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### An educational survey of the elementary schools of School district no. 16 Hill County Havre Montana

William J. Shirley  
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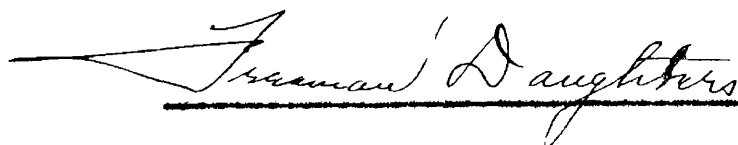
AN EDUCATIONAL SURVEY  
of the  
ELEMENTARY SCHOOLS  
of  
SCHOOL DISTRICT No. 16

HILL COUNTY  
HAVRE, MONTANA

by  
WILLIAM J. SHIRLEY  
B. A. University of Iowa  
Iowa City, Iowa

Presented in partial fulfillment of the  
requirements for the degree of  
Master of Arts.  
State University of Montana  
1937

Approved:



Chairman of Board of  
Examiners.



Chairman of Committee  
on Graduate Study.

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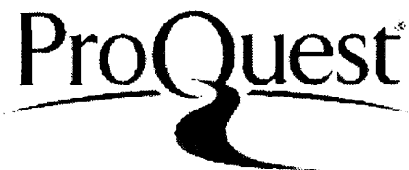


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## CHAPTER I

## Introduction

This survey of the Havre Elementary School System was undertaken: to make a detailed study of buildings and contents to ascertain what improvements should be made to better the physical plant; to find out how the staff is doing the job of educating the boys and girls of the community; and to examine the finances of the district.

The writer has had charge of the schools of Havre since 1929. During that time there have been many improvements, both in the physical plant and in the system of financing the school program. The improvements have been added as the needs arose; it was felt a system of improving should be based on a long-time plan, rather than as the occasion demanded. The superintendent of schools is supposed to know all of the details concerning the school plant, how efficiently it is operated, and what will be needed for the future growth. The superintendent should know about the work of the teachers so as to determine whether or not the children are making satisfactory progress in school.

In order to answer these questions and in order to base the answers on facts, this survey was undertaken. In addition to the Superintendent, the other members of the survey staff were the School Clerk and the Janitors of the various buildings. In his book, "The Technique of Research in Education", Crawford lists the following steps common to all surveys.<sup>1</sup>

---

1. Crawford, Claude, C., "The Technique of Research in Education", The University of Southern California, 1928.

1. Selling the survey project to the community.
2. Financing the survey.
3. Organizing the survey staff.
4. Gaining local cooperation.
5. Securing needed information.
6. Comparing with other schools.
7. Forming judgment and making recommendations.
8. Reporting the results.

The superintendent of schools is the expert adviser to the school board and community. Any improvement or change in affairs of the school growing out of the community need is first investigated by the superintendent. The report is presented to the board for action. All matters of improvements are discussed with local Parent Teachers Associations, Civic Clubs, and teachers. The press is used to inform the public.

The people of the community of Havre take a great deal of interest in the work of the schools. They have a friendly attitude toward the administration and work of the teachers. The voters of the district have elected a high type of citizen to the board of Education. The writer is indeed grateful for the kindly suggestions and financial aid furnished in conducting this survey.

Most school surveys are conducted by outside experts with the cooperation of the local authorities and teaching staff. This method entails the expenditure of considerable amounts of money which was not justified at this time. The survey was undertaken with the help of the teachers, supervisors, and staff. The work of individual teachers was not investigated, but the school as a whole was surveyed.

Information was secured from actual observation, legal documents, superintendents' annual reports, records of the county treasurer, minutes of the board, and school records. The progress of the school was ascertained and measured through standard tests such as the Metropolitan

Achievement, Kuhlman-Anderson Intelligence, and Stone and Crover, "classification Tests for Beginners in Reading." Strayer-Englehardt score cards were used to rate the buildings. It was the purpose of this survey to find the facts, interpret them, and make constructive proposals for their improvement.

The survey deals with the Elementary Schools of Havre. It includes only facts and information found in work of grades one to eight.

The writer wishes to thank the corps of teachers for their help and cooperation. Without it the survey would not have been possible except for outside assistance. Special acknowledgments are due to Dean Freeman Daughters, Dr. Lewis Tidball, Dr. Walter R. Ames, and Superintendent Ira Fee for their valuable suggestions.





Havre looked like this in 1898



From an airplane Havre looks like this today

## CHAPTER II

## The Administration Of Schools In Havre, Montana

This chapter and the rest of the survey deals with the elementary schools. The high school report is under separate treatment.

The Havre School District No. 16, having a population of 7500, is classed by the state as a second-class district. This means that the schools of this district are free within the limits defined by the state to have their policies established and administered by a local board of education and superintendents of schools. The state law provides that when a district has reached a population of 1000 or over and under 8000 it is known as a second-class district. Section 1021--School laws of Montana:

"All districts having a population of eight thousand or more, are and hereafter shall be, districts of first class. All districts having a population of one thousand or more and less than eight thousand, are and hereafter shall be districts of second class, and all districts having a population of less than one thousand are and hereafter shall be, districts of the third class. In districts of the first class the number of trustees shall be seven; in districts of the second class the number of trustees shall be five, and in districts of the third class the number of trustees shall be three."

The present board of education is composed of five members elected at large for a period of three years. Their terms expire so that no more than two trustees are elected each year. The board has a president, vice-president, and a clerk. The board members receive no salary.

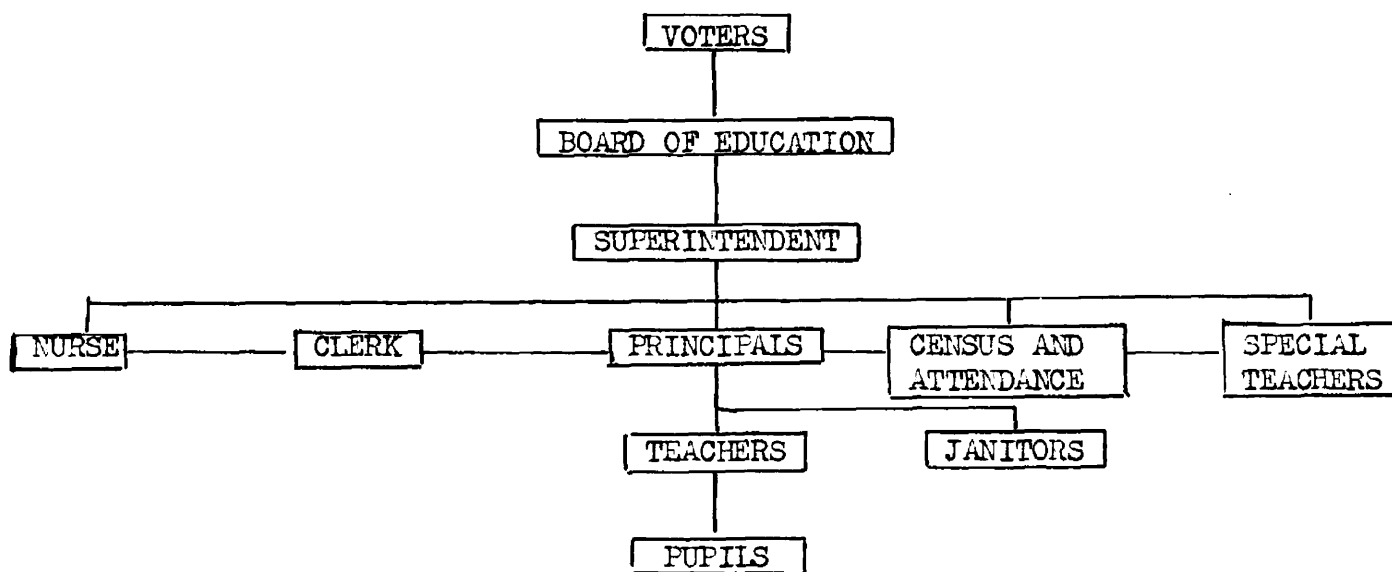
School District No. 16 employs a superintendent of schools, and makes him the chief executive officer of the board of education. A full-time clerk is employed under the direct supervision of the superintendent of schools. His salary is \$1800 a year.

At the present time the financial records and correspondence of the board are kept in the superintendent's office. This conforms to the best educational practices.

There are no standing committees on the board. The board considers all policies as a committee of the whole and does not delegate any responsibility to any member or group of members.

The clerk is employed on full-time basis and acts under the superintendent of schools as clerk, truant officer, census enumerator, and has charge of all finance, internally and externally. He is bonded to protect the district.

Present Administrative Organization of  
School District No. 16



This system of administration conforms to the best practices. It makes the superintendent the executive officer of the board of education. He has direct control of work, of health, census, attendance, and principals.

### The Proper Functions of the Board of Education.

As public education has developed in the United States, theories of administration have become more clearly defined. It is recognized by students of school administration that the greatest efficiency results when the duties of the Superintendent of Schools and the Board of Education are clearly differentiated. Board members cannot be expected to work out a budget, plan school buildings, classify pupils, or select and supervise teachers. Board members are elected by the people to safeguard and further the educational interest of the community, and to this end are held responsible. The board should be a legislative body. They determine the policies of school systems.

Among the primary responsibilities of boards of education as given by Theisen are the following:<sup>2</sup>

1. Select the chief executive officer and support him in the discharge of his duties.
2. Pass upon the annual budget for maintenance prepared by the chief executive and his assistants.
3. Debate and pass upon the recommendations of the chief executive for additional capital outlays--buildings, sites, and improvements--and determine the means of financing such outlays, as by bond or loans.
4. Advise with the chief executive, affording a group judgment, on his recommendation for extensions or readjustments of the scope of educational activities.
5. Appoint, upon the nomination and recommendation of the chief executive, teachers, principals, and supervisors.
6. Determine, after consideration and discussion with the chief executive, the schedule of salaries.
7. Require and consider report of the business transacted or pending, and of the financial status of the system.
8. Require and discuss report of the chief executive concerning progress of the schools--in terms of the achievement of the pupils, teachers, and supervisors.
9. Adopt, upon consultation with the chief executive, a set of by-laws or rules for the government of the school system: that is, designate authority of executive and administrative officers, and duties to be performed by the board or its committees.

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2. Bolton, Cole, Jessup, "The Beginning Superintendent", The MacMillan Company, 1937, pp. 104 and 105.

10. Pass upon architect's plans, approved by the chief executive and his assistants, for buildings that have been authorized.
11. Represent needs of the schools before city authorities or the legislature.
12. Approve the list of bills for expenditures previously authorized and approved by executive officers.
13. Consider recommendation of executive officers on legal matters, decide steps to be taken in such matters as suits to quiet title and condemnation proceedings.
14. Approve textbooks selected by the chief executive and approve courses of study recommended by him.
15. Represent needs of the schools before the public through such media as the press and the platform.
16. Serve as laymen, ready--even after retiring from the board--to champion school needs and to further public support of the schools as others champion good streets and parks.
17. Act as a court of final appeal for teachers, supervisors, and patrons, in cases that the superintendent has not been able to dispose of or that may be appealed from his decision.
18. Hear communications, written or oral, from citizens or organizations on matters of administration or policy.
19. Visit the schools to observe and investigate the efficiency of instruction.
20. Acquaint themselves with school needs and policies through study of superintendents' reports.
21. Interpret needs of community to superintendent so that he may better translate these needs into an educational policy.
22. Preserve the interest of the community as the paramount object of the school system.

The school board holds its regular meeting on the second Monday in the month at 7:30. It is held in the office of the superintendent of schools. A majority of the entire board constitutes a quorum, and a majority of voting quorum decides a question. The meetings are open to the public, but only a very few people avail themselves of the privilege of attending them. As far as the minutes go they show very few rules and regulations that have been adopted by the board of education. The superintendent attends each meeting, and for the most part gives his report to the board in writing. It is the duty of the superintendent to keep the board thoroughly cognizant of the activities of the school and progress which is being made.

Quotations from minutes of the board will show the practice usually followed in carrying on its business.

Mr. Dunning proposed the following resolution and moved its adoption:

"WHEREAS, Mr. W. J. Shirley, the Superintendent of the District, has submitted his recommendations as to teachers to be employed for the school term 1937-38, together with recommendations as to salaries to be paid to each teacher, his recommendations having been fully discussed and considered by the Board;

"AND WHEREAS, a form of teacher's contract has been submitted, considered and approved by the Board.

"BE IT THEREFORE RESOLVED, that the following named teachers be employed for the school term of 1937-38 at the salaries set opposite their respective names, and the chairman and the clerk of the Board are hereby authorized and instructed to prepare and execute on behalf of the Board and to present each of said teachers, contracts for their employment for said school term, at said respective salaries, such contracts to specify particularly that the teacher is to receive only that proportionate part of his salary which the days actually taught by him during the school term bears to one hundred eighty (180) teaching days, and such contracts to be in the forms heretofore approved by the Board, to-wit:

Name of teacher	Salary for 1937-38
(List of teachers and salaries attached)	

The motion was seconded by Mrs. Hartland, and upon roll call it was found that the resolution received the affirmative vote of each of the members of the Board, and the resolution was declared to be carried.

