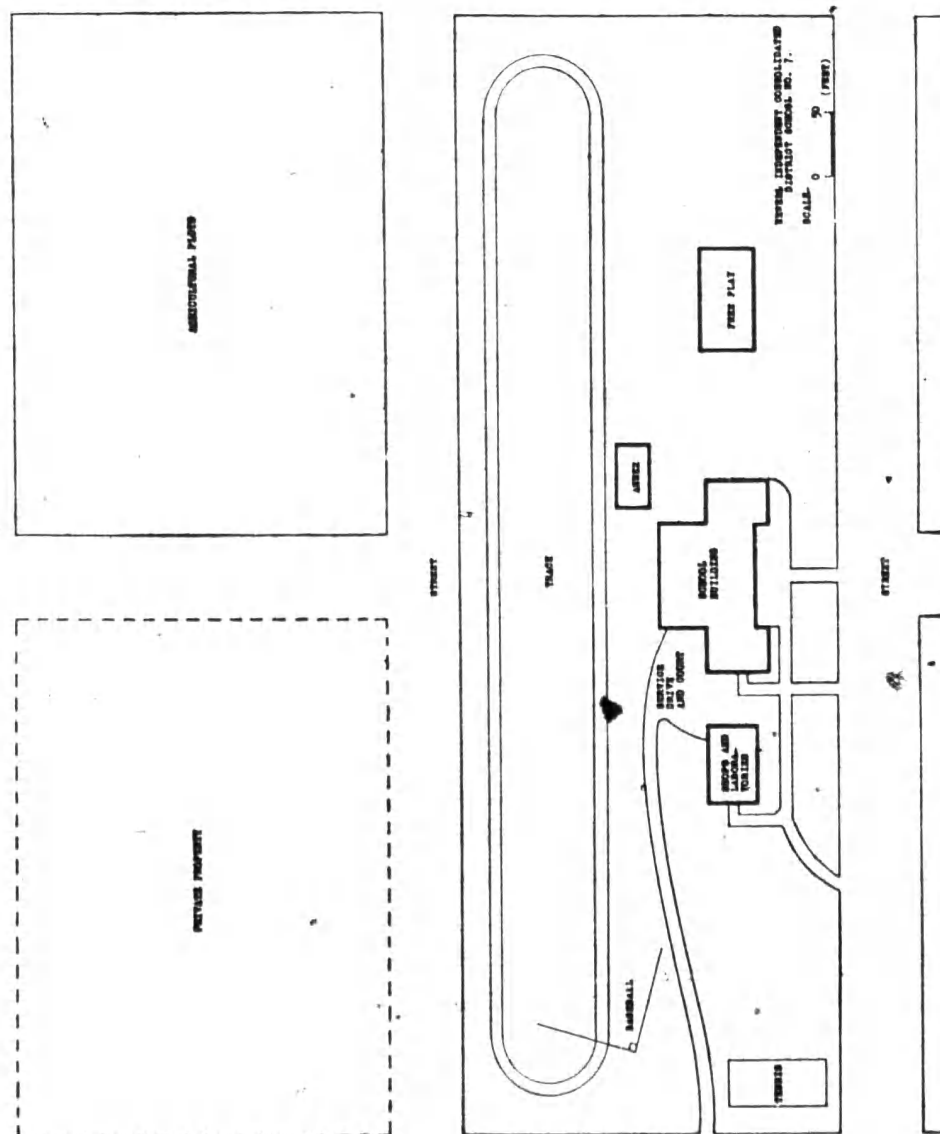
FIG. 4.—School grounds of 9 acres, valued at $6,600. Enrollment, 65 in high school and 310 in the grades

The junior college made possible by consolidation is shown here in two instances.

The medians of elementary and high-school enrollment are 204—enough pupils for an 8-grade school with an average of 25 in each grade—and 76. A school of that size with a good plant may be a very strong one. Some of the advocates of consolidation believe
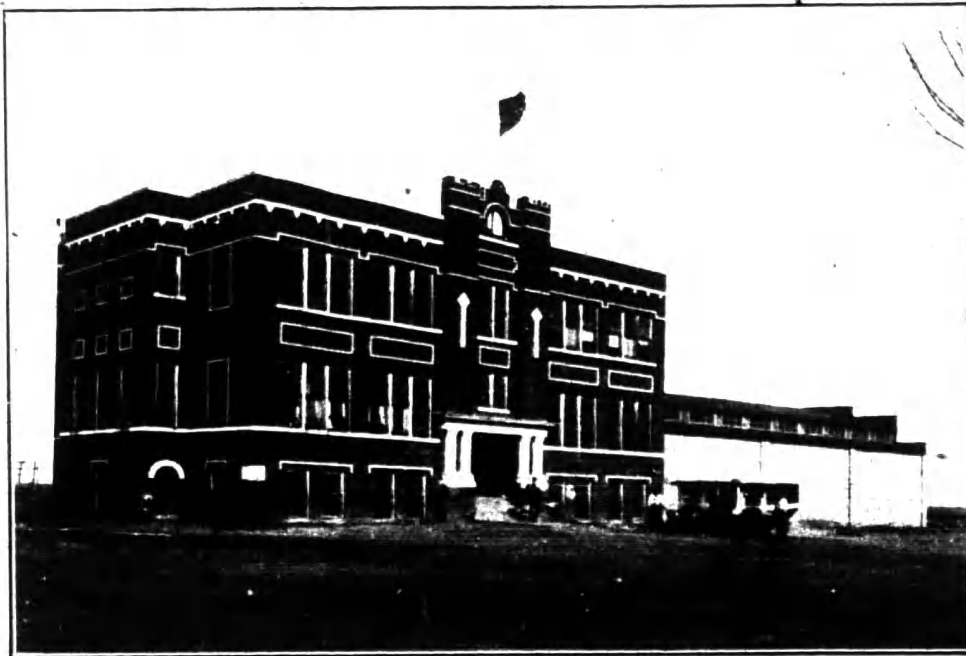
.1. CONSOLIDATED DISTRICT NO. 14, DUKE, OKLA.

A $20,000 building. There are special rooms for the library, music, physics and agriculture, and a gymnasium-auditorium that will accommodate 500 people
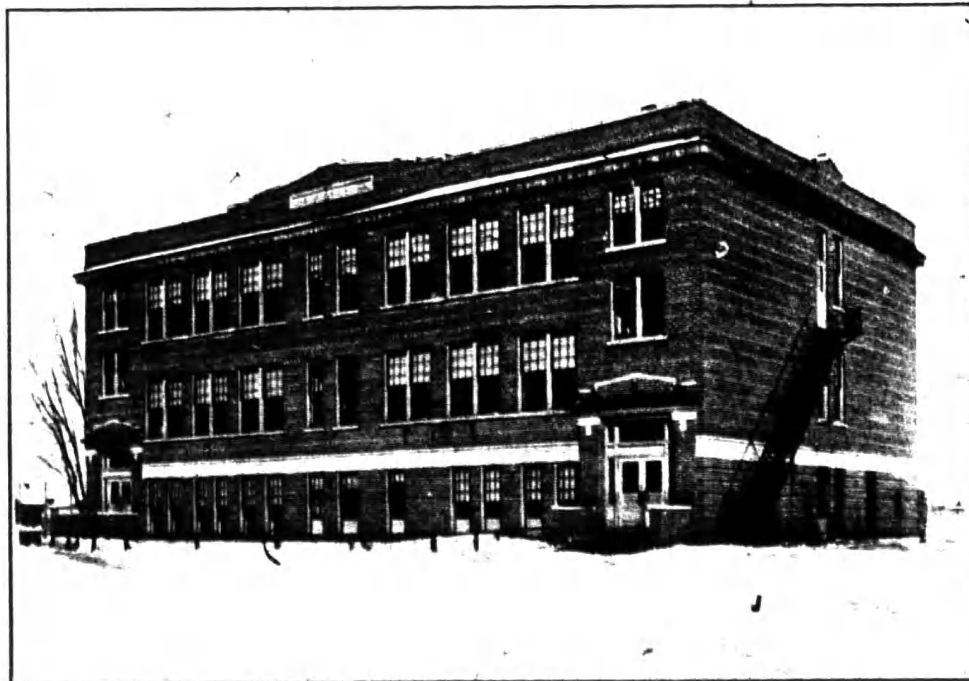
B. WAUSAUKEE PUBLIC SCHOOLS, WAUSAUKEE, WIS.

A school plant valued at $35,000. There are special rooms for physics, home economics, manual training, medical inspection, and a teachers' rest room. The auditorium will seat 200 people
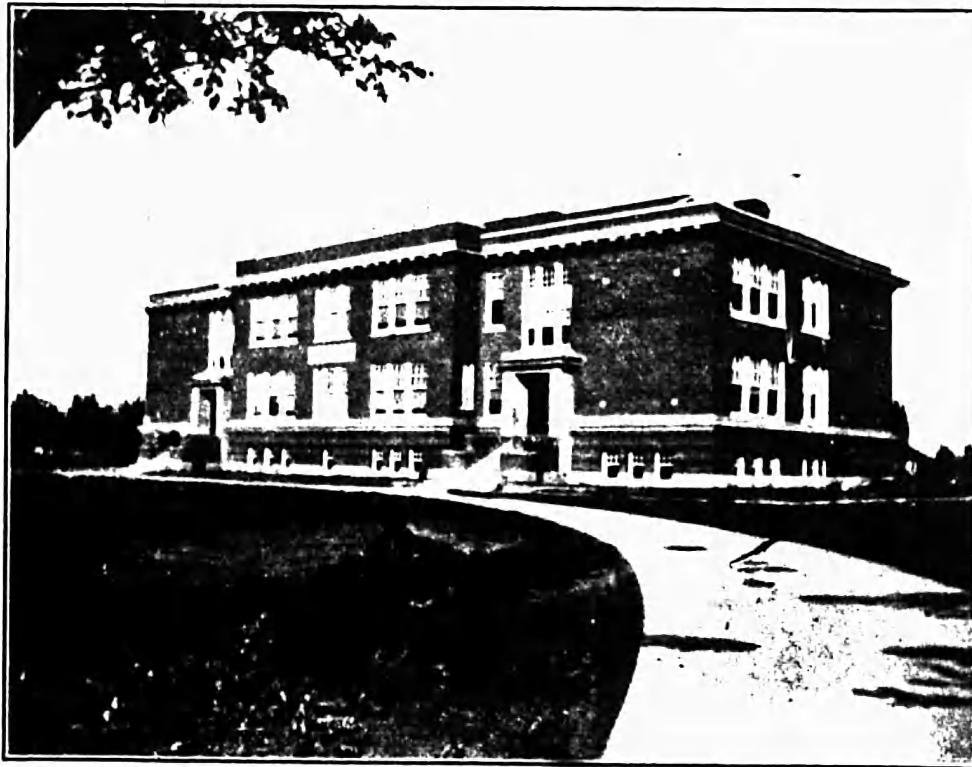
A. INDEPENDENT DISTRICT NO. 10, GOODING, IDAHO

High-school building valued at $60,000. Equipped for science teaching, home economics, manual training, music, athletics, and community work
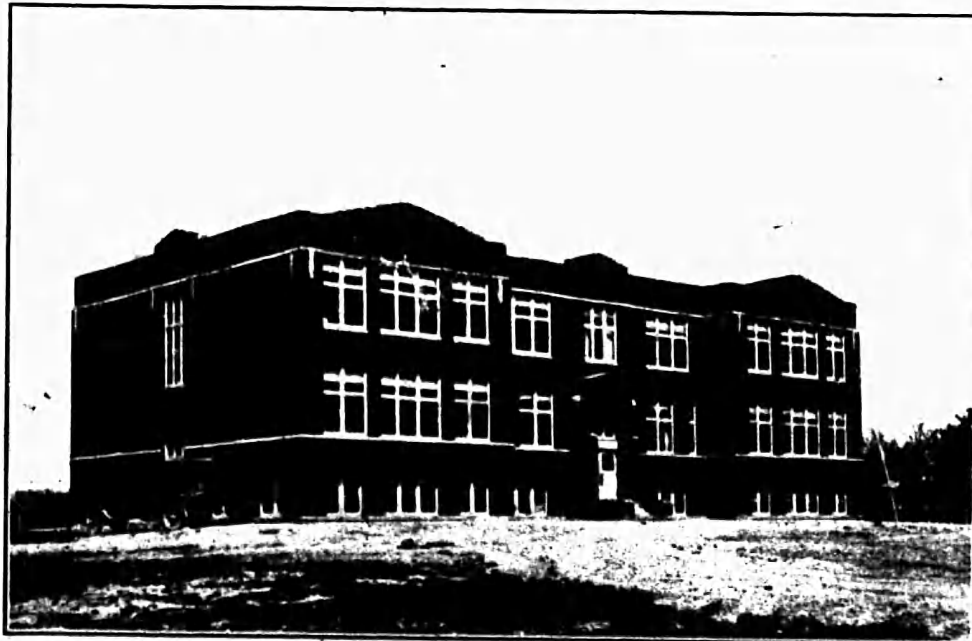
B. WASHINGTON TOWNSHIP CENTRALIZED SCHOOL, LEWISTON, OHIO

