Democratic Matchman. Bellefonte, Pa., September 7, 1923. HARRIS TOWNSHIP'S DEBT TO

ITS YOUTH.

(Continued from page 2, Col. 6.) if the present inadequate school goes his friend will be without employ-ment, because he is not prepared to ment, because he is hot prepared to teach where some requirements are necessary. And we might go on in-definitely giving each petty complaint that many of our rural people hold, but let us go on to a bigger field; to the things that will interest the man ith interest in his children in their with interest in his children, in their welfare, and in the community as a whole.

er on.

The thing most people first think of is the burden of taxation that would be placed upon them if such a consol-idation would come to pass \* \* \* We must now agree that reasoning

from general to specific is good logic, that it is in ninety-nine out of an hundred cases conclusive evidence. The reason I have made mention of this is self evident. I wish to prove that a consolidated school in Boalsburg, bringing in the Shingletown, Rock Hill and perhaps Ook Hall schools, besides Walnut Grove school, which is already being transported with entire satisfaction, and of which I will have a word to say later, would be prac-tical in the greatest sense of the word. To prove that a consolidated school in Harris township would be practical

we must cite districts where they already have consolidated schools, and upon seeing how things are moving along in these particular districts we can apply the same principles in our own township, and with the co-opera-tion of the public hope for and I hon-cetly believe attain the same results

estly believe attain the same results. Shall we go to College township and see how the consolidated schools are being run? Or shall we go to the extreme end of our county and see how the consolidated schools in Snow Shoe township are being operated? No we shall not tarry in either of these townships. Every one knows why. Every one knows their sad tale. They do not have consolidated schools.

Where shall we go to consider consolidation? I have selected the State we shall consider; it is Minnesota. I could have selected Washington, North Dakota, Louisiana, New York, Colora-do, Massachusetts, or thirty-four oth-er States; but I have selected Minnesota for a reason. It is because in this State they have worse weather than the State of Pennsylvania. It is a rough, hilly State with great snow falls beginning in early November and only breaking with the warm winds of early April; their ports are ice-bound for many months of the year. No one can truthfully deny that they do not have twice as bad climatic conditions as Pennsylvania. And at once we understand in detail the success these people have met with; we no longer will argue that hauling pupils from Linden Hall and Shingletown is impossible during the winter months.

Here is what the commissioner of rural schools of Minnesota says: "It is a singular fact and one that escaped notice until very recently, that transportation has been long practiced in all parts of the country; and when men are showing as they sup-pose, conclusively that transportation of children is impossible on account of 'bad roads' and 'stormy weather' they will find, if they look about, that it has been going one silently for years all about them. A good proportion of the young men and women in the village and small city High schools every where come from the surrounding country, and a large share of them drive or ride to and from school every day. On the basis of facts like these it is folly to maintain that transportation is impossible. Transportation is a fact, a well-settled practice already, though it is done at private expense, which is the most costly way imagin-able. It is not too much to say that the horses now engaged in carrying young men and women to the village High school in all sorts of conveyances are able enough, if doubled up and attached to suitable vehicles to carry all the children of the same territory es are able enough, if doubled up and attached to suitable vehicles to carry all the children of the same territory to a central school. Transportation is a fact. Shall we enjoy its full fruits in a rational system of country schools? It is very successfully proved that transportation is practical by the fact It is very successfully proved that transportation is practical by the fact that the Walnut Grove school has been successfully transported. Ask the children who come to school in the big "bus" if they want to go back to the one-teacher school house; and think of the methods used; and you will certainly be persuaded that trans-portation is possible and desirable and that it is carried on economically. then ask their parents what they But "busses" are not absolutely necessary; wagons can also be used suc-cessfully. The superintendent of Shelby county, Neb., says: "It would be impossible to persuade the pupils to go back to the one-teacher or twoteacher schools from whence they came. The parents and teachers ap-preciate the greater advantages which the larger school offers. We find that the attendance is better on the wagon route as the pupils do not have to consider the weather. Only one child has ever been hurt on the wag-ons and that was not serious. We have carried as many as fifty in one wagon; I do not remember that we a high school while they are working ly \$6450.00. have ever had a complaint of profan-in the grades, and some who have no amounted to \$ ity, tardiness, or carelessness on the part of the wagon drivers. In fact part of the wagon drivers. In fact most of the trouble which is antici-pated from the adoption of the pub-lic school wagon never happens." This certainly is typical of our own case. A farmer from Linden Hall hauled four or five pupils to Boalshauled four or five pupils to Boals-burg last year; he made the trips reg-ularly, the pupils hauled suffered no inconveniences worthy of mention. In the same way the whole school could have been hauled throughout the

