

13047
49

THE
RURAL SCHOOLS OF FARIBAULT COUNTY.

A Thesis submitted to the Faculty of the
Graduate School of the University of
Minnesota by ADOLPH CAUGHEY TIBBETTS
in partial fulfillment of the requirements
for the Degree of MASTER OF ARTS.

June 1910.

UNIVERSITY OF
MINNESOTA
LIBRARY

MOM
T43
8

THE RURAL SCHOOLS OF FARIBAULT COUNTY.

A thesis submitted to the faculty of the Graduate School of the University of Minnesota by Adolph Caughey Tibbetts in partial fulfillment of the requirements for the degree of Master of Arts.

In discussing the centralization of rural schools, Lewis D. Bonebrake, state school commissioner of Ohio says:- "The country-school problem is one of the most important now being considered by the educators of America. A study of the population of every state of the union will reveal a growing tendency toward urban life as against a distinctively rural development. The cities are gaining in numbers and wealth at the expense of the rural communities. The factory, the shop, the store, the warehouse, the railroad, the paved streets, the distribution of water and light to every home, the contact with the news of the world and the markets, the construction of edifices public and private, the organized city school system, the opportunity for social life and other motives more or less apparent have conspired to produce congested centers of population. Over against all these there have been uninspiring church services, unorganized schools, low prices for farm products, and other matters more or less connected in thought and more or less recognized as important to the best of social conditions. The traditions of the country school, with its one school master, with its twenty to thirty children mastering arithmetic, grammar and geography, its go-as-you-please

AUG 12 1910 5-70

86272

course of study, its rough and tumble discipline, its spelling classes, spelling bees, singing schools, debating societies, and all that, are not yet entirely departed from us. Their memory lingers; and occasionally we find rural communities where such conditions obtain, reminding us of the early days of pioneer life and of our earlier American civilization."

Superintendent J. W. Olson in Bulletin number one on consolidation of rural schools says:-"It is a great problem, because it lies at the heart of our educational system, affecting it at its very center, and is certain to affect the character of our citizenship, as it is correctly or incorrectly solved. No prejudice of custom and tradition, no near-sighted policy of selfishness on the part of the individual neighborhoods or communities should prevent the undoing of present unfavorable conditions and the establishing of a new and better order, under which it will be easier to grow and develop a progressive character of citizenship."

This paper is a study of the rural school conditions in Faribault County with notes suggesting changes which would aid in solving the problem of how to make them as efficient as the outlay of time and money, and general educational progress demand.

Faribault County lies in the southern tier of Counties in Minnesota, about midway, in a section of very rich and fertile agricultural and grazing lands. In the

southern and southeastern parts it is quite rolling, in the rest somewhat flat and in wet seasons inclined to be marshy.

It is composed of four east and west tiers of townships, five townships in a tier. A few of these townships have lakes which reduce their available land acreage. But there are a half-million acres of land usable for general agricultural purposes which give a land acreage value, according to the census of 1900, of \$24,260,336. It stands second in forty-five leading counties of the state in rural real estate as the following table E, taken from the same census will show:

-TABLE E-
SURVEY OF ORGANIZABILITY OF
FORTY-FIVE MINNESOTA
COUNTIES.

		TOTAL
		ACCORDING TO THEIR RESPECTIVE PROPERTY VALUATION
1	Hennepin	\$40,444,130
2	Faribault	24,260,336
3	Polk	22,794,717
4	Otter Tail	22,503,624
5	Mower	22,044,059
6	Olmstead	20,999,295
7	Rice	20,995,072
8	Fillmore	20,688,786
9	Goodhue	20,674,152
10	Renville	18,691,313
11	Stearns	18,594,718
12	Freeborn	18,184,602
13	Redwood	16,919,329
14	Blue Earth	16,784,385
15	Martin	16,532,436
16	Brown	16,111,491

17	Wabasha	\$15,813,873
18	Nobles	15,632,457
19	Winona	14,810,648
20	Jackson	14,541,542
21	Dakota	14,425,531
22	Wright	14,266,844
23	Clay	13,986,881
24	Lyon	13,570,559
25	McLeod	12,885,116
26	Sibley	12,881,389
27	Yellow Medicine	12,870,203
28	Lac Qui Parle	12,674,319
29	Kandiyohi	12,667,035
30	Meeker	12,293,418
31	LeSueur	11,956,978
32	Morrison	11,510,621
33	Nicollet	11,021,651
34	Todd	10,507,819
35	Norman	10,081,373
36	Douglas	10,067,472
37	Houston	9,999,928
38	Scott	9,874,504
39	Carver	9,245,264
40	Marshall	7,988,137
41	Pine	6,752,790
42	Becker	6,639,397
43	Washington	6,597,335
44	Chisago	6,589,936
45	Red Lake	4,353,458

Freeborn County lying on the east, Blue Earth County on the north and Martin County on the west are among the first fifteen in rural real estate valuation, which is evidence of the prosperity of the portion of Minnesota in which it lies. These figures and conditions are quoted since it is axiomatic that the school conditions, present and prospective, ought to be determined largely by the wealth of the community in which the school lies.

The following tables from the census of 1900 show relative organizability of the counties of Minnesota in the items shown in headings, as well as final ranks.

SURVEY OF ORGANIZABILITY OF FORTY-FIVE
MINNESOTA COUNTIES.

TABLE A.

ACCORDING TO RURAL POPULATION.

	General
1 Otter Tail.....	41,537
2 Stearns	39,469
3 Hennepin.....	30,832
4 Polk	30,418
5 Wright.....	29,467
6 Fillmore.....	27,216
7 Todd.....	24,638
8 Renville.....	24,038
9 Dakota.....	23,471
10 Faribault.....	20,448
11 Le Sueur.....	20,275
12 Blue Earth.....	20,232
13 Morrison.....	19,728
14 Kandiyohi.....	19,613
15 McLeod.....	19,315
16 Redwood.....	19,034
17 Douglas.....	18,780
18 Wabasha.....	18,710
19 Becker.....	18,490
20 Norman.....	18,176
21 Rice.....	17,698
22 Meeker.....	17,953
23 Marshall.....	17,737
24 Carver.....	17,713
25 Martin.....	17,587
26 Freeborn.....	16,778
27 Washington.....	16,449
28 Sibley.....	16,354
29 Lyon.....	16,171
30 Red Lake.....	15,955
31 Yellow Medicine.....	15,899
32 Mower.....	15,857
33 Winona.....	15,502
34 Lac Qui Parle.....	15,182
35 Olmstead.....	15,176
36 Scott.....	15,094
37 Houston.....	15,092
38 Nobles.....	15,056
39 Nicollet.....	14,944
40 Pine.....	14,869
41 Jackson.....	14,838
42 Brown.....	14,803
43 Clay.....	14,663
44 Chisago.....	14,341
45 Goodhue.....	13,479

TABLE C.