A $60,000 building erected as a result of centralization. It accommodates 275 pupils. There are laboratories, a teachers' rest room, separate gymnasium, and an auditorium that will accommodate 500 people
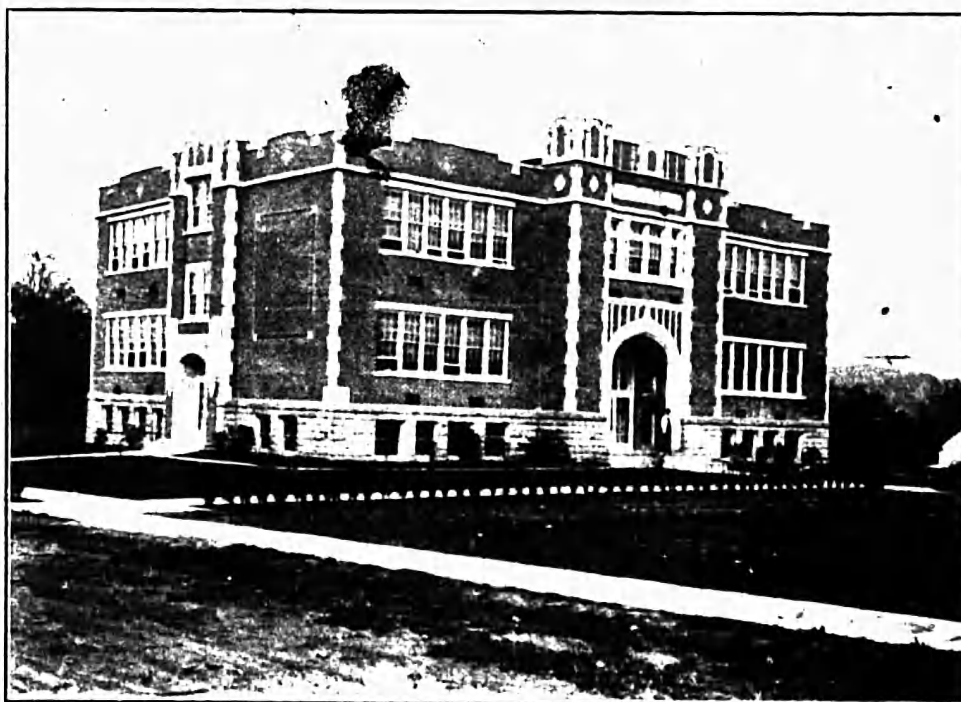
A. ELLSWORTH SCHOOL, MIDDLEBOURNE, W. VA.

An elementary school building erected in 1920 at a cost of $85,000. It accommodates 350 pupils. There are rooms for home economics, manual training, a separate gymnasium, and an auditorium.

B. RAMER CONSOLIDATED SCHOOL, RAMER, ALA.

Buildings valued at $95,000. A 6–6 school enrolling 400 pupils. There are science laboratories, rest rooms, shower baths, and an auditorium that will seat 800 people
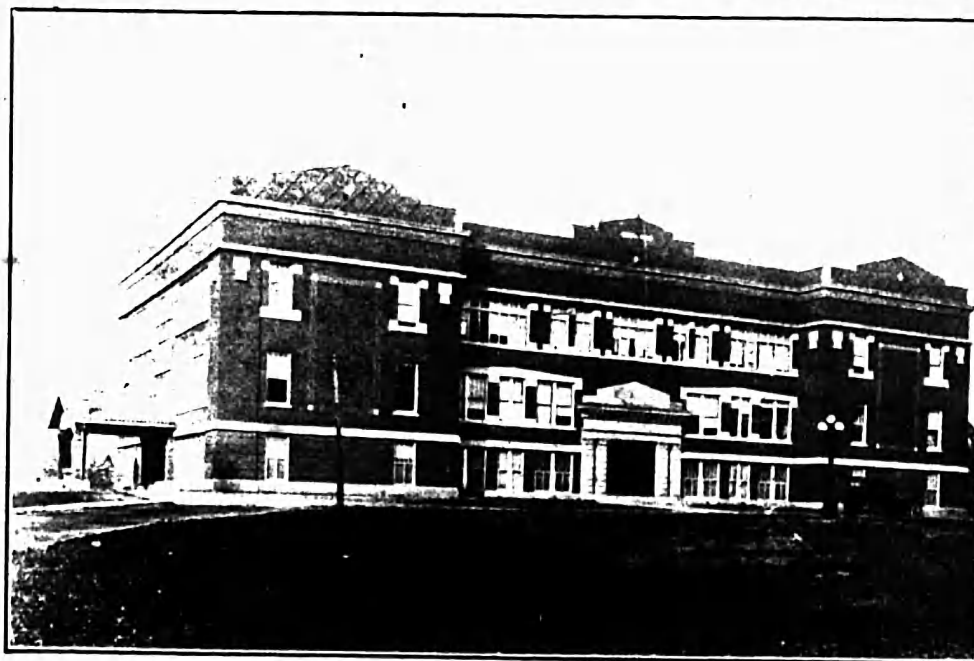
A. CONSOLIDATED INDEPENDENT DISTRICT OF JESUP, IOWA

Building erected as a result of consolidation; valued at $175,000.   Used for an 8-4 school,
enrolling 250 elementary and 100 high school pupils; 210 children are transported to this
school daily
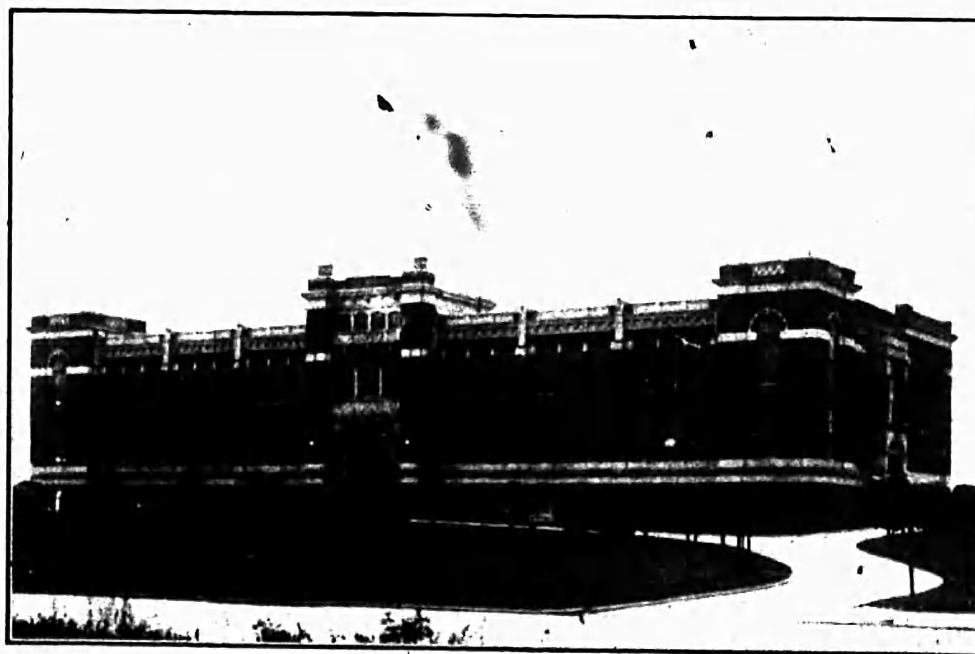
B. WOODSTOWN-PILESGROVE SCHOOL, WOODSTOWN, N. J.

A school plant valued at $320,000.   Used for an 8-4 school system of 800 pupils.   There
are rooms for special courses, a gymnasium, and an auditorium

that a consolidation ought not to be established with less than 75 high-school pupils. If that be a good principle, nearly one-half of those in this list are below the standard.

Twenty-five of these consolidations attempt no secondary instruction. They are elementary schools of 8 or 9 years. Six of them are 2-teacher schools; 4 are 3-teacher schools. Five have fewer than 60 pupils each, 3 have from 60 to 90, and one has 100. These 10 schools are undoubtedly somewhat better than the small schools from which they were formed, but they are not strong enough to take advantage of the best that consolidation may mean for elementary schools. The other 15 elementary consolidations, each with 4 or more teachers and 150 or more pupils, are large enough to have not more than two grades to a teacher and can be so organized as to make fine schools. Consolidation for purely elementary school work offers many advantages over the one and two teacher school idea. It is not made use of so much as it should be.

These variations from the typical consolidation illustrate how widely applicable the general principle of consolidation—that of gathering children in larger groups for purposes of instruction—really is. It is a well-chosen aphorism, "You can have consolidated schools anywhere." [2] The principle makes for some improvement wherever it is applied, but the strong, highly organized, finely equipped, and well-manned consolidations listed here that are far above the type average are good evidence that the degree of improvement that may be effected through this principle is limited only by the limits on our knowledge of what the most effective school is.

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[1] Consolidation and Transportation Problems. Bur. of Educ., Bul., 1923, No. 39.

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Chapter II

TRANSPORTATION OF PUPILS, EQUIPMENT FOR SPECIAL COURSES, AND COMMUNITY ACTIVITIES

Transportation of pupils.—Very few large consolidations can be formed without having to transport some pupils at public expense. The consolidation must invest in transportation equipment or let contracts to have the children hauled, must arrange routes and determine their length, and decide upon the proportion of the school income that may be spent in taking children to and from the school. Successful practice among the school consolidations of the United States is shown by returns from 225 of those in the list.

Transportation is reported as being used in the consolidations of all the States except those of Missouri. The median time it has been in effect is 5.9 years. Pupils have been transported in 53 of the consolidations for more than 10 years, time enough for those communities to form a good estimate of its value.

The least amount which any consolidation claims to have invested in transportation facilities is $50; while the highest amount is $37,000.

Of the total, $621,752, reported to be invested in vehicles, one-half, or $296,200, has been put out by 16 districts each of which has more than $10,000 worth of busses.

Ninety consolidations own as a part of the school property 351 motor-driven vehicles; 45 schools have only horse-drawn vehicles numbering in all 222; and 13 schools have both motor-driven and horse-drawn vehicles to the extent of 46 of the former and 32 of the latter. The total estimated value of 374 motor-driven vehicles and 235 horse-drawn vehicles is $621,752. Motor busses are valued at approximately $1,520 each; horse-drawn vehicles at $240.

The use of horse-drawn vehicles is rather common in the northern, colder, and more mountainous States. Idaho, Maine, Montana, North Dakota, New York, and Minnesota all indicate that the horse-drawn busses are more favored. In Connecticut and Rhode Island they are also used to some extent. They are reported in Michigan, Nebraska, Iowa, Indiana, Ohio, and Oklahoma, States where it would seem that motor busses might be as easily or more easily used than the horse-drawn wagons. The motor bus is much

14

the better vehicle for transporting pupils. It is rapidly displacing the horse-drawn wagon, and the schools in these latter States will probably soon adopt it.

In general a transportation route is the road over which a bus travels going to and coming from a school building in making one round trip, and the number of busses usually corresponds to the number of routes, though in some cases one bus may make two trips each morning and evening and transport the children from two routes. Two hundred twenty-two of the consolidations report a total number of 1,179 routes maintained. They range from a minimum of one for a school to a maximum of 16. The median number of routes for any consolidation is 5.

