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# The High School Dormitories in North Dakota

Edward L. Conroy

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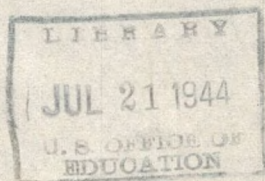
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THE HIGH SCHOOL DORMITORIES IN NORTH DAKOTA

A Thesis  
Submitted to the Graduate Division  
of the  
University of North Dakota

by  
Edward L. Conroy

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education  
July, 1943



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This thesis, presented by Edward L. Conroy in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the committee under which he carried out his work.

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CHAPTER I  
INTRODUCTION

Facts revealed in recent surveys of high school dormitories in the neighboring states of North Dakota, and substantiated by this survey of North Dakota high school dormitories clearly points to the dormitory as the answer to a perplexing problem. The secondary school dormitory provides a supervised and regulated home for rural students while attending high school. Sparsely settled areas, poor roads, and inadequate living quarters need be no handicap to a child receiving a high school education when there exists a school dormitory in connection with a neighboring high school.

Review of Previous Studies

Lathrop's Study. The earliest survey of private and public dormitories appears to be one made by Miss Lathrop in 1922. There were 255 public and private dormitories reported to be in operation in California, Colorado, Nebraska, West Virginia and Montana.<sup>1</sup> Montana, at the time the report was prepared, was experiencing a strong dormitory movement. Kalispell operated a dormitory as early as 1914 and by 1922 there were twenty-five dormitories established by district and county high schools in the state. The common procedure in setting up a dormitory in a school district was to build, rather than to rent buildings. This meant the buildings

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<sup>1</sup>Lathrop, Edith Anna, Dormitories in Connection with Public Secondary Schools, Bulletin, 1922, No. 12, Education Bureau, Department of the Interior.



modern, well arranged and well equipped for the purpose. Often one building housed both sexes until finances permitted another dormitory to be built. Some conditions existing quite generally were: fees were usually charged which covered the cost of operating the dormitory; the faculty members acted as deans; rules in the dormitory were definite; facilities for hospitalization were poor; and most schools favored continuing their dormitories.<sup>2</sup> A significant point about this report is that by far the greatest number of the earliest dormitories were located in western states where the population was sparse and roads were poor. No mention is made of South Dakota where the dormitory movement in 1934 reached such proportions that one out of about every five high school districts operated a dormitory.<sup>3</sup> Of interest, too, is the absence of North Dakota schools in the list of schools operating dormitories. It can be assumed the movement had not reached either state by 1922.

#### The Problem

Statement of the Problem. It is quite common to find in the average school, rural students who come from a considerable distance, and who are doing light housekeeping. Without any parental supervision their living conditions are often unsatisfactory, and the meals may be eaten irregularly, or they may not be balanced and adequate. The rural student may not only fail to do any studying at home in the evenings, but he may keep such late hours about the town that he is not

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<sup>2</sup> Ibid, p. 12

<sup>3</sup> Larive, Armand O., High School Dormitories in South Dakota, Master's Thesis, University of Oregon, 1941, (Unpublished), p. 66.

physically in condition to do satisfactory work in school. Such conditions are obviously harmful to the adolescent, and some parents will not send their children to a town school if they are unsupervised. The dormitory tries to fill the role of a home for the child, providing for him during the school week a regulated and supervised schedule of meals, study hours, recreation and conduct.

To accomplish these objectives requires planning, knowledge and understanding of the requirements needed to make the dormitory a successful enterprise. This study presents a history of the dormitory movement; and the status of dormitories for the current school year, 1942-1943, in North Dakota. The study also provides information which may be of service to schools interested in organizing a dormitory.

#### The Procedure

Method of Procedure. Two main sources and three minor sources provided information for the study. Supplying most of the data on the status of the dormitories for the current year was a copy of a questionnaire prepared and circulated into the offices of the superintendent of schools operating public high school dormitories in the state of North Dakota. The questionnaire was based on problems, practices, and on the conditions found in one of the dormitories now operating in North Dakota.

A second source of information which provided a review of the dormitory movement in the United States and in several neighboring states

were the theses of Esser<sup>4</sup>, Jerde<sup>5</sup>, Larive<sup>6</sup>, and a study by Lathrop.<sup>7</sup> An important minor source of information was supplied by obliging fellow superintendents through correspondence. Magazine articles bearing on the subject were also examined, and the county superintendents of North Dakota furnished information about schools operating dormitories in their counties.

Jerde's Study. In 1935, Jerde made a study of high school dormitories that existed throughout the United States. Mr. Jerde was covering a lot of territory in his study, but it might be pointed out that his survey revealed that dormitories flourished best in the plain and western states. There were sixty-six questionnaires returned from school districts located in the following states: Colorado, Minnesota, Nebraska, Nevada, Oregon, Montana and South Dakota. Jerde reported that he was able to determine that there were at least 171 dormitories in these states.

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<sup>4</sup> Esser, Norman Lawrence, Educational Survey of McLaughlin Independent School District No. 3, Masters Thesis, University of North Dakota, 1937. (Unpublished).

<sup>5</sup> Jerde, Edwin Andreas, Dormitories for High Schools, Master's Thesis, University of North Dakota, 1935. (Unpublished).

<sup>6</sup> Larive, Armand O., High School Dormitories in South Dakota, Master's Thesis, University of Oregon, 1941. (Unpublished).

<sup>7</sup> Lathrop, Edith Anna, Dormitories in Connection with Public Secondary Schools, Bulletin, 1922, No. 12, Education Bureau, Department of the Interior.

In 1934, South Dakota had 143 dormitories, and Jerde received information from forty-four districts which operated dormitories. Jerde reported that the majority of these dormitories were set up by the Federal Emergency Relief Administration.<sup>8</sup> Larive reported there were sixty-five dormitories operating in South Dakota in 1941.<sup>9</sup> The outlook for these dormitories appeared excellent. The rapid growth in the number of dormitories during 1934 was stimulated by a desire to provide employment for unemployed people. The decline in the number of dormitories after 1934 occurred because there was no need for many of the dormitories. Interesting too, was a decrease in the number of Montana high school dormitories. It was significant that even though a decrease from twenty-five dormitories to twenty took place, Montana high school dormitories were on the whole necessary institutions.<sup>10</sup> Another important fact revealed by this study was that North Dakota, as late as 1935, apparently had no public schools operating dormitories. From Jerde's study, several statements may be presented which will be of service to anyone interested in studying the trends and practices followed by the sixty-six dormitories which cooperated with him in the study. Twenty-eight of the total number reporting stated that they maintained separate buildings for both sexes, while the remainder housed both boys and girls

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<sup>8</sup> Jerde, op. cit., p. 6.

<sup>9</sup> Larive, op. cit., p. 67.

<sup>10</sup> Lathrop, op. cit., p. 7.

in the same building. Usually, in the latter instance, they were located on different floors or in separate wings of the building. The largest enrollment reported was one-hundred pupils, and the smallest was eight. The average enrollment per dormitory was thirty.<sup>11</sup> Reasons for operating a dormitory were much the same for all schools -- and usually for one, two or all three of the following reasons: sparseness of population, poor roads, and lack of a four year high school in the community.<sup>12</sup>

It was almost a unanimous opinion that the dormitory reduced the costs of a high school education for rural students coming considerable distances, and that in almost every instance the cost of board and room was less than that outside the dormitory.<sup>13</sup> Superintendents were chiefly responsible for the management of the dormitories, while all employed a matron or dean to look after the welfare of the girls. Many employed a dean for the boys, and he frequently was a member of the faculty. Compensation for deans was often in the form of board and room provided at the dormitory. To round out the staff, all dormitories had cooks and a few hired janitors. Most schools required the girls to help with the dishes and the boys to aid in the janitorial work, and both boys and girls were expected to take care of their respective rooms.

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<sup>11</sup>Jerde, op. cit., p. 9

<sup>12</sup>Ibid, p. 20

<sup>13</sup>Ibid, p. 21

As might be expected, all dormitories had fixed daily schedules for rising, retiring, eating, and studying. All permitted their students to go home weekends and encouraged the practice of going home. The dormitories, as a general thing, lacked any facilities for recreation. Parties led the list, and the regular extra-curricular program offered by the high school provided sports, music and dramatic expression.

The advantages of the dormitories, reported by fifty-six of the school superintendents were as follows:<sup>14</sup>

1. More rural students attended high school
2. Reduces the expense to the student
3. Better living conditions
4. Better supervision of rural students
5. Better social training.