ACCORDING TO NUMBER OF COMMUNITIES OF 500 POPULATION AND OVER.

Total No.-837.	Communities:
1 Otter Tail.....	47
2 Stearns.....	41
3 Renville.....	33
4 Fillmore.....	31
5 Wright.....	28
6 Hennepin.....	25
7 Goodhue.....	25
8 Polk.....	24
9 Todd.....	24
10 Faribault.....	23
11 Blue Earth.....	22
12 Sibley.....	21
13 Kandiyohi.....	20
14 Douglas.....	20
15 Martin.....	20
16 Freeborn.....	20
17 Meeker.....	19
18 Olmstead.....	19
19 Le Sueur.....	18
20 Yellow Medicine.....	18
21 Mower.....	18
22 Winona.....	18
23 Houston.....	18
24 Redwood.....	17
25 Brown.....	17
26 Morrison.....	16
27 McLeod.....	16
28 Wabasha.....	16
29 Rice.....	16
30 Washington.....	16
31 Jackson.....	16
32 Chisago.....	16
33 Dakota.....	15
34 Carver.....	15
35 Pine.....	13
36 Norman.....	12
37 Lac Qui Parle.....	12
38 Scott.....	12
39 Nicollet.....	12
40 Becker.....	10
41 Marshall.....	8
42 Red Lake.....	8
43 Clay.....	8
44 Lyon.....	7
45 Nobles.....	7

TABLE B.
 SURVEY OF ORGANIZABILITY OF
 FORTY-FIVE MINNESOTA
 COUNTIES.

ACCORDING TO PERCENTAGES OF FOREIGN BORN

NOTE:

N-NORWEGIANS; S-SWEDES; G-GERMANS; A-AUSTRIANS; B-BOHEMIANS; D-DANES.

COUNTY	COMMUNITIES 500 Pop.&Over	RURAL Population	FOREIGN BORN	Percentage	NATIONALITY
1 Olmstead	19	15,176	2,293	15.1	G.5/7 N
2 Faribault	23	20,448	3,766	18.4	G.N.
3 Todd	24	24,638	4,600	18.6	G.S.N.
4 Wabasha	16	18,710	3,482	18.6	G.2/3 S.
5 Fillmore	31	27,216	5,154	18.9	N.G.
6 Martin	20	17,587	3,353	19.	G.S.
7 Stearns	41	39,469	7,542	19.1	G.6/7
8 LeSueur	18	20,275	3,875	19.1	B.G.
9 Mower	18	15,857	3,079	19.4	N.G.
10 Blue Earth	22	20,232	3,989	19.7	G.1/2
11 Winona	18	15,502	3,072	19.8	G.
12 Nobles	7	15,054	3,079	20.4	G.S.
13 Scott	12	15,094	3,157	20.9	G.1/2 B.
14 Rice	16	17,968	3,779	21.0	G.N.B.
15 Sibley	21	16,354	3,505	21.4	G.2/3 S.
16 Houston	18	15,092	3,243	21.4	N.G.S.
17 Redwood	17	19,034	4,077	21.4	G.D.N.
18 Hennepin	25	30,832	6,688	21.6	S.N.G.
19 Nicollet	12	14,944	3,412	22.8	G.S.
20 Dakota	15	23,471	5,470	23.3	G.1/2
21 Wright	28	29,467	6,902	23.4	S.G.
22 McLeod	16	19,315	4,538	23.4	B.D.A.
23 Carver	15	17,713	4,102	23.7	G.3/4
24 Becker	10	18,490	4,483	24.2	N.S.G.
25 Jackson	16	14,838	3,776	24.8	G.N.A.
26 Renville	33	24,032	6,028	25.0	G.N.S.
27 Brown	17	14,803	3,738	25.2	G.3/5
28 Norman	12	18,176	4,647	25.5	N.7/9
29 Lyon	7	16,171	4,136	25.5	N.G.S.
30 Washington	16	16,449	4,269	25.8	S.G.
31 Freeborn	20	16,778	4,373	26.	N.D.G.
32 Yellow Medicine	18	15,899	4,359	27.5	N.G.S.
33 Otter Tail	47	41,537	11,617	27.9	G.S.
34 Douglas	20	18,780	5,308	28.2	S.N.G.
35 Meeker	19	17,953	5,095	28.3	S.1/2 G.
36 Lac Qui Parle	12	15,182	4,331	28.5	N.1/2

TABLE B CONTINUED.

COUNTY	COMMUNITIES 500 Pop. & Over	RURAL Population	FOREIGN BORN	PERCENTAGE	NATIONALITY
37 Clay	8	14,663	4,464	30.4	N.S.G.
38 Kandiyohi	20	19,613	6,127	31.2	S.N.
39 Morrison	16	19,728	6,175	31.3	G.S.
40 Red Lakd	8	15,955	5,017	32.0	N.S.
41 Polk	24	30,418	9,900	32.5	N.S.
42 Pine	13	14,869	5,022	34.4	S.G.
43 Chisago	16	14,341	5,009	34.9	S. 4/5
44 Marshall	8	17,737	6,544	36.9	S.N. 5/6
45 Goodhue	25	13,479	6,191	45.9	S.N.G.

TABLE D.

ACCORDING TO DENSITY OF POPULATION PER SQUARE MILE
 AREA SQ. MILES; DENSITY OF POPULATION.

1	Hennepin.....	573.....	53.9
2	Carver	360.....	49.2
3	Wright	680.....	43.3
4	Le Sueur	475.....	42.7
5	Scott.....	360.....	41.9
6	Washington.....	402.....	40.99
7	Dakota	604.....	38.8
8	McLeod.....	504.....	38.3
9	Rice	497.....	36.1
10	Wabasha.....	531.....	35.2
11	Nicollet.....	452.....	33.0
12	Fillmore.....	825.....	32.95
13	Chisago	440.....	32.5
14	Stearns	1310.....	30.1
15	Meeker	613.....	29.2
16	Faribault.....	720.....	28.4
17	Sibley.....	588.....	27.8
18	Douglas.....	685.....	27.4
19	Houston.....	561.....	26.9
20	Blue Earth.....	756.....	26.7
21	Todd.....	967.....	25.4
22	Winona.....	630.....	24.6
23	Brown.....	611.....	24.2
24	Renville.....	989.....	24.2
25	Martin.....	732.....	24.0
26	Kandiyohi.....	814.....	24.0
27	Olmstead.....	644.....	23.5
28	Freeborn.....	720.....	23.3
29	Mower.....	700.....	22.6
30	Lyon.....	714.....	22.6
31	Redwood.....	870.....	21.8
32	Yellow Medicine.....	744.....	21.3
33	Nobles	720.....	20.9
34	Jackson.....	720.....	20.6
35	Lac Qui Parle.....	763.....	19.8
36	Otter Tail.....	2127.....	19.5
37	Goodhue.....	744.....	18.1
38	Morrison.....	1126.....	17.5
39	Polk	1893.....	16.0
40	Clay	1022.....	14.3
41	Red Lake.....	1116.....	14.2
42	Becker.....	1389.....	13.3
43	Norman.....	1425.....	12.6
44	Pine	1425.....	10.4
45	Marshall.....	1784.....	9.9