Only 14 maintain more than 10 routes each. In such schools as this, transportation must necessarily become so much of an organized business, with a considerable investment and a fairly large personnel, that it seems worth while to call attention specifically to these 14 schools and a few of the items regarding transportation as carried on by them.

TABLE 3.—*Fourteen consolidations maintaining each more than 10 transportation routes.*

Name of school	Number of routes maintained	Average number of children transported daily	Average distance, in miles, one way consolidation transports children	Average time, in minutes, consolidation keeps transported children on road one way	Average cost of transportation per mile per child per day	Estimated amount to be spent for transportation
Ramer, Ala.	12	400	9	45	$0.02	$12,000
Kern County Union High School, Calif.	16	410	15	50	.01	49,000
Independent District, No. 10, Idaho.	15	400	3	40	.024	9,000
Jessup Independent Consolidated, Iowa.	14	210	5	45		7,258
Union District, No. 1, Kans.	12	320	16.8	30	.06	7,500
Villard State High School, Minn.	13	176	4.5	40	.023	6,750
Grand Blanc Township, Mich.	11	300	5	17		7,000
Hentley Project Schools, Mont.	13	325	4.5	35	.04	12,000
Jackson Township Consolidated, Ohio.	12	352	6.2	60	.049	5,000
Monroe Rural School, Ohio.	14	382	3.4	40	.023	7,500
Bethel Centralized School, Ohio.	15	388	3	20	.027	5,500
Jordan High School, Utah.	14	450	5	25	.02	27,500
Granite School District, Utah.	15	535	3	40	.05	15,500
School District No. 1, Wyo.	16	500	4	40	.025	18,000

Two hundred eight consolidations report on the number of drivers employed for publicly owned vehicles and contracts let to persons owning their own vehicles. Some are trying the plan of owning the vehicles and employing drivers, others let contracts, and others are

following both plans. The three classes are divided numerically in this group as follows:

	Consoli- dations	Number of drivers employed	Number of contracts let
Consolidations that employ drivers and let no contracts	85	391	0
Consolidations that let contracts only	63		247
Consolidations that are using both plans	68	303	167
Total	153	694	414

Stated in another way, 153 consolidations are employing 694 drivers; and 131—68 of which also employ drivers—are letting 414 transportation contracts. The highest number of drivers employed by any one consolidation is 16; the greatest number of contracts let is 15.

A much-mooted question in transportation of pupils is the number of miles that children may be expected to ride to and from school. If they ride very far, too much of their strength is used and too much time wasted. The median of the average distances one way given by 224 consolidations is 4.7 miles. The least distance given is 1 mile; the greatest distance, 19 miles. Only 9 of the consolidations are attempting to transport children an average of 11 miles or more. They are given in Table 4:

TABLE 4.—*Nine consolidations, each transporting pupils an average of 11 miles or more*

Name of consolidation	Children trans- ported	Routes main- tained	Average distance one way the con- solidation is trans- porting children, in miles	Average time, in minutes, the con- solidation keeps chil- dren on the road one way
Alexandria Consolidated, Ala	55	4	18	60
Buena Consolidated, Ariz	40	3	12	20
Kern County Union High, Calif	410	16	15	50
Milford Special, Del	100	2	13	30
Union District No. 1, Kans	320	12	16.8	30
Zook Consolidated District, Kans	125	5	12	40
Trousdale Consolidated, Kans	130	6	19	64
Plains Consolidated, Kans	160	8	11	45
Joint School District No. 2, Mont	60	2	13	50

The school day is ordinarily 7 hours, with 1½ hours out for inter- missions. How much more of the child's time may be taken daily in transporting him to and from the school? Two hundred twenty- two consolidations reported on the average number of minutes children are on the road, one way. The minimum is 10 minutes; the maxi- mum, 100; the median, 35. Nine schools report averages of 90

minutes or more. With two exceptions these consolidations are using horse-drawn vehicles and transporting children distances of approximately 5 miles. The unusual time is due to the kind of conveyance, not to the distance.

Of the 260 consolidations, 225 are transporting pupils to a total average number of 31,186 daily. Only 27 consolidations are transporting 250 or more each day. The median number is 110, about as many as can be cared for in three good motor busses.

Two hundred fourteen consolidations report the two items, number of pupils enrolled and average number transported daily. They total an enrollment of 84,710 and a transportation number of 29,652, a gross relationship of 35 per cent. The median is 43 per cent.

The percentage of the school revenues that may properly be spent for transportation by any consolidation is another much discussed question. Transportation is a comparatively new item in school budgets, and in some sections of the country there seems to be a tendency to give it too high a percentage of the funds. One hundred sixty-seven consolidations reported the estimated amount of money to be spent for transportation and the estimated total school income for the year 1922–23. The minimum percentage spent by any school is three-tenths of 1 per cent; the maximum is 51.7 per cent. Out of every $100 of school revenue, the median consolidation is spending $14.02 to transport children to and from the schoolhouse.

A common argument against school transportation is that the cost of transporting children is too great. It must be remembered that, if children are to go to school, some means must be provided for them to get to and from the schoolhouse; and if the aggregate number of miles traveled by, let us say, 400 children to 20 small schools is compared with the aggregate number traveled by the same 400 children attending one central school the difference will probably not be so great as it appears at first thought. Whether the parents shall pay for transporting their children or whether it shall be paid from public funds depends more on conditions of organization and distribution of school facilities than on the cost of transportation. It will be paid for in some way, either by the parents individually or by the people collectively through their public officials. At present the latter method is comparatively new and attracts more attention and probably more comment.

Some consolidations in the United States are keeping careful account of transportation costs. In order to have comparable figures the three elements, number of children transported, time, and distance, must be considered. Too often costs of transportation are figured on a daily basis without any relationship to distance. In the questionnaire mailed to the consolidations the question was

asked in terms of number of cents per mile per child per day. One hundred and seventy-seven gave reports that seem to be accurate. The range of costs is from approximately one-half a cent to 27 cents. The median is 3.8 cents *per child per mile per day.* Nine schools report costs of more than 20 cents. Nearly all of these are using horse-drawn hacks or are letting contracts at rather high rates. Probably when transportation has been better organized and more attention is given to it, the cost in all the consolidations can be materially reduced.

Conveying children to and from school at public expense is now an educational activity of such importance that it needs more careful study and management than is being given to it in many places. The limited amount of data just summarized regarding it are along the lines of investigation that will help in formulating plans for making transportation successful and economical.

Rooms and equipment for special courses.—As already noted, a high percentage of the consolidations have erected or are erecting new buildings, and a few of these are the finest types of construction known to school architects. Reproductions of photographs of buildings ranging in price from $20,000 to $320,000 are shown in Plates 1–4. The reports show that most of the buildings are planned to meet, in part at least, the demand for broadened curricula, special courses, and student and community activities. In 60 per cent or more of the consolidations special rooms and equipment have been provided for home economics, manual training, physics and chemistry, and for library purposes. About 40 per cent have separate gymnasiums, shower baths, teachers' rest rooms, and music rooms. Seventy-four consolidations have special rooms for medical inspection of school children.

While 110 of the consolidations have agricultural laboratories, only 63 (23 of which are in the open country) are using plots of school ground in connection with the work.

Community activities.—An auditorium is more or less necessary if a consolidation is to become a community center or take any special leadership in the general affairs of its patrons. One hundred and eighty-five of the consolidations have auditoriums of various sizes in their buildings. The seating capacity ranges from 24 to 3,000, although only 15 consolidations have auditoriums that will seat 1,000 people or more. The median is 400.

About one-fifth of the consolidations lay no claim to any kind of community work. The others listed a very wide variety of activities. Literary societies, lyceums, chautauqua meetings, and amateur theatrical performances are the most common. Agriculture and home economics clubs rank next. The various meetings having to

do with school and community athletics are third in the list. Organizations that are concerned with the serious business affairs of the community, such as granges, cooperative marketing groups, farmers' unions, and other bodies of like nature, make use of the school building as a meeting place. Parent-teacher associations, mothers' clubs, and teacher organizations are reported less frequently than might be expected. Associations for the study of music and for musical entertainment are found in about one-fourth of the consolidations.

Only 19 report the use of moving pictures. A very few are community health centers. Eleven have school improvement associations and 10 are conducting night school. In New York, the Southern, and the Middle States particularly, the consolidations are entering into many fields other than that of giving children purely academic training. Experience has shown both that the organized community will probably centralize its school work and that centralized schools teach their patrons the strength that lies in united effort.

TABLE 5.—*Names of consolidations, financial data, enrollment, teachers' salaries, and transportation*

Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	Districts or schools united	Area served by consolidation, square miles	Assessed value of property in area served by consolidation	Area of school grounds, in acres	Number of school buildings	Total estimated value of school property	Total estimated school income for year 1922-23	Cost of new building erected as a result of consolidation	Enrollment Elementary	Enrollment High school	Average yearly salary of teachers Elementary	Average yearly salary of teachers High school	Years transportation has been carried on	Number of vehicles used	Average number of children transported daily	Average distance one way consolidations transport children, in miles	Average time, in minutes, children are on road, one way	Average cost of transportation per child per mile per day	Estimated amount spent for transportation in 1922-23
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 Cents	20
ALABAMA																			
Henagar Public High, Henagar	4	20	$50,000	5.0	2	$16,750	$3,200		200	75	$340	$700	2	3	70	6.0	30	0.1	$2,000
Dixons Mills	3	130	200,000	5.0	2	19,500	8,400	$12,000	90	40	703	855	2	4	135	4.0	25	4.8	4,120
*Magnolia Consolidated, Magnolia	5	76	348,000	5.0	1	14,750	9,270	12,000	116	34	720	765							
Arab High, Arab	7	350		10.0		27,500	7,500	16,000	206	88	618	1,351	3	6	132	5.0	45	2.0	2,500
Millry	6		296,600	53.0	5	18,500	7,000	77,000	172	64	525	560	5	10	400	9.0	10	.1	12,000
Ramer	4					142,000	25,000	12,000	150	250	900	1,200	3	1	80	2.0	15	4.0	670
*Josie No. 44, Banks	4	9	160,000	10.0	1	20,000	3,220	15,000	207	21	315	512	1	2	80	2.7			840
Jones Mill	2	8	310,000	6.0	2	16,700			310	90	525	975							
*Leroy	3		275,000						122	28	827								
*Alexandria Consolidated, Alexandria	5	48	400,000	5.0	1	37,675	5,600	15,000	210	40	270	810	2	2	55	18.0	60	0.3	850
*Shellhorn Consolidated, Shellhorn		20		5.0	1	21,250						375	2	2	150	5.0	30		600
ARIZONA																			
Marcus Consolidated No. 21, St. David	3	140	2,200,000	12.0	2	9,500	24,000	3,500		77	1,350	1,850	7	3	70	5.0	20	2.5	2,400
Buena, Garden Canyon	3		1,077,110	2.0		2,708	5,700			46			3	3	40	12.0	60	.5	2,610
ARKANSAS																			
*Fairview Special, Lonoke	3	17	92,700	2.0	2	20,000	3,640		240		400	640							
*Rosebud High, Rosebud	3	30	130,025	40.0	1	4,525	1,157		102	25	600								
New Hope, Greenwood	2	28		2.0	2	12,800	5,400		90	4	330								
*Wellford, Eudora	3	72		6.5		11,500			178	31	800	800							
*Watson High, Pine Bluff	5	16	416,670	10.0	5	24,000	5,792		382	42	648	810							
Pea Ridge		27	300,000			4,100				47									
Galloway Special, North Little Rock	3	36		3.0	1				36		990		5	1					