The disadvantages of the dormitories reported by thirty-six school superintendents were as follows:

1. Results in disciplinary problems
  2. Too expensive to the district
  3. Matrons not qualified
  4. Lack of parental cooperation
  5. Too much grief
  6. Too expensive.
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<sup>14</sup>Ibid, p. 6

Larive's Study. Mr. Larive, in his study of South Dakota High School Dormitories, found that the first institution of this kind was established in 1929. A natural and normal increase took place with three dormitories being established in 1932 and five in 1933. These modest figures jumped to thirty-two dormitories by 1934, and in the fall of 1934 the State Department of Education of South Dakota reported 143 in operation.<sup>15</sup> Figures for 1936 showed a sharp decline with but forty-four in operation. In 1937, there were sixty-nine; in 1938, sixty-three; and in 1939, sixty-nine again were functioning.<sup>16</sup> Larive, in his conclusion, stated that the survey showed that about sixty-five dormitories would very likely fill the need of South Dakota for the next five or six years to come.<sup>17</sup>

The sharp fluctuations in figures naturally arouse curiosity. In 1934 the Federal Emergency Relief Administration, later changed to the Works Progress Administration, came to the aid of many jobless people. Cooks, janitors, maids and gardeners were unable to secure employment, and to provide jobs for the unemployed many dormitories were started. The following year over half of the projects ceased operating. Many of the dormitories were started for the main purpose of furnishing jobs for unemployed individuals. Students did not always need the services of a dormitory in order to attend a high school, and in many districts the

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<sup>15</sup>Larive, op. cit., p. 11

<sup>16</sup>Ibid, p. 2

<sup>17</sup>Ibid, p. 3

dormitory was closed. Those that started before 1934 and have continued since, no doubt have done so because they met a popular demand and need. These latter dormitories have passed through three distinct periods of time ranging from 1929 to 1935; 1935 to 1937, and 1937 to 1939. During the first period dormitories were operated illegally and schools had no legal right to use school funds for the upkeep of the dormitory. During the second period a law was passed giving the school districts permission to operate dormitories and to maintain dormitories, provided that all the funds used for the support of the dormitories were furnished by the occupants of the dormitories. The law also stipulated that the district could pay the deans' salaries. <sup>18</sup>

In 1937 and 1939 the laws were further amended so that a district could build a dormitory for the housing of students, and it granted authority to the school district to pay for light, heat, water, rent and fuel out of tuition funds collected. <sup>19</sup> South Dakota school districts will now be able to build modern and properly arranged school dormitories and equip them properly.

Summarizing the data collected by Larive, the following facts are significant: sixty-two school districts reported they operated ninety-six buildings; thirty owned their own buildings, and thirty-six rented

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<sup>18</sup>Ibid, p. 12

<sup>19</sup>Ibid, p. 13



buildings.<sup>20</sup> The valuation of the buildings owned ranged from \$800.00 to \$30,000.00 and the average building was valued at \$2,000.00.<sup>21</sup>

Thirty-four schools operated separate buildings for girls; twenty-nine operated separate buildings for boys; nineteen had both sexes in the same building; six housed the girls in private homes; eight housed the boys in private homes; six did not keep boys; and three did not keep girls.<sup>22</sup>

The study indicated that methods of heating were quite evenly divided between hot air furnaces, steam heat and stoves. Electricity predominated as a source of light.<sup>23</sup> Plumbing was generally unsatisfactory. Thirty-four had inside toilets, thirty-nine had outside toilets; twenty-one had showers, fifty-two had none; thirty-one had bath tubs, and forty-seven had none.<sup>24</sup> All reported that students took their laundry home to be washed. Fifty-five dormitories required the students to furnish their own bedding and towels.<sup>25</sup>

The number of students staying in the dormitories varied. One dormitory housed as many as ninety, while on the other extreme only five students resided at the dormitory. The average number of high

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<sup>20</sup>Ibid, p. 19

<sup>21</sup>Ibid, p. 21

<sup>22</sup>Ibid, p. 19

<sup>23</sup>Op. cit., p. 22

<sup>24</sup>Op. cit., p. 24

<sup>25</sup>Op. cit., p. 26

school boys housed in the fifty-two dormitories was 14; and the average number of high school girls housed in fifty-nine dormitories was likewise 14.

The total number of high school and grade school boys enrolled at the dormitories of the sixty-one school districts was 763; for the high school and grade school girls it was 886. The number of students who took their meals, but did not room at the dormitories, was 254.

The average charge made for board and room per month was \$6.93, and for board alone the average charge was \$5.93 per month per student. Twenty school districts reported they made no charge for rooms; thirteen stated they charged \$1.00 per month, and fourteen charged \$2.00 per month per student. Board ranged from \$4.00 to \$8.00 per month per student. Fifty-four of the schools reported that they served meals at cost.  
26

The survey showed that in almost all cases students took care of their own rooms. Fifty-six of the sixty-two dormitories required the girls to set the table for meal times, and to wash the dishes; twenty-four dormitories required the boys to assist with or do the entire janitorial work.  
27

Twenty-one districts employed one dean each, and thirty-seven

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26 Op. cit., p. 36

27 Op. cit., p. 48

employed two deans each to look after the welfare of the students.<sup>28</sup>

In buying supplies, twenty-five schools reported the cook did this work, while thirty-one schools left this task to the dean.<sup>29</sup> Forty-four schools reported that they received a reduction on the prices of food that they bought in quantity, and sixteen reported they did not receive a reduction.<sup>30</sup>

Fifty out of the sixty-two schools reported that they had a definite study hour.

During this period the Works Progress Administration provided help to the dormitories to the extent of 135 employees, eight-one of whom were listed as cooks and thirty-nine as janitors. The workers per dormitory ranged from one to nine, and the average was three for each of the forty-five districts using W. P. A. help.<sup>31</sup>

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<sup>30</sup>Ibid, p. 51

<sup>31</sup>Ibid, p. 62

## CHAPTER II

THE HISTORY AND DEVELOPMENT OF  
NORTH DAKOTA HIGH SCHOOL DORMITORIES

The early history of the high school dormitory movement in North Dakota is rather obscure. Previous studies made of the dormitory movement in the United States indicate that there were no dormitories existing in North Dakota before 1935.<sup>1</sup> The Department of Public Instruction of the State of North Dakota has not in the past given direct supervision nor inspected the dormitories, and have no records of when they were established. This condition exists no doubt because the dormitories were not legalized by the state legislature until March, 1943. The dormitory movement in the state is rather recent and has not attracted the attention of school officials beyond the individual districts which have operated the dormitories.

The Federal Works Agency of the Works Progress Administration for the State of North Dakota was unable to furnish any data. All records of that organization had been microfilmed and shipped to The Works Progress Administration at Washington, D. C. some time before this study was begun.<sup>2</sup> Information on the subject was sought in a number of libraries but all li-

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<sup>1</sup>Overn, A. V. and Jerde, E. A., Dormitories For High Schools, School Review 45:678-85, November 1937.

<sup>2</sup>Pike, H., State Supply Supervisor, Works Progress Administration, Bismarck, North Dakota, in a letter, June 14, 1943.

brarians reported that to their knowledge no survey pertaining to dormitory projects in North Dakota was ever published by the Works Progress Administration. In communications from all the North Dakota County Superintendents of Schools, a list of dormitories which were in operation in their respective counties for the past year was prepared. Through an exchange of letters with city superintendents and school boards members in North Dakota, information on early dormitories and present dormitories was gathered. Several dormitories which are now closed were investigated in addition to the dormitories discussed in this survey. None of the closed dormitories were organized previous to 1937. There is, however, a possibility that some dormitory or dormitories which are now closed, may have been established in the fall of 1935 or 1936.

Three dormitories which are in operation at the present time were established in 1937; four dormitories were organized in 1938; six others were put into operation in 1939 and one dormitory was established in 1941. In addition to these dormitories there have been at least six other dormitories in operation, but they are now closed. The majority of the North Dakota high school dormitories were organized during the years 1937, 1938, and 1939. It is interesting to note that the peak of the dormitory movement in South Dakota was in 1934 when the Works Progress Administration organized many of the 143 dormitories in operation that year.<sup>3</sup> The

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<sup>3</sup>Larive, op. cit., p. 15

difference in the time element and the number of dormitories in the two states can be explained. South Dakota passed laws in 1935, 1937, and 1939 which legalized the dormitories in that state. School boards were also authorized to build, equip, and, if necessary, use tuition funds to operate the dormitory. North Dakota high school dormitories were not legalized until March, 1943. In order to establish and operate a dormitory, a North Dakota school district had to be sure the dormitory could pay its own way. This situation undoubtedly discouraged many districts from accepting assistance from the Works Progress Administration in organizing a dormitory project. This obstacle may have been a good thing. Larive reports that of the 1943 dormitories in operation in 1934, by 1936 only 44 were open.<sup>4</sup> It might be inferred that the majority of the dormitories which closed were unnecessary. On the other hand the dormitories in North Dakota have, until very recently, been operating under legal obstacles and they continued in operation because they were performing a service in their communities.

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<sup>4</sup>Larive, op. cit., p. 15

TABLE I

DATE OF ESTABLISHMENT OF HIGH SCHOOL  
DORMITORIES IN NORTH DAKOTA

District	Year Established	Plan to Continue	District	Year Established	Plan to Continue
1	1937	Yes	8	1937	No
2	1941	Yes	9	1939	Yes
3	1939	Yes	10	1939	No
4	1939	Yes	11	1939	Yes
5	1938	Yes	12	1939	Yes
6	1938	Yes	13	1939	Yes
7	1939	Yes	14	1937	Yes

School Districts Surveyed. In order to facilitate the reporting of data, each district was assigned a number. This arrangement is followed throughout the survey. Any particular district can be ascertained by checking the number in the following table.