There being no further business, the meeting was adjourned.

Harold R. Meiseger  
Clerk

### Census and Attendance

The work of the attendance officer is carried on by the clerk under supervision of the superintendent. A permanent continuing system is employed. A record of all of the children from birth to maximum age is kept. A complete list of the children who should be in school is furnished the superintendent as well as the number of children under school age. This information aids in determining future needs. Once a year a house-to-house canvass is made. This work is very important because school revenue is based upon census of all children from six to twenty-one. A table showing census figures and growth will be given in the next chapter.

### Health Service

Health service in Havre schools has taken a forward step in looking after the welfare of the children. A full-time public health nurse was employed for the first time in the fall of 1936. The work of the school nurse will be explained later in another chapter. A full-time physical education director is employed who gives half time to the elementary schools. This work has helped to make the student and parents health-conscious. When finances justify, it is recommended that the health work be strengthened by employing a part-time dentist. The health of the community is under the direction of a city health officer who cooperates with the health nurse and physical director.





The administration offices for the elementary schools are located in this high school building



This gymnasium makes an excellent place in which to hold the all-school physical education exhibitions



## CHAPTER III

## Business Administration

According to Engelhardt the efficient school business administration is concerned chiefly with the following problems.<sup>3</sup>

1. Preparing a continuously developing budget based on unit costs which takes advantage of every opportunity to further educational progress in the light of policies laid down by the Board, and which shows simply and clearly the relation of school costs to anticipated income and what may be expected from future expenditures.
2. Safeguarding the funds and property of the schools so that no part of either can be diverted by human action or freak of fate from fulfilling its proper function.
3. Developing a businesslike system of accounting and records which will permit full knowledge of the financial standing of the school system to be easily discovered at any time, and which will assist in preparing the publicity campaign relative to the necessity and wisdom of expenditures.
4. Setting up a building program covering anticipated needs over a considerable future period and justifying the financial support required to achieve the projected end.
5. Formulating standards for the construction, maintenance, operation, equipment, and supply of a plant which will allow efficient and economical continuance of the school program.
6. Complying with all legal requirements and contractual agreements in every action of the board.
7. Reporting on all financial affairs of the schools in such clear cut terms that the personnel, the patrons, and the press are conversant with items of income and expenditure and the reasons for the status of both.

The Board of Education of Havre has endeavored to maintain high standards and has reached an enviable level in securing the attainment of the purpose outlined. The trend in Havre is toward integration of the affairs of business and education in the interest of the child.

The funds of School District No. 16 are audited by the County Treasurer each month. A financial statement is furnished to the superintendent and board each month showing balances on budget. The elementary and high school budget are kept separate. To provide a well-balanced program, the annual budget is made by the superintendent after a careful study of the educational

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3. Engelhardt, Free Public School Organization and Administration, Ginn & Company, 1931, Chapter 19, "Financial Support".

needs. This is done by realizing that budgetary control is cyclic, and is impossible without considering past performance, present conditions, and future possibilities. Comparisons are made between the present budget and appropriations and expenditures of the previous year. Increases are explained. It is open to the public but during the time of the present superintendent there has been no protest.

The school clerk is also treasurer of all school funds. Most of these funds are derived from proceeds of athletics, entertainments, fines. Each account is accurately kept and dispersed by authority of the sponsor. All money is kept in the two banks in the city. The clerk is bonded to protect the school.

#### Payroll Procedures

The records for time spent in the services of the school system are available in the office of the superintendent for all employees, including teachers, supervisors, janitors, clerks. Each month the payroll is made out by the clerk, certified by the superintendent, and approved by the board before warrants are drawn. This system applies to all bills for supplies. In this way a check is made for every action of the Board. The teachers are paid on a twelve-months basis. At the close of school the teacher receives a warrant for June, July, and August.

#### Supply Management

All the supplies which are used in the Havre schools are purchased on bids sent out to various supply houses. The supplies are kept in a central store room and requisitions from the stock are made by the principal of each building. A new system has been recently inaugurated to keep a check on the

amount of supplies used by each building. The supplies are under the supervision of the clerk. When teachers wish supplies they make out a requisition which is checked by their principal and superintendent. The supplies are delivered each week.

#### Textbooks

Textbooks for the schools, selected by the teacher and superintendent, are purchased by the district and furnished free to all school children. The State of Montana has a State Textbook Commission which approves the list of texts used in the elementary schools in the state. Library books for each building are handled in the same way as texts, except they are purchased each year on bids. Each building is allowed provision in their budget for textbooks and library books according to the number of students enrolled.

#### Janitorial Service

The janitorial service of the Havre Schools in the elementary buildings is not up to standard. Janitors are usually selected on the basis of friendship and not on the basis of efficiency. The school board has undertaken to remedy this by replacing three of the janitors. It is hoped that men be secured who will be able to keep their building in a very sanitary condition and will be able to do many of the necessary repairs. If this is done considerable money can be saved and the buildings kept in better repair.

Each year during the summer months the buildings are thoroughly cleaned, repaired, and put in first-class condition.

#### Office Management

The office of the Superintendent is located on the first floor of the high school building. Adjoining this office a class room has been made into

a business office. This accommodates the High School Principal, the School Clerk and the Secretary to the Superintendent. Board meetings are held in this room. The Superintendent and Principal share the same room for consultations with teachers, students and parents.

Records are kept in a steel safe which is not fire-proof. No vault is available. Money and valuables are kept in an iron safe.

The typewritten minutes are kept in a loose-leaf  $8\frac{1}{2}$  by 14 book.



The Hill County Court House where the County Commissioners  
decide on the budget



There is an exceptionally fine children's room in the  
Havre Public Library

## CHAPTER IV

## Financing the Schools

The schools of Havre like schools in most new western towns show a very rapid growth in enrollment. The enrollment has increased more rapidly than valuation of property. This makes a continuous struggle in the financing of education. The district had to assume an enormous debt by floating bonds on a long term plan, so tax levies were high in comparison to other communities where conditions are more stable.

Table 1 gives an estimate of the growth of population. This shows an approximate growth of 1000 population for every ten years. The population in 1910 was 3624 and 1936 it is approximately 7500. The table shows that by 1946 it will be 8500 which will make it a district of the first class.

TABLE I

## Growth of the City of Havre

<u>Year</u>	<u>Population</u>	<u>School Census</u>
1910	3624	1100 (app.)
1920	5429	1684
1930	6372	2233
1936	7500 (app.)	2864
1946	8500 (app.)	3500 (app.)

The assessed valuation of District No. 16 shows a gradual rise from 1912, with a valuation of \$1,852,292, to 1918, when it reached \$3,458,652. During the years of 1920 and 1924 it decreased due to a period of dry weather. It was during this time that a large number of registered warrants accumulated. This was remedied by bonding the district of \$78,000. Since they did not anticipate a decrease in revenue they did not cut expenses to meet the income.



Conditions improved gradually until the depression hit in 1933. The expenses were cut so that/<sup>no</sup>registered warrant indebtedness occurred. The valuation has increased slightly since that time, and it is estimated for 19 to be \$3,200,000.

TABLE II

## Assessed Valuation of District No. 16

<u>Year</u>	<u>Valuation</u>	<u>Year</u>	<u>Valuation</u>
1912	\$1,852,292	1924	\$2,718,248
1913	1,989,437	1925	2,769,456
1914	2,048,101	1926	2,804,725
1915	2,279,270	1927	2,846,402
1916	1,932,561	1928	2,915,577
1917	3,026,272	1929	3,223,906
1918	3,458,652	1930	3,413,039
1919	2,248,875	1931	3,420,618
1920	3,057,289	1932	3,125,053
1921	2,909,162	1933	2,977,057
1922	2,899,442	1934	2,980,789
1923	2,909,870	1935	3,017,309

TABLE III

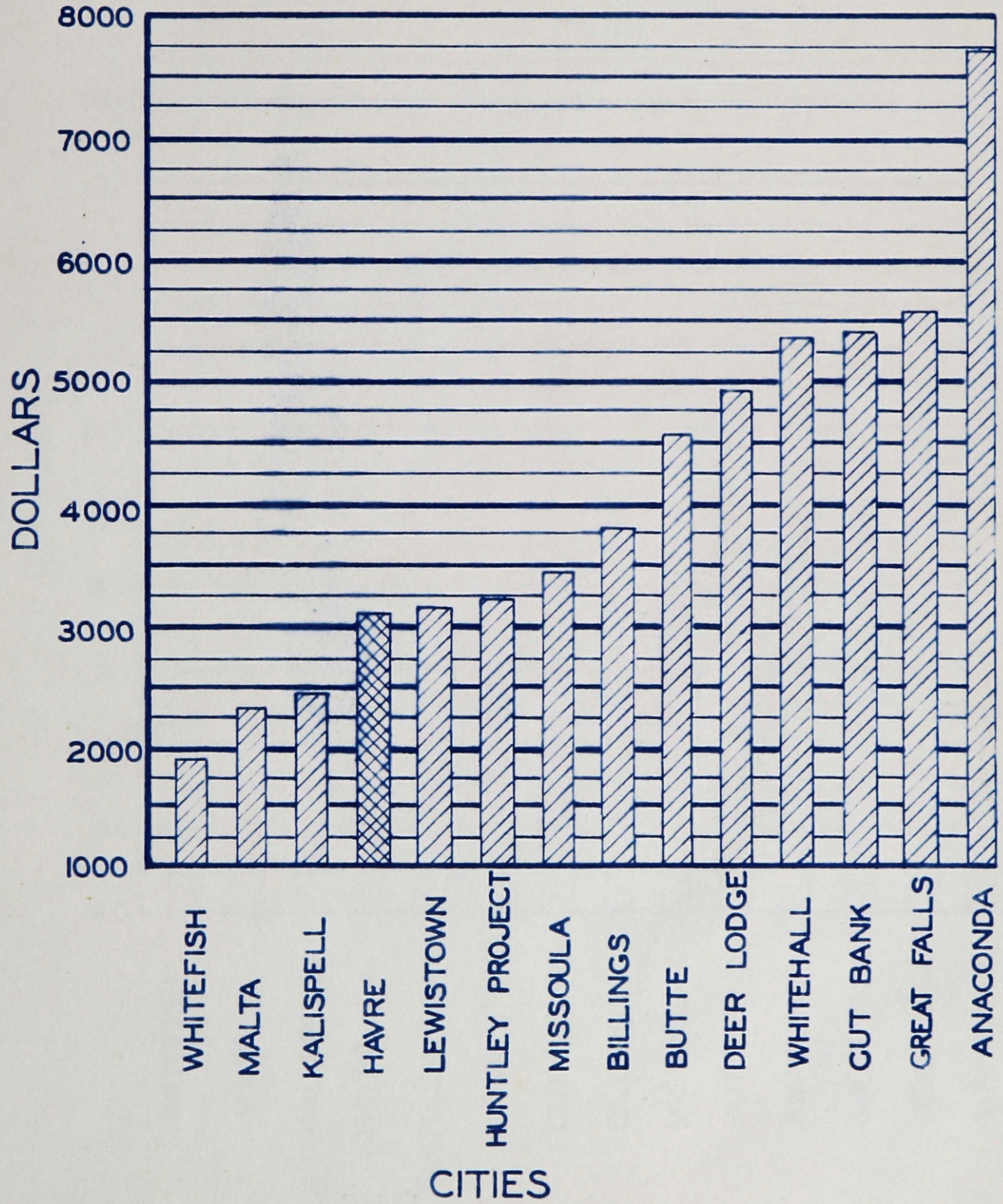
## Valuation of School District No. 16

	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936
1. Full & True Val. of Real Est. & Pers. Property	9,252,548	9,662,864	9,540,049	8,657,554	8,313,731	8,393,342	8,570,132
2. R.R. & Other Util. assessed by State Board	1,468,682	1,645,606	1,272,598	1,609,885	1,493,304	2,420,176	1,421,336
3. TOTAL--Sum of 1 & 2	10,721,230	11,308,470	11,267,647	10,267,539	9,797,035	10,813,518	9,991,448
4. Tax. Val. of Real Est. & Pers. Prop.	2,645,408	2,771,801	2,742,717	2,493,014	2,392,531	2,423,423	2,463,262
5. Tax. Val. of R.R. & Other Utilities	578,498	651,648	677,906	632,039	584,526	457,366	554,047
6. TOTAL--Sum of 4 & 5	3,223,906	3,423,449	3,420,623	3,125,053	2,977,057	2,980,789	3,017,309