TABLE G
 SURVEY OF ORGANIZABILITY OF FORTY-FIVE
 MINNESOTA COUNTIES
 ACCORDING TO AVERAGE PROPERTY VALUE
 PER CAPITA

1	Hennepin	\$1,311.75
2	Faribault.	1,099.99
3	Nobles	1,046.91
4	Mower	986.97
5	Jackson	983.00
6	Redwood	980.21
7	Martin	976.17
8	Lyon	930.06
9	Olmstead	908.31
10	Lac Qui Parle	887.00
11	Yellow Medicine.	881.40
12	Blue Earth	874.15
13	Wabasha	835.65
14	Freeborn	832.70
15	Brown	814.24
16	Rice	805.03
17	Winona	796.82
18	Renville	788.90
19	Clay	779.56
20	Sibley	763.93
21	Nicollet	746.02
22	Fillmore	732.66
23	Meeker	692.47
24	Kandiyohi.	687.83
25	Washington	682.64
26	Norman	670.08
27	Goodhue	663.97
28	Dakota	663.76
29	McLeod	657.57
30	Houston	649.35
31	Polk	643.39
32	Scott	618.90
33	LeSueur	590.93
34	Pine	584.86
35	Stearns	575.95
36	Douglas	560.42
37	Carver	526.98
38	Marshall	508.86
39	Morrison	502.84
40	Chisago	497.43
41	Otter Tail	495.95
42	Wright	489.31
43	Todd	473.03
44	Becker	461.87
45	Red Lake	356.99

SURVEY OF ORGANIZABILITY OF FORTY-FIVE

MINNESOTA COUNTIES

ACCORDING TO TOTAL RANKS
 ESTABLISHING FINAL RANK.
 Alphabetically arranged.

A-From Table A.
 B- " " B
 C- " " C
 D- " " D
 E- " " E
 F- " " F
 G- " " G

	Final Rank	A	B	C	D	E	F	G	
Becker	42	19	24	40	42	42	42	44	253
Blue Earth	4	12	10	11	20	14	5	12	84
Brown	22	42	27	25	23	16	11	15	159
Carver	27	24	23	34	2	39	13	37	172
Chisago	41	44	43	32	13	44	34	40	250
Clay	40	43	37	43	40	23	36	19	241
Dakota	16	9	20	33	7	21	19	28	137
Douglas	34	17	34	14	18	36	35	36	190
Faribault	2	10	2	10	16	2	6	2	48
Fillmore	3	6	5	4	12	8	17	22	74
Freeborn	19	26	31	16	28	12	15	14	142
Goodhue	30	45	45	7	37	9	10	27	180
Hennepin	1	3	18	6	1	1	1	1	31
Houston	35	37	16	23	19	37	30	30	192
Jackson	31	41	25	31	34	20	24	5	180
Kandiyohi	29	14	38	13	26	29	33	24	177
Lac Qui Parle	37	34	36	37	35	28	32	10	212
Le Sueur	13	11	8	19	4	31	16	33	122
Lyon	36	29	29	44	30	24	28	8	192
McLeod	18	15	22	27	8	25	14	29	140
Marshall	43	23	44	41	45	40	44	38	275
Martin	9	25	6	15	25	15	20	7	113
Meeker	25	22	35	17	15	30	25	23	167
Morrison	38	13	39	26	38	32	39	39	226
Mower	10	32	9	31	27	5	8	4	116
Nicollet	32	39	19	39	11	33	18	21	180
Nobles	26	38	12	45	33	18	22	3	171
Norman	39	20	28	36	43	35	41	26	229
Olmstead	8	35	1	18	27	6	7	9	103
Otter Tail	21	1	33	1	36	4	40	41	156
Pine	44	40	42	35	44	41	43	34	279
Polk	23	4	41	8	39	3	37	31	163
Red Lake	45	30	40	42	41	45	45	45	288
Redwood	15	16	17	24	31	13	27	6	134
Renville	11	8	26	3	24	10	29	18	118
Rice	7	21	14	29	9	7	4	16	100
Scott	28	36	13	38	8	38	12	32	177
Sibley	17	28	15	12	17	26	21	20	139
Stearns	5	2	7	2	14	11	26	35	97
Todd	20	7	3	9	21	34	38	43	155
Wabasha	6	18	4	28	10	17	9	13	99
Washington	24	27	30	30	6	43	2	25	163
Winona	14	33	11	22	22	19	3	17	127
Wright	12	5	21	5	3	22	23	42	121
Yellow Medicine	33	31	32	20	32	27	31	11	184

SURVEY OF ORGANIZABILITY OF FORTY-FIVE
MINNESOTA COUNTIES.

ACCORDING TO TOTAL RANKS
ESTABLISHING FINAL RANK.