School	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CALIFORNIA																			
Reedley Joint Union High, Reedley	16		12,000,000	15.0		525,000	98,000	450,000		450	2,200		8	6	200	5.0	25	2.0	8,000
Visalia Union High, Visalia	16	150	10,354,000	19.0	5	341,000				510	2,150		3	7	184	10.0	35	2.5	8,500
Kern County Union High, Bakersfield		3,000	63,000,000	15.0	8	992,000	572,000			1,620	2,500		8	16	410	15.0	50	1.0	49,000
Auburn Union, Auburn	4	25	1,555,735	2.0		63,400					2,200		4	4	100	6.0	30		
Richmond Union High, Richmond	3		30,000,000	3.0		175,000				918	2,250		10		160	6.0	30	1.5	4,000
Salinas Union High, Salinas	11	100	11,000,000	17.0	6	548,000	90,000	400,000		363			5	18					
Los Gatos Union High, Los Gatos	7	40	5,500,000	3.0	1	87,000				220	1,900				32	4.0	30		700
San Benito County High, Hollister		1,456	13,000,000	10.0	2	90,000	56,710	60,000	450	390	2,200	1,200	10	20	80	10.0	25	3.0	2,400
Courtland Union High, Courtland	6	160	4,420,000	4.5	1	195,040	13,630			76	1,800		3	3	40	7.0	15	12.0	2,125
*Bates Joint Union Grammar, Courtland		40	5,147,000	6.0	4	59,000	22,015	28,000	265		1,482		3	6	195	7.0	35	6.0	3,500
COLORADO																			
Consolidated District No. 8, Monte Vista	5	65	3,712,340	8.0	4	189,600	58,275	40,000	205	705	1,730	1,450	4	9	443	7.7	35	31.0	6,760
Flagler	4	108		1.0	1	4,200			127	128	1,450	1,100		4	110	8.0	40	2.0	1,755
Avondale Consolidated, Avondale	3	15	846,500	2.0	1	48,200	12,000	42,000	20	100	1,400	1,000	11	2	60	3.0	20	1.5	
Johnstown Consolidated, Johnstown	3	29	3,650,000	3.0	3	198,500	39,814	150,000	110	329	1,500	1,100	3	5	210	6.0	30	1.7	5,655
CONNECTICUT																			
Consolidated, Washington Depot	12	42	3,456,900	3.0	3	75,750	25,500	60,000	60	222	1,200	1,214	14	7	131	3.5	30	4.9	6,500
Hand Consolidated, Madison	7	16	4,430,740	7.0		170,000	25,570	160,000	200	100	1,300	1,060	10	2	160	2.8	20	2.3	1,800
Bloomfield Consolidated, Bloomfield	4	10	2,000,000	5.0	2	73,000	50,376	65,000	180	150	1,500	1,200	2	4	75	2.5	25		5,000
Benjamin Franklin, Ridgefield	14				1	93,500	16,700	20,000	241		1,425	1,227	10	6	100	3.0	15	3.0	6,000
Orange Grammar, Orange	5	17	2,120,000	.7	1	24,000	23,388	30,000	300			1,100	14	5	200	3.0	45	8.3	3,000
Farmington Center, Farmington	8	16	3,200,000	5.0	1	62,000		30,000	455			1,300	15		200	3.0	30		3,000
Nathaniel White, Cromwell	5	3	1,500,000	4.0		97,000	40,000	55,000				1,175	7		4	5.0	75	2.0	150
DELAWARE																			
*A. Du Pont Special, Wilmington	2	2	2,225,000	2.3		144,000	41,000	17,000	289	137	1,735	1,380	3	4	110	7.0	40		
Smyrna Special, Smyrna	5	35	2,225,000	9.0	3	141,731	219,198	165,000	585	150	1,300	1,000	4	7	150	7.0	30	.5	7,500
State Consolidated No. 1, Wyoming	9	60	3,500,000	7.5	1	190,000	40,000	100,000	490	150	1,700	1,100	4	5	220	4.0	30	3.0	5,000
Milford Special, Milford		39		2.0		76,000	45,000		425	190	1,500	1,100		2	100	13.0	30	1.0	

* Open country schools.
1 Not including superintendent or principal.
2 Elementary and high school combined.
3 Includes amount spent for new busses.
4 Transportation by steam train.

TABLE 5.—Names of consolidations, financial data, enrollment, teachers' salaries, and transportation—Continued

1. Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	2. Districts or schools united	3. Area served by consolidation, square miles	4. Assessed value of property in area served by consolidation	5. Area of school grounds, in acres	6. Number of school buildings	7. Total estimated value of school property	8. Total estimated school income for year 1922-23	9. Cost of new building erected as a result of consolidation	10. Enrollment Elementary	11. Enrollment High school	12. Avg yearly salary Elementary	13. Avg yearly salary High school	14. Years transportation has been carried on	15. Number of vehicles used	16. Average number of children transported daily	17. Average distance one way, in miles	18. Average time, in minutes, on road, one way	19. Average cost of transportation per child per mile per day	20. Estimated amount spent for transportation in 1922-23
FLORIDA																			
Redland Farmlife, Homestead	7	120	$769,850	10.0	4	$37,050	$18,000	$30,000	282	48	$870	$1,350	6	4	263	3.0	20	Cents 2.3	$2,300
GEORGIA																			
Meriwether High, Woodbury	4	50	800,000	10.0	3	88,800	8,200	65,000	241	107	600	700		8	75	4.0	25	1.8	3,900
Funston Consolidated, Funston	4	12	800,000	3.0		48,800			443	80	633	800	3	3	398	8.0	60	1.8	720
Plains Public, Plains	2			6.3	1	57,400	12,000	50,000	200	75	765	1,035	2	4	110	4.5	25	10.0	3,150
Louisville District, Louisville	3	40	400,000	8.5	1	106,000	22,200	92,500	300	90	520	640	2	6	179	5.0	30	12.0	1,200
Lincolnton High, Lincolnton	3	36		2.0	1	29,800	6,500	25,000	230	110	480	600	3	7	96	5.0	45		
IDAHO																			
Kuna	4	20	1,200,000	7.5	4	38,750	28,650	19,000	269	96		1,212	6	3	200	2.0	30	3.0	2,500
Bellevue	3	50	574,400	3.0		28,000				100		1,090	8	4	40	3.0	60	25.0	1,000
Albion	3	131	612,000	2.0		53,900	16,470	55,000	176	81	1,350	1,125		2	52	4.0	75	1.2	806
Mackay		64	965,000	.5		69,000	22,000	40,000	197	68	900	1,025	1	1	40	4.0	90	25.0	1,000
Independent District No. 10,		258	2,800,000	5.0	7	132,000	68,923	60,000	620	220	1,030	1,355	15	15	400	3.0	40	2.4	9,000
American Falls	3	100	3,500,000	5.0	4	70,250	50,000	24,000	500	114	1,200	1,500	10	2	20	6.0	60	20.0	1,350
Gooding																			
ILLINOIS																			
Sheffield Community Consolidated, Sheffield	6	31	1,245,500	11.0	1	127,500	33,100	122,000	250	78	1,000	1,300	3	3	81	3.6	35	20.0	3,240
Mineral Community Consolidated, Mineral	6	27	850,000	1.5	1	79,350	13,000	70,000	130	30		1,006	1	3	80	3.0	25	5.6	4,500
Joy Community Consolidated, Joy	7	34	1,400,000	2.0	1	52,000	29,000		214	83	1,060	1,395	3	7	142	6.0	30	3.8	9,000
John Swaney Community Consolidated, McNabb	3	27	480,000	24.0	4	44,000	8,000		63		1,025								

School																			
*Harlem Consolidated, Rockford	5,000	2.0	12	2.5	375	-	-	1,200	900	63	364	42,000	34,500	84,500	2	7.0	1,112,700	18	4
Plano Consolidated, Plano	4,070	2.0	45	5.0	47	5	3	1,345	1,130	85	365	-	17,748	46,500	8	.5	1,753,280	38	7
*B. F. Funk Community Consolidated, Shirley	2,500	-	30	3.0	75	3	4	1,150	900	14	70	35,000	15,500	51,700	3	4.0	1,036,550	24	3
INDIANA																			
Greentown High, Greentown	5,000	5.5	25	4.5	150	7	10	1,175	-	220	254	36,000	41,400	129,700	1	1.6	3,500,000	23	7
Cloverdale	1,000	2.5	20	4.0	180	6	3	1,264	-	165	178	120,000	30,000	129,600	1	6.0	2,000,000	35	6
Sandusky, Greensburg	4,336	7.0	45	4.0	67	4	13	1,360	987	54	80	40,000	22,480	50,150	2	6.0	2,767,000	52	6
*Hartford Township High, Geneva	-	-	60	5.0	65	2	6	1,000	-	60	94	-	-	-	2	3.0	-	-	-
IOWA																			
Jesup Independent Consolidated, Jesup	7,258	-	45	5.0	210	15	6	1,414	1,000	100	250	110,000	47,020	181,750	1	8.0	828,452	48	12
Hudson Consolidated, Hudson	4,311	6.7	30	3.0	123	13	8	1,240	1,080	87	129	34,210	29,415	48,600	1	5.0	-	30	7
Pisgah Consolidated, Pisgah	5,962	-	37	4.5	-	10	9	960	-	65	225	35,000	29,305	-	-	-	-	32	-
*Okoboji Township Consolidated, Milford	-	-	45	4.5	93	7	6	1,080	990	55	89	25,000	20,745	40,000	3	6.0	300,898	26	6
Milford Consolidated, Milford	2,395	2.5	60	5.7	-	9	13	1,372	985	115	250	28,000	31,500	45,000	2	11.0	2,453,000	22	5
Shelby Consolidated, Shelby	3,888	2.0	45	10.0	206	10	3	1,588	1,165	91	259	-	-	273,500	1	10.0	3,473,500	44	4
KANSAS																			
Lorraine Rural High, Lorraine	420	.7	30	3.8	-	9	24	1,700	1,025	48	115	65,000	8,500	74,300	1	2.0	1,800,000	31	5
Union District No. 1, Holcomb	7,500	.6	30	16.8	320	13	3	1,146	-	-	-	125,000	34,714	222,500	3	15.0	-	125	3
Cimarron Consolidated District No. 1, Cimarron	14,000	15.0	25	6.5	146	8	3	1,620	1,115	116	309	-	39,850	119,000	2	.5	2,436,000	132	7
Zook Consolidated, Larned	2,000	10.2	40	12.0	125	5	1.5	1,350	1,125	42	104	64,000	17,500	80,000	1	8.0	1,980,000	54	5
Consolidated School District No. 4, Colby	1,500	.9	30	7.0	45	2	2	936	936	-	291	115,000	26,882	144,500	1	10.0	2,307,508	69	5
Trousdale Consolidated, Trousdale	6,750	.1	64	19.0	130	6	2	-	1,082	86	107	-	14,900	52,847	3	5.0	1,500,000	64	7
Plains Consolidated, Plains	4,615	16.5	45	11.0	160	8	2	1,350	1,057	-	223	60,000	24,429	102,500	-	.5	2,327,204	124	5
Burns Union High School, Burns	4,000	4.0	61	4.0	77	8	19	1,538	1,200	101	148	9,000	-	-	2	4.0	2,228,885	43	5
KENTUCKY																			
Mays Lick Consolidated, Mays Lick	5,900	2.0	20	4.0	325	8	14	1,215	665	64	323	40,000	21,105	66,200	3	10.0	3,000,000	90	5
*Washington High, Mayville	2,800	3.5	45	4.0	218	6	7	680	754	33	193	30,000	11,000	39,400	2	5.0	2,000,000	80	7
*Mason Consolidated, Mason	6,089	3.1	30	4.0	200	7	4	1,250	-	20	225	25,000	11,723	32,000	1	5.0	1,203,207	36	6
*Memorial Consolidated, Hardyville	2,800	1.3	25	2.5	220	6	3	1,040	720	73	272	30,000	8,988	34,900	2	4.0	739,229	56	7
Crittenden Consolidated, Crittenden	1,900	2.1	30	2.3	100	3	3	1,250	860	23	150	17,500	11,500	28,800	1	4.0	700,000	25	3
Bagdad High, Bagdad	-	25.0	30	5.0	70	1	1	780	-	35	240	50,000	-	53,000	-	3.0	1,000,000	30	4
Woodburn Consolidated, Woodburn	1,400	3.0	60	3.0	150	6	8	850	500	32	188	4,500	1,825	6,975	1	4.0	-	24	3

* Open country schools.