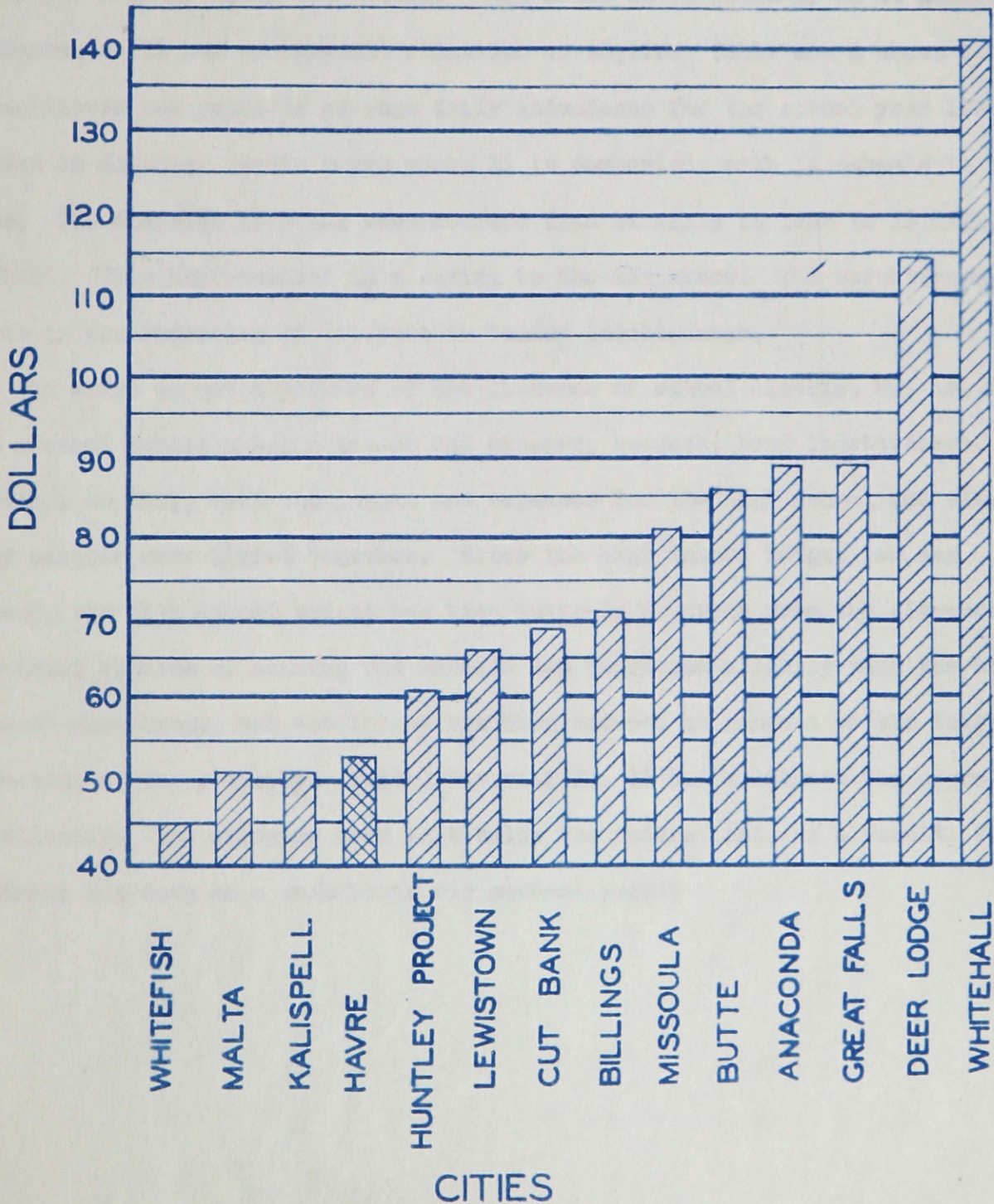
# TAXABLE VALUATION PER CHILD IN ATTEN- DANCE IN HAVRE AND OTHER CITIES COM- PARABLE IN POPULATION IN MONTANA.

1934-35





EXPENDITURES FOR SCHOOLS PER PUPIL IN ATTENDANCE IN HAVRE AND OTHER CITIES COMPARABLE IN POPULATION IN MONTANA. 1934-35



### Havre's Ability to Finance the Present Program

A community may be expected to support its schools in proportion to its ability. Havre's ability may be judged by Table No. 4 showing assessed valuation per average daily attendance. This shows Havre ranks 11 in 14 schools in Montana. It has an assessed valuation of \$3,115. Table no. 6 shows that expenditures per pupil in average daily attendance for the school year 1934-35 was 53 dollars. Again Havre ranks 11 in comparison with 14 schools in Montana. The district levy has been reduced from 22 mills in 1933 to 15 mills in 1935-36. This has resulted in a saving to the taxpayers. The reduction came about in the reduction of interest in bonded indebtedness.

In order to get a picture of the finances of school district No. 16, there are several tables showing income and expense, budgets, bond indebtedness. Previous to 1931, both the income and expenses for the high school and elementary schools were listed together. Since the high school budget law was passed, the high school budget has been entirely separate from the elementary. The total expense of running the schools has increased slightly with the increased enrollment, but the income has been reduced on account of the lower valuation of the property. School District No. 16 has weathered the depression excellently. The expenses were kept below the income; and, as a result, the district has been on a cash basis for several years.

TABLE IV  
Elementary

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RECEIPTS:

State Apportionment	\$15,555.07	
County " (Dec.)	27,127.30	
" " (June)	10,194.94	
District Taxes--10 mills	34,607.58	
Other	<u>4,583.55</u>	
Total receipts, 1935-36		\$92,068.44
Cash on hand, June 30, 1935		<u>8,965.46</u>
		\$101,033.90

EXPENDITURES:

Warrants	69,857.18	
Transfer to bldg. fund	10,000.00	
Interest	<u>282.80</u>	<u>80,139.98</u>
Balance in Treasurer's Office--June 30, 1936		20,893.92
Warrants Outstanding		<u>4,186.68</u>
Excess of income over expenditures--1935-1936		16,707.29

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Bonded Indebtedness

The bonded indebtedness of School District No. 16 has been high for a number of years, due principally to the fact that, for a number of years no plan has been provided for retiring the bonds annually. Some issues were allowed to run their full limit, making the interest equal to the bond. This has now been taken care of with the refunding of \$75,000. All bonds are now of the serial type; they will be paid off in 1946, when the district will be entirely out of debt.

In order to understand the bond situation a complete account of all bonds issued by the district since the first issue with the amount of interest paid, is given. A table showing the present indebtedness and how it will be taken care of each year.

The bonded indebtedness has been reduced from \$278,000 to \$134,000 in the last six years. Next year it will be \$122,000. Also the levy of 5 mills for the sinking fund--the lowest levy for 20 years.

TABLE V

BONDS

Schedule of Payments for Sinking Fund

School year	Bonded debt each year	Principal due each year	Interest due each year	Amount needed in sinking fund for each year
1936-1937	137,000	14,500	5,645	20,145
1937-1938	122,500	14,500	5,027.50	19,527.50
1938-1939	108,000	14,500	4,410	18,910
1939-1940	93,500	14,500	3,792.50	18,292.50
1940-1941	79,000	14,500	3,175	17,675
1941-1942	64,500	13,500	2,557.50	16,057.50
1942-1943	51,000	10,500	1,995	12,495
1943-1944	40,500	10,500	1,597.50	12,097.50
1944-1945	30,000	10,500	1,200	11,700
1945-1946	19,500	10,500	802.50	11,302
1946-1947	9,000	3,000	405	3,405
1947-1948	6,000	3,000	270	3,270
1948-1949	3,000	3,000	135	3,135

TABLE VI

## Bonded Indebtedness of School District No. 16

PURPOSE	AMOUNT	INTEREST RATE	DATE OF ISSUE	DATE DUE	DATE RETIRED	INTEREST PAID
Completion of new school bldg.	\$5,000	6%	May 1894	May 1914	Feb. 1914	\$ 4,350
Old East side building	10,000	4.5	Sept. 1903	Sept. 1923	July 1923	4,040
High School building	15,000	4.6	May 1908	May 1928	Jan. 1926	10,350
Purchase of lot & school bldg.	23,000	5	July 1912	July 1932	Dec. 1927	17,250
High school building	13,000	5	May 1914	May 1934	June 1933	12,350
High School bldg. & furnishing	8,000	5	June 1917	June 1937	Dec. 1931	5,600
High school bldg. & furnishing	23,000	5.5	Nov. 1917	Nov. 1937	Nov. 1929	14,547
School building (125,000)	75,000	5				
	50,000	6	Jan. 1920	Jan. 1940	Jan. 1932	92,590
Refunding warrants	<u>78,000</u>	6	July 1921	July 1941	July 1936	<u>35,820</u>
Totals of retired issues	\$300,000					\$197,898
						INTEREST PAID TO DATE
<u>Issues that have not been retired up to January 1, 1937</u>						
Refunding bonds (23,000 unpaid)	42,000	5.5	Jan. 1923	Jan. 1943		\$ 29,177.50
Building & remodeling high school (36,000 unpaid)	60,000	4.5	July 1928	July 1948		18,630
Refunding school bonds	<u>75,000</u>	3.5	Jan. 1936	Jan. 1946		<u>2,625</u>
Total of bonds not retired	<u>\$177,000</u>					<u>\$248,330</u>

TABLE VII

## Schedule of Bond Retirement

School year	<u>42,000 issue, 5½%</u>		<u>60,000 issue, 4½%</u>		<u>75,000 issue, 3½%</u>	
	PRINCIPAL--INTEREST (retired each year) 4,000		PRINCIPAL--INTEREST (retired each year) 3,000		PRINCIPAL--INTEREST (retired each year) 7,500	
1936-1937	23,000	1,265	39,000	1,755	75,000	2,625
1937-1938	19,000	1,045	36,000	1,620	67,500	2,362.50
1938-1939	15,000	825	33,000	1,485	60,000	2,100
1939-1940	11,000	605	30,000	1,350	52,500	1,837.50
1940-1941	7,000	385	27,000	1,215	45,000	1,575
1941-1942	3,000	165	24,000	1,080	37,500	1,312.50
1942-1943			21,000	945	30,000	1,050
1943-1944			18,000	810	22,500	787.50
1944-1945			15,000	675	15,000	525
1945-1946			12,000	540	7,500	262.50
1946-1947			9,000	405		
1947-1948			6,000	270		
1948-1949			3,000	135		



## Insurance

All property in School District No. 16 is fully covered with fire insurance. Gas explosion insurance is also carried only on buildings using gas; safe insurance, too, is carried. Considerable saving has been effected by having all policies written on the five-year basis, with the exception of the new Junior High School, where policies were written for one, two, three, four, and five years, so as to make the amount of insurance expiring each year equal in amount. All policies expire in December, and with equal amounts each year. This makes it easier to plan the budget. All fire policies carry the 90% co-insurance clause.

The following table shows how much co-insurance is carried; value of buildings and contents; and the dates of expiration of the different policies.

The fire insurance premium each year will be \$470.94. The premium of the gas explosion will be \$50.03 a year. The fire insurance premium has decreased this year, notwithstanding the fact that the valuation of the buildings has increased \$50,000 for the new Junior High School. The rate has been reduced from nineteen cents to fifteen cents on a one-year term, and from 95 cents to 75 cents for a five-year term in the past two years. This represents a considerable saving to the taxpayers.

TABLE VIII  
INSURANCE

Present Valuation of Buildings and Contents--District No. 16

PROPERTY	BUILDING	CONTENTS
HIGH SCHOOL	\$125,600	\$20,150
DEVLIN SCHOOL	29,700	4,100
LINCOLN SCHOOL	12,000	1,600
MCKINLEY SCHOOL	6,740	1,900
WASHINGTON SCHOOL	19,150	2,000
SUNNY-SIDE SCHOOL	6,000	1,300
GYMNASIUM	53,000	2,100
(OLD SUNNY-SIDE) BLDG.	1,200	2,300
MANUAL TRAINING	4,000	450
NEW JUNIOR HIGH SCHOOL	<u>50,000</u>	<u>5,000</u>
Total Value of Buildings	307,390	
Total Value of Property Contents		40,900
Total Value of All Property		348,290

90% COVERAGE ON FIRE AND GAS EXPLOSION INSURANCE

EXPIRATION DATE	PREMIUM DUE GAS EXPLOSION	FIRE
December 21, 1937	62,792	62,792
December 21, 1938	62,792	62,792
December 21, 1939	62,792	62,792
December 21, 1940	62,792	62,792
December 21, 1941	<u>62,792</u>	<u>62,792</u>
Total Gas Explosion	313,960	
Total Fire Insurance		313,960
Due Each Year	50.03	470.94
Five Year Rate	.065	.75

New Building Construction

The building of a new Junior High School aided greatly in relieving the crowded condition of elementary schools. This building was constructed from funds saved out of the budget and surplus general funds accumulated by payment of back taxes. A PWA grant was given to aid the district. This building was finished in August, 1936 in time for the opening of school. Table no. VIII a shows the cost of this building. This building is entirely paid for, which adds materially to the assets of the school district.