TABLE II

## NORTH DAKOTA SCHOOL DISTRICTS SURVEYED

Number of District	Location of District	County
1	Bowman	Bowman
2	Carson	Grant
3	Elgin	Grant
4	Grenora	Williams
5	Halliday	Dunn
6	Hettinger	Adams
7	Killdeer	Dunn
8	Mott	Hettinger
9	New England	Hettinger
10	Ray	Williams
11	Reeder	Adams
12	Scranton	Bowman
13	Taylor	Stark
14	Tolley	Renville

Geographical Location of Dormitories. The fourteen dormitories are located in eight counties in the western part of North Dakota. Six counties have two districts each that maintain dormitories. Two counties have one district each that operate a dormitory. Eleven of the fourteen dormitories are located west of the Missouri River and are in the southwest corner of the state. It is interesting to note that this section of the state lies adjacent to the states of Montana and South Dakota, the two states where the dormitory movement has shown the greatest strength. This section of the state is rather sparsely settled and there are relatively few high schools in comparison with the number of high schools in other sections of North Dakota. The future of the majority of these high school dormitories appears to be quite secure. They are located in localities which are in need of the services they perform and they have survived under adverse conditions. On March, 1943, the legislature passed a statute which gives them a legal status and permits school districts to equip and operate dormitories. This statute reads as follows:<sup>5</sup>

An Act to amend and re-enact Section 1390a of the 1913 Compiled Laws of North Dakota, authorizing the erection and equipping of teacherages and dormitories, and providing boarding facilities at cost, and repealing all Acts or parts of Acts in conflict herewith, and declaring an emergency.

Section 1. Amendment. That section 1390a of the 1913 Compiled Laws of North Dakota be amended and re-enacted to read as follows:

Section 1390a. Power to Build and Equip. The school Board in any district is hereby empowered to build and equip a dwelling for the use of teachers in such district,

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<sup>5</sup> Supplement to School Laws of 1935, containing 1943 Session Laws, Section 1390a, p. 14



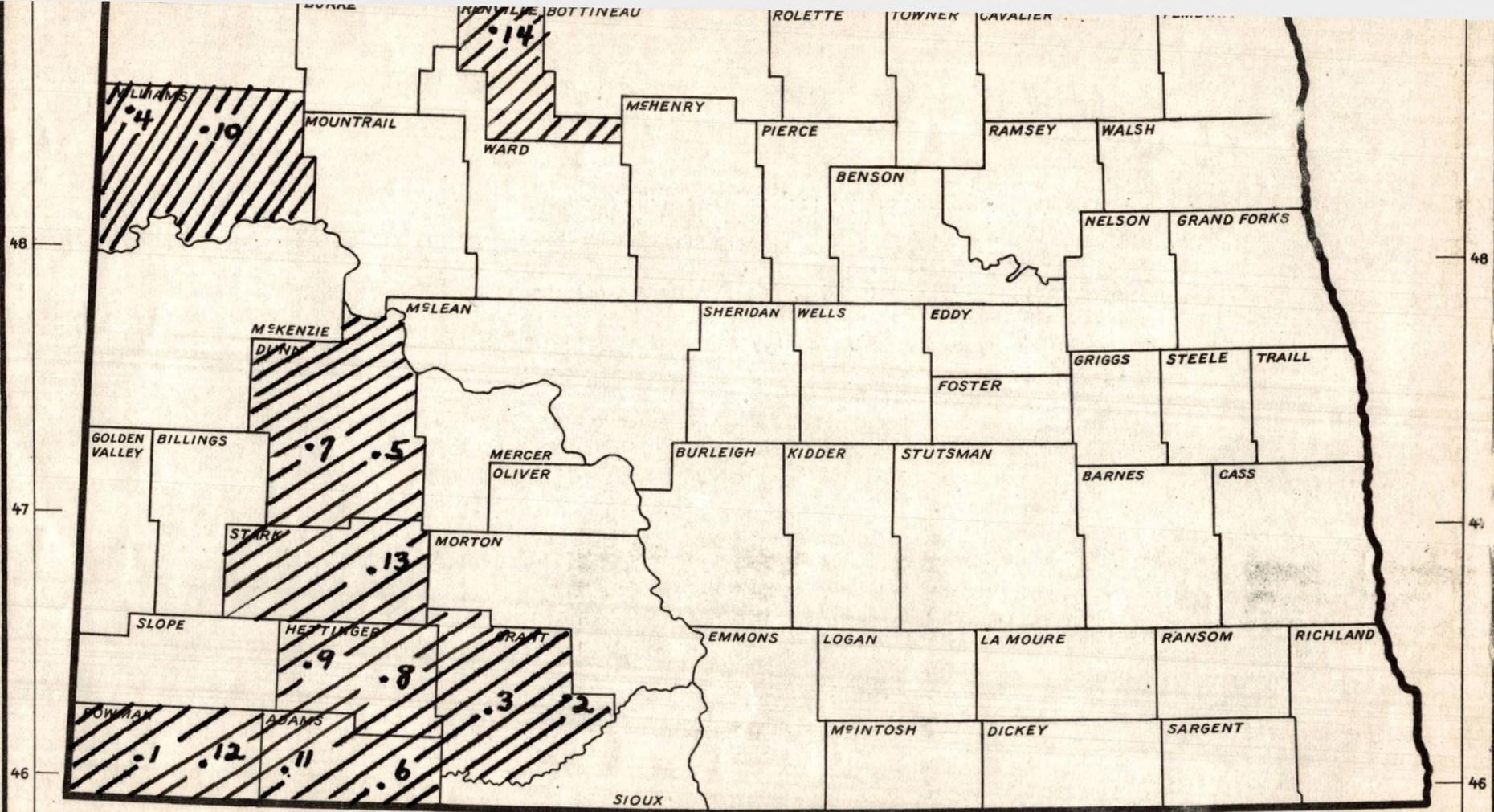
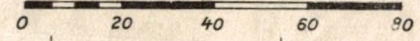


Figure 1

GEOGRAPHICAL LOCATION OF NORTH DAKOTA DORMITORIES

SCALE - STATUTE MILES



104 103 102 101 100 99 98 97

and the same to be known as a teacherage; and also to build, purchase or lease suitable buildings to be used as dormitories and equip the same for the use of resident and non-resident grade and high school pupils attending said school, and setting up boarding facilities, or school lunches available to such students; and also such lunches for nursery and kindergarden pupils. All said teacherages and dormitories and facilities shall be operated on a self-supporting and non-profit basis under the direction of the School Board.

It will be observed that the law does not authorize the school boards to use district funds for operating expenses but only to provide the building and equipment. The North Dakota legislature has not gone as far as the South Dakota legislature which gave the district boards the authority to spend tuition funds in the dormitories which need financial assistance.

Two districts reported that this past year was their last year that they would remain open. Twelve districts stated that they would continue in operation next year. It will be interesting to observe if the passage of the new law will have a stimulating effect on the dormitory movement in North Dakota. There are many localities in western North Dakota in need of dormitory facilities in connection with their schools.

#### Buildings and Equipment

Housing. The most satisfactory arrangement for housing the students would be to have a building for the boys and a building for the girls. The most convenient location would be near the school. These conditions are rarely found in North Dakota since the dormitory movement has not, until recently had any legal basis for establishment or maintenance. Five of the fourteen districts operating dormitories have separate

buildings for both boys and girls. Five districts operate a girls' dormitory only. There are two districts which house both the boys and girls in the same building; one quarters the two sexes on separate floors and the other the boys and girls are lodged in opposite wings of a school basement. Another school reports that the boys are housed in the school but the district did not make any provision for the girls. This school added that they did not intend to operate next year. Twelve dormitories would reopen next fall according to the reports. Ten buildings of the seventeen reported used by all schools are rented and seven are owned by the district. One school gained ownership of a building by agreeing to provide the benefactor with a small home to reside in for a number of years. Because the legislature in 1943 granted school districts the authority to purchase and equip dormitories, five districts reporting stated that they planned to purchase rather than rent buildings next year. Buildings used for dormitory purposes were generally two and three story dwelling houses. Several buildings underwent remodeling by Works Progress Administration crews in order to make them adaptable for dormitory purposes.

TABLE III

## ORGANIZATION OF DORMITORIES

	Number	Districts Maintaining One Dormitory	Districts Maintaining Two Dormitories
Number of Schools Reporting	14	7	5
Dormitory Buildings	17		
Dormitory Used by Girls Only	10		
Dormitory Occupied by both boys & girls	2		
Dormitory used by Boys only	5		
Boys Housed in Private Homes	5		
Districts Using School Buildings	2		

TABLE IV

## DORMITORIES OWNED AND RENTED

District Number	Rented Dormitories		Owned Dormitories		District May Purchase Dormitory
	Boys	Girls	Boys	Girls	
1	yes	yes			yes
2	yes	yes			no
3	yes	---		yes	
4		yes			
5			yes	yes	
6				yes	
7*					
8*					
9				yes	
10		yes			no
11	yes	yes			yes
12				yes**	yes
13		yes			yes
14	---	---	---	yes**	---
Total	4	6	1	6	7

\* Dormitories located in the school building

\*\* Boys also roomed here

Dining Rooms. The dining hall in the girls' dormitory served as a central dining room for both boys and girls in ten school districts. Three districts had their dining room located in the school, and one served meals in a building other than either the dormitory or the school.