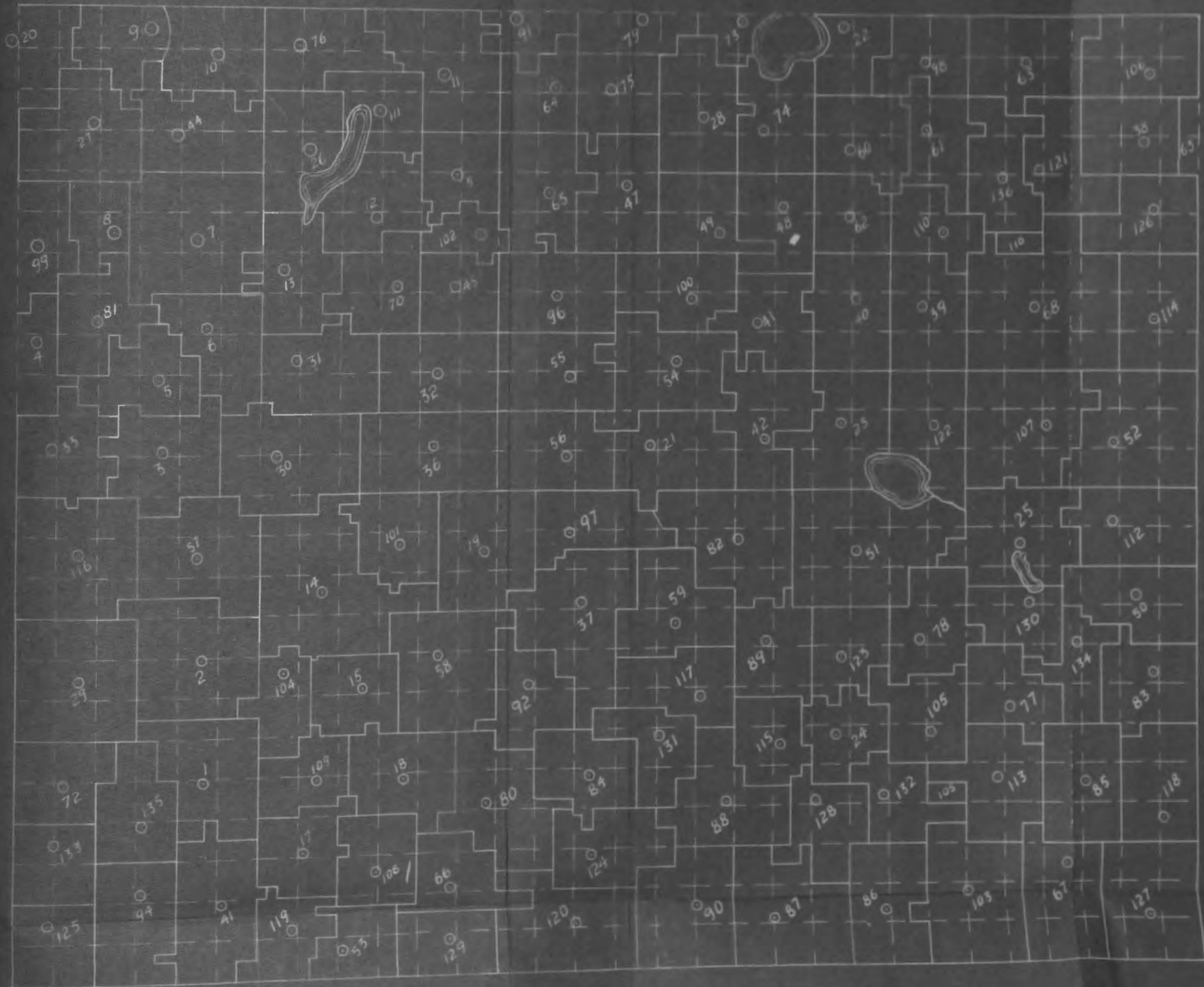
	Total of Rankings
1 Hennepin	31
2 Faribault.	48
3 Fillmore	74
4 Blue Earth	84
5 Stearns	97
6 Wabasha	99
7 Rice	100
8 Olmstead	103
9 Martin	113
10 Mower	116
11 Renville	118
12 Wright	121
13 Le Sueur	122
14 Winona	127
15 Redwood	134
16 Dakota	137
17 Sibley	139
18 McLeod	140
19 Freeborn	142
20 Todd	155
21 Otter Tail	156
22 Brown	159
23 Polk	163
24 Washington	163
25 Meeker	167
26 Nobles	171
27 Carver	172
28 Scott	177
29 Kandiyohi.	177
30 Goodhue	180
31 Jackson	180
32 Nicollet	180
33 Yellow Medicine.	184
34 Douglas	190
35 Houston	192
36 Lyon	192
37 Lac Qui Parle.	212
38 Morrison	226
39 Norman	229
40 Clay	241
41 Chisago	250
42 Becker	253
43 Marshall	275
44 Pine	279
45 Red Lake	288

TOTAL OF RANKS

1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....
11	.....
12	.....
13	.....
14	.....
15	.....
16	.....
17	.....
18	.....
19	.....
20	.....
21	.....
22	.....
23	.....
24	.....
25	.....
26	.....
27	.....
28	.....
29	.....
30	.....
31	.....
32	.....
33	.....
34	.....
35	.....
36	.....
37	.....
38	.....
39	.....
40	.....
41	.....
42	.....
43	.....
44	.....
45	.....

- 1 Hennepin
- 2 Faribault
- 3 Willmore
- 4 River Falls
- 5 Stearns
- 6 Wabasha
- 7 Rice
- 8 Olmsted
- 9 Martin
- 10 Lower
- 11 Hennepin
- 12 Wright
- 13 Le Sueur
- 14 Winona
- 15 Redwood
- 16 Dakota
- 17 Sibley
- 18 McLeod
- 19 Freeborn
- 20 Todd
- 21 Otter Tail
- 22 Brown
- 23 Polk
- 24 Washington
- 25 Meeker
- 26 Nobles
- 27 Carver
- 28 Scott
- 29 Kandiyohi
- 30 Goodhue
- 31 Jackson
- 32 Nicollet
- 33 Yellow Medicine
- 34 Douglas
- 35 Houston
- 36 Lyon
- 37 Lac Qui Parle
- 38 Morrison
- 39 Norman
- 40 Clay
- 41 Chicago
- 42 Becker
- 43 Marshall
- 44 Pine
- 45 Red Lake

FARIBAULT COUNTY



It is safe to assume with these tables as a basis that Faribault County has as favorable conditions for producing good schools as any county in the state, except Hennepin, and more favorable than the rest. Good district schools here should be as good as there are in the state and poor schools and poor conditions should be better than the same in other counties. This is, no doubt, true. If conditions and results generally are poor in Minnesota common schools, Faribault County ought to be ideal in fitness as a place for beginning improvement.

The accompanying map shows the present district system in the county. There are one hundred and thirty districts in all, an average of nearly seven for each township, a little more than five sections for each school with an assessed valuation of an average of probably \$60,000. Thirty-six districts have less than five sections. The average distance from school house to school house by the traveled road is about two and one-half miles. As a district system it is excellent.

One hundred and twenty-four of these districts are rural. In five less than ten pupils were enrolled, in twenty-four more than ten, but less than twenty. The total enrollment for 1908 and 1909 was 3364 with an average of eighty-five days attendance for each pupil.

The average number of pupils enrolled for the same year was twenty-seven. It is evident that many of these pupils were enrolled for only a short time, since the average of days attended was much lower than the average number of days in the school sessions. Judging upon the same basis, one would conclude that the average enrollment in a given term was about fifteen pupils per school. This, of course, is a much smaller number than one teacher could manage successfully, and smaller than would supply strong inspiration. That is, a larger enrollment per room would give more inspiration to the work, and would be productive of better work, at less cost per pupil.