TABLE VIIIa

The New Junior High School Building  
Havre, Montana

CONSTRUCTION:

Preliminary . . . . .	\$826.00
General Construction . . . . .	53,404.75
Plumbing and Heating . . . . .	11,640.50
Johnson Service . . . . .	1,667.00
Boiler . . . . .	1,100.00
Architecture . . . . .	<u>3,951.74</u>
Total Construction Cost . . . . .	\$73,227.99

EQUIPMENT:

Lockers . . . . .	1,457.98
Auditorium Seats . . . . .	1,451.52
Stage Curtain . . . . .	105.00
Tablet Arm Chairs . . . . .	848.95
Manual Training Benches . . . . .	383.00
Duplicator . . . . .	56.40
Light Fixtures . . . . .	1,065.00
Lamps for Fixtures . . . . .	153.23
Master Clock System . . . . .	503.58
Piano for Auditorium . . . . .	275.00
Venetian Blinds . . . . .	147.27
Manual Training Equipment . . . . .	230.00
Class Room Shades . . . . .	124.00
Additional Locker Room Fixtures . . . . .	<u>141.81</u>
Total Cost of Equipment . . . . .	\$ 6,947.54
TOTAL COST OF BUILDING . . . . .	80,175.53

GOVERNMENT GRANT-----\$28,526.00  
DISTRICT FUNDS----- 51,649.53

TABLE IX

Cost Distribution of Current Expense  
 Havre Elementary Schools  
 1935-1936

ITEMS	TOTAL COSTS	% COSTS PER PUPIL (HAVRE)	% COST PER PUPIL (NATIONAL MEDIAN)
1. General Control	\$ 1,322.23	1.7%	4.9%
2. Instruction	47,638.15	64.3	72.8
3. Operation of School Plant	7,000.66	9.4	13.5
4. Maintenance of School Plant	819.33	1.1	3.8
5. Fixed Charges	825.45	1.1	1.2
6. Capital Outlay	14,984.19	20.2	2.2
7. Auxiliary Agencies	<u>1,453.80</u>	<u>2.2</u>	<u>1.6</u>
Totals	\$74,043.81	100.00	100.00

For practical purposes in making a budget and for the guidance of the school board, it is of importance to know the cost per pupil of each of the different departments of the budgets.



This is the modern Junior High School building of which Havre may be proud.



The Sunnyside School is one of the newer buildings in the system.

TABLE X

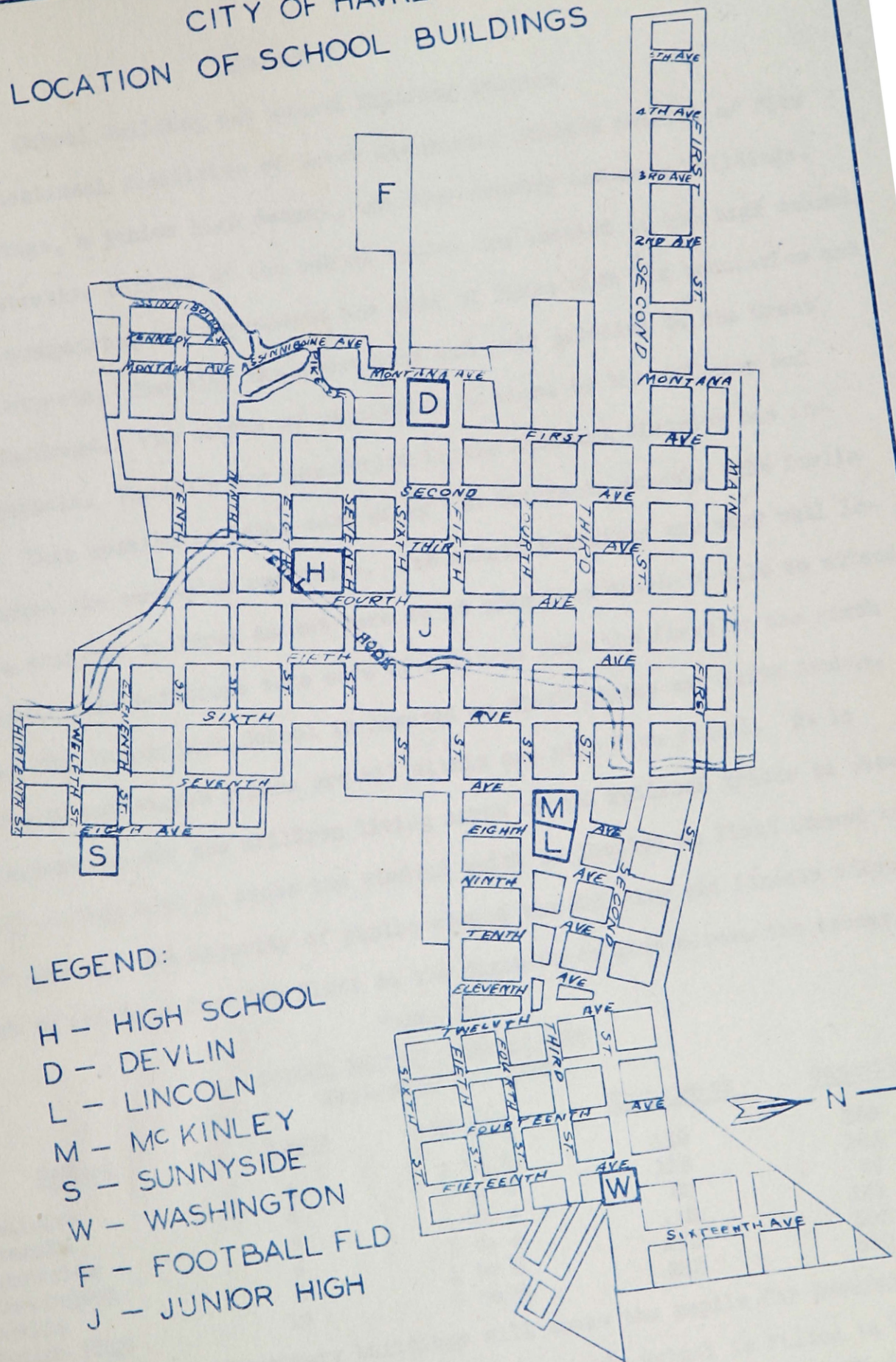
## COMPARISON OF THE COST OF OPERATION FROM 1929 to 1936-37

	<u>1929-30</u>	<u>1930-31</u>	<u>1931-32</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>
Enrollment	1519	1491	1481	1553	1513	1647	1741
Census	2184	2233	2119	2076	2105	2455	2506
Teacher--H.S. and Elementary	49	52	53	49	44	53	55
Cost of operation-- H.S. & Elementary	114,376	108,890	105,579	91,350	81,076	92,564	118,000
Cost per pupil-- H.S. & Elementary	83.58	80.43	71.28	61.26	53 .59	56.20	68.00
Total bonded debt.	281,000	258,000	236,000	196,000	187,000	162,000	137,000
Surplus end of school year	-26,220 (in red)	-19,632 (in red)	2,606.40	3,530.70	23,626.71	18,629.37 (Bldg. \$25,000)	59,731.91

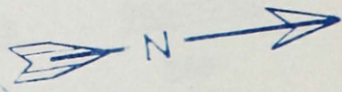
In 1933 the school district voted to take \$25,000 out of the budget for building purposes. This amount with an expenditure of \$10,000 on the 1934 budget allowed the construction of the Junior High School building.



# CITY OF HAVRE LOCATION OF SCHOOL BUILDINGS



- LEGEND:
- H - HIGH SCHOOL
  - D - DEVLIN
  - L - LINCOLN
  - M - MCKINLEY
  - S - SUNNYSIDE
  - W - WASHINGTON
  - F - FOOTBALL FLD
  - J - JUNIOR HIGH



RON

## CHAPTER V

## School Building and School Building Program

The educational facilities of Havre Elementary Schools consist of five grade buildings, a junior high school, and four country one-room buildings. The administrative offices of the school system are located in the high school.

The accompanying map represents the city of Havre with its boundaries and principal streets. The city has grown east and west parallel to the Great Northern Railroad. The center of population is close to the McKinley and Lincoln schools. Recently the population in the southern district has increased. This section is taken care of by the Sunnyside School. The Devlin school takes the west-side residents. The school buildings are very well located so that the children do not have to go more than one-half mile to attend any school. The buildings take care of children from the first to the sixth grades. The Junior High School is located on Sixth Street and Fifth Avenue. The seventh and eighth grades are all within one mile from school. It is most convenient for the children living north of the railroad tracks to attend school as they have to cross the viaduct which is located on First Street and Sixth Avenue. The majority of pupils attend the McKinley and Lincoln Schools. About 40 children from the First to the Sixth Grade live across the tracks.

TABLE XI

SCHOOL BUILDING ENROLLMENT  
September 10, 1936

<u>School</u>	<u>Rooms</u>	<u>Grades</u>	<u>Enrollment</u>	<u>Capacity</u>
McKinley	4	5 to 6	119	140
Lincoln	4	1 to 4	125	143
Sunnyside	2	1 to 4	60	59
Washington	4	1 to 4	118	141
Devlin	9	1 to 6	270	308
Junior High	12	7 to 8	232	270

The present elementary buildings will house the pupils for several years with normal increase of population. The Sunnyside School is filled to capacity at the present time--an addition to this building might be necessary in the near future.



### Score Elementary Buildings

The survey included a careful study of all the buildings in order to determine the extent to which they are serving the educational needs of Havana. The relative value of each building has been determined through a system of scoring, in which the Strayer-Engelhardt score cards and standards were used as bases.<sup>4</sup> The scores represent the judgment of the survey staff. It was impossible to secure experts trained in the scoring of the school buildings. The maximum possible score for any school building is 1000 points. This represents an ideal plant. The following table gives the score for each building according to the site, building, service system, class-rooms, and special rooms.

Table XII  
Score of Elementary Buildings

<u>Schools</u>	<u>Type of Building</u>	<u>Total Score</u>	<u>Site</u>	<u>Building</u>	<u>Service System</u>	<u>Class Rooms</u>	<u>Special Rooms</u>
		1000	125	165	280	290	140
Washington	D	625	100	125	200	200	0
Lincoln	D	600	100	100	200	100	0
McKinley	D	400	100	50	100	150	0
Devlin	D	650	100	125	225	200	0
Sunnyside	D	690	100	150	230	210	1
Junior High	D	930	100	150	250	290	140

#### Washington School

This school is located on the east side of the city on Third Street and Fifteenth Avenue. It is a brick building of Class D construction, which means a building with masonry wall but otherwise ordinary or joist-construction and wood finish. It is steam heated with natural gas. The

<sup>4</sup>Strayer, George D. and Engelhardt, N.T.—"Standards for Elementary School Buildings," p.15.

rooms are well lighted. It scores only 625 points out of 1000, for no special rooms are provided. Although the playground is adequate, more playground apparatus should be provided. The hill to the back of the school is not satisfactory.



The School buildings of Havre have been improved greatly since this one was built in 1910



The "Beginners'" Class of 1900

### Lincoln School

This building is located on Ninth Avenue between Third and Fourth Streets. It is similar in construction to the Washington School. It has hot-air furnace controlled by a thermostat. Gas is used as the fuel. No special rooms are provided, making it difficult to handle play when the weather is bad for out-of-doors play. It needs new drinking fountains of the newer construction. The playground is shared with the McKinley School. Some playground apparatus is available. It scored 600 out of 1000 points

### McKinley School

This school was constructed in 1911 and built of sand stone and brick has four rooms and takes care of the fifth and sixth grades. This building is not adequate for school purposes and steps are being taken to dismantle this building and put a new wing on the Lincoln to take its place. The light is very poor. The rating on this building was only 400 out of 1000 points.

### Devlin School

This building is located on First Avenue between Fifth and Sixth Streets. It was originally a four-room brick structure built in 1912. In 1928 five more rooms were added. It is a Class D Building. All rooms are well lighted except the one in the basement. This room has been used as an overflow and is not entirely suited for a regular classroom. The building is steam heated. The arrangement of the toilets is not satisfactory. The book room is too small for the necessary number of books. Very little space is provided for indoor play. If the toilets were rearranged more space would be available for play rooms and a book room. It rates 650 which is a little higher than those previously mentioned.



The Lincoln School



The Washington School



### Sunnyside School

This school, built in 1930, is located in the south end of the city on Sixth Avenue and 12th Street. It is a brick building of Class D construction. Thermostat controlled gas stoves heat this building. It has adequate playground space and rooms for indoor play. It rates 690 points which is the highest rating of the lower grade buildings.

### Junior High Building

In the fall of 1936 the long felt need of a Junior High School Building was satisfied. This building is of brick, Class D construction. It has twelve class-rooms, an office for the principal, teachers, rest rooms, a gymnasium, an auditorium, and a library. It is heated by steam with gas as the fuel. The classrooms are provided with the latest system of air conditioning, with automatic temperature and humidity controls. All classrooms have ample light, both direct and indirect. A manual training room is provided with Sheldon benches and Delta Power equipment. The Home economics room is equipped with Westinghouse Electric Ranges and Singer Sewing Machines. Details of the cost are given in Chapter IV. Although the playground is not ample for outdoor play, the gymnasium facilities are such that this is not a serious problem.

### School Lighting

A survey was made of each classroom in the elementary schools. The light was measured with a lightmeter (foot candles). The meter was placed on a desk farthest away from the windows. The windows were all adjusted so as to give the maximum amount of light. The recommended amount of light for each room should be at least ten foot candles. All of the classrooms exceeded this amount except those in the McKinley School; the light is very

poor in this building. The basement room in the Devlin School is very poor, also.



The Devlin School



The McKinley School which will soon have to be replaced.