Types of Heating and Lighting. Hot air furnaces were used to heat twelve buildings; steam heat was used in three buildings; stoves provided heat in two instances and two districts did not indicate the method of heating. In all buildings, the source of light was electricity.

Plumbing. Ten buildings were reported as being equipped with indoor toilets, four had outdoor toilets only, and five dormitories were reported as having both indoor and outdoor toilets.

The problem of bathing was satisfactorily taken care of mainly because nearly all the schools had showers and the students at the dormitory had access to them. In addition three dormitory buildings had showers and nine had bathtubs. Such an arrangement as using the school showers, while not convenient, unquestionably is an improvement over the wash basin method of bathing.

Laundering. All schools reported that they expected students to take their laundry home weekends. Several indicated that a limited amount of pressing with an electric iron was permitted.

Equipment. Figures are incomplete as to the equipment in the various dormitories. However, several ways in which the dormitories have

TABLE V  
PLUMBING FACILITIES

Rest Rooms and Bathing	Number of Dormitories
Inside Toilets	10
Outside Toilets	4
Both Types	5
Showers in Dormitory	3
Showers in Schools	12
Bath Tubs	9

received material may be given. The majority of the dormitories were established when the government was operating various projects. Mattresses and bedding were secured by a number of schools from this source. More than two-thirds of the dormitories were equipped with single cots and double deck steel beds loaned to the districts by the federal government. At the time of establishment, district boards solicited furniture not in use by patrons of the school, and in some instances practically equipped the building in this manner. Another way to keep the project moving forward was to buy needed articles at the close of the school year with any profits earned by the dormitory. Four schools reported that they followed this practice. While the dormitory generally furnished all the heavier furniture, such as beds, chairs, bureaus, tables and general equipment, the student must provide some bedding and his own towels.

#### Dormitory Enrollment

The fundamental reason for the establishment of a dormitory should be for the purpose of extending the privilege of attending school to those who would otherwise be deprived of it.

"It has been found that the school dormitories of Montana have uniformly been established for the benefit of rural children, to enable them to secure a high school education which this privilege was not within their reach while living at home."<sup>6</sup>

In addition to the above reasons, many districts have learned through experience that there is also a financial angle to be considered in operating a dormitory. The history of the dormitory movement in South Dakota shows that operating a dormitory is also a business venture which must succeed on its own merits. If it has no other reason for existence than providing a means for an education to students for outlying districts, it is unfortunate but true, that it will not remain in operation for a very long time. Most school boards are composed of practical business men who support enterprises which help to advance the school and the town in a material as well as an educational way.

"In North Dakota the New England Cooperative dormitory is an outgrowth of crop failures and depressions. Crop failures and depression prices for farm products resulted in unpaid taxes which, in turn necessitated the closing of secondary school departments of several open-country and village consolidated schools.

The same causes had resulted in a loss of population of our own, with a resultant loss in enrollment. The opportunity seemed ripe to increase our enrollment, reduce our per pupil costs, increase our income from non-resident tuition payments from the state, and help our neighbors."<sup>7</sup>

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<sup>6</sup>Richardson and Barger, Public School Dormitories for Rural Children in Montana, University of Montana, Bulletin No. 201, p. 9

<sup>7</sup>Morstad, E. O., Dormitories for Secondary School Pupils, Bulletin of the Department of Secondary School Principals, December 1940, p. 80



This section of the chapter takes up some of the reasons other than from an educational angle why certain districts maintain dormitories.

The Enrollment of Dormitories. Thirteen of the fourteen districts reported their dormitory enrollments. The total number was 111 boys and 134 girls. One school failed to list the dormitory enrollment. The average number of boys per dormitory was eight and the girls averaged eleven per dormitory. The total enrollment for both sexes was 245 and the average number of boys and girls residing in the dormitory of each district was nineteen. One district reported they had fifty students and another reported they had as few as six. Several districts reported that during the period of cold weather, additional students were provided board and room. Five teachers roomed in one girls' dormitory because no other rooming facilities were available in their district.

TABLE VI  
ENROLLMENT DURING THE SCHOOL YEAR

School District	Boys	Girls	Total
1	7	21	28
2	11	2	13
3	26	12	38
4	0	6	6
5	6	6	12
6	0	24	24
7	12	10	22
8	15	0	15
9	16	34	50
10	0	0	0
11	9	0	9
12	5	5	10
13	0	9	9
14	4	5	9
Total	111	134	245
Average	8	11	19

Solicitation of Dormitory and Tuition Students. Ten districts reported that their entire dormitory group of students were non-residents of the district. One of the four remaining districts stated half of the students were non-residents and the other three reported seventy per cent, seventy-five per cent and eighty per cent as non-residents. The average non-resident dormitory students of the fourteen dormitories was 92.1 per cent.

This percentage is equivalent to about 225 non-resident students. Another interesting point is that ten out of the fourteen districts pursued a policy of contacting prospective students in adjacent territory in the hope of inducing the student to attend their respective

schools. One school reported that they gave the superintendent fifty dollars annually to defray expenses while soliciting students. Five schools reported they regularly contacted eighth grade graduates in their respective counties and invited them to enroll in their schools. Two reported that they allowed the superintendent expense money for travel when needed in order to see prospective students.

TABLE VII

NON-RESIDENT ENROLLMENT IN DORMITORIES  
DURING SCHOOL YEAR OF 1942-1943

School Dist.	% non-resident	Schools soliciting non-resident	Non-resident students needed
1	100	no	no
2	100	yes	yes
3	100	yes	yes
4	100	yes	yes
5	100	yes	yes
6	100	yes	yes
7	90	yes	yes
8	100	no	no
9	100	no	no
10	100	yes	yes
11	80	yes	yes
12	100	yes	yes
13	50	yes	no
14	70	no	yes
Total	92.1%	10 yes 4 no	11 yes 3 no

Schools Dependent on Non-resident Students. Eleven schools reported that non-resident students were quite essential in maintaining their enrollment figures. Three of these schools stated that about half their enrollment was made up of student living outside their district and retaining them was necessary in order to maintain their school standard.

## CHAPTER III

## DORMITORY MANAGEMENT AND REGULATIONS

## Management

The high school dormitory requires organization and management as does any well regulated institution. Regardless of the size of the enrollment, the dormitory requires an administrative head and a competent staff. The purpose of this chapter is to give the dormitory personnel responsible for its administration and functioning. The qualifications and duties are considered, but the financial remuneration of the various employees is not discussed.

The School Board. The school board, as the legal representative of the school district, has certain important functions in the administration of the dormitory. Various governmental agencies contract with the district through which the district receives a variety of materials free or at a small cost. Such examples are cots loaned to the district, free surplus commodities, milk subsidies, and food subsidies. In return, the district is required to meet certain specifications which may cost the district some money or necessitate a reorganization of existing conditions in the school.

The school board must examine the financial condition of the dormitory at frequent intervals in order that spending does not become excessive and a large deficit be incurred. Seven school boards required a monthly audit of the financial condition of the dormitory; five school

boards did not require a report at regular times but called for an occasional statement. Two districts examined the books at the end of the school year. However, in all cases the superintendent kept his records up-to-date, so that any continued loss sustained in the operation of the dormitory immediately could be brought to the attention of the board.

The Superintendent. The direct responsibility of managing the dormitory may be left to the superintendent of the school board or the matron. There are many duties which the superintendent either performs himself or delegates to someone else. Some of the administrative work which requires his attention will be considered. There must be rules and regulations for the students residing in the dormitory. The superintendent must either enforce the rules himself or delegate the enforcement to someone so that offenders will have to be disciplined. Another duty is to secure competent personnel for operating the dormitory. The superintendent is responsible for the payment of the bills, or he checks over the accounts when that duty is delegated to someone else. The superintendent is required to keep the school board informed on the financial and other conditions of the dormitory through periodic reports. He will be the representative of the school in soliciting students from outside the district. The financial records of receipts and disbursements are kept by the superintendent, and the superintendent is expected to inventory and be responsible for dormitory property.

Nine superintendents reported that they spent considerable time each day attending to the duties and the business in connection with the dormitory. One superintendent from this group estimated an average of two hours daily and four others required an hour daily in attending to the dormitory administration. Four superintendents reported that they did not have to devote much of their time to dormitory business. However, two superintendents stated that competent matrons performed many of the more detailed duties.

In a series of questions asked, nearly all the answers indicated that the superintendent assumed much of the administrative work and supervisory work, or assisted with it. Nine superintendents formulated the rules in their respective school dormitories; in three districts the superintendent and matron drew up the rules; and in one district the superintendent and school board listed the regulations. One district permitted the matron to make the dormitory rules. Two schools reported that the superintendent alone assumed the task of enforcing the rules. In one district the superintendent was assisted by the school board; six stated the superintendent and matron both enforced the regulations; and five districts reported that this duty was performed entirely by the matron.

As might be expected, major disciplinary problems are usually referred to the superintendent. Twelve schools reported that the superintendent attended to these cases, and in one district the board may assist the superintendent. One district reported the superintendent

delegated to the matron the authority to discipline dormitory students.