TABLE 5.—*Names of consolidations, financial data, enrollment, teachers' salaries, and transportation*—Continued

1. Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	2. Districts or schools united	3. Area served by consolidation, square miles	4. Assessed value of property in area served by consolidation	5. Area of school grounds, in acres	6. Number of school buildings	7. Total estimated value of school property	8. Total estimated school income for year 1922-23	9. Cost of new building erected as a result of consolidation	10. Enrollment Elementary	11. Enrollment High school	12. Average yearly salary of teachers Elementary	13. Average yearly salary of teachers High school	14. Years transportation has been carried on	15. Number of vehicles used	16. Average number of children transported daily	17. Average distance one way consolidations transport children, in miles	18. Average time, in minutes, children are on road, one way	19. Average cost of transportation per child per mile per day (Cents)	20. Estimated amount spent for transportation in 1922-23
LOUISIANA																			
*Merryville Agricultural High, Merryville	5	250	$1,800,000	8.0	4	$182,800	$25,735	$150,000	503	92	$956	$1,458	12	8	183	7.5	45	7.0	$4,570
Sulphur High, Sulphur	5	50	17,000,000	4.0	4	175,677	70,000		334	133		1,720	6	3	200	6.0	30		2,000
*Shady Grove Consolidated, Rosedale	5	80	1,750,000	85.0	3	119,000	26,000	42,000	248				7	7	400	4.5	40	2.0	7,000
Livonia High, Livonia	5	25	75,000	11.0	1	6,000				90		917	4	8	200				1,200
MAINE																			
Eastern Maine Institute, Springfield	6	36	200,000	1.0	1	12,800	13,513		95	34	600	1,150	5	3	53	5.0	60	2.2	1,700
Besse School, Albion	5	25		3.0	1	22,500	8,000		90	43	600	900	9	5	60	2.5	60		1,732
Denmark Senior-Junior, Denmark		38				14,000		12,000	54	21		1,450	3			2.5	45	5.0	1,659
Mechanic Falls Schools, Mechanic Falls	5		523,160	1.0	2	45,000	4,565		250		725	700		4	25				1,550
Pond-Cove, Cape Elizabeth	6	16	964,782	4.0	1	20,000	16,750		125	91	1,000		30	3	40	3.0	60	20.0	1,800
Island Falls	4	9	1,000,000	4.0	2	52,500	4,000	15,000	400	115	902	1,400	8	2	40	3.0	30	20.0	1,782
Old Orchard Junior-Senior High, Old Orchard	3	38	650,000	.3	2	13,000	23,393		135		1,075	1,300	7	4	50	3.0	45	8.5	500
MARYLAND																			
Baden Agricultural High, Baden	4	2	2,930,510	10.0	2	30,500	22,500	28,000	110	63		1,250	11	3	90	5.0	30	2.5	1,900
Sparks High, Sparks	2	75	1,250,000	5.0	1	35,000		12,000	129	71	1,483	1,900	14	3	110	4.0	30	13.0	2,700
Poolesville High, Poolesville		25	2,000,000	2.0	1	27,550	15,000		156	63	87.5	1,550	7	2	45	5.0	60	1.3	2,050
Flintstone Consolidated, Flintstone	5	79		3.0	1	64,000		65,000	104	46	1,043	1,688	7	4	95	8.5	60	1.7	5,463

School																			
Nanticoke High, Nanticoke	7		1,170		3.5						1,100							1.0		
Charles Carroll, Westminster	2										1,000							3.0		
MASSACHUSETTS																				
Cohasset Town School, Cohasset	3	47		20	5.0	150	3	30	2.5		1,400	125	137	34	60,000	5,500	7,100	2	1.0	
Montague Center School, Montague	3		3,100	25		108	6	48	2.0	1,300			33	50,000		52,690		3.0		
Winslow School, Tyngsboro	5	24	3,000	45		90	3	20	3.0		1,300	200		40,000	10,000	30,400	1	1.0	850,000	
Center School, Hatfield	6										1,200	185			16,000	55,000	1	1.0		
Crane Community, Windsor	6	20	3,308	45	3.5	45	4	3	3.5	1,300	1,000	350	80	15,000	8,243	66,500	1	3.0	382,372	
Harvey Wheeler-West Concord, Concord Junction	2	5								1,150		62				18,000		30.0		
Peter Bulkeley-Emerson, Concord	4	19	8,000	30	15.5	200	10	40	1.5	1,800	1,500	925	500	134,750			8	5.0	1,693,500	
MICHIGAN																				
Goodrich Rural Agricultural, Goodrich	6	25	4,500	35	4.8	130	12	4		1,338	1,200	144	60	100,000	23,080	69,900	1	7.0	1,310,680	5,608,118
Grand Blanc Township Agricultural, Grand Blanc	11		11,000	17		300	11	19	5.0	1,250	1,067	236	128	100,000	145,890	111,200		6.0	2,700,000	
South Branch Rural Agricultural, Honeyville	6	52	2,970	40	4.0	90	4	4	4.5	2,000	630	64	21	20,000	15,270	21,400	1	13.0	224,240	
Bear Lake Rural Agricultural, Bear Lake	3	14	3,215	40	6.2	85	6	3	3.5	1,200	930	120	64	13,600	13,965	33,525	1	3.0	422,534	
Perry Rural Agricultural, P. ty	4	19	4,000	45	1.5	100	3	2	8.0	1,175	1,200	220	82	25,000	23,240	74,000	2	2.0	1,303,330	
Morrice Consolidated, Morrice	4	12		25		100	3	2	7.0	1,150	1,000			38,080	15,020	42,000		5.5	909,225	
Haslett Rural Agricultural, Haslett	4	15	2,970	20	5.0	80	2	2	3.5	1,260	990	116	67	39,000	18,400	55,200	1	6.0	1,300,000	
Lakeview Consolidated, Battle Creek	3	10	1,000	15	1.0	150	2	2	1.5	1,250	1,250	235	40	100,000	29,100	136,800	2	5.0	1,250,000	
Hanover Unit, Buckley	3	31	1,935	40		140	4	6	5.0	1,225	850	140	45	35,000	10,850	47,000	1	5.0	400,000	
MINNESOTA																				
Sioux Valley Consolidated, Lake Park, Iowa	7	40	6,116	20	23.6	187	10	4	10.0	1,271	890	149	48	47,000	21,006	72,650	2	5.0	1,319,977	
Swanville Consolidated, Swanville	3	20	3,200	45	8.0	96	7	3	3.2	1,395	1,060	170	60	38,000	26,467	90,000		2.0	399,701	
Villard State High, Villard	8	41	6,750	40	.2	176	18	11	4.5	1,513	1,045	200	70	30,000	18,000	49,600		4.0	652,468	
Greenbush Consolidated, Greenbush	3	34	2,286		7.5	44	7		3.7	1,328	1,062	136	71	80,000	18,525	86,350	1	9.7	249,212	
Consolidated Independent No. 83, Mound	5	26	7,500	35	8.0	450	9	6	3.0	1,269		500	130	70,000	76,500	218,000	3	8.0	2,000,000	
Consolidated District No. 144, Wayzata	3	15	2,500	22	3.4	72	3	2	2.5	1,472	1,196	265	186	291,548	45,000	290,750	1	8.0	1,201,305	
Deer River Consolidated, Deer River	3	12	4,900	30	0.5	108	5	12		1,485	1,179	329	110	137,000	42,870	213,220	1	2.0	270,773	

* Open country schools.

Table 5.—Names of consolidations, financial data, enrollment, teachers' salaries, and transportation—Continued

1. Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	2. Districts or schools united	3. Area served by consolidation, square miles	4. Assessed value of property in area served by consolidation	5. Area of school grounds, in acres	6. Number of school buildings	7. Total estimated value of school property	8. Total estimated school income for year 1922–23	9. Cost of new building erected as a result of consolidation	10. Enrollment Elementary	11. Enrollment High school	12. Average yearly salary of teachers Elementary	13. Average yearly salary of teachers High school	14. Years transportation has been carried on	15. Number of vehicles used	16. Average number of children transported daily	17. Average distance one way consolidations transport children, in miles	18. Average time, in minutes, children are on road, one way	19. Average cost of transportation per child per mile per day	20. Estimated amount spent for transportation in 1922–23
MISSISSIPPI																			
*Artabutla Consolidated, Arkabutla	6	31	660,000	15.0	1	47,000	10,850	35,000	158	27	728	900	5	5	78	6.0	100	Cents 20.0	2,475
MISSOURI																			
Bloomsdale High, Bloomsdale	4	37	700,626	3.0	4	4,400	4,800		80	21	600	1,200							
Consolidated School District No. 2, Dadeville	8		1,040,000					30,000	375										
Fair Grove High, Fair Grove	5	52	1,850,641	2.0			9,090	20,000	225	66	670	1,395							
Eolia Consolidated District No. 1, Eolia	5	64	900,000	5.0	5	4,000	6,000	8,000	180	38	600	1,600							
Bloodland Consolidated High, Bloodland	3	20	300,000	5.0	1	28,000	9,000	28,000	175	60	400	720							
Hallsville Consolidated District No. 1, Hallsville	7	36	2,000,000		8	8,900	4,000		175	65	720	1,035	4						
MONTANA																			
*Florence-Carlton Consolidated, Florence	3	216	265,000	.5	1	83,600	13,220	20,000		27	900	1,800	8	1	35	5.0	30		1,100
Joint School District No. 2, Alberton	4	150	852,100	16.0	15	73,000	41,000		125	41	1,500	1,870	3	2	60	13.0	50	2.0	2,500
*Huntley Project Schools, Worden	16	76	2,171,000	5.0	5	75,000	72,045	22,000	662	110	950	1,720	8	13	325	4.5	35	4.0	12,000
Stockett-Sand Coulee, Stockett	2	138	900,000	5.0	1	56,800	55,500	40,000	854	104	1,300	1,525	5	3	210	2.5	15	2.5	4,750
*St. Regis Consolidated, St. Regis	3		1,750,000				30,000		50	20	1,280	1,500	5	3	28	3.0	20	11.0	3,100
*Arrow Creek Consolidated, Coffee Creek	3	57		2.0	1	5,800	30,000	3,000	35	14	900	1,600	9	5	36	5.0	90	7.2	2,610

NEBRASKA

School																			
Allen High School, Allen	5	23	2,099,387	2.5	1	100,500	25,286	85,000	162	80	900	1,300	3	10	135	3.0	60	2.0	4,519
Climax Dis. 619, Climax	4	76	244,000	3.0	1	600	4,200		27	10	900	1,125	2	4	29	6.0	75	4.3	1,737
Eagle Consolidated, Eagle	8	38	3,200,000	15.0	2	139,000	35,000	139,000	187	77	945	1,350	4	7	160	2.5	17	10.0	8,190
Edley Consolidated, Guide Rock	3	32	200,000	2.0	1	10,400		6,500	80	34	728	900	6	4	758	3.5	30	4.0	1,800
Madrid Consolidated District No. 4, Madrid																			
Ragan Consolidated, Ragan	5	84	1,350,000	5.0	3	74,200	16,000	60,000	137	47	954	1,350	4	4	85	10.0	30	17.0	2,520
Scotia Consolidated High Schools, Scotia	11	41	392,000	4.0	3	49,200	20,000		162	50	900	1,350	3	5	108	5.5	48	27.0	2,970
Scottsbluff City Schools, Scottsbluff	5	49	2,242,000	5.0	1	125,200	22,790	100,000	189	92	900	1,375	3	5	142	4.5	20	4.5	4,900
Sunflower Consolidated, Mitchell	6	28	8,700,925	50.0	13	562,500	150,000	300,000	2,271	385		1,302	3	4	225	3.5	60		9,000
Consolidated District No. 65, Venango	4	27	929,406	20.0	3	44,200		45,000	160	25	900	1,200	4	3	240	3.0	45	7.0	9,000
	2	49	1,112,100	4.0	1	22,500	22,500	59,000	120	32	920	1,200	4	2	40	6.0	40		1,200

NEVADA

School																			
Minden Consolidated District B, Minden	8	36	1,125,000	.3	1	15,000	5,300	13,000	37		1,280		6	1		3.0	30	5.0	810
Consolidated School District B, Fallon	8	146	2,800,000	6.0	3	135,000	51,000		579		1,240		7	10	27.0	4.0	30	6.4	12,000

NEW HAMPSHIRE

School																			
Errol Consolidated, Errol	3		600,000	1.0	1	9,025	6,500	6,000	40	11	900	900	12	4	25	3.0	30	8.0	1,800
Greenland Central, Greenland	3	10	551,500	2.0	1	33,500	10,676	30,000	104		867		5	2	21	2.0	45	8.2	1,240
Raymond High, Raymond	1		1,143,750	16.0	2	32,500	17,000				1,000	1,050	8	4	70	2.0	35	7.0	2,520