TABLE XIII

Lighting in Elementary School Rooms  
Measured by Weston Light Meter.\*

	<u>Room</u>	<u>Position</u>	<u>Light Ft. Candles</u>	<u>Condition</u>	<u>Number Windows</u>
WASHINGTON	1	South	12	Pt. Cloudy	6
	2	North	25	" "	6
	3	South	14	" "	6
	4	North	20	" "	6
LINCOLN	1	South	15	" "	8
	2	North	15	" "	8
	3	South	17	" "	8
	4	North	17	" "	8
MOKINLDY	5	S--Down- stairs	7	" "	5
	5	S "	7	" "	6
	6	S--Upstairs	8	" "	6
	6	S "	9	" "	6
SUNNYSIDE	1&2	West	12	" "	5
	3&4	West	10	" "	5
DEVLIN	1	North	18	" "	6
	2	East-South	10	" "	6
	3	" "	10	" "	6
	4	North-West	12	" "	6
	5	South-West	10	" "	6
	5	North-West	8	" "	6
	6	South-East	15	" "	6
	6	North-East	20 Closer to wind.	" "	6
	Base- ment Oper.	South	1 Very poor" Light	" "	3

\* Lowest meter reading in room.

TABLE XIV

Lighting in Junior High School Building  
Measured by Weston Light Meter.\*

JUNIOR HIGH	<u>Room</u>	<u>Position</u>	<u>Light Ft. Candles</u>	<u>With art. Light</u>	<u>Condition</u>
	202	South	8	17	Partly Cloudy
	201	North	4	12	" "
	203	North	4	12	" "
	204	South	9	20	" "
	302	South	12	25	" "
	301	North	10	16	" "
	304	South	12	25	" "
	306	North	12	25	" "
	303	South	12	26	" "
	101	South	11	50	" "
	103	South	20	38	" "

\*Lowest reading in room.

Table XV  
Cost of Operation--School Buildings

Building	No. of Pupils	Fuel (gas)	Water	Lights	Misc.	Total	Cost per Pupil
Washington	129	\$427.73	\$18.10	\$18.44	\$24.75	\$489.02	\$ 3.79
Lincoln	134	288.61	23.55	10.96	24.75	347.87	2.59
McKinley	118	288.61	19.15	9.07	24.75	341.58	2.89
Devlin	276	525.20	24.60	31.81	24.75	606.36	2.27
Sunnyside	60	203.08	17.30	9.07	24.75	254.20	4.24
Junior High	260	759.72	106.75	383.32	49.50	1299.29	4.99

It will be noted from the table above that, with the same capacity, the Washington School's cost of fuel was considerably more than that of the Lincoln, of the McKinley. The Devlin School operated at a lower cost per pupil than all buildings. The amount spent for light at the Junior High Building was due to the use of the auditorium and gymnasium by the public. Also all rooms being equipped with indirect light increased the amount used in the Junior High School.

## CHAPTER VI

## The Teaching Personnel in Havre

"As is the teacher, so is the school" has been demonstrated time and again. Bolton, Cole, and Jessup in their book, "The Beginning Superintendent", say, "Teachers are the most important factors in the whole educational program. Good buildings, laboratories, and libraries are essential, but without good teachers to utilize them they are of no value. Good teachers can often accomplish remarkable results with inferior equipment and shabby buildings. But no matter how elaborate the buildings, and how abundant the equipment, if not in the hands of superior teachers, the educational outcomes are inferior. Brains instead of bricks determine the worth of our schools."<sup>5</sup>

Havre is fortunate in that its teaching personnel measures up well when compared with that of many other communities of similar size.

## Professional Qualifications

According to the most recent survey of teacher training, 91 per cent of the elementary teachers in communities in the United States with a population of 10,000 or more have had two or more years of education beyond high school; 21.8 per cent have had three years; 17 per cent have had four years; and 5 per cent have had five years or more. <sup>6</sup> One hundred per cent of Havre's elementary teachers have had two years of training or above; 80 per cent have had three years of training or more; 47 per cent report at least four years; and four teachers have had five years or more. Thirty out of 38 elementary teachers attended at least one summer school session during summers of 1935 and 1936. <sup>16</sup> Table/gives the training of the teachers of the Havre Elementary Schools.

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5. Bolton, F. E. and Cole, T. R. & Jessup, J. N., "The Beginning Superintendent", The MacMillan Co., 1937, P. 282.

6. U. S. Dept. of Interior, Office of Education, "National Survey of the Education of Teachers", Vol. II, P. 42, 1933.

TABLE XVI

Number of Years of Training Beyond High School  
Havre Elementary Schools  
1935-1936

Years	2	2 1/3	2 2/3	3	3 1/3	3 2/3	4	4 1/3	4 2/3	5
Elementary teachers	2	3	5	6	3	4	4	4	5	5
Median	3 2/3									

The requirement for teaching in the Havre City Elementary Schools is graduation from an accredited two-year normal school, and two years of successful experience. The median of training beyond the high school of the Havre teachers is 3 2/3 years.

Another factor of teacher qualification is the amount of experience. Table shows the distribution of teachers according to teacher experience.

TABLE XVII

Teaching Experience, Elementary Teachers  
Havre, Montana  
1935-1936

<u>Years</u>	<u>Elementary</u>
1	2
2	0
3	5
4	1
5	1
6	1
7	2
8	4
9	3
10 or over	19

The two teachers with only one year of experience are employed in the rural schools. The median of experience of the elementary teachers is ten years.

Table XVIII shows the number of years the present teachers have taught in Havre.

TABLE XVIII

Experience of Elementary Teachers in Havre  
1935-1936

Years	1	2	3	4	5	6	7	8	9	10 or over
Number of Teachers	6	5	11	1	0	4	3	2	1	5

Fifteen of the teachers have taught in the local school system for five years or more, and the median experience of all teachers is three years.

## Men Teachers

The criticism that the elementary schools is overfeminized is often launched against the teaching profession. While there is no evidence pointing to the superiority of either sex as teachers, it is logical to suppose that both sexes have contributions to make to the education of boys and girls. Havre employs seven men teachers, or 18.4% of the total number. Two more new teachers will be added to replace two women leaving the profession.

## Married Women Teachers

Havre, in common with most of the communities of its size in Montana, does not employ married women teachers. This is not considered the best educational practice; however, in small communities it seems the best policy to follow.

## Rating of Teachers

The teachers of Havre are not classified according to certain success ratings. The policy of the school is to employ only successful teachers. The teachers were asked to rate themselves according to certain traits and

skills. The average rating of the teachers is given in Table XVIII.

#### Teacher's Salaries

There is probably no factor which more directly influences the character of the teaching staff of a school system than the salary schedule in effect. No single formula has yet been derived by which a superintendent of schools or a board of education can determine with certainty satisfactory salaries for teachers. It is the policy of the school to pay as high a salary as conditions warrant. Table XXI gives the salary schedule in effect at present. The lowest salary for country schools with no experience is \$90 per month. The average salary of similar rural schools in Hill county is approximately \$70. The average salary for city elementary teachers is \$1370.

When teachers are hired for the Havre schools, the child's welfare is of primary importance. The teacher takes the place of the parent, who is naturally interested in his child, so teachers have been hired with that aim in mind. Much more than years of experience is necessary to make a good teacher. There are many more factors to be considered besides previous experience. Some of these are intellectual habits, ambition, outlook and philosophy of life. The rating of teachers for promotion by means of general judgment of the principal, superintendent, or the school board often becomes an ineffective method. On the other hand an overworked teacher rating or scoring system may become a whip-lash in the hands of the superintendent. In the Havre school system, both methods have been combined and developed under the present administration. In many cases it has revealed personal qualifications that had otherwise been more or less concealed.

The Morrison Rating Scale Profile for Teachers by Robert H. Morrison of the State Normal School of Paterson, New Jersey was used.<sup>7</sup> In making a rating scale profile for the Havre teachers, three methods were used as follows: self-analysis by the teacher of his own traits and skills; second, analysis by a supervisor; and third, a group analysis by the class. All three methods were used by the Havre school system, but only the first method is recorded in the summary profile. The results of the first method depended entirely upon the honesty and candor of the teachers. In some cases it may be a little low because of this fact. Analysis by the supervisor was of much importance as the results were used as the basis for teacher-superintendent conferences for the purpose of improvement of teaching. The third method was used to get student perspective in order to get better teacher-pupil cooperation. On the following page is the summary profile for the Morrison Rating Scale Profile for teachers.

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7. The Morrison Rating Scale Profile for Teachers, Webster Publishing Co.  
St. Louis, Mo.





TABLE XX

Elementary Teachers Salaries  
in  
14 Montana Schools  
1935-36

SCHOOL	ENROLL- MENT	NUMBER OF TEACHERS	SALARY	
			LOW	HIGH
Missoula	2437	80	1200	1617
Bozeman	1100	50	1200	1750
Lewistown	874	41	1200	1700
Glendive	737	29	1362	1500
Malta	680	22	1050	1300
Whitefish	1026	31	1000	1400
Havre	1020	39	1150	1720
Roundup	754	36	----	1200 Av.
Anaconda	1077	76	----	1462 Av.
Browning	705	26	1300	1600
Cut Bank	578	29	1200	1350
Wolf Point	853	28	900	1250
Laurel	835	25	1050	1100 Av.
Miles City	1100	35	1200	1600
Rank of Havre	6	5	8	2

TABLE XXI

Elementary Salary Schedule in Havre

Years of Training Beyond High School	Minimum	Annual Increase	Maximum
2	\$1000	\$50	\$1800
3	1050	50	1800
4	1050	50	1800

Table XX gives a comparison of the salaries paid elementary teachers in 14 Montana cities comparable in size to Havre. In this comparison Havre ranks eighth in the lowest salary paid, and second in the highest salary. The minimum in Havre is \$1150, the same as the average minimum salary in these 14 communities.

Salaries were cut about twenty per cent during the depression. The present salary has restored nearly all the cuts given at that time. It has been the policy (not justified by best educational practices) to allow the married men more than single teachers.

#### Cost of Living

Any study of the annual salaries paid teachers must take into account the cost of living in the particular community in which they reside. The average cost of board and room for Havre's single teachers is \$38.35. This is low due to the fact that several teachers live at home and thus are able to save more. The married men and women teachers with families, average \$81.64 for board and room. This explains to some extent why the married men were given a higher salary than single men or women.

Teachers are paid on a twelve-months basis. At the close of school in May, the teacher is given her salary for June, July and August. This allows teachers to look upon their salary to provide for them throughout the year. This provision accounts for a large number of teachers in summer school.

#### New Salary Schedule Proposed

The Board of Education has under consideration the adoption of a single salary schedule. The proposed schedule accepts the principle that it is equally important that a teacher be well trained for work whether in elementary or in

the high schools. Under the proposed schedule an elementary teacher with four years of professional preparation will receive the same salary as the high school teacher with the same amount of training. This will permit a teacher to work at the particular level where he is likely to render the greatest service uninfluenced by salary considerations.

The schedule calls for grouping teachers into classes according to training.

Class I. Graduation, or its equivalent from a standard normal school, requiring two full years of training in addition to the high school graduation.

Class II. Three years of training, or its equivalent in a standard college or normal school.

Class III. Graduation or its equivalent, in a standard college or normal school requiring four years of training.

Class IV. One full year of training beyond graduation from a standard college. Possession of a Master's degree.

Teaching principals received additional yearly allowances as follows: schools with three teachers or less, \$45; four to six teachers, \$90; seven or more teachers, \$135.

The proposed salary schedule will require approximately \$5000 more during its first year of operation than the existing schedule. As soon as finances of the district warrant the additional expenditure, it will be put into operation.

TABLE XXII  
SALARY SCHEDULE PROPOSED

Years of Experience	Class I	Class II	Class III	Class IV
1	900	1044	1200	1380
2	960	1104	1260	1440
3	1020	1164	1320	1500
4	1080	1224	1380	1560
5	1140	1284	1440	1620
6	1200	1344	1500	1680
7	1260	1404	1560	1740
8	1320	1464	1620	1800
9	1380	1524	1680	1860
10	1440	1584	1740	1920
11	1500	1644	1800	1980
12	1560	1704	1860	2040
13			1920	2100
14				2160
15				2220

## CHAPTER VII

### Educational Results

Perhaps the most significant single measure of the success of a school organization is found in the records of pupil achievement. If the educational objectives of a school system are adequate, and adapted to the needs of the particular community, then the achievement of the pupils is the business of the school. The task of the school is to find how well the pupils are doing the job they should be doing. To find this out standardized tests were given throughout the grades from the second to the eighth. In this survey the Metropolitan achievement tests were given. They measure only achievement in the formal subjects. No attempt was made to test habits, abilities, or attitudes, nor were tests given in music and art. The tests were given on October 13 to all except the first grade. The same test with different forms was given on May 19. The second test was not given to the seventh and eighth grades on account of lack of time. The tests were given by trained teachers in each building with regular teachers in the room. The object was not to evaluate the work of the teacher or school, but to find out as nearly as possible the achievement of the pupils.

The achievements of the Havre Schools is compared with standard scores. The standard score or norm for a given grade on a given test is the average or median score made by a very large number of pupils selected in such a way that they are representative of the entire nation. In order to make the scores more readily comparable they have been converted into grade scores. The standard score for Havre schools is 2.2 for the second grade, and 3.2 for the third grade, and so on.

