

Survey of County Schools Issued; Suggestions for Future Outlined

(Continued from page 1)
 several teachers, at least large enough to provide a good social unit. This rural school will serve as a social center and workshop for the community in addition to its school purpose. A gymnasium, auditorium and adequate playground space will be a necessary part of this new system. The land area should be large enough to provide space for gardens. In addition there should be a shop, a practical arts and crafts laboratory, reading and work rooms, and other facilities.
Work Through Year
 School will be in operation for a period of nine months with one or two members of the staff on duty for the entire year in order to carry on during the summer the social, recreational and educational projects for children and adults. Experimental projects will be continued through the summer in cooperation with such departments as the county agent, the home demonstration agent, county health office, etc. There will be exhibits of community arts and crafts, inter-community games, band concerts and community sponsored moving picture shows.
 The future of the rural school depends entirely upon the type of cooperation given by those inter-

ested in rural education. In the rural school as outlined above, the community will be afforded every educational opportunity that a city school system could offer plus many desirable activities not now available to city children. I think such a program should be of vital interest to every citizen of Washington county.
 Some financial advantages of this re-organization given in the survey are:
 1. The greater number of districts need new building programs immediately. District, county and state funds can be better spent by building schools which will better fit our modern ways of life.
 2. Funds spent for teachers who remain over a period of years is a good investment.
 3. Better schools encourage people to buy property in the district.
 4. Roads are or may, through the demands of the public, be better constructed in areas where better schools are located.
 5. The larger number of acres and population gives a broader base for the support of the school.
 6. Much of the equipment in abandoned schools can be used in the larger district.
 7. Abandoned buildings and site

can be sold. The funds from such sales can be used in the building program.
 8. At the termination of the present emergency many school buses will be available at very reasonable prices.
 9. Many jobs for postwar employment will be created.
 10. Under a planned re-organization program there is a strong possibility that aid may be made possible through the state legislature.
 11. The number of school clerks would be reduced over two-thirds, thereby making a saving between \$4000 and \$5000 annually.
 12. A considerable saving in the amount of insurance needed would be evident.
 13. A notable saving would be possible through buying supplies and equipment on a larger scale.
 14. A reduction in the expense of auditing school district accounts would be possible.
 15. School would be increased thereby increasing the county apportionment from state school funds.
 16. Taxes to support such districts would be spread more evenly.
 17. Larger industrial areas would in turn help support the taxing base from which a great amount of business is derived.
 The report shows 15 districts employing one or more teachers, seven employing three, 29 employing two and 29 employing only one. Eleven districts have suspended and are transporting their pupils.
 School census has increased from 9397 in 1935 to 12,275 in 1944, while enrollment gained from 7045 in 1935-36 to 9131 for 1944-45.
 A map in the report shows the county divided into union districts and elementary districts.
 Possible combinations are outlined as follows: No. 1, consolidated—West Union, Jackson, Rock Creek, Helvetia, Mason Hill; valuation \$1,144,207.27, with a total enrollment of 142, teachers 4, teachers needed 6.
 No. 2, consolidated—Cornelius, Centerville, Iowa Hill, Blooming; valuation \$1,224,218.32, enrollment 203, teachers 9, teachers needed 9-10.
 No. 3, consolidated—Laurel, Firdale, Farmington, Laurelvale, Fir Grove; valuation \$646,057.03, enrollment 631, teachers 26, teachers needed 25.
 No. 4, consolidated—Hillsboro, Leysville, Shute, Grabel, Johnson, Rileywood; valuation \$4,842,272.78, enrollment 971, teachers 38, teachers needed 36-37.
 No. 5, consolidated—Diley, Spring Hill, Sagers; valuation \$42,966.37, enrollment 120, teachers 5, teachers needed 4.
 No. 6, consolidated—Gaston, Hill, Sedy; valuation \$333,037.47, enrollment 124, teachers 7, teachers needed 5-6.
 No. 7, consolidated—Banks, Greenville, Roy, Harrison; valuation \$1,138,657.96, enrollment 169, teachers 7, teachers needed 7.
 No. 8, consolidated—Forest Grove, Purdin, Watts, Carpenter Creek; valuation \$2,082,532.86, enrollment 651, teachers 26, teachers needed 25.
 No. 9, consolidated—Soggy Valley; valuation \$411,702.09, enrollment 368, teachers 2, teachers needed 2.
 No. 10, consolidated—McKay, 724.92, enrollment 80, teachers employed 2, teachers needed 2.
 No. 11, consolidated—Academy, Mountaineer, Shady Brook, Meacham, Arcade, Pleasant View, North Plains; valuation \$1,018,203.90, enrollment 247, teachers 9, teachers needed 9-10.
 No. 12, consolidated—Middletown, Chapman, Mountain Home; valuation \$392,333.90, enrollment 49, teachers 3, teachers needed 2.
 No. 13, consolidated—Tigard, 626.27, enrollment 318, teachers 12, teachers needed 12-13.
 No. 14, consolidated—Tualatin; valuation \$617,639.38, enrollment 222, teachers 9, teachers needed 9.
 No. 15, consolidated—Reedville; valuation \$431,853.42, enrollment 110, teachers 4, teachers needed 4-5.
 No. 16, consolidated—Gales Creek, Fir Creek, Lyda, Wilson; valuation \$438,284.05, enrollment 111, teachers 5, teachers needed 4-5.
 No. 17, consolidated—Cherry Grove; valuation