Another important duty of the superintendent is to pay the dormitory bills or to check over invoices and accounts if this work has been delegated to someone else. In eight schools the superintendent pays the dormitory bills; in two districts the board passes on them before payment; and in two other districts the matron may assist in superintendent in making the payments. Five districts reported the matron pays all bills, thus relieving the superintendent of the monthly visits to stores and other business places. The superintendent checks all the bills and records the expenses in his dormitory books.

Purchases requiring considerable money and improvements are made by the superintendent or the superintendent and board acting together, or sometimes by the school board alone. In six districts the superintendent is empowered to make the purchases; the school board and superintendent acting together decide on purchases in six districts; and in two districts the board decides on what purchases are to be made.

TABLE VIII  
DIVISION OF SPECIFIC DORMITORY RESPONSIBILITIES

	Superintendents	School Boards	Superintendent and School Board	Matron	Cook	Matron and Cook	Superintendent and Matron	Replies	Dormitories
Formulates rules	9		1	1			3	14	14
Enforces rules	2		1	5			6	14	14
Maintains discipline	12		1				1	14	14
Makes grocery purchases				10	1	3		14	14
Pays bills	8	2	2	2				14	14
Makes furniture purchases	6	2	6					14	14

The Matron. Too much stress cannot be placed on the importance of the matron in the success of school dormitories. It is quite generally agreed that the matron is the most important factor in the success of the dormitory.

The point is repeatedly stressed in the following citations:

The biggest and most vital problem in dormitory management is the choice of matron. "As is the matron, so is the dormitory" is as axiomatic as the adage "As is the teacher, so is the school."<sup>1</sup>

The personality of a model matron presents a rare combination

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<sup>1</sup>Lathrop, op. cit., p. 21



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of qualities. First of all she should be a good organizer, she should understand dietetics and sanitation, and should be able to command the confidence and respect of young people. She should be a teacher, a cook, a nurse, a mother, a housekeeper, a model and a very clever organizer.<sup>2</sup>

Probably in no profession, except in that of the homemaker, is one brought so closely in contact with the lives of others as that of the dormitory supervisor. Because of her responsibility for their surroundings and her ultimate daily association with the students, the dormitory supervisor may have an influence on their lives that is not exceeded by that of any other person in the school. Therefore it is of the utmost importance that the one in charge of the dormitory be in sympathy with the purposes of the school and do all in her power to direct the life of the dormitory toward their attainment.

In response to a group of questions concerning the matron, several interesting facts were brought out. Only three dormitories employed full-time matrons. Five women who acted as matrons had small families to look after, and one matron was a teacher who spent much time outside the regular school time attending to duties within the dormitory. In two dormitories the cook also assumed the capacity of a matron in addition to attending to the cooking, but in these two instances the dormitory had more than one cook.

A significant trend is the employment of married couples to manage the dormitory. The wife becomes the matron and the husband may have a full-time position elsewhere. Both reside in the dormitory. In three instances found in the survey, the superintendent's wife acted as matron.

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<sup>2</sup>Cronwell, A. M., The Dormitory Dilate, The Intermountain Educator, 12:451-453, June 1920

<sup>3</sup>Lyford, op. cit., p. 7

Two additional districts have indicated that they planned to secure a married couple to manage their dormitories in 1943-1944. One superintendent stated that they planned to provide room and board in addition to a salary. Four superintendents of school districts which employed married couples to manage their dormitories favored this arrangement. However, one superintendent reported that the plan of hiring matrons and cooks to operate the dormitory was superior to the employment of married couples.

The duties of the matron are varied, as would be expected. One important responsibility, and perhaps the most, lies in making economical purchases. Ten schools reported that the matron does the purchasing of food for the dormitory and other needed items. Three schools reported that the matron or cook may do the purchasing, and one school delegated the purchasing power to the cook. Another responsibility is the maintenance of order within the building. Eleven replies stated the matron is required to see that students live up to the regulations. Two matrons and the boys' and girls' deans of their respective schools share the responsibility. Attention is called to Table VIII which shows that in a number of instances, the matron has some assistance from the superintendent. The matron might find she has to do all or some of the housework. Eleven schools reported that the matron either assisted with or did the housework herself. Three districts reported their dormitory matrons did not have any housework to do. Every matron

was expected to look after the general management of the dormitory. All but one school, which failed to make a reply, stated that their matron was charged with this responsibility.

TABLE IX  
DUTIES OF MATRONS

	Yes	No
Orders dormitory supplies	10	4
Assists in meal planning	8	5
Does part or all of housework	11	3
Is responsible for main- taining order	11	2
Assumes charge of house man- agement and the welfare of the students	12	1

An interesting point that might be brought out in connection with this topic is the results of a question asked each superintendent. The question was whether or not the Works Progress Administration had, to their knowledge, ever provided the dormitory with a matron. Seven schools reported in the affirmative and seven reported in the negative. However, all schools were providing their own matrons after the Works Progress Administration ceased to function in the latter part of 1942.

Cooks. The work and responsibility of the cook is in the kitchen. By skillful preparation and economical use of foods, the cook can do much to hold expenditures of food within reasonable bounds. The cook must be clean and sanitary in person and in her work in the kitchen, and must

understand how to prepare nourishing and well balanced meals at a reasonable cost. Previous to the withdrawal of the Works Progress Administration from active assistance to the school districts, all dormitories were allotted cooks by this agency. Thirteen of the fourteen dormitories stated the Works Progress Administration allotted their dormitories a total of thirty-seven cooks, or an average of three cooks per dormitory. Four schools reported they had four cooks allotted to them; five stated they had three cooks; two reported they had two cooks; and two reported one cook each. The cooks were women eligible under the Works Progress Administration and who had some knowledge of cooking. In November, 1943 the Works Progress Administration closed all the dormitory projects. The districts were obliged to provide their own cooks or pay the salaries of the cooks who previously were paid by the Works Progress Administration. A retrenchment was necessary in order to keep the dormitory from operating at a loss. In all but one instance, the number of cooks was decreased. Several dormitories having as many as four cooks now were able to get along with one cook.

In response to a question concerning the number of cooks employed after November 1943, eight school districts reported they employed one cook. Two districts reported that they employed two cooks; two districts stated that they employed three cooks, and two districts failed to state the number of cooks they employed. The total number of cooks employed by the twelve schools was eighteen. The number of hours the cooks worked each day ranged from five hours to <sup>twelve</sup> ten hours, while the

average number of hours worked was seven and one-half hours per day. In two dormitories the cook assumed the duties of matron. Three schools reported the matron and cook were both delegated the power to make food purchases. One district authorized the cook to make all the purchases for the dormitory.

TABLE X  
DORMITORY COOKS

<u>District</u>	<u>Employed under Works Progress Administration</u>	<u>Employed by District</u>	<u>Daily Hours Worked</u>
1	4	1	8
2	3	1	8
3	4	3	8
4	2	1	12
5	3	2	6
6	2	2	8
7	3	1	8
8	3	1	9
9	4	3	8
10	4	-	-
11	1	1	7
12	3	1	8
13	1	1	8
14	-	-	-

Deans. Two schools employed deans to assist in supervising the students. These two schools each employed a boys' dean and a girls' dean. The schools provided free board and room in each instance as compensation, and all deans were members of the school faculty. The reason for having so few deans is because most of the dormitories are small and the matron and superintendent are able to provide adequate supervision.

Student Labor. All the dormitories have a regulation that the boys and girls are to take care of their own rooms. This includes making their own bed, hanging up their clothing, dusting, sweeping, and keeping their room neat and orderly. Two superintendents reported that this was the most difficult dormitory regulation to enforce.

Thirteen of the fourteen dormitories required students to perform other work. The girls usually prepared the table for meals, and when time permitted they were expected to wash the dishes after meals. The boys were asked to do a variety of chores, such as shoveling snow in the winter, emptying ashes, assisting with the firing and doing other odd jobs. Practices vary in assigning work to be done, but generally the students take their turns in each kind of work to be performed.

#### Regulations

Dormitory Hours. Eight superintendents reported that the most difficult regulation to enforce concerned the time students were expected to be in the dormitory at night. Six districts indicated that this

regulation was not a difficult rule to enforce. Seven schools reported the girls were more consistent in obeying this regulation than were the boys, while five schools indicated the boys adhered more closely to the rule than did the girls.

The hour students were expected to be in the dormitories varied although the most popular time was about 10:00 P.M. Two schools reported 9:45 P.M., and four reported 10:00 P.M. The hour students were expected to be in at night for the remaining schools ranged from 8:00 P.M. to 10:30 P.M.

Three superintendents reported that they did not permit students to be out evenings beyond the regular time they were expected to be in the dormitory. Exceptions to the rule were made when the students asked permission or when the student attended approved functions and activities.

Five dormitories permitted their students to remain out later than the regular hour once a week, and five other dormitories allowed their students to be out beyond the regular hour twice a week. Students in one dormitory could remain out beyond the required retirement hour three times a week.

The additional time that they could remain out later than the regular hour ranged from one hour to three hours, and the most common length of time was one hour.