Prior to the survey the pupils of Havre schools had been given general intelligence tests. For this purpose the Kuhlman Anderson intelligence test was used. On the basis of test results pupils were classified in the lower grades into ability groups.

TABLE NO. XXIII  
Metropolitan Achievement  
Test Given Nov. 13, 1936

Grade	Norm	Subject										Number Months Above Grade
		Read.	Voc.	Arith Fund	Arith Prob.	Eng.	Lit.	Hist.	Geog.	Spell.	Total	
2	2.2	2.6	2.2	2.2	2.2	2.3				2.2	2.3	1
3	3.2	4.0	3.4	2.8	3.0	3.5				2.8	3.1	-1
4	4.2	5.1	5.0	4.5	4.3	5.2	4.8	4.8	4.8	4.2	4.7	5
5	5.2	5.5	5.7	4.8	4.9	6.0	5.5	5.5	5.6	5.0	5.4	2
6	6.2	6.6	6.5	6.0	6.2	6.9	7.2	6.2	6.4	6.7	6.4	2
7	7.2	8.2	7.4	7.8	7.7	7.8	8.0	7.8	8.0	6.7	7.7	5
8	8.2	9.5	8.2	8.4	8.4	8.6	9.3	8.7	8.5	8.5	8.7	5

Number of months above or below grade norm for each grade in the entire system and for each subject in the entire system.

Table No. 23 shows the average achievement in all subjects in all grades was two and three-fourths months above the norm as established by the Metropolitan Test.

All grades except the third were above norm. Grade two was one month above the norm while Grades 4, 7, 8 showed farthest above, being five months above. Grades five and six were two months above.

Reading, vocabulary, English, literature, history, geography were above the norm, while arithmetic was below in the third and sixth grades. Spelling was above in the eighth and sixth, and normal in grades two and four. Spelling was below in the seventh, fifth, and third. Reading, literature and English ranked the highest.



Pupils were transferred from one group to another on the basis of school marks and teacher judgment. Promotions are made annually. All tests were scored by teachers giving the tests, and checked by the teacher and office force. The tests were used to find out how well pupils had mastered certain skills and to find individual deficiencies. The Havre elementary schools follow the Montana State Course of Study. If standard tests were given based on the State Course of Study much more valid and useful results would be derived.

TABLE XXIV

Scores on Metropolitan Achievement  
Tests Given November 13, 1936  
Grades 2--8

Grade	Number of Pupils Tested	Standard	Median for Havre	Range
2	119	2.2	2.3	0.9--3.5
3	125	3.2	3.1	2.1--4.4
4	123	4.2	4.7	2.6--6.9
5	125	5.2	5.4	4.1--7.6
6	109	6.2	6.4	4.4--8.1
7	239	7.2	7.7	5.9--10.3
8	109	8.2	8.7	6.3--10.7

Table shows Grade 2 was one month above standard and the third grade one month below. The fourth grade showed five months above, the fifth grade two months above, and the sixth two months above. The seventh grade was five months above as well as the eighth. All grades were above the norm except the third.

TABLE XXV  
Metropolitan Achievement  
Test Given May 21, 1937

Grade	Norm	Subjects										Number of Months above or below norm
		Read	Voc.	Arith. Fund	Arith Prob.	Eng.	Lit.	Hist.	Geo.	Spell	Total	
2	2.9	3.8	3.5	2.7	3.0	3.2				3.2	3.2	3
3	3.9	4.1	5.2	4.2	4.1	3.5				3.5	4.0	1
4	4.9	5.6	5.6	5.0	4.8	6.2	5.3	5.2	5.3	4.8	5.3	4
5	5.9	6.0	6.0	5.9	5.6	6.4	6.2	6.3	6.3	5.8	6.2	3
6	6.9	7.3	7.0	7.0	6.7	7.2	7.3	6.7	6.5	6.9	6.9	0

This Test was given May 21 and shows that all grades were above norm except sixth which was the same as the standard.

The following tables show a comparison of schools by grades for each subject and total grade achievement.

TABLE XXVI  
GRADE II  
Metropolitan Achievement  
Test Given November 13, 1936

School	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
Washington	2	2.2	1.8	2.1	1.8	1.9	2.1				1.8	1.9	-3
Sunnyside	2	2.2	3.0	2.6	2.4	2.5	2.4				2.4	2.5	+3
Lincoln	2	2.2	2.6	2.3	2.2	2.5	2.3				2.3	2.4	+1
Devlin	2	2.2	2.9	2.2	2.7	2.4	2.5				2.3	2.5	+3

Metropolitan Achievement  
Test Given May 21, 1937

Washington	2	2.9	3.7	2.8	2.3	2.4	2.8				2.6	2.8	-1
Sunnyside	2	2.9	3.7	4.2	2.6	3.2	3.3				3.2	3.3	+4
Lincoln	2	2.9	3.10	3.2	2.10	3.2	3.5				3.7	3.4	+5
Devlin	2	2.9	3.7	3.6	2.9	3.2	2.8				3.2	3.3	+4

The Sunnyside and Devlin Schools show an average grade equivalent of three months above normal. In every subject the Washington School as below normal and this grade was six months behind the Sunnyside and Devlin. In the test given May 21 the Washington was only one month below, showing that this grade had made an improvement in every subject. The Lincoln school was first on the second test showing five months above the norm. The Sunnyside and Devlin Schools showed some improvement on second test, being four months above norm.

TABLE XXVII  
Metropolitan Achievement  
Test Given October 13, 1936

## GRADE 3

School	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
Washington	3	3.2	3.6	3.2	2.5	2.9	3.3				2.9	3.1	-1
Sunnyside	3	3.2	4.6	3.9	2.9	3.2	3.6				2.9	3.5	+3
Lincoln	3	3.2	3.8	3.7	2.7	3.0	3.3				2.7	3.1	-1
Devlin	3	3.2	3.9	3.6	2.9	3.2	3.2				2.9	3.2	0

Metropolitan Achievement  
Test Given May 21, 1937

Washington	3	3.9	3.10	4.8	4.2	4.2	3.5				3.6	4.0	+1
Sunnyside	3	3.9	4.0	5.7	4.4	4.5	3.7				3.7	4.3	+4
Lincoln	3	3.9	3.10	4.8	3.10	3.6	3.5				3.3	3.9	0
Devlin	3	3.9	4.1	5.4	4.2	3.10	3.4				3.5	3.8	-1

In the third grade Sunnyside again led the list, being three months above normal. Washington and Lincoln were one month below, while Devlin showed normal. All grades were above norm in Reading, and vocabulary except Washington which was normal. Arithmetic fundamentals were below normal in every school. Spelling was below normal in every school. In the test given May 21 all grades showed improvement except Devlin, which was one month below norm. Reading, vocabulary, arithmetic fundamentals, were below normal in all schools. Arithmetic problems were above except in Lincoln which was three months below. English and spelling were below. Sunnyside was the highest, being four months above standard.

TABLE XXVIII

GRADE 4  
Metropolitan Achievement  
Test Given October 13, 1936

School	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
Washington	4	4.2	5.1	4.8	4.6	4.3	5.5	4.5	4.7	4.8	4.6	4.8	+6
Sunnyside	4	4.2	5.2	5.0	4.7	4.4	5.1	3.9	4.6	4.7	4.5	4.8	+6
Lincoln	4	4.2	4.7	4.9	4.3	3.9	4.7	5.0	5.0	4.8	4.0	4.8	+6
Devlin	4	4.2	4.9	4.7	4.5	4.3	4.9	4.9	5.0	4.8	4.2	4.7	+5

Metropolitan Achievement  
Test Given May 19, 1937

Washington	4	4.9	5.3	5.2	4.9	4.3	6.3	4.8	4.7	4.6	4.8	5.1	+2
Sunnyside	4	4.9	6.5	6.0	5.2	5.4	6.7	5.8	6.1	6.1	4.9	5.8	+9
Lincoln	4	4.9	5.3	5.5	5.0	4.6	5.8	5.9	5.3	5.5	4.4	5.3	+4
Devlin	4	4.9	5.1	5.5	4.8	4.9	5.8	4.7	4.7	5.2	5.0	5.0	+1

Table No. 28 shows the results of the achievement tests given October 13, 1936 and May 19, 1937. The October test shows that the fourth grade was above the Median in average of all subjects. In the same test given in October, the Lincoln was below in Arithmetic Problems and Spelling. The Sunnyside was below normal in literature. In the second test given in May no school fell below the median in general average. The Sunnyside made the best record, being nine months above the median, (with no subject below). The Devlin fourth grade made the least advancement with only one month above the median.

TABLE XXIX

GRADE 5  
Metropolitan Achievement  
Test Given November 13, 1936

School	Group	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
McKinley	A	5	5.2	5.6	5.8	5.0	5.0	5.8	5.7	5.6	5.8	5.3	5.4	+2
	B	5	5.2	4.9	5.4	4.8	4.8	5.0	4.9	5.3	5.4	4.8	5.1	-1
Devlin	A	5	5.2	6.0	6.2	4.8	5.2	6.8	6.2	5.9	4.8	4.8	5.7	+5
	B	5	5.2	5.5	5.7	4.7	4.8	5.9	5.0	5.4	5.2	4.8	5.3	+1

Test Given May 13, 1937

McKinley	A	5	5.9	6.2	6.3	5.8	5.8	7.0	6.7	6.4	6.3	6.0	6.3	+4
	B	5	5.9	6.0	5.8	5.5	4.9	6.2	6.2	6.0	6.0	5.9	5.8	-1
Devlin	A	5	5.9	6.4	6.4	6.4	6.2	6.8	6.2	6.3	6.8	5.7	6.3	+4
	B	5	5.9	5.6	5.7	5.5	5.7	6.6	6.2	5.7	6.2	5.6	6.0	+1

The fifth and sixth grades are departmentalized in the McKinley and Devlin Schools. The grades are classified according to ability. The A group in McKinley was two months above norm, while the other grade was one month below. Arithmetic for fundamentals and problems was below grade in the better or A Group. The B group was below in reading, arithmetic, English, literature, and spelling. In the Devlin the A group was five months above, while the B was one month above standard. In the test given in May the A group in McKinley and Devlin was again four months above standard, while the B group stayed the same, being one month below. In the Devlin school both groups stayed nearly the same as the first test. The A group was four months above, while the B group was one month above. Spelling was the only subject below grade in the A group at the Devlin.

TABLE XXX

GRADE 6  
Metropolitan Achievement  
Test Given October 13, 1936

School	Group	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
McKinley	A	6	6.2	6.6	5.4	6.0	6.0	6.7	6.9	6.1	6.2	5.7	6.5	+3
	B	6	6.2	6.0	6.1	5.9	5.6	6.2	7.8	5.9	6.0	6.0	6.0	-2
Devlin	A	6	6.2	6.9	7.0	6.0	6.8	7.5	8.0	6.7	7.0	6.5	7.0	+8
	B	6	6.2	6.2	6.1	5.7	5.5	6.3	6.7	5.6	5.9	4.5	5.8	-4

Metropolitan Achievement  
Test Given May 19, 1937

McKinley	A	6	6.9	6.6	6.7	6.6	6.2	7.0	6.9	6.9	6.7	6.8	6.7	-2
	B	6	6.9	7.0	6.5	7.0	6.4	7.2	7.0	6.4	6.4	6.5	6.7	-2
Devlin	A	6	6.9	8.3	8.1	7.9	8.2	8.0	8.1	6.9	7.3	7.5	7.7	+8
	B	6	6.9	7.1	6.8	6.5	6.0	6.6	7.0	6.4	5.5	6.6	6.4	-5

In the sixth grade the A group at the Devlin was eight months above the grade; the A group at McKinley being three months above. The A group was five months above the B group, while at the Devlin the A group was twelve months above the B group. The classification of these groups was clearly demonstrated by the achievement tests. In the test given in May both groups at McKinley were two months below while the A group at Devlin was eight months above standard sixth grade, and the B group was five months below. The results show that the classifications will have to be carried on to the seventh grade. The poor group was given special training.

TABLE XXXI

## GRADE 7

	Grade	Norm	Reading	Vocabulary	Arith. Fund.	Arith. Prob.	English	Literature	History	Geography	Spelling	Total	No. of months variation
Junior High	7	7.2	8.2	7.4	7.9	7.7	7.8	8.0	7.8	8.0	6.7	7.7	45

## GRADE 8

Junior High	8	8.2	9.5	8.2	8.4	8.4	8.6	9.3	8.7	8.5	8.3	8.7	45
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In the seventh grade all subjects were above the norm except spelling which was five months below standard. The best work was done in reading, English, literature, and geography, which shows the grade to be doing eighth grade work. Special work should be taken in spelling to bring this grade up to standard.

Grade eight was above norm in every subject, except vocabulary, which was normal. The best showing was in reading and literature which shows the grade to be doing ninth grade work. Spelling was one month above the normal.



