

had been maintained a number of years. Consolidation insures greater returns to more children, therefore, let the cost be a secondary matter.

Consolidated schools have been formed by two, three or four districts agreeing to the plan and levying a tax and erecting a suitable building in the most central district. Those schools have required a principal and several efficient teachers for the different grades. The children are conveyed to and from school in rigs maintained by the district. This feature alone is a decided improvement over the old way of allowing every one to walk through all kinds of weather and over all kinds of roads.

In my home county they are working for a consolidated high school. The plan includes seven districts. In the most central district there is a small town that offers to donate the building. Six of the districts are in favor of it, but to "run" the school on the valuation of the tax agreed upon they must have the consent of the seventh. Perhaps this consent will be obtained in the April elections. The school will then be established and supported as are many of the consolidated rural schools or high schools in different parts of the country.

Consolidation of two, three, or four of the rural districts into one large well-equipped, well-graded and supervised school has been a success and the idea is being extended. Time, along with the understanding of the need of such schools is required to establish them. Time, with the visible results of those already established, will push the work until the entire rural population has this excellent system of public schools. It has been found necessary for the teachers of rural districts to have special training for their work. And for this purpose Normal Schools for Country Teachers have been established.

All courses of study should be made to articulate with the local community life, its occupations, resources, organization, traditions and customs. The school should be consciously in touch with all. The most serious charge against it is its isolation as a realm of child life and its failure to articulate closely and smoothly with the home, the neighborhood and the community at large. The normals, as they were at first, trained teachers for graded schools only; therefore, the teachers in country schools gained very little advantage from them. When the teacher for the country school failed to get what she needed for her school the taxpayer objected to paying taxes to support a school that did not bring more direct benefit to him and his.

Many rural schools have an attendance of thirty-five with perhaps eight grades to be taught. All rural schools are not well-equipped with the modern devices for assisting the teacher. With the numerous obligations that befall the country teacher, the grades she must teach, the amount of ingenuity she must develop in arranging her classroom work,