TABLE XI  
 HOUR REQUIRED TO BE IN AT NIGHT

<u>District</u>	<u>Hour Required to be in Dormitory</u>	<u>Nights Out Beyond Regular Hour</u>	<u>Length of Time</u>
1	9:00 P.M.	2 (per week)	2 (hours)
2	10:00 P.M.	1	1
3	8:00 P.M.	2	3
4	10:00 P.M.	2	1
5	9:00 P.M.	0*	-
6	8:00 P.M.	3	2½
7	9:45 P.M.	0*	-
8	10:30 P.M.	2	1
9	8:30 P.M.	1	1
10	10:00 P.M.	1	1
11	8:30 P.M.	1	1
12	9:30 P.M.	1	2
13	9:45 P.M.	2	1½
14	10:00 P.M.	0*	-

\*Permission may be secured from Superintendent

Dances. Public dances created a problem in the majority of the dormitories. Although a number of superintendents reported that they discouraged students from attending dances, the most satisfactory



manner of dealing with the problem was to permit them to attend the dance during the early part of the evening. Thirteen superintendents reported that they permitted the dormitory boys and girls to attend public dances, while one district refused the students permission to attend dances. All the superintendents reported that the students were required to have written permission from their parents in order to attend public dances.

Two dormitories required the boys and girls to be in at eleven in the evening if they attended dances. Five schools permitted their students to remain out until twelve o'clock; this was the most frequently mentioned hour for the students to leave the dance and return to the dormitory. One school designated twelve-thirty in the morning for returning to the dormitory; another permitted the students to remain at the dance until one-thirty. Two schools allowed the students to remain out until two o'clock in the morning and two other schools reported they permitted the students to remain out until a "reasonable hour".

Study Hours. Nine dormitories reported that they had a definite period of time each evening for a supervised study period. In six dormitories, one hour was set aside immediately after the evening meal for study. Two dormitories reported the length of the study period was ninety minutes, and in another dormitory it was two hours. Five dormitories reported that they did not have a study hour.

Responsibility for Dormitory Students. All the superintendents agreed that the dormitory officials should assume the responsibility for the dormitory students from the time the parents brought the students until the parents called for them.

Health. A series of questions were asked the superintendents as to what course of action they might take in case a student became ill while in the dormitory. Mumps or measles were cited as examples and it was assumed that a doctor had diagnosed the case. It was also assumed that the doctor would advise the superintendent regarding the seriousness of the child's illness.

Twelve superintendents replied that they would send the child home. Asked if they would isolate the student in a room of the dormitory, the majority stated that they had no rooms available for the care of such students. One district reported that they had facilities for such emergencies. To a question whether or not they would close the dormitory to prevent the spread of the disease, nine reported that they would not close the dormitory and two said they would. Eleven superintendents reported that they had had to decide on questions similar to these and two stated they had never had these problems arise.

Rationing. Rationing of sugar, coffee, meats and butter, and canned goods caused the dormitory personnel some inconveniences. However, twelve superintendents stated it was not a serious problem in operating the dormitory. The superintendent in most cases made application to the County Ration Board and the dormitory was issued a sufficient number of

points on the basis of its enrollment, so that it could secure the rationed products.

In a question concerning the effect gasoline and tire rationing had on the enrollment, six superintendents stated their enrollment was increased while seven replied that rationing apparently did not affect their enrollment.

Rules and Regulations. The school districts contacted in this study were asked to send a copy of their dormitory rules and regulations. The following set of rules is a composite of those received:

1. The following time schedule will be followed;

7:00 A.M.	Rising bell
7:30 A.M.	Breakfast
8:00 - 8:30 A.M.	Make beds and tidy room
12:10 P.M.	Lunch
4:00 - 6:00 P.M.	Recreation or Work
6:00 P.M.	Dinner
6:30 - 7:30 P.M.	Leisure time
7:30 - 8:30 P.M.	Study hour
8:30 - 10:00 P.M.	Recreation, study or preparation for retirement
10:00 P.M.	Lights out

2. Each student will furnish his own towels, wash cloths and bedding.

3. Payment for room and board should be made in advance.

4. Dining room

- A. Dormitory meals will be served starting Monday morning and ending with lunch Friday. There will be no Friday or Sunday night meals (except in case of storms or conditions which make it impossible for students to leave).
- B. The duties of waiting on tables and washing dishes will be assigned to students on a rotation basis.

5. Visitors are welcome at the dormitory, but must at all times observe the regulations and leave promptly at 9:30 P.M. They shall not be allowed to stay overnight except on very necessary occasions.

6. Where boys and girls are housed in the same building, members of one sex are absolutely forbidden in that portion of the building reserved for the opposite sex.

7. Students may obtain permits to attend regularly scheduled school activities. Students who wish to attend public dances, outside parties, or stay overnight outside the dormitory must present a written excuse from their parents and obtain permission.

8. All students are urged to go home week-ends when at all possible.

9. Students are urged to take their laundry home on week-ends.

10. Idleness, profanity, smoking or loitering in pool-halls will not be tolerated.

11. There shall be no loud talking, whistling or racing in the halls, or slamming of doors at any time.

CHAPTER IV

DORMITORY INCOME AND EXPENDITURES

Income and operating costs are important factors in establishing and operating a dormitory. Although the North Dakota legislature in March, 1943, legalized school dormitories, the law requires the dormitories to pay their own operating costs. The purpose of this chapter is to consider the sources of revenue and the expenditures. Problems related to the income and the expenses of a dormitory also are included.

Income of the Dormitory

Dormitory Fees. A dormitory fee paid by the students residing in the dormitory is the main source of revenue. All fourteen dormitories reported that they charged a general fee for board and room, or that they had a single charge for room and a separate charge for board. Other districts reported that the boys or the girls roomed at private homes and boarded at the dormitory. A separate charge for room and for board was made in these instances. The fee for both board and room ranged from \$10.00 to \$16.00. In some districts this included all school days in a four week period and an extra charge was made for staying week-ends. The most common fee was \$10.00 and the average fee for all districts was \$12.00. The low charge for board was possible because the school districts received free surplus commodities.

The amount of the general fee allotted for rooms ranged from no charge to \$3.00 per month, and the most common amount was \$2.00. Dormitories located in the school buildings and in buildings owned by

the district usually charged low fees, while districts which rented rooms at private homes for students usually charged a higher room fee. The amount of the general fee allotted for board ranged from \$7.50 to \$14.00 per month. The average fee set aside for board was \$10.00. Three schools reported only the general charge made for both board and room.

TABLE XII  
MONTHLY DORMITORY FEES

District	Room Only	Board Only	Board and Room
1	\$ *	\$ *	\$13.64
2	2.00	8.00	10.00
3	2.00	8.00	10.00
4	3.00	11.00	14.00
5.	2.50	7.50	10.00
6	3.00	12.00	15.00
7	-	-	10.00
8	-	-	-
9	2.50	10.00	12.50
10	00	10.00	10.00
11	1.00	9.00	10.00
12	3.00	11.00	14.00
13	2.00	14.00	16.00
14	-	-	12.00
Average	2.00	10.00	12.00

\*No student permitted to board only or room only in the dormitory.

Payment of Fees. Three districts reported that it was possible for the students to work out part or all of their dormitory fee. Eleven districts stated that they were unable to allow any credit for work at the dormitory performed by students.

Twelve districts stated that the dormitory would accept farm produce for part or all of the dormitory fee. In most districts the students were required to make arrangements with the cooks or matron before bringing in the produce. One district reported that it did not accept farm produce as payment for dormitory fees.

Week-end Practices. Eight schools reported that when a student remained in the dormitory over Saturday and Sunday, an additional fee was charged. The lowest amount was \$0.50 and the highest was \$1.25, while the most common was \$1.00 per week-end. Four schools stated that they did not make any extra charge. Two schools failed to answer the question. Nine schools reported that they required the dormitory students to go home week-ends unless the roads were too difficult to travel or the winter weather was too severe.

When all the students returned home for the week-ends, the dormitory personnel was given a temporary rest and temporarily relieved of the responsibility of looking after the students. Cooks, matrons and other personnel were required to remain on duty seven days a week when students did not go home. Usually some students will be gone for the week-end and the expense of providing for those remaining is somewhat greater than

the fee charged. In two instances schools reported students attending the dormitory came from such long distances that they could not go home except occasionally.

Absences. Five schools reported that they charged a student the regular fee if he were absent from the dormitory less than a week. Two dormitories charged the student for the room rent if the students were absent from the dormitory; and six dormitories made no charge for the time the students were absent from the dormitory. In eleven of the dormitories, no charge was made if the student notified the matron in advance that he would be absent. One dormitory reported the student would be expected to pay the room rent.

Irregular Attendance. Seven superintendents reported that their regulations permitted students to reside in the dormitory for short periods of time. Five superintendents stated that they did not favor this practice. The dormitory routine and sleeping arrangements may be disrupted by crowding in extra students who stay only a short time. Inclement weather and bad roads are the usual reasons why these students desired to stay at the dormitory for irregular periods of time. All dormitories which permitted students to reside in the dormitory for irregular periods of time reported that these students were charged the same fees as were charged the regular students.