There seems to be a general belief that most failures in the elementary schools are due to the lack of mental ability of pupils. In a study made from data furnished by 493 superintendents the three chief reasons for failure of pupils in order of frequency are:

1. Inability. Too young to comprehend--mental immaturity.
2. Irregularity in attendance.
3. Physical and social immaturity of pupils.<sup>8</sup>

So much has been written concerning the low intelligence of pupils that many believe that the greatest number of pupils belong in this class, justifying a failure. Teachers have used this reason time and again. When a child has not been very successful in school it is erroneous to assume that the sole reason is lack of intelligence. "As nearly as can be determined only .6% of all children are born imbeciles, so low intelligence as not to be able to learn the simplest kind of knowledge."<sup>9</sup>

The mental age indicates the level of mental development that the child has reached at a given time. The intelligence quotient, (I.Q.) which is the ratio of mental age to the chronological age, is an index to relative brightness. A twelve-year old pupil with a mental age of 12 has an intelligence quotient of  $12/12 \times 100$  or 100. An I.Q. of 100 is considered normal or average. Mental development and social development are not synonymous. Children should not be classified by chronological age, because pupils of same ages differ widely in mental development. Intelligence tests are used to tell the extent of which a pupil can profit by academic education.

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8. Department of Superintendence, Ninth Year book, Five Unifying Factors in American Education. N.E.A., 1931, pg. 543.

9. Bolton, Cole, Jessup, "The Beginning Superintendent", MacMillan Company, 1937, pg. 14.

TABLE XXXII

Terman's Classification on Basis of I. Q.'s <sup>10</sup>

I. Q.	RATING	PROGRESS IN SCHOOL
Above 140	Near genius or genius	Not usually stimulated to do their best. could easily be prepared for high school by 12. About 3% have I. Q.'s of 125; 1% 130; $\frac{1}{2}$ % 140.
120- 140	Very superior intelligence	
110 - 120	Superior intelligence	110 is about the average intelligence of high school pupils. Could complete 8 grades in 7 years. Frequently skip grades.
90 - 110	Normal or average intelligence	Average school records. I. Q. 95 to 105 seldom fail, seldom skip a grade
80 - 90	Dullness, rarely classifiable as feeble-mindedness	Usually able to reach 8th grade; ordinarily with 1 to 4 failures.
70 - 80	Border line deficiency; sometimes classifiable as dullness, often as feeble-mindedness.	Some reach about 4th grade in about 8 years.
Below 70	Definite feeble-mindedness	Do nothing in school.

<sup>10</sup>Terman - "Intelligence of School Children", Houghton Mifflin Company, 1919, Lewis, M. pg. 317.

TABLE XXXIII

Distribution of I. Q.'s for 979 Elementary  
School Children of Havre

<u>I. Q.</u>	<u>Number</u>
60-69	4
70-79	16
80-89	80
90-99	215
100-109	345
110-119	225
120-129	83
130-139	11
140-149	2

Table 33 shows only four pupils out of 979 in the elementary schools of Havre have intelligence too low to do school work. They should be sent to special institutions provided by the state. It shows 2% borderline, 8% dull, 57% average, 23% superior, and 10% very superior.

The distribution of intelligence quotients (I.Q.'s) of Havre elementary schools compared with those found by Terman in a study of 2393 pupils in Pasadena, California follows. <sup>11</sup>

<u>I.Q.</u>	<u>Classification</u>	<u>Pasadena</u>	<u>Havre</u>
120-up	Very Superior	16.59%	10%
110-119	Superior	24.65%	23%
90-109	Average	49.98%	57%
80-89	Dull	7.14%	8%
Below 80	Borderline	1.17%	2%

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11. Statistics given in Educational Accomplishment, published in Administrative Research Series, October, 1929, Monograph No. 3, Pasadena, California

We readily admit the fact that all men are not equal physically and that they never can become so. They are not the same in color of eyes, hair or physical features or any other characteristics that we may select. It is the same with intellectual capacities. If a child is a moron he should be put through a course of training calculated to make him a social being, instead of trying to make the dull pupil do the work of the bright, and if he fails blame it on lack of intelligence. The blame for a large number of failures should be placed upon the educational system which uses the same methods for individuals with different mental equipment. Democracy does not mean equality of position, of possession, or of freedom. It means an equal right to happiness, if we understand that the requirements to produce happiness vary with the capabilities and characteristics of different individuals.

The most important work of the teacher is to understand children.

## CHAPTER VIII

## Educational Opportunities

This Chapter deals with the adequacy of educational opportunities given in Havre elementary schools and how they meet the individual need of children.

The major emphasis of the curriculum is placed upon providing experiences for children which will guarantee for each of them rich, full living at the present time. The program recognizes that each child is an important person--a real human being--no matter what his age or mental development.

The Montana Course of Study is used as a guide. This is enriched by pupil activities such as visual aids, excursions, health and physical activities. The program recognizes the fact that a democratic society must practice in the classroom the right attitudes and control which will prepare them better to take their places in community life.

In the study of the age-grade relationships for Havre the plan used was to count children as of normal age who range from three months under to three months over the traditional age limit for the grade. The rule followed in Havre is to allow pupils to enter the first grade if they are six years of age by November 15. The percentages for average, normal, and under-age pupils in each grade and for the school as a whole are to be found in Table 35.

TABLE XXIV  
 DISTRIBUTION OF ENROLLMENT BY AGES AND GRADES

Ages	1st		2d		3d		4th		5th		6th		7th		8th		Totals by ages in all grades								
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls									
Under 6	2	4	6														6								
6 years	25	36	61	1	1												112								
7 years	17	29	46	9	14												126								
8 years	1	2	3	9	16	45	85	7	5	16							120								
9 years			1	2	4	19	23	28	50	78	6	5	11				121								
10 years				1	1	3	1	4	17	7	24	43	40	82	3	6	122								
11 years		1	1					2	2	5	17	12	29	34	55	72	126								
12 years						1	1	2	5	4	2	6	14	9	23	29	119								
13 years								1	1	6	6	7	10	21	8	29	111								
14 years											1	1	2	3	5	17	40								
15 years							1	1						2	1	3	15								
16 years														2	1	3	4								
17 years															1	1	1								
Totals	73	95	128	57	69	126	73	61	134	63	69	131	75	59	134	55	61	116	72	66	136	65	54	116	1023

TABLE XXXV

NUMBER OF PUPILS IN EACH GRADE  
OVER-AGE, NORMAL-AGE, AND UNDER-AGE  
FOR THE GRADE

GRADE	1	2	3	4	5	6	7	8	Total	% of each
Over-age	6	22	15	16	11	9	20	18	117	11.4%
Normal-age	118	99	113	102	111	95	95	85	818	80%
Under-age	4	5	6	13	12	12	23	13	88	8.6%

This table shows that the over-age is 2.8% higher than the under-age. The greatest amount of over-age is in the second grade where appreciable results of first grade failures are recorded. The large number of over-age and under-age in the seventh grade is caused by an influx of pupils from outside regular public school advancement. A great many pupils enter the seventh grade from the Parochial School.

TABLE XXXVI

GRADES RETARDED

Grade	1	2	3	4	5	6	Total	%
Retarded	8	6	7	6	5	6	38	6.3%

The greatest number of retardations occurs in the first grade. This is largely due to maturation of pupils entering school. Pupils are not retained more than two years in the same grade. It is felt better to retain pupils in the first grade until they have reached mental maturity to do school work. No kindergarten work is provided for the elementary school which would help to assist in elementary failures do to language difficulties, maturation, and learning attitude. It is recommended that Havre establish kindergartens for children five years of age and those six years of age unable to do school work.

One of the difficult tasks in the administration of elementary schools is to convince the parents that children differ in their mental development the same as they do physically. The common conception has been, when a child reaches six years of age, he will be able to do school work. In order to educate parents regarding the different rate of maturation a series of meetings was held with the Parent Teachers Association. Out of this meeting came a desire to test all children before they entered school to find out the ones not ready to do school work.

The test chosen was the one prepared by Clarence R. Stone and C. C. Grover, published by Webster Publishing Company.<sup>12</sup> It was definitely understood that it did not test intelligence. The test determined pupil's ability to discriminate between different words and letters. The tests were given by first grade teachers at school, with ten being the largest number given at one time. The tests were given to 82 pre-school children out of possible 120 -- the usual first grade enrollment. The test determines reading readiness which is the best criterion for predicting success in school.

Table 37 results of tests shows that the Havre median is three points above standard of 35. The girls made a better score than boys--their median being 39 to the boys' 36. In the range of ability the girls had twice as many in the upper group as the boys. The boys had better than twice as many in the lower division as the girls. The seven pupils scoring below 19 will be given another test before school opens, and if no improvement is shown, will not be permitted to enter the first grade. It has been estimated that twelve per cent of the school population is decidedly retarded in reading. Table shows approximately 28% below normal, and 8% handicapped in ability to

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12. Classification Test for Beginners in Reading; Clarence R. Stone & C.C. Grover, Copyright, 1933 - Webster Publishing Company.



discriminate between words and letters. Another test will be given at the end of the first grade to find the correlation between pre-school tests and reading ability.

When children enter the first grade they will be examined for physical defects and intelligence.

TABLE XXXVII

Classification Test for Pre-school Beginners in Reading  
By--Clarence Stone and C. C. Crover

Test Given, May 28, 1937

Number	Standard Median	Boys Median	Girls Median	Total Median
82	35	36	39	38

TABLE XXXVIII

Pre-School Pupils Grouped  
According to Ability  
Possible Score 64

Range	Boys	Girls	Total	%
44-54	8	16	24	30%
30-43	23	12	35	43%
20-29	7	9	16	20%
0-19	5	2	7	8%

### Library Facilities in Elementary Schools of Havre

To teach pupils to read it is necessary to create a desire to read.

The Havre schools provide a reading table in each room where books of suitable age level are placed. Story hours are given each Saturday in the city library. Stories taken from books are told by teachers. Children have a separate reading room in the city library and are encouraged to take books home to read.

The library facilities of elementary schools are shown in Table

#### Library Books in Elementary Schools

<u>School</u>	<u>Grade</u>	<u>Number of Books</u>
Sunnyside	1-4	200
Washington	1-4	308
McKinley	5-6	280
Devlin	1-6	400
Lincoln	1-4	270
Junior High	7-8	391

No library room is provided in the elementary school buildings, except the Junior High. Each teacher is allowed \$10 a year to purchase library books for her grade. The seventh and eighth grades have a fine library room, but as yet have not been able to provide enough books.

Books are given each building every month by the P.T.A. organization as a stimulus to securing attendance at meetings.

A circulating library from building to building would help build up the number of volumes without unnecessary duplicates.

## Health and Physical Education of Elementary Schools

Since education is concerned with the integration of a whole personality, it follows that efficient habits of thinking, acting, and feeling in the realm of healthful living are of prime importance. The word health itself implies an integration, embracing as it does physical, intellectual, emotional, moral and social aspects of development.

Health education has come to the front rank in education. It is the first of the "Seven Cardinal Principles".<sup>13</sup> It is the foundation of the successful pursuit of a vocation; it is the basis for happy home relationships; it is essential in social adjustments of community and insures worthwhile interests in leisure time.

Havre started on a health and physical program in the fall of 1936 by employing a full-time public health nurse and a physical director. One of the first acts of the Board of Education was to require all employees of schools, teachers, student teachers, and janitors, to have a physical examination by one of the local medical doctors, (M.D.). Results of examinations were filed with the clerk. Each teacher is made to feel responsible for the health inspection of her room as well as health instruction. All playground work is supervised by teachers and a regular program is carried out so every child can take part. Several mass exhibitions were conducted in the high school gymnasium, and during the spring a general field day was conducted in field sports. Ribbons were awarded to 386 winners of different events.

A small pox and diphtheria survey among elementary schools reveals that 77.3% of children have been protected against smallpox, with 23.7% .

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13. "Cardinal Principles of Secondary Education"--United States Bureau of Education Bulletin No. 35, 1918, pp. 5-10. United States Department of Interior. Government Printing Office, 1918.



Each one of these children is proud of winning a blue ribbon in the elementary school track meet.



These girls and boys have enjoyed taking part and winning a ribbon in some event in the track meet.



The younger girls derived much pleasure as well as exercise from winding the May Pole.



Here are some more winners of the track meet.



This picture shows some of the participants in the all-schools physical education exhibition which was held in the spring.

## Physical Education

The grade school and junior high school children were given physical examinations by the nurse. Weights and measures were taken at the same time. Disease-record cards were sent home with each student and marked by the parents. After all possible material was obtained regarding each child, the entire record was placed on a permanent health-record card. This card will be supplemented by statistics obtained by teacher or nurse during the course of the child's school life. The health record will move with the child as he moves from grade to grade, until finally, when he is ready to be graduated, a complete health history will be available.

A detailed program to be taught is presented to each teacher by supervising director at the beginning of each month. The material contained in these outlines is graded according to grade in school and the activity to be taken up. The director visits the grade schools once every week and aids the teachers with any problems they have as to teaching the material outlined. A weekly meeting of the grade teachers is held with physical director to discuss points of program. The year's program of the grades included athletic games, corrective physical education, hunting games, individual athletic events, mimetics, posture, relay races, rhythmical activities, story plays, and stunts.