The average tax levy per district was \$220.00 last year. This with the one mill tax, apportionment, and special state aid, \$100 first grade and \$50.00 second grade, provides for all school expenditures.

The school boards in the common school districts are composed and elected according to the following law, quoted from the Minnesota Statutes: "The school board of each common school district shall consist of a chairman, a treasurer and a clerk. At the first meeting of the district, the chairman shall be elected to hold until August first following the next annual meeting; the treasurer for one year from such date, and the clerk for two years."

About four hundred school officers control the educational affairs in Faribault County. Each of these hold their office for two years when they either succeed themselves or give place to some one else.

As shown by the foregoing table, conditions are such in Faribault County as to warrant the belief that common schools are fully as good as in any section of the state and much better than in some. And up to the present time progress has been fairly consistent; yet it is true that the improvement in them has not been as rapid as that of the graded and independent systems of the villages and towns. One is not disposed to find fault with their progress in the past, yet the feeling exists that unless there is what might be termed remarkable changes in the near future the educational forces of the state will not have done their duty and attention will not have been given to the thing that needs it most, and that is capable of yielding the greatest results for the least outlay of money and effort.

The feeling that something needs to be done to make the common schools more effective in Minnesota is not of immediately recent origin. The last four of its state superintendents have advocated a change. And the change suggested has always been along the line

of a reorganization which would enlarge the local unit of school administration.

In 1886 a bill to provide for a possible township system was considered by the legislature but did not materialize. But in 1897 a permissive township law was passed enabling the organization of a township graded school. But a view of the map of the districts of Faribault County shows that there has been a very general disregard of township lines in the organization of school districts. This is true the state over, and there is so little demanding concerted township action in our governmental process that there seems to have been but little civic impetus to take advantage of the law of 1897.

In 1901 another law, really better adapted to Minnesota conditions, was passed, providing for both consolidation of convenient adjoining districts, and for transportation of pupils at public expense. This law was not obligatory, but permissive. A part of this law is quoted following:

"Sec.1 (1901,C.262.Sec.1).ADJOINING DISTRICTS MAY CONSOLIDATE.- Any two or more adjoining school districts, now or hereafter organized, may be organized and established as an independent school district in the manner and with the powers hereinafter described, provided, however, that the limitations as to territory now pro-

more than four mills for the maintenance of vocational high school courses, and at the same time retain their individual existence as districts and maintain their district schools. A part of this law is quoted, as follows:

"STATE HIGH SCHOOLS MAY MAINTAIN AGRICULTURAL DEPARTMENTS.- Section 1. Any state high school, graded or consolidated rural school having satisfactory rooms and equipment and having shown itself fitted by location and otherwise to do agricultural work, may, upon application to the state high school board, be designated to maintain an agricultural department."

"EACH SCHOOL TO RECEIVE STATE AID NOT TO EXCEED \$2,500 PER YEAR.- Sec. 4. Each of said schools shall receive state aid equal to two-thirds ($2/3$) of the amount actually expended upon such departments and vouched for, but in no case to exceed two thousand five hundred dollars (\$2,500) per year. Not more than ten schools shall be aided the first year nor more than ten added to the list every two years thereafter. The special aid provided under this act shall be in lieu of all other aid for industrial training granted by the state to the schools operating hereunder."

"RURAL SCHOOLS MAY BECOME ASSOCIATED WITH STATE HIGH OR GRADED SCHOOLS.- Sec. 6. For the purpose of

extending the teaching of agriculture, home economics and manual training to pupils in rural schools, and for the purpose of extending the influence and supervision of state high or graded schools over rural schools, one or more rural schools may become associated with any state high or graded school maintaining a department of agriculture, whether or not such high or graded school has been designated by the state high school board to receive aid under the provisions of this act. Any such state high or graded school shall for the purpose of this act be known as a central school."

The greatest factor in producing poor rural school conditions is the small district. A few of the reasons why it produces poor results are as follows:

1. The number of pupils working together is so small that the inspiration arising from numbers is lacking. In the independent and graded schools of Faribault County each teacher has an average of thirty-four pupils, and those pupils average an attendance of one hundred and forty-four days each. The common schools have an average of two hundred and forty-seven per teacher with an average of ninety-six days attendance. It is safe to say that these schools have a daily attendance of fifteen on the average. Even fifteen pupils might be inspiration enough to each other if they were

all in the same class, but these schools have an average of eighteen recitations per day. Many of the classes have but one member and most three or four.

2. Many of the teachers are poor both in natural fitness and educational qualifications, and are hired because they will work for low wages. Starting thus hampered, they have no one teaching in the same building with them, as the graded teachers have, with whom they may compare notes and thus measure the efficiency of their work. So that the tone and esprit de corps found among graded school teachers are largely lacking.

3. Favoritism and local interference by uninformed and unprogressive officials is so general that it is the exception rather than the rule that teachers stay long enough in one district to be effective in impressing a high educational standard. In 1908 and 1909 there were eleven teaching in the same district the third year, twenty-one two years and eighty new teachers.

4. The importance of the field of work is so slight that the teacher is willing to change to another field of work rather than to push a valuable policy when there is opposition, and the school officials are willing to make the change. Whether the work is well done or poorly done, the results are not great enough

to bother about either way. Of course, this view is wrong, but it is the general view.

5. The supervision is so slight that it is practically ineffective. A County superintendent supervises this entire number of teachers so distributed that not more than one visit of a few hours duration may be made to each during each half year. Such a visit is useless practically. It incites to nothing unless it be an attention to mechanical forms and devices by means of which the school may be put through their paces and made to appear well during the superintendent's visit. The superintendent of a city system of schools in which he has from fifteen to forty teachers, knows that to keep the keen edge of effort on throughout his school requires his constant presence, frequent observation of his teacher's work, teachers' meetings, plans and outlines of work, and a constant renewal of these items to overcome the degeneration following completed plans if new ones are not forthcoming. The superintendent who has a yet larger system must have capable and responsible principals who will take care of these for him. In the district schools no such system of close supervision is possible.

6. The teacher in the district schools costs twice as much per pupil as she would under a different

system in which her school could have double the number of pupils. The number of pupils in the rural schools could be doubled under the present teaching force, or the teaching force could be reduced by one half if the pupils could be gathered in a smaller number of centers.

The remedy for these six difficulties is found in consolidation, or in a reorganization of the school system with a larger administrative unit.

It is argued by those who oppose consolidation that permissive legislation has existed about fifteen years in Minnesota and in but few cases has advantage of this legislation been taken. This is evidence of the fact that the people are not ready for it and in fact do not want it.