Surplus Commodities. A second source of income for the dormitories has been governmental aid. Previous to April, 1943, this was in the form



of surplus commodities and after that date the government reimbursed the districts. The Agricultural Marketing Administration, through the county welfare boards, distributed surplus foods for the school hot lunch projects and the dormitories. The schools received from ten to twenty food commodities each month such as fresh fruits, dried fruits, canned vegetables and cereals. In April, 1943, this plan was discontinued and another federal agency, the Food Distribution Administration established a plan by which the school districts would be given a cash refund. This plan provided that the hot lunch project and the dormitory would be refunded in cash from three cents to five cents for each meal served. The advantage of this method was that the cooks had a greater variety and choice of foods from which to select. Eight superintendents reported that in their opinion the cash refund plan was of greater financial value to the dormitory than that of receiving free surplus commodities. But two superintendents did not agree with this opinion. Four schools failed to answer the question.

Financial Returns to the District. The dormitory indirectly provided three sources of financial return to the district. Tuition, purchases of food and supplies, and attracting trade to town are three examples of indirect financial aid. The local school board is interested in sources of revenue for the school, in helping local business, and improving the school.

Thirteen of the fourteen districts reported receiving a total of \$12,379.00 in tuition for non-resident dormitory students. The

range was from \$240.00 to \$2,700.00 a year. The average tuition received per district for dormitory students was \$952.25. Thirteen schools reported that the value of the grocery business carried on with the local merchants amounted to \$19,635.00 the past school year, and the range was from \$375.00 to \$5,000.00. The average volume of business for each dormitory the past school year was \$1,510.45. Twelve districts reported that the school dormitory attracted rural trade to the town.

TABLE XIII

## INDIRECT REVENUE RESULTING FROM MAINTAINING DORMITORY

School Reporting	Tuition	Local Business	Draws Trade
1	\$1,512.00	\$2,000.00	Yes
2	702.00	1,200.00	Yes
3	1,512.00	3,000.00	Yes
4	324.00	1,350.00	Yes
5	648.00	900.00	Yes
6	1,296.00	5,000.00	Yes
7	1,070.00	500.00	Yes
8	810.00	810.00	No
9	2,700.00	2,000.00	Yes
10	-	700.00	Yes
11	650.00	800.00	Yes
12	540.00	1,000.00	Yes
13	240.00	375.00	No
14	<u>375.00</u>	<u>-</u>	Yes
	\$12,379.00	\$19,635.00	12 Yes
Average	\$ 952.25	\$ 1,510.45	2 No

Dormitory Expenses

Cooks Salaries. Previous to November, 1943, the Works Progress Administration hired and paid the salaries of the dormitory cooks. In answer to a question about the number of cooks the Works Progress Administration had provided, thirteen schools reported a combined total of thirty-seven cooks. After this financial help was withdrawn, the number of cooks employed in all dormitories was reduced to eighteen. Generally the salaries were lower than that which the Works Progress Administration paid the cooks. The highest salary paid by the districts was \$60.00 monthly and the lowest salary was \$25.00 a month. The average salary for nine districts paying the cooks a cash salary was \$42.00. Three districts reported that they did not pay a cash salary, but that they employed a married woman and the family was provided free board and living quarters as compensation for the work. Five districts reported that the added financial burden of paying the cook's salary might cause the dormitory to show a financial loss at the close of the school year. Eight schools reported that they would be able to finish the year without any financial loss.

TABLE XIV  
THE SALARIES OF COOKS

District	Number of Cooks	Salary
1	1	\$48.00
2	1	42.00
3	3	35.00
4	1	60.00
5	2	35.00
6	2	60.00
7	1	40.00
8	1	55.00
9	3	30.00
10	-	--
11	*	*
12	*	*
13	*	*
14	-	--

\*Married couple. Free board and room provided by the district.

Matrons' Salaries. It was pointed out previously that there were but four dormitories employing full time matrons. The salaries of these matrons were \$48.00, \$60.00, \$70.00 and \$75.00 a month. The matrons of five dormitories were women who had husbands employed

outside the dormitory. Both received free board and living quarters as compensation for the matron's services in the dormitory. One district reported that the matron of their dormitory was a woman faculty member. She received board and room as compensation for her work as matron.

Grocery Purchases. Four dormitories reported that they received a five percent discount on all groceries purchased at the local stores. Ten districts reported that their dormitories did not receive any discounts.

Dormitory Maintenance. School boards cannot legally make a direct cash contribution toward the operation of the dormitory. However, a number of districts gave indirect financial assistance in numerous ways. Nine districts either owned the dormitory building or they paid the rent on the building. Five districts required the rent to be paid out of dormitory funds. Four districts were reported as furnishing the fuel to heat the dormitory building and in ten districts this expense was paid out of the dormitory funds. Three districts stated the janitorial work was done by students or individuals paid by the dormitory. All districts reported that the cooks' salaries, matrons' salaries and groceries were paid from the dormitory account.

Five districts bought and paid for minor repairs and made improvements on the building. Nine districts reported that minor repairs and improvements were usually paid for out of dormitory funds.

The Financial Condition of Dormitories. Six districts reported that their dormitories usually had a cash balance on hand at the end of the school year. This could be a profit earned through careful management or it might have accrued because the district subsidized the project. Six dormitories usually ended the year with all debts paid. This financial condition was the result of charging the students for only the actual cost of operating the dormitory. However, this was not easy to do, because dormitory income was not always the same from month to month and operating costs were much greater during the colder months.

One district reported that its dormitory operated at a small annual deficit and that this was the last year the dormitory would be operated. Three districts reported that they used any profit that was earned for purchasing dormitory improvements such as furniture and kitchen equipment and for remodeling the dormitory. Eight districts stated that they placed any earned profits in the bank as a reserve for the future needs of the dormitory.

Dormitory Bookkeeping. All fourteen districts required the superintendent to keep a set of books for the dormitory. The school boards in all districts reporting asked for a statement of the financial condition of the dormitory at various times during the school year. The superintendent received the students' dormitory fees in nearly all schools and a receipt was given for all cash collected. A copy of the

receipt was filed for future use. Payment of bills was made by check so that a record could be kept of money spent. Bills were usually paid at monthly intervals and the books were balanced at that time. The school board and dormitory personnel were then advised about any unfavorable financial condition and advised of necessary changes which would have to be made in order that expenditures did not exceed the income.



## CHAPTER V

## SUMMARY

The present study has concerned itself with assembling certain pertinent facts about high school dormitories in North Dakota. It has shown that there were fourteen school districts operating dormitories during the school year 1942-1943.

The first three dormitories, as indicated in this study, were established as recently as 1937 and the other dormitories reported in the study were established between the years 1938 and 1941. The majority of the dormitories were located in southwestern North Dakota in sparsely settled counties where their need has been emphasized.

Twelve of the fourteen dormitories planned to continue in operation during the school year 1943-1944. The legislature, through an enactment in March, 1943 has provided the school districts with the proper legal machinery for acquiring buildings and equipping them.

Ten of the seventeen buildings used by all of the schools were rented and seven were owned by the school district. Five of the fourteen school districts operating dormitories had separate buildings for both boys and girls. Five school districts operated a girls dormitory only. Two school districts housed both boys and girls in the same building and two other school districts used part of the school building for dormitory purposes. The dining hall in the girls dormitory served as a central dining room for both boys and girls in ten of the

school districts. Three districts had their dining room located in the school, and one dormitory served meals in a building other than either the dormitory or the school.

Hot air furnaces were used to heat twelve buildings, and steam was used in two instances. All buildings were lighted by electricity. The plumbing in the majority of houses was inadequate and because laundry facilities were poor, nearly all dormitories required students to take their laundry home. Students were required to furnish their own bedding and wash towels in nearly all dormitories.

The combined enrollment for thirteen of the dormitories was 245 students and the average enrollment was twenty-four students. One district reported having as many as 50 students while one reported having as few as six students. Several dormitories reported that during inclement weather the number of occupants increased.

Ten school districts reported that their entire dormitory group of students were not residents of the district, while the dormitory enrollment of the other four schools was composed of 70% or more of non-resident students. The average non-resident dormitory students of the fourteen dormitories was 92 percent. Ten of the fourteen school districts contacted prospective students in adjacent territory in the hope of inducing the students to attend their respective schools. Eleven schools reported that non-resident students were quite essential in maintaining their present enrollment figures.

The school board's chief function in the dormitory operation was largely to see that the superintendent and matron were administering the dormitory satisfactorily. Responsibility for management of the dormitories was, in most cases, delegated by the school district to the superintendent, although the matrons were in immediate charge.

Three dormitories employed full-time matrons; five dormitories employed married couples to look after the dormitories; one matron was a teacher; and in two dormitories, the cook also assumed the duties of a matron.

Previous to the withdrawal of Works Progress Administration from active assistance to the school districts, all dormitory cooks were provided by this governmental agency. Thirteen school districts stated that the Works Progress Administration provided a total of thirty-seven cooks. This number was reduced to eighteen when the school districts began to pay the cooks' salaries. Two schools employed deans for their boys and girls. All dormitories reported the students were required to take care of their own rooms and assist in some work about the dormitory.

A dormitory fee paid by the students who resided in the dormitory was the main source of revenue. Fees ranged from \$10.00 a month to \$16.00 a month for board and room. The most common fee was \$10.00 a month for room and board. This low fee was possible because all dormitories received free surplus commodities from the Agricultural

Marketing Administration. This arrangement was changed April, 1943 to a cash indemnity program, which most superintendents preferred to the former method.