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\$228,905.62, enrollment 55, teachers 2, teachers needed 2.
 No. 20, consolidated—Oreno, West Union, Shute; valuation \$810,196.28, enrollment 153, teachers 5, teachers needed 6.
 No. 21, consolidated—Groner, Jacktown, Mountaineer, Midway, Kinton; valuation \$995,992.72, enrollment 159, teachers 8, teachers needed 6.
 No. 22, consolidated—Hillsdale, Kansas City, Fairview, Thatcher; valuation \$365,202.83, enrollment 60, teachers 3, teachers needed 3.
 No. 23, consolidated—Manning, Hayward; valuation \$210,432.44, enrollment 53, teachers 3, teachers needed 2.
 No. 24, consolidated—Cedar Mill, Tualatin View; valuation \$377,367.42, enrollment 126, teachers 6, teachers needed 5.
 No. 25, consolidated—Buxton, Bacon, Seefeld, Green Mountain; valuation \$366,313.49, enrollment 79, teachers 3, teachers needed 3.
 No. 26, consolidated—Timber, Wheeler; valuation \$209,655.48, enrollment 41, teachers 2, teachers needed 2.
 No. 27, consolidated—Witch Hazel, Rosedale; valuation \$401,751.84, enrollment 103, teachers 5, teachers needed 5.
 No. 28, consolidated—Durham; valuation \$230,858.90, enrollment 90, teachers 3, teachers needed 3.
 No. 29, consolidated—Sherwood, Laurelvale, Pleasant Hill; valuation \$531,990.66, enrollment 124, teachers 4, teachers needed 5.
 No. 30, consolidated—Garden Home; valuation \$332,109.46, enrollment 132, teachers 5, teachers needed 6.
 No. 31, consolidated—Verboort, valuation \$231,777.80, enrollment 7th and 8th grades 23, teachers 1, teachers needed 1.
 No. 32, consolidated—Metzger; valuation \$319,137.35, enrollment 155, teachers 5, teachers needed 5.
 No. 33, consolidated—Aloha-Huber, Hazeldale, McKinley; valuation \$1,062,034.54, enrollment 360, teachers 13, teachers needed 13-14.
 No. 34, consolidated—Jedmore, Strassel; valuation \$367,153.53, enrollment 55, teachers 2, teachers needed 2.
 Some education advantages of this re-organization as listed in the survey are:
 1. The consolidated school makes possible a better school plant. This includes better lights, ventilation, sanitation, etc.
 2. The larger unit develops a broad functioning. Young people learn to have more confidence in themselves through a greater participation in the activities of the community.
 3. The consolidated school gives to the rural school all the advantages of the city school without sacrificing the advantages of rural life.
 4. The consolidated school offers a greater equality of educational opportunities. In smaller schools the children of the poorer districts do not receive the well-rounded education the children in more wealthy districts do.
 5. The course of study is particularly adapted to the child's environment. Since a large part of the boys and girls who attend will remain on the farm, the instruction emphasizes the kind of education that will prepare them for the life they are to live.
 6. The transportation of pupils to the school has resulted in a larger and more regular attendance and eliminates tardiness.
 7. The transportation of pupils eliminates children entering school