than those in a single district. This figures are accurate, and tell the contact with many children widens whole story. Consolidation could be carried on cheaper than the present of view impossible in a small district. System is being run. And the good obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large obtained could not be estimated in He not only has contact with a large he not only he he not only he not only he her not only h Linden Hall teacher, but I am abso-lutely sure that he agrees that it is than those in a single district. This ingures are accurate, and tell the schools contact with many children widens their vision and gives them a breadth of view impossible in a small district. He not only has contact with a large group of children, but he associates the schools and cents. Do you measure group a children widens and cents. Do you measure schools gained. utterly impossible for him to give his pupils the attention and instruction He not only has contact with a large group of children, but he associates with them, measures himself against them, and forms a correct estimate of himself and his ability than is possible otherwise. He learns to take his part in their activities, to co-operate; a les-con sadly needed in American counthat they would get in a graded school. By having a good school within a ra-dious of four miles not only gives the children the opportunity they need, but it adds materially to the value of land. The reason is evident; people do not hesitate to buy a farm when a do not hesitate to buy a farm when a in their activities, to co-operate; a les-good school is within reach. The only son sadly needed in American counobjection remaining is the cost of con-solidation, and this question will be

son sadly needed in American coun-try life. In the consolidated schools may be formed singing classes, literary socie-ties, debating clubs and dramatic as-sociations; all of these have great val-ue in the making of a boy or girl. Athletics may also be developed for both boys and girls, with the increas-ed school spirit and the improved school work always resulting from athletics properly conducted. The consolidated schools, in addition to the socializing influence of the pupil, may given due consideration a little furth-The Shingletown school could be transported in the same way as the Linden Hall school, and with just as good success. Perhaps they would have a little trouble on account of snow for two of the worst winter months. But there was never a time that trips between Boalsburg and that trips between Boalsburg and Shingletown could not be made by driving through the fields part way. Besides every road is supposed to be kept open. I must confess, however, this is not always done. The Oak Hall school might also be brought over to Boalsburg. Of course they being outside the township, they would have to pay tuition, but it would be a nominal fee, and I rest as-sured that they would not besitate at socializing influence of the pupil, may socializing inner influence on the con-munity. It is difficult for the one-teacher school to be a social and civic teacher it is easy for a consolidated enter. In the conternation of t would have to pay tuition, but it innuclee on the districts they serve. would be a nominal fee, and I rest as-sured that they would not hesitate at this; of coursse the decision of this school would be entirely optional, and gether and discuss the topics of inter-