Thirteen districts reported that they received a total of \$12,379.00 in tuition from non-resident dormitory students. Thirteen districts reported that the value of the business with the merchants in towns where the dormitories were located amounted to \$19,625.00 during the past year.

The average salaries paid all the cooks was \$42.00 a month and the average salaries for matrons was \$63.50. Five dormitories employed married couples to operate their dormitories providing them with free board and room in compensation for their services. Four superintendents regarded this system superior to employing a separate cook and matron. Two additional school districts planned to change to this arrangement next year.

Nine school districts either owned the buildings or provided it rent free to the dormitory; four provided fuel and three furnished free janitorial service. In most instances these were illegal expenditures by the district. All districts reported that the cooks' and matrons' salaries and the groceries were paid from the dormitory funds.

Six school districts reported that they usually finished the year with a cash balance and six stated that they usually came out even at the end of the year. One district reported that they generally had a

small annual loss. All fourteen districts required the superintendents to keep a set of books and report on the financial condition of the dormitory at various times during the year.

From this survey it is apparent that a school district maintaining a dormitory must be able and willing to assume the responsibilities of a financial and supervisory nature in order to improve the living conditions of the rural students while they are attending school. The whole dormitory question is aptly stated by Morstad, when he wrote:

The best evidence that the dormitory is contributing a worthwhile service is seen in its popularity with patrons and pupils. There is no doubt that these institutions, especially in the more sparsely settled sections, are making a secondary education available to many who would otherwise be denied the opportunity. To those rural pupils who ordinarily occupy basement rooms and small, cheerless second floor rooms in the poorer homes of the city, where they subsist on bread, pork and potatoes, the dormitory offers sanitary quarters, close supervision, and well-balanced meals at a price that even depression pocket-books can pay.<sup>1</sup>

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<sup>1</sup>Morstad, E. O., Dormitories for Secondary School Pupils, Bulletin of the Department of Secondary School Principals, December 1940, p. 83.

## APPENDIX A

## Questionnaire

## SURVEY OF THE HIGH SCHOOL DORMITORIES IN NORTH DAKOTA

## HISTORY

1. In what year was dormitory started? \_\_\_\_\_
2. Do you plan on continuing next year? \_\_\_\_\_

## BUILDINGS

3. Do you maintain a separate building for girls? \_\_\_\_\_
4. Do you maintain a separate building for boys? \_\_\_\_\_
5. Do you have both sexes in the same building? \_\_\_\_\_
6. If both boys and girls occupy the same building, are they on separate floors? \_\_\_\_\_
7. Do the boys and girls eat in a central dining hall? \_\_\_\_\_
8. Is the dining hall located in the girls' dormitory? \_\_\_\_\_
9. Is the dining hall located in the boys' dormitory? \_\_\_\_\_
10. Is the dining hall located in the school building? \_\_\_\_\_
11. Does the district own the buildings? \_\_\_\_\_
12. Does the district rent the buildings? \_\_\_\_\_
13. How is your building heated? \_\_\_\_\_
14. Do you have inside or outside toilets? \_\_\_\_\_
15. How many shower baths in each building? \_\_\_\_\_
16. How many tub baths in each building? \_\_\_\_\_
17. What type of lighting do you use? \_\_\_\_\_
18. Do you use any of the school building for dormitory purposes? \_\_\_\_\_
19. As a result of the recent legislation affecting dormitories, will your district purchase a dormitory? \_\_\_\_\_

## LAUNDERING

20. What facilities have you for laundering? \_\_\_\_\_
21. Do most students take home laundry weekends? \_\_\_\_\_

## STUDENT ROOMS

22. What heavy furniture, if any, do you supply for students? \_\_\_\_\_

23. Do students furnish their own bedding and towels? \_\_\_\_\_  
 24. Do the students take care of their own rooms? \_\_\_\_\_

#### ADMINISTRATION AND SUPERVISION

##### Administration and Supervision in the dormitory

25. Rules and regulations for the dormitory students are formulated by whom? \_\_\_\_\_  
 26. Major disciplinary problems are handled by whom? \_\_\_\_\_  
 27. Who pays the grocery, rent, light and coal bills? \_\_\_\_\_  
 28. Who authorizes major purchases and improvements? \_\_\_\_\_  
 29. The enforcement of rules and regulations in the dormitory is delegated to whom. \_\_\_\_\_

##### Student Supervision

30. What hour in the evening are the students required to be in the dormitory preparatory to retirement? \_\_\_\_\_  
 31. Is either sex lax in obeying this regulation? \_\_\_\_\_  
 32. How many evenings are the students permitted to remain out past the regular retiring hour? \_\_\_\_\_  
 33. How many evenings per week are they permitted to remain out beyond the usual retiring hour? \_\_\_\_\_  
 34. Do you require a written permit from the student's parents when a student wishes to attend a dance? \_\_\_\_\_  
 35. Are the students permitted to attend public dances? \_\_\_\_\_  
 36. What hour must students return to the dormitory if they have been granted permission to attend the dance? \_\_\_\_\_  
 37. Are students who room at private homes, but board at the dormitory subject to dormitory regulations? \_\_\_\_\_  
 38. Does your dormitory have a study hour? \_\_\_\_\_  
 39. What is the length of time required for study? \_\_\_\_\_  
 40. Should the dormitory officials assume responsibility for the dormitory student from the time the student is brought in until the parents call for him? \_\_\_\_\_

##### Health Supervision

41. In event a student is taken ill with mumps or measles would it be necessary to send the student home? \_\_\_\_\_

42. Do you have a room in which the student could be isolated from the other students? \_\_\_\_\_
43. Would it be advisable to close the dormitory? \_\_\_\_\_
44. Have you ever had the above situation occur? \_\_\_\_\_

#### FINANCIAL MANAGEMENT

45. What do you charge for board per month? \_\_\_\_\_
46. What do you charge for room per month? \_\_\_\_\_
47. Are expenses for heat, rent and light included in monthly charge to students? \_\_\_\_\_
48. Are the above charges for school days only? \_\_\_\_\_
49. What charge is made for weekends? \_\_\_\_\_
50. Is it possible for a student to work out part or all of the dormitory charge? \_\_\_\_\_
51. If a student absents himself without notice, is he charged board and room? \_\_\_\_\_
52. Is he charged only the room fee? \_\_\_\_\_
53. No charge is made. \_\_\_\_\_
54. If the student gives notice that he will be absent, is he charged the board and room fee? \_\_\_\_\_
55. Is he charged only the room fee? \_\_\_\_\_
56. No charge is made. \_\_\_\_\_
57. Do you permit students to reside in the dormitory for short periods of time? \_\_\_\_\_
58. Are these students charged the regular fee? \_\_\_\_\_
59. Do you give credit for farm produce? \_\_\_\_\_
60. Does your dormitory usually show a profit? \_\_\_\_\_
61. Are profits used to buy equipment? \_\_\_\_\_
62. Are profits banked for future needs? \_\_\_\_\_
63. Are profits pro-rated back to students? \_\_\_\_\_
64. Is a cash grant from the federal government more advantageous than receiving free commodities? \_\_\_\_\_
65. Does your district pay for any of the following: \_\_\_\_\_
- Dormitory rent? \_\_\_\_\_
  - Dormitory fuel? \_\_\_\_\_
  - Janitorial service \_\_\_\_\_
  - Matrons' salary \_\_\_\_\_
  - Cooks' salary \_\_\_\_\_
  - Improvements \_\_\_\_\_

#### THE DORMITORY STAFF

##### Cooks

66. How many Works Progress Administration cooks were employed previous to November, 1943? \_\_\_\_\_



67. How many cooks are employed and paid by the district at the present time? \_\_\_\_\_
68. What is the salary which the district pays each cook per month? \_\_\_\_\_
69. How many cooks do you employ at present? \_\_\_\_\_
70. How many hours per day do the cooks work? \_\_\_\_\_

#### Matron

71. Did the Works Progress Administration ever provide and pay the salary of the matron? \_\_\_\_\_
72. What salary does your matron receive? \_\_\_\_\_
73. Please indicate if your matron:
- Has charge of ordering groceries. \_\_\_\_\_
  - Keeps a record of accounts. \_\_\_\_\_
  - Helps the cook in planning meals \_\_\_\_\_
  - Does some or all the housework \_\_\_\_\_
  - Supervises all activities in the dormitory \_\_\_\_\_
  - Is responsible for order within the dormitory. \_\_\_\_\_
  - Looks after the welfare of the students \_\_\_\_\_

#### Deans

74. Do you employ a dean to supervise:
- the boys \_\_\_\_\_
  - the girls \_\_\_\_\_
75. What is the remuneration of the dean? \_\_\_\_\_
76. Are the deans faculty members? \_\_\_\_\_

#### Student Help

77. Are the boys expected to help with the chores? \_\_\_\_\_
78. Are the girls expected to assist with the housework? \_\_\_\_\_
79. Are the girls expected to assist in serving meals and washing the dishes? \_\_\_\_\_

#### Married Couples

80. Do you employ a married couple to do any or all of the following:
- Take care of the furnace? \_\_\_\_\_
  - Cook? \_\_\_\_\_
  - Do the Housework? \_\_\_\_\_
  - Supervise the dormitory? \_\_\_\_\_



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