NEW MEXICO

School																			
Moriarty High, Moriarty	5	36		10.0		10,500	15,170	10,000	121	24	900	1,330	4	5	187	7.0	45		6,175

NEW JERSEY

School																			
Lakewood Public, Lakewood	5		9,003,105	7.0	5	382,000	147,986		1,204	396	1,446	1,896	11	7	188	2.5	25		5,831
Hightstown, Hightstown	5	16	3,043,535	7.0	2	106,000	65,765		575	172	1,345	1,856		7	147	2.5			5,786
Middletown Township, Leonardo				6.0		201,500		100,000	380	300	1,375	1,500	11	1	600	6.5	30	20.0	20,000
Gibbstown, Gibbstown	8	8	3,689,600	1.4	2	148,000	33,424	80,000	400		1,100		4	2	70	3.0	30		1,281
Woodstown-Pilesgrove, Woodstown	2		3,241,000	8.0	3	343,000	63,206		578	226	1,180	1,743	9	7	187	2.5	25	6.0	7,500

NEW YORK

School																			
Chazy Central Rural School, Chazy	11		746,046	8.0	1	1,300,440	150,000	800,000	417	73	1,682	1,200	7	15	361				11,967
Greigsville High, Greigsville	3	7	1,250,000	4.8	1	41,200	25,000	21,000	260	70	1,100	1,300	8	2	189	3.8	60	1.5	5,700
Orchard Park High, Orchard Park	6	18	2,984,385	6.0	1	155,300			350	125	1,100	1,400	10	5	80	3.0	45		1,420
Georgetown High, Georgetown	2	14	515,176	.3	8	9,120	10,126		142	27	1,020			2	15	2.0	20	27.0	1,360
Town of Webb Schools, Old Forge		500	2,194,752	4.0		55,950	45,152		276	51	1,311	1,571							
Burnt Hills-Ballston Lake, Burnt Hills	3	16	838,914	6.0	1	32,000		24,000	150	72	1,000	1,500	6	1	8	3.0	60	3.0	750
Liberty High, Liberty									574	225	1,204	1,582							
Friendship High, Friendship	4		1,085,823	6.0	1	57,175			243	137	1,054	275	5	2	100	3.0	40	3.0	1,700
Sherburne High, Sherburne	4		1,049,558	5.0	3	64,500	39,980	16,000	250	116	1,250	1,250							
Chautauqua High, Chautauqua	3			2.5		166,000	43,500	80,000	204	121	1,080	1,485	9	1	143	4.0	30	1.5	

*Trolley transportation.

*The seventh and eighth grades of 5 schools.

*Open country schools.

TABLE 5.—*Names of consolidations, financial data, enrollment, teachers' salaries, and transportation*—Continued

Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	Districts or schools united	Area served by consolidation, square miles	Assessed value of property in area served by consolidation	Area of school grounds, in acres	Number of school buildings	Total estimated value of school property	Total estimated school income for year 1922-23	Cost of new building erected as a result of consolidation	Enrollment Elementary	Enrollment High school	Average yearly salary of teachers Elementary	Average yearly salary of teachers High school	Years transportation has been carried on	Number of vehicles used	Average number of children transported daily	Average distance one way consolidations transport children, in miles	Average time, in minutes, children are on road/vehicle	Average cost of transportation per child per mile per day	Estimated amount spent for transportation in 1922-23
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 (Cents)	20
NORTH CAROLINA																			
Winterville High, Winterville	6	25	$2,500,000	7.0	1	$91,500		$35,000	456	78	$792	$940	3	7	240	8.5	45	.6	1,624
Bethel Graded, Bethel	4	35		2.0	1	69,500		10,000	355	75	800	1,024	3	9	110	6.0	40	1.0	400
Falkland Consolidated, Falkland	4	45	628,400	5.0	1	15,000	$14,700	14,000	256	20	728	1,200	4	6	190	5.0	30	.5	
White Oak Academy, White Oak	7	100		6.0	1	53,100		40,000	294	87	800	1,200	2	4	250	6.0	40	7.0	1,600
Ellerbe, Ellerbe	4	90		4.0	1	65,000	10,660	30,000	300	128			3	3	132	6.5	45		
Lowe's Grove Farm Life, Durham	2	30	730,000	170.0	3	37,500	11,340	25,000	140	61	1,119	1,064	2	5	80	4.0	25	1.0	500
Palmyra, Hobgood	4	70	1,700,000	4.0	2	47,000	12,690	35,000	189	20	1,000	1,400	3	3	100	5.0	40	5.0	1,000
NORTH DAKOTA																			
Nottinger Consolidated, Valley City	5	36	1,250,000	40.0	4	37,000	8,575	15,000	67	18	1,296		7	9	75	3.5	90		581
Nekoma Consolidated, Nekoma	4	35	1,300,000	6.0	2	55,600	15,940	55,000	100	47	990		16	6	82				2,750
Logan Center Consolidated, Logan	4	86	982,275	4.0	3	20,300	30,577	22,000	66	17	1,035	1,050	19	7	65	5.0	90	5.5	3,428
Kempton Consolidated, Regent	2	35	524,728	3.0	1		16,500	12,800	86		1,125	1,200	12	4	55	7.0	45		8,500
Regent Consolidated, Regent	3	42	1,000,300	2.0	1	30,200		25,000	96	42	1,200	1,215	2	6	40	5.0	75	2.1	2,300
Cole Harbor Consolidated, Cole Harbor	5	36	655,000	3.0	1	73,900		60,000	175	65		1,250	7	6	64	5.0	40	40.0	2,700
Hazen High, Hazen	7	25																	
OHIO																			
Johnson-St. Paris, St. Paris	1r	42	3,350,000	8.0	1	150,000	35,175	110,000	257	75	900	1,250	5	5	110	3.5	30	3.0	4,500
Bucyrus Township Consolidated, Bucyrus	2		3,834,420	5.0	2	92,750	22,382	67,000	182	55	880	1,475	5	7	185	3.5	35	2.9	5,900
Jackson Township Consolidated, Union City, Ind.	13	32	4,000,000	5.0	2	133,750	24,350	105,000	300	92	845	1,200	2	12	352	6.2	60	4.9	5,000
Olmstead Rural, Olmstead Falls	6	16	2,633,000	10.0	1	73,500	34,200	65,000	232	150	1,200	1,430	7	7	300	3.0	20	3.4	5,600
Washington Township Centralized, Lewiston	2	25	2,200,000	3.0		70,050		60,000	181	92	1,040	1,200	5	4	283	5.5	30	1.0	5,200

School																		
Washington Township, Tontogany	2	25	2,320,920	5.0	1	69,000	22,540	53,000	138	98	925	1,290	7	4	135	4.0	40		3,030
*Kingsville Centralized, Kingsville	6	30	1,509,210	3.2	3	57,000	26,713	3,500	198	87	930	1,215	31	8	122	3.4	40	.4	4,965
*Monroe Rural School, El Dorado	10	40	365,000	10.0		74,000	29,500	65,000	267	133	850	1,110	7	14	382	4.4	40	2.3	7,500
*Bethel Centralized, Tippecanoe	9	36	3,155,500	10.0	1	332,000	50,000	150,000	298	90		1,560	4	10	388	3.0	20	2.7	5,500
OKLAHOMA																		
Moore Consolidated No.2, Moore	6	64	1,578,173	4.0	3	82,000	22,437	60,000	337	93	1,125	822	3	8		5.0	60	4.0	7,820
Amber Consolidated, Amber	6		1,430,000	4.0	2	46,000	21,000	30,000	425	85	900	1,260	11	8	240	4.0	60	10.0	3,000
Consolidated District No. 14, Duke	2	25		1.0	1	24,800	10,200		264	75	680	1,100	2	2	80	3.0	20	1.0	800
Luther Consolidated, Luther	6	53	1,559,837	2.0	2	61,000	24,785	20,000	279	50		1,600	12	7	140	6.0	30	9.0	7,500
Capan Public, Capan		39	1,708,679	4.0	3	104,000	32,000		338	80	1,175	1,575	14	7	123	3.0	75	6.0	4,545
Porter Consolidated No.3, Porter	3	24	912,123	2.0	1	35,500	15,540		282	51	1,000	1,125	2	4	118	7.0	45	15.0	2,000
OREGON																		
*Melrose, Melrose	2	12	107,620	2.6	1	4,500	2,784	3,500	45		800			1		5.0	40		675
*Catching Inlet, Mansfield	2			2.0		8,200	5,389	7,000	41		1,200		6	3	41	5.0	40		
Alsea Consolidated, Alsea	3			4.0	9	15,000			83	47	855	1,215	13		109		60	.5	2,250
PENNSYLVANIA																		
Findley Township Consolidated, Imperial	7		3,000,000	5.0	2	179,500	57,600	100,000	300	250	1,080	1,290	6	5	250	3.0	25		8,100
*Farmington Consolidated, Leeper	5	10	400,000	4.0		26,250	8,460		172	53	800	1,040	6	2	45	3.5	75	3.0	1,464
*North Shenango Central, Espyville	6		412,700	3.0	1	18,500			144	36	800	1,200	20	9	160	3.5	50		4,265
RHODE ISLAND																		
*Lincoln Community, Saylesville	4	6	212,800	.5	1	36,800		21,000	80		1,050		1		60	2.0	30	8.0	3,900
Union Village, Woonsocket	3			.6				24,000	149		1,050		5	1	28		40	6.0	1,073
SOUTH CAROLINA																		
*Antioch High, Hartsville	3	46	423,475	12.0	1	30,800	13,800	25,000	309	40	809		10	7	160	4.0	30	1.5	1,600
*St. Albans, Piedmont	2	12	83,472	4.3	1	7,950	5,783		150	36	630								
Oakway High, Westminster				5.0	1	11,200	13,600		195	27		713							
SOUTH DAKOTA																		
Groton Independent, Groton	3	35	3,532,063	4.0	5	162,000	65,040	90,000	272	118	1,200	1,540	4	3	50	6.0	30	3.6	3,000
Kimball Independent, Kimball	3	48	2,413,247	1.0	2	88,500	30,800	5,500	342	121	1,125	1,350	3	4	87	4.0	40	2.0	3,600
Newell Independent, Newell	1	61	1,711,949	9.0	6	107,100	29,850		210	65	1,125	1,150	8	3	50	2.5	25	10.0	
Clear Lake Independent, Clear Lake	3	25	1,776,825	2.0		90,000	36,620	53,000		120	1,000	1,775	19	7	80	4.0	60	3.5	2,727
Fairfax Consolidated, Fairfax	5	32	2,000,000	7.0	1	125,500		100,000	225	75	1,100	1,525	4	5	160	2.5	16	1.7	2,520
Gettysburg Public School No.1, Gettysburg	1	36	1,688,838	3.0		104,800	34,000	95,000	206	124	1,125	1,600	5	2	30	3.0	60	13.0	
Burley Independent Consolidated District No. 1, Hurley	5	33	2,100,000	5.0		122,500	44,890	125,000	799	85	954	900	4	4	90	7.5	35	6.5	6,000
Lamro Independent Consolidated No. 20, Winner	2	36	2,619,714	3.0	1	60,400	53,911	40,000	414	179	1,081	1,472	1	1	7	3.0	45	1.5	540

* Open country schools.