with wet clothing which is dangerous to their health.
 8. Pupils can be better grouped into classes on the basis of achievement.
 9. The student's time can better be divided between study and recreation.
 10. There can be a greater vitalization of school work by more courses such as music, manual training, domestic science, agriculture, drawing, physical education and sanitation.
 11. The contact with a large number of children broadens the child's vision and gives a more enlightened viewpoint. It has the same effect on the whole community, since the consolidated school stimulates community meetings and a better co-operative spirit.
 12. In larger schools the teaching staff is more stable.
 13. There is too great a range in the enrollment in the small school in Washington county creating enrollments vary from 5 to 38, and in two-room schools 18 to 75.
 14. Teacher training institutions do not train teachers to teach in the small school. The tendency now is to train teachers for certain grades and in special fields.
 15. Of the 84 public elementary schools operating, 41 are one-room and 19 are two-room schools.
 16. About 90% of the elementary school do not meet the desired standard for a modern school.
 17. Better school systems invite better teachers.
 18. The birth rate is rapidly increasing. Within the next few years there will be a heavy increase in school enrollment.
 19. Washington county is increasing in population very rapidly.
 20. The emphasis on industrial and vocational education brought about by the war will continue. The stimuli and groundwork must be laid in the elementary school. New construction must give this consideration.
 21. Departmentalized instruction will bring about better results in teaching.
 22. Parent-Teachers' association can function to a greater extent by working with the board of education in advancing the many desirable aspects of education.
 23. The "Spirit of the School"
 The report points out that the following districts have a building program under way now or are planning one in the near future: Cornelius, Union, Hillsboro, McKay, Tigard, Beaverton, Witch Hazel and Aloha-Huber.
 Some points which should be considered in planning according to the report are:
 1. Transportation routes be kept as short as possible.
 2. Adequate personnel and facilities be provided so primary pupils are under directed supervision during the close of the day.
 3. Adequate outdoor and indoor recreation facilities be provided.
 4. Facilities for school lunches be provided.
 5. Adequate health room, equip-

ment and supervision be provided.
 6. The school be planned for community groups such as the Parent-Teachers' association, business clubs, various youth organizations, Farmers Union and Grange.
 7. Adult recreation needs be recognized.
 8. Visual education facilities be provided for classroom and community instruction and entertainment.
 9. The county agent be consulted relative to indoor and outdoor space needed for conducting club-work that is supervised through that office.
 10. Elementary school districts be kept within the same union high school district in so far as possible.
 An alternate plan on reorganization was listed as follows: There has been much discussion on the following plan of reorganization. This plan would consolidate all school districts with what is now a union high school district, for both elementary and high school purposes. It would no longer be known as a union high school district but merely as a consolidated district. Such a district would have the same boundary lines as shown on the map for union high school and non-high school districts.
 Advantages listed for this plan are:
 1. The tax for all school purposes would be equal throughout the entire county.
 2. Districts now having a small valuation would then have the same educational advantages offered in the more wealthy districts at this time.
 3. Pupils would be assigned to attend schools nearest their homes without interference from district boundary lines.
 4. Special teachers for music, both vocal and instrumental would teach in all schools within an assigned area. This would apply to teachers in other special fields as well.
 5. Adequate school plants could be more easily financed. For example in district 3 the valuation would exceed \$9,000,000. Each mill of tax would produce \$9,000. An entire 8 or 9 teacher school (even at present building prices) could be completely financed in a period of two years with a special levy of less than five mills.
 6. The junior high school program could be operated much better in such districts.
 7. One board of education in each district would employ all teachers.
 8. Teachers would be placed in schools where they could give the greatest service. High school program could be carried out more successfully.
 9. Less duplication on routes of transportation would be possible.
 11. Outstanding teachers in the

state would be attracted to such an educational program.
 12. There would be greater emphasis placed on the relationship of the elementary school program to the high school program and vice-versa.
 "When we have firmly established adequate elementary schools (Continued on page 6)



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