it would not in any way hurt the movement of the school question if est to the whole community. The results obtained from the in-vestigation made last year over widethey did not attend it, but they really belong to this community, and so it is not more than right to give them the advantage of a good school if possi-correct way to give pupils the knowlnot more than right to give them the advantage of a good school if possi-ble. The question might arise why Boalsburg is selected as the proper place at which the school should be entary schools. Tests were given in spelling and arithmetic. These tests were distributed among thirty one-teacher rural schools, thirty graded schools, thirty consolidated schools and ten city schools, from the fifth to the eighth grade inclusive. centralized. The reason is obvious; it is in the center of the township and it has the largest school building. This building is in good repair, and if a piece again as large were built to it the problem of a building would be solved. It makes one's heart throb to think of the good that could be done in a school like this. Again, something must be done or Harris township High school will back-slide to a two wear school Lwonder if the citizeus jects for city schools were 90%; for graded 80%; for consolidated 81%, and for rural 43%. The pupils in the rural school were naturally just as year school. I wonder if the citizens as a whole know to what depth the High school has sunk. I doubt if many do. I trust that you are aware that the High school was once consid-ered one of the best three year bright as those in the other schools, schools. I can readily remember of High school inspector Koch, in 1918, saying before the whole school that we had a school to be proud of; that it ranked among the first of the three tich abels of the State. And poorer teaching had left them far behind. Consolida-tion will remedy this and other con-ditions also. Then when we compare the number of pupils completing the school by change of teachers. The teaching force in a consolidated year high schools of the State. And very often has our honorable county superintendent said the same thing; er proportion. In the schools inspect-ed it is nearly three times as great, but for the last few years they have not made these complimentary re-marks. You, the citizens of Harris and for city schools it is seven times as great. Here is the great waste in the rural schools. But consolidation marks. You, the cluzens of narks township, know why they have not been praising the school and its work. If you do not know what the trouble is, you know nothing about the doings of the school and if you know nothing improves the grade and quantity of school work and increases the proportion completing the eighth grade. about what the present school is do-ing, then what right have you to dic-

The one room school, like all small institutions, is not generally suscept-ible of a very high degree of organitate to the authorities the kind of schools the township is to have? Such zation, while the consolidated school people are undesirable citizens. It can be as thoroughly organized as a would be a blessing to the community city system. Among the hosts of ben-efits to the school from better organization are better discipline, Dette

to be derived from consolidated schools. Let every parent who has children of school age carefully consider the advantages to be derived from consolidation, and place them on one side of the balance; then let the parent consider the disadvantages of consolidation and place them on the other side of the balance, and notice

are striving to remedy, is as follows: 1—One-half of the elementary school children in the United States attend rural schools. 2-The rural school term averages

this must be done by an unprejudiced ed mind. If before starting you say, "I know it is bad," why then of course the bad will outweigh the good. many days less than the city school While talking with some of the leading school workers of Harris township, they did not hesitate to give their views on consolidation. Allow

3-Because of the inferiority of the rural schools and poor attendance, illiteracy is about twice as great in rural districts as in cities.

4—In 1918 a study made by the Bu-reau of education indicated that 20% of all urban pupils completed high school as against 5% of all ru-

States less than 3% of the rural teachers teach more than one year in the same school

The principal benefits of consolidation are summarized in the ten points given below. These seem to be agreed upon by school authorities and patrons wherever consolidation has been giv-en a fair trial. Many of these points have been brought out in the preceding pages, but a summarization of these points will be advantageous.

1—Adequate supervision of the teaching work is made possible through consolidation.

2-Better educational results are obtained through the better division

with all the advantages to the pupil of working in a class of pupils approximately his own age and same state of mental advancement. 4—Vitalizing special subjects such

as music, drawing, agriculture and household arts, may be taught in a consolidated school.

5-High schools are automatically aided by consolidated schools.

6-Pupils gain much education, general culture, and breadth of view from but too many classes for the teacher, contact with the larger number of puteaching force in a consolidated school is stable. The entire force seleighth grade the graded and consol-idated schools are ahead of the rural schools in that they graduated a larg-In the one-teacher schools the entire force changes at the same time and very seldom leaves any adequate rec-

8-Better teachers can be obtained for a consolidated school. Teachers like to work where they may have as sociation of other teachers, they like to live where they meet other people. 9—A study of consolidated schools shows that a larger enrollment, and a

more regular attendance result from the consolidation. There is a very marked improvement in attendance where transportation is furnished.