7 For mileage.

TABLE 5.—Names of consolidations, financial data, enrollment, teachers' salaries, and transportation—Continued

Name of consolidation and post office address (Unless otherwise given the post office address is the same as the name of the consolidation)	2 Districts or schools united	3 Area served by consolidation, square miles	4 Assessed value of property in area served by consolidation	5 Area of school grounds, in acres	6 Number of school buildings	7 Total estimated value of school property	8 Total estimated school income for year 1922-23	9 Cost of new building erected as a result of consolidation	10 Enrollment Elementary	11 Enrollment High school	12 Average yearly salary Elementary	13 Average yearly salary High school	14 Years transportation has been carried on	15 Number of vehicles used	16 Average number of children transported daily	17 Average distance one way consolidations transport children, in miles	18 Average time, in minutes, children are on road, one way	19 Average cost of transportation per child per mile per day	20 Estimated amount spent for transportation in 1922-23
TENNESSEE																		_Cents_	
Capleville High, Capleville	1	144		8.0	1	$62,700		$50,000	200	50	$1,500		10	3	160	5.0	25		3,150
Orlinda Public, Orlinda	4	30	$1,500,000	7.0	3	47,000	500	40,000	251	63	700	$1,000	5	4	150	5.0	90	.5	3,000
Farragut, Concord	5			12.0		57,000		20,000	400		1,778		3	3	200	3.0	25	5.0	1,600
*Claxton Consolidated, Riceville, R.F.D. 3	1	50	100,000	10.0	2	14,000			190	15	560	720	2	4	80	3.0	60	12.5	1,050
TEXAS																			
*Academy Independent District, Heidenheimer	3	20	480,000	6.5	1	19,200	7,108	10,000	122	49	600	1,200	3	1	100	4.5	30	1.0	800
Hutto High, Hutto	2	25	1,100,025	2.5	1	33,200	13,000	20,000	180	70	656	816							
UTAH																			
*Jordan High, Sandy	16	600	23,075,014	23.0	3	242,492	342,620		2,835	654	1,200	1,650	9	12	450	5.0	25	2.0	27,500
Granite School District, 3212 State Street, Salt Lake City	15	300	39,000,000	94.0	25	1,094,751			5,475	834		1,425	18	23	535	3.0	40	5.0	15,500
*South Cache High, Hyrum	3	140	12,000,000	15.0	2	223,000		125,000	354	450	1,120	1,600	8	5	375	5.0	20	4.0	9,000
Box Elder High, Brigham City	1	200	37,000,000	7.5				152,000		698	1,037	1,374	12	1	204	4.0	30		7,342
VERMONT																			
Waltsfield, Waltsfield	4	25	500,000	1.0	1	21,300	10,863	20,000	70	100	720	1,100	8	9	36	3.0	45	10.0	1,700
Middletown Springs, Middletown	5			2.0		11,000	7,500	10,000	16	13	1,000	1,600	20	10	30	2.0	30		600
VIRGINIA																			
Ford High, Ford	3	100	400,000	2.0	4	14,950	7,200	5,300	43	43	765	787	3	2	35	9.0	60	.9	1,305
*Franktown-Nassawadox, Franktown	5	100		5.5	3	44,160	45,000	30,000	125	91		900	5	2	40	5.0	30	15.0	1,225
*Varina High, Richmond, R.F.D. 5	5	36	3,785,000	7.0	3	45,700			210	95	698	1,170	12	8	200	6.0	60		7,000
Oceana High, Oceana	3	7		4.0		56,500		15,000	323	120	640	1,320	13	4	30	5.0	75	6.0	2,700
Windsor High, Windsor	3	108	1,000,000	5.0	2	72,500	19,000		290	97	839	1,825	10	8	160	5.0	45	2.0	2,000

School																			
WASHINGTON																			
Enumclaw, Enumclaw	3	100	2,497,000	15.0	3	227,000	77,627	190,000	576	226	1,260	1,560	12	3	182	4.0	20	5	4,370
*Consolidated District No. 214, Morton	17	1,000	2,594,689	30.0	22	77,500	52,080	18,000	550	80		1,056	7	8	200	5.0	45	5.0	10,000
Battle Ground, Battle Ground	5	35	577,750	8.0	6	25,150	26,756			422		1,063	6	2	150	3.5	30	8.0	4,200
*Consolidated District No. 58, Sprague	3	50	1,373,000	6.0	2	89,200	28,400	43,000	133	95	1,200	1,500	3	3	16	6.0	20	7.5	2,600
Union High No. 1, Mount Vernon	2	25	200,000	8.0		177,000		225,000	765	485	1,238	1,612	4	7	200	9.0	40	2.7	9,500
Orchard Park Schools, Millwood	2	12	2,076,136	7.0	5	101,225	61,000	27,000	564	180	1,139	1,139	6	1	70	1.5	15	9.0	3,740
*Boistfort Consolidated, Klaber	9	108	2,000,000	22.0	10	71,600	33,300	32,000	191	50	1,205	1,178	6	6	118	6.5	50	1.0	2,240
WEST VIRGINIA																			
*Scotts Run Consolidated, Cliftonville	2	8				45,000			100		1,103								
*Glen Jean, Glen Jean	4		1,250,000	1.0	1	97,500		85,000	247	67	853	1,056	3	1	50	5.0	35	3.5	400
Ellsworth, Middlebourne	6	20	28,362,125	3.0	1	111,500	385,500	90,000	333	70	800		1	3	90	10.0		3.3	
Keystone-Eckman, Keystone	1	3	3,600,000	.5	3	68,000			330	200	1,111	1,000	12	1	75	3.0	30	5.0	1,200
Black Fork District High, Parsons	10	75		1.5	1														
WISCONSIN																			
Argonne Consolidated, Argonne	5	108	1,000,000	3.0	1	39,600	30,000	25,000	200	45	1,125	1,350	15	8	150	4.0	60	8.0	7,000
Elk Mound Public, Elk Mound	5	23	1,795,402	3.0	2	77,400		72,000	159	51	900	1,260	3	8	117	3.0	45	2.5	3,060
Consolidated District No. 1, Clear Lake	5	25	1,306,399	1.0	1	61,540	14,025	35,000	271		1,045		2	7	122	3.0	90	7.7	5,040
Joint District No. 3, Towns of Siren and Daniels, Siren	4	32	587,307	10.0	1	33,600		29,000	124	31	900	1,100	3	5	93	3.5	90	10.0	4,000
Clayton Consolidated Rural District No. 1, Clayton	3	66	2,685,561	1.0	1	36,700	18,900	11,000	164	41	810	1,170	7	4	75	3.0	60	3.0	1,980
*Ondossagon, Ashland, R. F. D. 3	2			5.0	1	143,250		123,000	139	44	900	1,430	5	6	114	4.5	90	2.0	3,957
Williams Bay Consolidated, Williams Bay	2		1,887,327		1	41,800		36,000	110	39	1,235	1,470	6		46	2.0	20	3.0	1,100
Wausaukee Public Schools, Wausaukee	3	108	910,000	1.0	6	41,800	32,700	21,000	382	112	900	1,300	8	5	100	3.5	60	4.0	4,000
WYOMING																			
School District No. 1, Powell	4	240	5,000,000	5.0	7	217,500	91,000	10,000	800	215	1,175	1,600	10		500	4.0	40	2.5	18,000
Lingle Consolidated, Lingle	6	36	1,500,000	.5	2	15,500	21,600		220	30	800	1,260	5	17	190	6.0	40		9,000
Rozet Consolidated and High, Rozet	7	144	882,799	11.0	2	7,165		1,740	54	23	1,090	1,125	2	5	50	5.5	50	3.5	3,376

* Open-country schools. Elementry and high school combined.

TABLE 6.—*Summary of statistics*

Item	Consolidations reporting	Total	Range — Minimum	Range — Maximum	Median
I. STATISTICS OF FINANCE					
A. Assessed value and bonded debt					
1. Area (square miles) of district or territory served by the consolidations	223	17,817.5	2	3,000	36
2. Assessed value of district or territory served by all consolidations reporting	216	$624,855,525	$50,000	$63,000,000	[1] $1,250,000
(a) City, town, and village consolidations	153	$573,239,761	$50,000	$63,000,000	[1] $1,430,000
(b) Open country consolidations	63	$51,615,764	$100,000	$23,075,014	[1] $929,405
3. Assessed valuation for each pupil enrolled, all consolidations reporting	211		$18	[2] $19,423	[2] $4,709
(a) City, town, and village consolidations	150		$18	[3] $18,000	[3] $4,714
(b) Open country consolidations	61		$50	[4] $19,423	[4] $4,811
4. Bonded indebtedness of consolidations	158	$11,839,333	$1,000	$1,000,000	$35,650
B. Estimated incomes					
1. Total estimated school income for 1922-23	197	$7,015,148	$1,157	$572,000	$22,437
2. Estimated income for each child enrolled in school	193		$11	$526	$84
(a) City, town, and village consolidations	137		$11	$526	$83
(b) Open country consolidations	56		$11	$489	$89
3. Estimated income for each child in average daily attendance	171		$15	$992	$95
(a) City, town, and village consolidations	120		$15	$992	$94
(b) Open country consolidations	51		$18	$448	$92
C. Value of school plants					
1. Area of school grounds, in acres	253	1,904	½	170	5
Open country consolidations	69	864	1	170	6
2. Value of school grounds	227	$1,120,968	$6	$143,000	$1,500
Value per acre of school grounds in open country schools	69	$168,326	$3	$4,000	$170
3. Value of school buildings	233	$18,043,301	$1,400	$800,000	$48,000
Open country consolidations	73	$3,495,435	$1,400	$300,000	$35,000
4. Value of school equipment	229	$2,098,883	$75	$335,000	$5,000
5. Value of publicly owned transportation vehicles	136	$621,752	$50	$37,000	$2,500
6. Value of publicly owned teachers' homes	48	$369,735	$300	$125,000	$3,212
7. Total estimated value of school plants	243	$22,708,694	$600	$1,300,440	$57,000
Open country consolidations	72	$4,292,485	$600	$332,000	$40,600
8. Relation of value of school plants to the assessed value of the district or territory served, expressed in per cent	202	3.6	.02	24.1	4.6
D. Salaries of teachers and superintendents					
1. Yearly salaries of teachers' positions:					
(a) Elementary	[5] 1,813		$270	$1,778	$1,120
(b) High school	[5] 1,330		$375	$2,500	$1,425
2. Yearly salaries of superintendents and principals	[5] 280		$675	$5,500	$2,700
II. STATISTICS OF TEACHING STAFF, ENROLLMENT, AND ATTENDANCE					
A. Teachers employed					
1. Number of teachers in consolidation with both elementary and high school grades	208	2,847	2	194	11
2. Number of teachers in consolidations with elementary grades only	27	302	2	21	6
3. Number of teachers in consolidations with high school grades only	15	166	6	67	14

[1] Computed by leaving out the 14 largest consolidations.
[2] Leaving out 15 schools with a value per enrolled child of over $20,000.
[3] Leaving out 11 consolidations with a value per enrolled child of over $20,000.
[4] Leaving out 4 schools with a value per enrolled child of over $20,000.
[5] Number of positions reported.

TABLE 6.—*Summary of statistics*—Continued.

Item	Consolidations reporting	Total	Range Minimum	Range Maximum	Median
II. STATISTICS OF TEACHING STAFF, ENROLLMENT AND ATTENDANCE—continued					
B. Enrollment and attendance					
1. Enrollment in elementary grades	237	67, 534	27	5, 475	204
2. Average daily attendance in elementary grades	211	58, 534	20	5, 190	180
3. Per cent of attendance in elementary grades	209	....	64	99	91
4. Enrollment in high-school grades	224	26, 519	4	1, 620	76
5. Average daily attendance in high-school grades	201	21, 497	3	1, 350	65
6. Per cent of attendance in high-school grades	199	....	70	100	91
III. STATISTICS OF TRANSPORTATION					
1. Number of years transportation has been carried on	219	....	1	48	5. 9
2. Number of transportation routes maintained	222	1, 179	1	16	5
3. Number of drivers employed	155	698	1	16	4
4. Average monthly salaries of drivers:					
(a) Teachers for driving	12		$20	$55	$25
(b) Pupils for driving	60		$10	$85	$25
(c) Full time drivers	126		$15	$200	$60
5. Number of transportation contracts let to persons owing their own vehicles	131	414	1	15	2
6. Average amount paid per month for such contracts	112	....	$10	$390	$85
7. Average distance consolidations transport children, one way, in miles	224	....	1	19	4. 7
8. Average time consolidations have children on the road, one way, in minutes, for each school	222	....	10	100	35
9. Number of pupils transported	225	31, 186	4	600	110
10. Per cent of enrolled pupils that are transported to school	214	35. 0	1	100	43
Open country schools	53	47. 9	3	100	66
11. Amount spent for transportation	212	$913, 343	$150	$49, 000	$3, 050
12. Relation of the amount spent for transportation to the total school income, expressed in per cent	167	11. 3	0. 3	51, 7	14. 02
13. Cost of transportation per child per mile per day, in cents	177	....	½	27	2. 8

TABLE 7.—*Distribution of 215 consolidations by area of district or territory served, in square miles*

Area served by consolidation, in square miles	Number of consolidations	Area served by consolidation, in square miles	Number of consolidations
1-10	18	70.1-80	9
10.1-20	33	80.1-90	2
20.1-30	39	90.1-100	6
30.1-40	45	More than 100	32
40.1-50	20		
50.1-60	8	Total	223
60.1-70	11		

Minimum, 2 sq. miles; maximum, 3,000 sq. miles; median, 36 sq. miles.