While there may be some truth in this, it is also true that the campaign for consolidation has not been persistent. Superintendent J. W. Olson is the only man who has officially made at all vigorous efforts in this direction, and in 1902 there were eleven districts consolidated and transporting pupils at public expense. If the idea had been pushed as vigorously since then as it was being pushed at that time, it is probable that more people would see the value of it. However little the actual call for it may now be, the need exists. And especially fitting is the time for an organized move for it, when there is so much of the 'back to the farm' sentiment. And if this sentiment is to

'crystallize into permanency there must be centers of educational and social force greater than now exist in the rural community.

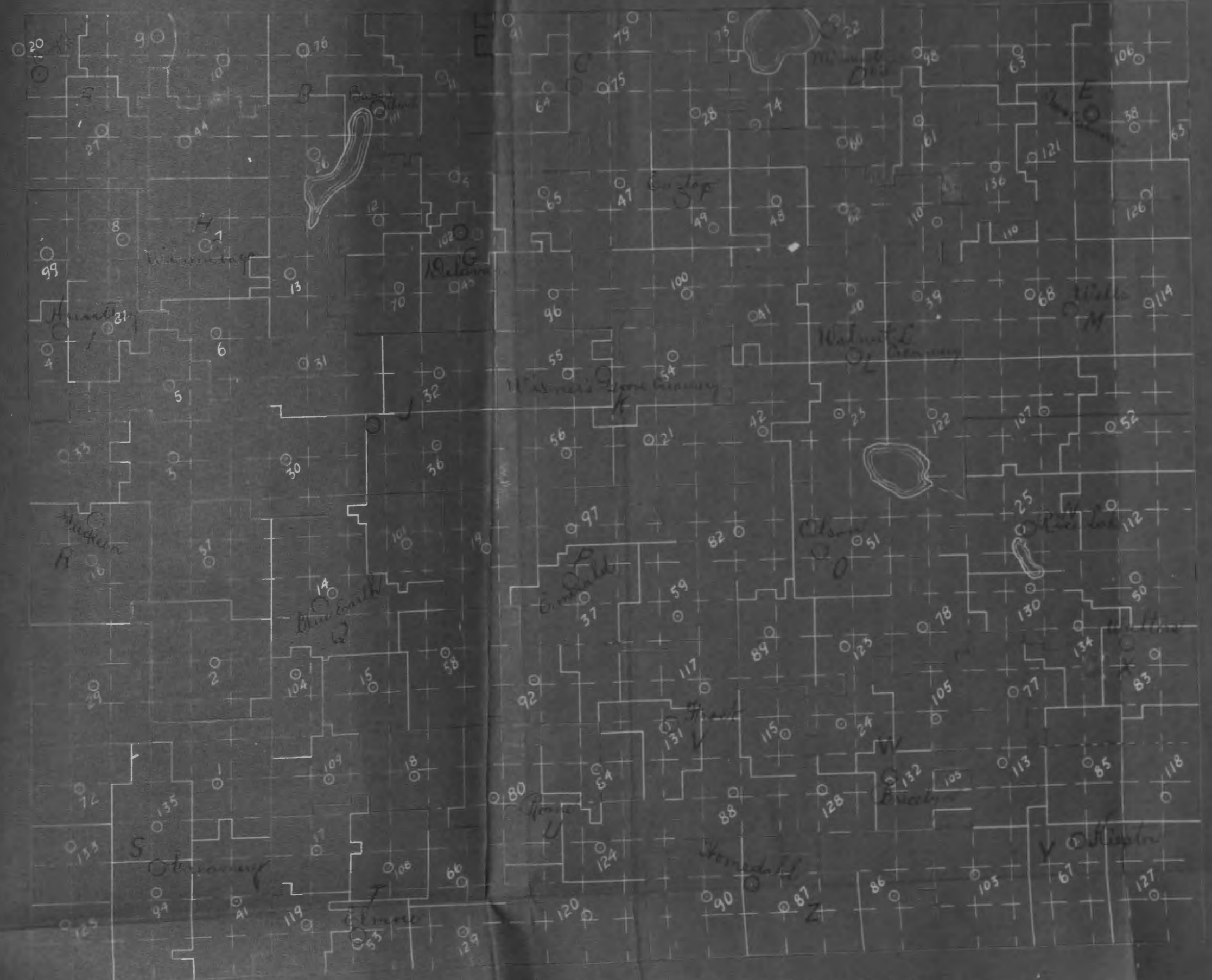
Another objection is that it tends to centralization of educational administration, especially if the consolidation is obligatory.

In so far as the origin of the organizing force is concerned it would, of course, tend to centralization. But in the practical working of a compulsory system local autonomy might be just as complete with a larger administrative unit as with a smaller. In fact the details of the statute governing could be so arranged as to guarantee this.

It certainly would tend to have an equalizing effect so far as educational advantages for the children, and rates of taxation are concerned. Now the educational advantages to children in Paribault County vary on the one hand all the way from a minimum to comply with the law to on the other hand all the means that money and time and experience may furnish. The tax rate varies from one mill to thirty-seven and three tenths mills. So it would seem that the most insistent demand now in the educational scheme of the state is compulsory reorganization legislation. A system of State aid and agricultural schools accompanying this legislation would remove in a large measure opposition

crystallize into permanency there must be centers of
 educational and social force greater than any exist-
 ing in the rural community.
 Another objection is that it tends to central-
 ize the administration of educational administration, especially if
 the consolidation is obligatory.
 In so far as the origin of the organizing force
 is concerned it would, of course, tend to centralize
 it. But in the practical working of a compulsory
 system local autonomy might be just as complete with
 a larger administrative unit as with a smaller. In
 fact the details of the statute governing could be so
 arranged as to guarantee this.
 It certainly would tend to have an equalizing
 effect so far as educational advantages for the child-
 ren, and rates of taxation are concerned. For the
 educational advantages to children in Faribault County
 vary on the one hand all the way from a minimum to com-
 parity with the law to on the other hand all the way
 that money and time and experience may furnish. The
 tax rate varies from one mill to thirty-mills and there-
 fore it would seem that the most important
 demand now in the educational scheme of the state is
 compulsory reorganization. A system of
 State aid and agricultural schools accompanying this
 legislation would remove in a large measure opposition

FARIBAULT COUNTY



SCHOOL DISTRICTS 1910

that would otherwise arise.

In the session of the legislature for 1905 a rural school commission was authorized which should have for its purpose to arrange and hold an election, upon petition, to determine whether their county shall be redistricted into larger units, and to determine what these larger units shall be.