Hades up." Submitted by



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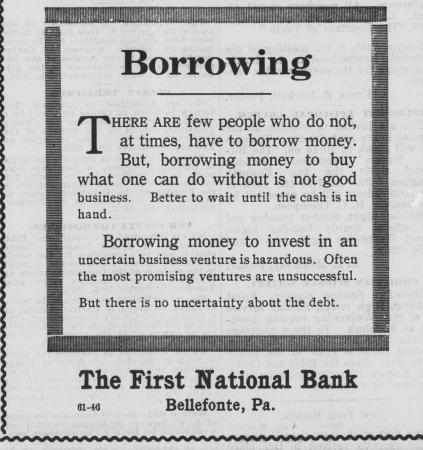
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## People of Harris township, let us arise and build greater our educational system. Let us have a system we need not be ashamed of, and one the children of the community will proud to attend. Centre county went over the top first of all in the campaign for Penn State; let's have Harris township go over the top for better schools. It is

the action of the scale. Of course

me to quote the words of one of these

men. He said,"I do not see how any

person in this whole community, in this beautiful valley in which we live,

God on every side, can deny their children, who are the greatest works

of God, one of the greatest things in this world, which is the advantage of good education."

If nothing has been done before the grading and classification, a longer school opened the township will have and teachers will be provided who are equal to the task of teaching a High however, that the High school will be improved if centralization is accom-

Does this give the child of limited means the same chance as the child of has neither time nor facilities for

Possibly one of the greatest results accomplished by the consolidation of the rural schools is the establishment or maintenance of good township child, and should be given to every high schools. Students who could not have entered a high school had they been compelled to leave home or to provide their own transportation as as sure that every person believes they must do when they attend State College High school for their last year or two attend these schools, and in most cases graduate from them. Con-solidation has made it possible for the hild for multiplication as as sure that "every" performance edge from a consolidated school than from the present system. And is there any parent who doesn't want his child to be educated ? child of rural districts to be under the his elementary and high school train-ing. Many pupils in our cosolidated The schools of Harris township for ing. Many pupils in our cosolidated schools do not care to even enter the last fiscal year cost approximate-

have been hauled throughout the school year. Covered wagons could have been used when the weather de-manded them. No one can truthfully say that the roads were drifted so badly that a sled could not get through. The pupils would have gain-ed in knowledge double what they did in the local school at Linden Hall. I am not casting any reflection on the

period of time for each recitation, and but a two year High school; this fact is deplorable and it is unnecessary. work with backward pupils. The lat-Give the school the proper support ter is a very important part of the school's work in elevating the social status of the community. Sympathetschool, necessary texts will be bought, ic interest and a little personal atten-required apparatus will be provided tion will help hold the backward puand the school will resume once more pils in school, and keep them from the State. But why dwell on the of semi-illiterates of the community. the State. But why dwell on the High school so long? Consolidation is the question at stake. It is evident, pupil from consoldiation can hardly be estimated. It gives to him a broad-er life, widens his vision, and affords plished. We will not only bring the High school back to a three year High school, but it will almost auto-matically become a four year school. When we stop to think that eighty- acquaintances and learns to estimate five per cent. of the pupils never go his own value. He has a better opfurther than high school and when we recall that a large per cent. never one of the units of an active world. complete the grades, it is certainly He does not have to come into middle very clear why these children in the grades and in the high school should be one of the active agents in

ty dollars a year for each pupil. That is all right you say; but how about twenty-three entered high school. In that pupil's transportation expenses or his board and room at State College? what other kind of educational system can you find such examples?

We will then dismiss these two isdirect control of the home throughout sues, and consider the cost of consol-

Teacher's salaries in the grades, and some who have no home encouragement for entering high school, become interested in the 00; fuel cost was aproximately \$400.above named class graduate from the annually \$200.00 to every school discommissioned high school when they trict, for every school permanently would otherwise have failed to com- closed for consolidation. The State plete the elementary schools had it will also pay one-half the cost of all not been for the consolidated school. transportation, not exceeding \$3000.-



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