TABLE 8.—*Distribution of 216 consolidations by assessed value of district or territory served*

Assessed value	Number of open country consolidations	Number of village, town, and city consolidations	Total number of consolidations
Less than one-half million dollars	23	17	40
One-half to one million dollars	9	30	39
One to one and one-half million dollars	10	24	34
One and one-half to two million dollars	5	18	23
Two to two and one-half million dollars	6	22	28
Two and one-half to three million dollars	3	8	11
Three to three and one-half million dollars	1	9	10
Three and one-half to four million dollars	2	8	10
Four to four and one-half million dollars	1	2	3
Four and one-half to five million dollars	0	0	0
Five to five and one-half million dollars	1	1	2
Five and one-half to six million dollars	0	2	2
Above six million dollars	2	12	14
Total	63	153	216

Median assessed values:
    Open country consolidations _____ $929,405
    Village, town, and city consolidations _____ 1,430,000
    All consolidations reporting _____ 1,250,000

TABLE 9.—*Distribution of 211 consolidations by assessed value of property for each pupil enrolled*

Assessed value per pupil	Number of open country consolidations	Number of city, town, and village consolidations	Total number of consolidations
Less than $1,000	8	6	14
$1,000–$2,499	12	20	32
$2,500–$4,999	10	50	00
$5,000–$7,499	10	33	43
$7,500–$9,999	8	18	26
$10,000–$12,499	3	6	9
$12,500–$14,999	4	4	8
$15,000–$17,499	1	1	2
$17,500–$19,999	1	1	2
Over $20,000	4	11	15
Total	61	150	211

Assessed value per pupil	Open country consolidations	City, town, and village consolidations	All consolidations reporting
Minimum	$50	$18	$18
Maximum	28,572	388,889	388,889
Median [1]	4,811	4,714	4,700

[1] Leaving out 15 schools with a valuation per enrolled child of more than $20,000.

TABLE 10.—*Distribution of 197 consolidations by amount of income received*

Amount of school funds received	Number of consolidations	Amount of school funds received	Number of consolidations
Less than $1,000	0	$8,000–$8,999	9
$1,000–$1,999	2	$9,000–$9,999	7
$2,000–$2,999	1	$10,000–$19,999	46
$3,000–$3,999	3	$20,000–$49,999	76
$4,000–$4,999	5	$50,000–$99,999	23
$5,000–$5,999	8	Above $100,000	9
$6,000–$6,999	3		
$7,000–$7,999	5	Total	197

Minimum school funds received, $1,157; maximum, $572,000; median, $22,437.

TABLE 11.—*Distribution of 185 consolidations by amount of income for each pupil enrolled*

(1) Income for each pupil enrolled	(2) Open-country consolidations (included in column 4)	(3) City, town, and village consolidations	(4) Total consolidations	(1) Income for each pupil enrolled	(2) Open-country consolidations (included in column 4)	(3) City, town, and village consolidations	(4) Total consolidations
$10-$19	4	4	8	$130-$139	7	3	10
$20-$29	1	7	8	$140-$149	2	1	3
$30-$39	5	7	12	$150-$159	0	1	1
$40-$49	4	7	11	$160-$169	0	3	3
$50-$59	3	11	14	$170-$179	1	0	1
$60-$69	5	15	20	$180-$189	0	1	1
$70-$79	2	11	13	$190-$199	0	1	1
$80-$89	5	21	26	Above $200	4	10	15
$90-$99	4	14	18				
$100-$109	3	12	15	Total	56	137	193
$110-$119	2	6	8	Medians	$89	$83	$84
$120-$129	4	2	6				

TABLE 12.—*Distribution of 171 consolidations by amount of estimated income per pupil in average daily attendance*

(1) Income for each pupil enrolled	(2) Open-country consolidations (included in column 4)	(3) City, town, and village consolidations	(4) Total consolidations	(1) Income for each pupil enrolled	(2) Open-country consolidations (included in column 4)	(3) City, town, and village consolidations	(4) Total consolidations
$10-$19	1	3	4	$130-$139	3	1	4
$20-$29	1	5	6	$140-$149	3	2	5
$30-$39	4	4	8	$150-$159	2	3	5
$40-$49	3	5	8	$160-$169	1	2	3
$50-$59	3	10	13	$170-$179	1	2	3
$60-$69	6	7	13	$180-$189	1	0	1
$70-$79	3	9	12	$190-$199	2	0	2
$80-$89	3	11	14	Above $200	2	13	15
$90-$99	3	14	17				
$100-$109	4	16	20	Total	51	120	171
$110-$119	2	9	11	Medians	$89	$83	$84
$120-$129	3	4	7				

TABLE 13.—*Distribution of consolidations by total value of school property*

(1) Value of school property	(2) Number of consolidations	(3) Open-country consolidations (included in column 2)	(1) Value of school property	(2) Number of consolidations	(3) Open-country consolidations (included in column 2)
Less than $10,000	18	9	$90,000–$99,999	8	5
$10,000–$19,999	23	11	$100,000–$149,999	30	3
$20,000–$29,999	19	4	$150,000–$199,999	14	3
$30,000–$39,999	23	11	$200,000–$249,999	8	....
$40,000–$49,999	23	8	$250,000–$499,999	6	1
$50,000–$59,999	21	8	$500,000–$999,999	4	....
$60,000–$69,999	16	4	Over $1,000,000	2	....
$70,000–$79,999	20	5			
$80,000–$89,999	8	1	Total	243	73

	All consolidations	Open-country consolidations
Maximum	$1,300,400	$332,000
Minimum	600	600
Median	57,000	40,000

TABLE 14.—*Distribution of 236 consolidations by value of school property per enrolled pupil*

Value of property per enrolled pupil	Number of consolidations	Value of property per enrolled pupil	Number of consolidations
Less than $50	10	$350–$399	12
$50–$99	28	$400–$449	11
$100–$149	39	$450–$499	7
$150–$199	42	$500 and over	23
$200–$249	28		
$250–$299	21		236
$300–$359	15		

Minimum	$11
Maximum	5,479
Median	198
Average for the United States	129

TABLE 15.—*Distribution of salaries of 1,813 elementary teachers in consolidations*

Salary	Teachers	Salary	Teachers
$200–$299	4	$1,100–$1,199	435
$300–$399	10	$1,200–$1,299	301
$400–$499	12	$1,300–$1,399	118
$500–$599	26	$1,400–$1,499	73
$600–$699	102	$1,500–$1,599	45
$700–$799	65	$1,600–$1,699	17
$800–$890	135	$1,700–$1,799	11
$900–$999	210		
$1,000–$1,099	227		1,813

Minimum salary, $275; maximum, $1,778; median, $1,120.

TABLE 16.—*Distribution of salaries of 1,330 high-school teachers in consolidations*

Salary	Number of teachers	Salary	Number of teachers
Below $600	7	$1,700–$1,799	60
$600–$699	10	$1,800–$1,899	65
$700–$799	23	$1,900–$1,999	14
$800–$899	18	$2,000–$2,099	1
$900–$999	32	$2,100–$2,199	24
$1,000–$1,099	79	$2,200–$2,299	104
$1,100–$1,199	80	$2,300–$2,399	0
$1,200–$1,299	195	$2,400–$2,499	0
$1,300–$1,399	163	$2,500–$2,599	67
$1,400–$1,499	149		
$1,500–$1,599	137		
$1,600–$1,699	102		1,330

Minimum salary, $375; maximum, $2,500; median, $1,425.

TABLE 17.—*Distribution of salaries of superintendents and principals of consolidations*

Salary of superintendent or principal	Number of positions	Salary of superintendent or principal	Number of positions
Less than $1,000	6	$3,000–$3,499	23
$1,000–$1,499	36	$3,500–$3,999	11
$1,500–$1,999	70	$4,000 and more	10
$2,000–$2,499	74		
$2,500–$2,999	50		280

Minimum salary, $675; maximum, $5,500; median, $2,100.

TABLE 18.—*Distribution of 237 consolidations by enrollment and average daily attendance*

Number of pupils	Number of consolidations			
	Distribution by elementary enrollment	Distribution by elementary daily attendance	Distribution by high-school enrollment	Distribution by high-school daily attendance
Less than 30	2	3	28	32
30–59	11	13	53	50
60–89	14	17	56	56
90–119	17	20	35	23
120–149	29	21	15	11
150–179	21	29	7	5
180–209	28	19	5	6
210–239	15	18	7	2
240–269	25	18	2	1
270–299	11	10	0	0
300–399	28	20	5	6
400–499	14	7	3	4
500–599	11	7	2	1
Above 600	11	9	6	4
Total	237	211	224	201
Medians	204	180	76	65

TABLE 19.—*Distribution of 208 consolidations by number of teachers employed*

Number of teachers	Schools with elementary and high-school grades	Schools with elementary grades only	Schools with high-school grades only	Number of teachers	Schools with elementary and high-school grades	Schools with elementary grades only	Schools with high-school grades only
2	2	6		15	10		1
3	2	5		16	4		
4	6	2		17	11		
5	12			18	3		
6	20	2	2	19	3		
7	17	2		20			
8	20	2	3	More than 20	24	1	6
9	13	2	1				
10	15	1		Total	208	28	15
11	15	1					
12	14	2	1	Median numbers of teachers	11	6	14
	9	2					
	7		1				

TABLE 20.—*Distribution of 223 consolidations by average distance (one way) consolidations transport pupils*

Number of miles	Number of consolidations	Number of miles	Number of consolidations
1–1.9	4	8–8.9	5
2–2.9	26	9–9.9	3
3–3.9	58	10–10.9	6
4–4.9	35	11 or more	9
5–5.9	43		
6–6.9	22		223
7–7.9	12		

Minimum, 1 mile; median, 4.7 miles; maximum, 19 miles.

TABLE 21.—*Distribution of 222 consolidations by average number of minutes each consolidation has children on the road, one way*

Average number of minutes on the road	Number of consolidations	Average number of minutes on the road	Number of consolidations
Less than 10	0	60–69	31
10–19	11	70–79	7
20–29	40	80–89	0
30–39	62	90 or more	9
40–49	56		
50–59	5	Total	222

Minimum, 10 minutes; maximum, 100 minutes; median, 35 minutes.

TABLE 22.—*Distribution of 212 consolidations by per cent of enrolled pupils that are transported*

Per cent of pupils transported	Consolidations	Open-country consolidations (included in column 2)	Per cent of pupils transported	Consolidations	Open-country consolidations (included in column 2)
Less than 10	10	1	70–79	17	9
10–19	21	2	80–89	14	11
20–29	32	3	90–99	5	6
30–39	25	5	100 per cent	2	1
40–49	41	9			
50–59	25	5	Total	212	56
60–69	20	4			

Minima, 1 and 3 per cent; medians, 43 and 66 per cent; maxima, 100 and 97 per cent.

TABLE 23.—*Distribution of 167 consolidations by percentage that amount spent for transportation is of estimated school income for the year 1922–23*

Per cent of expenditures for transportation	Number of consolidations	Per cent of expenditures for transportation	Number of consolidations
Less than 5	20	35–39.9	5
5–9.9	32	40–44.9	5
10–14.9	44	45–49.9	4
15–19.9	26	50 and over	3
20–24.9	14		
25–29.9	8		167
30–34.5	6		

Median, 14.02 per cent; minimum, 0.3 per cent; maximum, 51.7 per cent.

TABLE 24.—*Distribution of 177 consolidations by average cost of transportation per child, per mile, per day, in cents*

Cost in cents	Number of consolidations	Cost in cents	Number of consolidations
Less than 1	16	7–7.9	9
1–1.9	27	8–8.9	8
2–2.9	31	9–9.9	4
3–3.9	19	10–10.9	6
4–4.9	14	11 and over	21
5–5.9	13		
6–6.9	9	Total	177

Minimum, ½ cent; median, 3.8 cents; maximum, 27 cents.