No county in the state has petitioned for the organization of this commission. In the event of a compulsory consolidation law such a commission would be ideal for re-arranging the districts.

The accompanying map shows the rearrangements of the districts of Faribault County as shown in Map 1 into twenty-six districts. The present district lines have been followed largely, although not entirely. In nearly every district the grouping has been about some central point which from its importance would attract much daily travel to it from the various parts of the districts. These objective points are creameries, postoffices, stores and villages. They are indicated on the map and show at a glance how many districts have such centers.

Map number one shows the districts of Faribault County. Map number two shows a carefully worked out plan for reorganization into centralized districts each to have one school with an adequate number of rooms

and teachers to care for the pupils of the district. These school houses would be most convenient for the people of the districts to reach them.

No attempt has been made to follow township lines, as this would add difficulties to the reorganization instead of removing them. But present district lines have been followed unless disregarding them would make a better arrangement, as was true in a few cases. Care has been taken to so centralize them that the best roads could be utilized in the transportation of pupils, and that some natural gathering place of the community, now existing, be made a center. By table C it will be seen that Faribault County is credited with twenty-three communities of five hundred population and over. This has made it possible to find a convenient center for nearly every proposed centralized district. The following table shows the center for the various districts which have been designated for convenience with the letters of the alphabet:

CENTERS OF PROPOSED DISTRICTS.

- A. Basey Church
- B. Bass Lake Church
- C. No natural center.
- D. Minnesota Lake Village.
- E. Two creameries- Will be centralized in December.
- F. Easton Village.
- G. Delavan Village.
- H. Winnebago Village.
- I. Huntley Village.
- J. A creamery in Section 35, but no natural center.
- K. Wisners Grove Creamery.
- L. Walnut Lake Creamery and Church.
- M. Wells Village.
- N. Rice Lake Church, Creamery and school.
- O. Olson-Creamery, store and two churches.
- P. Emerald Creamery.
- Q. Blue Earth Village.
- R. Guckeen Village.
- S. Pilot Grove Creamery near.
- T. Elmore Village.
- U. Rome Creamery.
- V. Frost Village and Creamery.
- W. Bricelyn Village.
- X. Walters Village and Creamery.
- Y. Kiester Village.
- Z. Homedahl Creamery.

District A has the Basey Church as its center. Most of the people of this entire district have been accustomed to gather at this church, so that already a community interest is common to them.

Similarly district B. has Bass Lake Church for its center.

District C is the only one that has no natural community center. The school house would best be located in the center of the district. Sixteen of the districts have village centers and in many of these the present school facilities would need to be increased but little to care for the additional pupils.

The remaining districts have either a creamery or both a creamery and a church as centers, near which the schools could be located.

In most of the villages creameries are located. As the farmers throughout these districts haul their cream the problem of transportation would be simplified in many cases, and in some entirely provided for.

In Winnebago, the center of district H manual training and domestic science are now a part of the course. In Blue Earth, the center of district Q Manual Training, Kindergartens; and a Normal department are established. In Wells the center of district M. a kindergarten, Manual Training, Domestic Science, and an agricultural farm of fifteen acres ^{are} adequately pro-

vided for in their equipment and course. Districts D, F, G, H, I, L, M, Q, T, V, W, X and Y have commodious modern buildings. That is, one-half of these districts would have but little burden in providing accomodations for pupils under the proposed regime.

The following chart shows the present districts that have been united to make the proposed new ones. It is probable that a commission going over the ground more carefully would make some changes but the present arrangement is approximately as well as can be done:

New Districts:	Old Districts	Pupils.
A-	20, 9, 27	24, 17, 25
B-	10, 26, 76, 111, 11	7, 17, 12, 25, 24
C-	91, 65-1/2, 64, 79, 75	21, 11, 14, 14, 12
D-	73, 74-1/2, 22, 98, 60, 61	2, 12, 125, 10, 20, 7
E-	38, 63, 136, 121, 106, 126	22, 19, 34, 19, 24, 43
F-	47, 28, 49, 100, 48, 74-1/2, 62	23, 25, 69, 0, 14, 12, 30
G-	35, 65-1/2, 96, 45, 102, 70, 12	19, 11, 18, 15, 96, 26, 24
H-	44, 7, 8, 13, 6	0, 480, 21, 26, 11
I-	99, 4, 81, 5	13, 18, 19, 21
J-	30, 31, 32, 36	35, 14, 41, 33
K-	54, 55, 56, 21	36, 13, 22, 34
L-	39, 40, 41, 42, 23, 122	28, 47, 25, 25, 22, 40
M-	52-1/2, 68, 107-1/2, 110, 114, 126	14, 631, 15, 20, 35, 43
N-	107-1/2, 52-1/2, 25, 112, 78, 130	15, 14, 32, 31, 21, 15
O-	51, 82, 89, 123	43, 37-1/2, 21, 46
P-	19, 37, 59, 97	36, 15-1/2, 47, 19
Q-	14, 15, 2, 104, 109, 58, 101, 57-	764, 9, 38, 24, 18, 28, 27, 22
R-	3, 33, 116, 29	28, 28, 31, 36
S-	1, 72, 133, 135, 125, 94, 46	24, 23, 23, 29, 31, 32, 17
T-	17, 108, 66, 119, 53, 129	89, 27, 20, 27, 281, 19
U-	18, 80, 84-1/2, 124, 120	27, 33, 6, 21, 25
V-	92, 37, 117, 84-1/2, 131, 115, 88	25, 15, 30, 6, 50, 24, 30
W-	24, 132, 128, 105	24, 111, 19, 20
X-	134, 50, 83, 77, 85, 118,	22, 20, 70, 34, 16, 43
Y-	67, 85, 113, 118, 127	101, 16, 23, 43, 46
Z-	86, 87, 90	23, 43, 28

It is true that there is a repugnance among Americans to anything that savors of compulsion, and a compulsory centralization would be so viewed by them. If the people of Faribault County could be induced to attempt centralization voluntarily, the conditions are so excellent that it would without doubt be successful.

Table B shows only 18.4 per cent of foreign born population, and these German and Norwegian, two classes of people who have not retarded progress educationally in Minnesota and who have furnished us many leaders. There is enough of the homogeneous among the people of this county to make the effort worth trying.

The disadvantages of centralization have been thoroughly canvassed by various authorities. Superintendent Olson in Bulletin number one on Consolidation of Rural Schools gives those reported by Mr. Edson in the Massachusetts Report of 1893 and 1894, with his answers to the objections. These answers are so conclusive that it seems that to point out the advantages will best answer any possible disadvantages. The following seem to be the most emphatic advantages:

1. There will be a saving in the cost for teachers until the personnel of the teaching force has been raised and the results of the school made enough better to warrant an increase in cost.