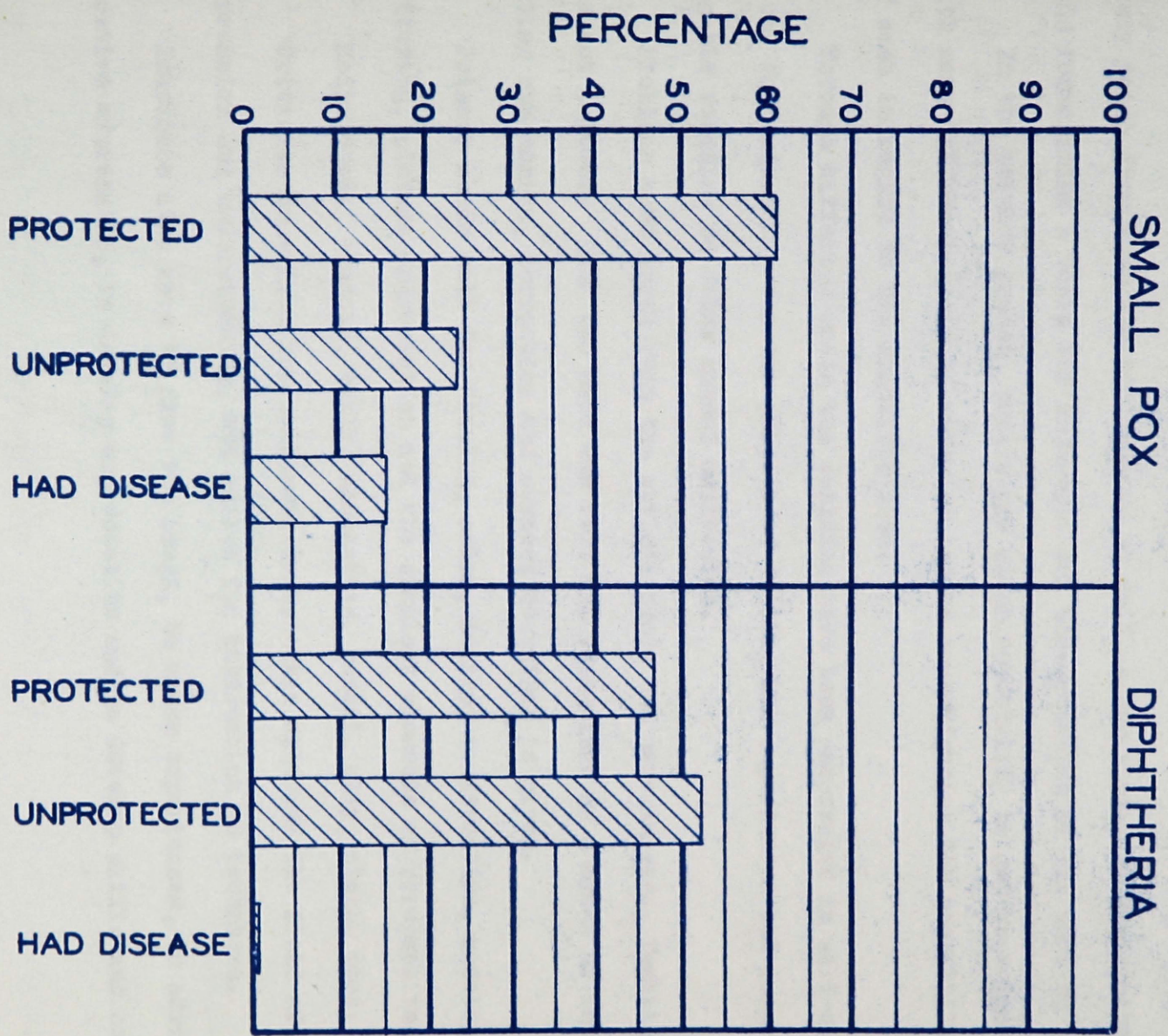
The Havre school is providing financial assistance in providing two physical directors for summer months. A swimming pool is available, as well as apparatus on playgrounds. The seventh and eighth grades carry on a similar program with two teachers in charge. A well-equipped gymnasium is provided them.

TABLE XXXIX  
 Routine Health Activities  
 Health Nurse

Item	Number
Classroom inspections	3371
Pupil inspected	4640
Pupils excluded	57
Contagion Other Disease	
Pupils given First Aid	350
Pupils referred to M. D.	62
Pupils referred to the Dentist	125
Home Calls	443
Absentees investigated Health Supervision	
Meetings attended	20
Meetings held	15
Newspaper items	36
Office consultation and conferences	340
Classroom Health Talks given	14



SMALL POX & DIPHTHERIA SURVEY, 1936-37,  
 1239 HAVRE GRADE CHILDREN



## Art in the Havre Schools

Systematic teaching of Art under supervision, in the Havre Schools, was first begun in 1931.

The ultimate aim has been the development of art habits of looking at every thing from both the utilitarian as well as the aesthetic standpoint; thus formulating a basis for enjoyment and understanding of the work of others.

In the primary grades, pupils are given opportunity to get acquainted with many different kinds of material and of investigating the possibilities of each in regard to his immediate need.

Through different media the children have been encouraged in self-expression, for enjoyment, for the purpose of telling his experiences and interpreting his reaction to other school activities.

Problems have grown from the child's needs and experiences. Technique was not imposed. When the need was felt and recognized as a means of facilitating expression, correction and correct technique is given.

Primary needs call for drawing, color, design, construction, modeling, lettering, picture appreciation and the simplest elements of perspective.

Media used: crayola, chalk, alabastine, pencil, clay, cloth, wood, paper,

Criticism came from the children first. This enlarged the field of expression and understanding, and called for instruction in technique.

Immediate aims were to free the image, to widen experiences, to advance creative expression, to develop appreciation and to develop skills and habits.



In the elementary grades art deals with problems common to all children. Here, again, careful analysis of the art quality of each problem and activity involved is challenged. The needs of the children determine the field of art, in-as-much, as the present value to the children is the basis for educational growth.

Art appreciation has a definite place in the curriculum. Drawing, illustrating, and designing in correlation with reading, science, and activities of the school life exemplify the statement by John Dewey; "We learn by doing".

Art for enjoyment, for creative expression thru line, color, and a variety of media becomes informational as well as utilitarian.

Each art problem in all grades has demanded an application of basic art principles and those principles are inculcated in the acquisition of knowledges skills, habits and attitudes.

The children leaving the elementary grades for the Junior High School are ready for experiences in various phases of art with a view to vocational guidance.

Art in the Havre Junior High has followed the Progressive Education plan. The various art fields and possibilities, of the many phases of art in relation to home, civic enterprise, dress, utilities, commercial demand, and publications, are surveyed with the aim of discovering latent or quickened interests.

Art appreciation is taught, pictures of the great Masters are studied and enjoyed.

Tempera, water color, paint of various kinds, wood, clay, cloth, plaster, looms, pencil, ink, brush, and oils are a number of media that are placed in the hands of the Junior High student, for at this age his experience with a variety of media helps him to discover interests, skills, and abilities.

From this plan have come plaques of plaster, carved and painted, wood carvings, wall hangings, murals, toys, weaving, and a variety of pleasing and worth while results. Junior high students care less for drawing and painting. They want to create, to make, and to enjoy tangible things. This gives them opportunity to develop skill, and to grow, and "to do better the more worthwhile things that they will do any way".

In every activity instruction in design, in color, in application is given. Thru these activities, knowledges and appreciation for our art heritage, for our industrial workers, and for our every day problems, become more vital.

There has been a sure and steady growth and development in all art activities. The art department has cooperated with school and community interests, in posters, stage decorations, and like needs.

Each spring an exhibit of work done during the year is held in the gymnasium. The music department aids in making this evening one of aesthetic enjoyment for the public, and for the schools.

Displays at local fairs have been an incentive to other schools in the county.

Picture exhibits from the Practical Drawing Company and the Colonial Art Company have been a means of purchasing many beautiful pictures on our school room walls.



These grade school children make up a Saxtette band.



Another type of music in which the smaller children delight is the rhythm band.



Here is part of the parade held during the Music Festival

### Music Education in the Havre Schools

It is generally agreed that the most important single aim of public school music is the development of a love for, and appreciation of, good music. Music education should offer children enough joy that they want to make music, enough technique that they can make music, and enough opportunity that they may make music. Havre schools offer a well-rounded program of music. A supervisor is employed for grades one to six, and a supervisor for the seventh and eighth grades, and the high school vocal work. A full-time teacher for the instrumental work is employed.

From the first grade to the eighth all children have at least 75 minutes per week of music. Beside the regular vocal work the children have opportunity to enter rhythmic bands in the first and second grade. A saxette band for the third and fourth grades is provided, while the pupils of the fifth to eighth grades can enter band or orchestra. Each building is equipped with a piano for every four rooms. Two elementary schools have radios. Music is an integral part of the life of every school. Through music classes and programs boys and girls are given an excellent opportunity to participate individually and in groups in music activities. The groups are used to furnish music for Parent-Teachers or other Club meetings.

Provision should be made to provide group piano lessons to all elementary pupils. Music aptitude tests should be used to discover special talent.

Orchestras should be organized in the Devlin and McKinley schools.





Look at the leader of this rhythm band!



These children are surely enjoying their part in the Music Festival.

## CHAPTER IX

## Summary and Recommendations

One of the best means to "know your school" is to make a complete survey. In making the survey of the elementary schools the writer has made an effort to report the facts as they were found. It is hoped that a better understanding of the total provisions which are included within the school, the facilities which are lacking, and the improvements which can be made, will be the result.

The surveys will also assist in a better understanding of the part of the business offices, the educational program and services offered to the community. The survey was made for the purpose of improving the present system.

By refunding the bonded indebtedness of the district and securing a serial type bond on 10-year term, there would be a considerable saving to the district in interest paid. During the last seven years the bonded indebtedness has been reduced from \$281,000 to \$134,000. The district will be out of debt by 1946. The census has been increased from 2184 in 1929 to 2864 in 1936. In 1930 the district had \$26,220 in registered warrants, and in 1936 shows a balance of \$12,000. Since 1932 the district has been on a cash basis.

Insurance has been written on the five-year plan with equal amounts due each year. It is the 90% co-insurance plan. Gas explosion insurance is carried on all buildings using gas as fuel.

From the study of enrollment of each grade building, it is shown that Sunny-side has filled to capacity. This being a two-room building, designed to care for the growing section of the city, it will have to be enlarged in the near future. Some 40 children attending the Lincoln and McKinley schools come from across the railroad tracks. It may be necessary to provide a grade

building to care for the children in that section. It would lessen the danger in crossing, because of the large amount of switching in the railroad yards.

Teachers in Havre elementary schools have an average of  $5 \frac{2}{3}$  years of training above the high school. Eighteen teachers have four or more years above the high school. In experience, nineteen have had more than ten years teaching experience, and five have taught in Havre schools ten years or more. The average minimum salary in 13 Montana cities is \$1150 which is the lowest salary paid Havre teachers. When one considers the cost of living and the training necessary to become teachers, it is very little compensation. It is said the average waitress receives \$20 per week plus board and tips which is estimated at \$120 a month or \$1440 per year.

The proposed single salary schedule is a forward step in the right direction. It will encourage teachers to receive additional training and it will hold capable teachers.

The elementary pupils were above their grade, except the third, as shown by the Metropolitan Achievement Tests. The third was one month below grade.

The testing of pre-school children for school readiness before entering the school shows eight per cent of pupils tested not ready for school. If these pupils would stay out of school until they have reached reading readiness fewer failures should result.

The library of the elementary schools contains 1849 reading books outside of texts.

The work of the public health nurse is to be commended. It will help to build up a better physical community.

The art and music work of the elementary schools is centered around children's experiences. It should be encouraged.

The employment of a full-time clerk is to be commended. It centralizes the administration of school in one office with the Superintendent as the head.

The organization of the Board of Education in eliminating standing committees conforms to the best administrative practice.



## Recommendations

Concerning the administration of the Havre schools, attention should be given to provide suitable business offices. In a school system that looks after the educational welfare of over 1000 grade children and spends approximately \$80,000 of the taxpayers money, they should have adequate quarters.

The elementary city schools of Havre situated in a farming area and depending upon local taxes for its support will have cycles of good and poor years. Provision should be made to build up a sufficient cash reserve to carry over so that tax delinquencies cannot cripple the educational program.

From a study of the trend in growth of population, which shows an increase of 1000 every ten years, it will be necessary to construct additional buildings. During the last ten years a four-room addition has been added to the Devlin school, and the Sunnyside building and the new Junior High School has been erected. Provisions should be made for replacing the McKinley school.

In this day of improved artificial lighting provisions should be made to install additional light in most of the grade buildings. The McKinley is extremely bad. Children should not be allowed to study where proper light cannot be obtained.

A greater effort should be made to integrate the art work with other school subjects. More experiences of pupils should be made the basis of creative art found in classwork in social studies, language, science, and music.

Gymnasium facilities should be provided the grade schools. The Junior High School is the only available gymnasium for the elementary schools.

There is a great need for dental services. Provision should be made to have the services of a dentist at least two hours a day.

The Mantoux tests should be given to assist in determining the presence of tuberculosis.

Provision should be made to assist handicapped children by furnishing assistance for those not able to secure it.

Classroom teachers should carry the responsibility for the health activities of the school room.

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