The following chart shows how much the number of teachers in the county could be reduced under centralization:

Districts.	No of Pupils.	No. of teachers now employed.	No. of teachers needed under new plan.	Assessed Valuation.
A-	66	3	2	156,101
B-	85	5	3	281,875
C-	72	5	2	169,590
D-	176	11	6	307,383
E-	161	6	5	303,425
F-	173	8	6	403,976
G-	209	9	7	373,710
H-	538	16	16	598,597
I-	71	4	2	194,623
J-	123	4	4	308,137
K-	85	4	3	254,577
L-	187	6	6	351,105
M-	758	25	25	703,096
N-	128	6	4	337,110
O-	147	4	4	286,215
P-	117	4	4	265,389
Q-	930	29	29	1114,208
R-	123	4	4	305,504
S-	179	7	6	351,149
T-	413	14	13	381,506
U-	112	5	3	280,923
V-	180	7	5	368,409
W-	174	7	5	269,853
X-	205	7	6	353,681
Y-	229	7	7	371,821
Z-	94	3	3	217,438

Making a difference of thirty teachers; at \$400 per year for these \$12000-per year could be applied to other lines of school needs.

2. Closer supervision by the superintendent of work will be possible. The Superintendent must now divide his time between one hundred and thirty schools, with the result that he counts for but little in supervision. With twenty-six districts, one school in each district, proper telephone connections, a county superintendent ought to be able to supervise those under his charge about as thoroughly as the city superintendent with the same number of schools would his. The schools united with those already under the supervision of a city superintendent would, of course, need no attention from the County Superintendent.

3. The large district would result in a centralization of social interests. There does not seem to be as much social unity in rural districts in newly settled states as there was formerly in the older state.

This is due to two causes. The people are widely different in nationality, and there is a tendency to ally the social interests of the rural community with those of the nearest village or town.

Table B gives the percentage of foreign born of Faribault County at eighteen and four tenths and the nationality as German and Norwegian. In addition to these foreign born is a large number who have been reared in the habits and customs of their parents and

are nearly as distinctly foreign as the alien born. Not all the foreigners are German and Norwegian. There are Scotch, Irish, French and Polish settlements. These tend to retain the ways of their fatherland, and in some cases are difficult to make progressive. The Americans who settle among them seek social relations in the villages. A separation of interests is brought about which is destructive to a high type of community life. This division of interests quite frequently creeps into the schools, with the result that there is not much unity of effort in any case and often active opposition of effort.

4. The larger district by the momentum of the greater mass of Americanized ideas would tend to make the people homogeneous, and enough diversity of talent and interest would exist within the larger area to furnish a home basis for social and literary functions centralizing about the school, so that effort along these lines would be directed where it would have the greatest nationalizing effect, and not be merely an attachment to the social life of the adjoining town as it now is.

5. The effect of this greater centralization of social interests would result in greater permanency of residence. The unsettled residence of a large part of the population of a district is a bad element in both village and rural schools. Probably twenty

per cent of the population changes in each district of Faribault County annually. This means a reorganization of school and community, constant and costly. A good school in a village keeps its residents and attracts others. The good school in the larger districts would have the same effect. Wise plans will produce adequate results, which the wisest plans cannot do under present conditions.

With the County reorganized into larger administrative units important changes in supervision and distribution of funds would follow.

Supervision is inadequate in district schools because so little importance has been attached to the idea of close supervision in the past that the question of the educational qualifications of the county superintendent has not been thought important. And because no matter how well qualified a county superintendent may be educationally, his efforts cannot be very effective, since they must be exerted upon such loosely organized masses. This cause reacts upon the people and becomes a partial cause for indifference to the selection of a county superintendent, and his fitness for his position.

With twenty-six schools in Faribault County under his supervision the county superintendent could be as effective a force in making and carrying out plans.

both general and particular, as the town and city superintendents now are, and that is saying much. With a strong principal at the head of each, telephone connections, daily mail by rural route, quick transportation by automobile, the force and presence of the county superintendent could be quite as effective as those of the city superintendent. Then qualifications and personality would begin to count and men high in these would be sought. Being thus sought, their choice would not long be left to the haphazard means of nomination and election by a political party. This would probably, and for the best, result in the organization of the small school board for the county, similar to that of the independent school district, with appropriate powers, who would elect their superintendent from the field of candidates, on the basis of fitness arising from preparation and experience.

With this reorganization, and transportation of pupils, regularity of attendance would be increased greatly. The average district pupil attends school ninety days, the average town pupil about one hundred and fifty days. The average pupil between eight and seventeen in the country attends probably one hundred days, and in the town school one hundred and seventy days. The law presumes that they must attend school all the time it is in session. But in various ways the

law is yet evaded in the rural districts, much more than in the towns.

The distribution of funds equally to all districts in proportion to the number of pupils attending school forty days is an evidence that legislation on the distribution of school funds has not kept pace with public sentiment in regard to attendance. Recent legislation provides that all pupils between eight and seventeen must attend school the whole time school is in session. The earlier law providing for apportionment upon forty days' attendance, is to say the least, no incentive to obey the attendance law. New legislation should compel obedience to the compulsory attendance law as a condition for receiving apportionment money, making the number of days attendance some fraction of the total possible days attendance, say seven-ninths, so near the whole as to require practical compliance with the law if apportionment is to be earned. Faribault County received in round numbers \$25000.00 apportionment this last school year. Two thousand seven hundred and twenty-eight pupils received \$5.08 each for an average of ninety-six days attendance in poorly graded, equipped and taught schools, in districts just as able to supply the best conditions as were the districts in which the Two thousand one hundred and eighty-seven other children of the county were taught with

good equipment, close supervision, and excellent teaching and for each of which with an average attendance of one hundred and fifty days was received a like sum of \$5.08.

Practically all districts of the county have passed out of the poverty stricken class into the wealthy class, and all are about equally able to furnish education to their children. To get any state aid a school must be maintained. To get the maximum aid a maximum requirement should be met.

So in the distribution of funds two things should be considered. First, To maintain any school certain expenditures must be made, common to all schools, and in recognition of which some of the state revenue should be given to the school. Second, That after this claim has been satisfied the rest of the available school fund should be distributed in proportion to the amount of effort on the part of the district to return it to the state in educated children.

One third of the present sum apportioned distributed equally would give to each of the proposed twenty-six districts of Faribault County \$300.00. The other two-thirds should be distributed among the schools which conform to legal requirements as to buildings, equipments, teaching force, and length of term, in proportion to the number of pupils who have attended school a high minimum number of days fixed by law.