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A STUDY OF THE USE OF SELECTED PUBLIC SCHOOLS IN
MISSOULA COUNTY FOR COMMUNITY AND GROUP
ACTIVITIES

by

HERBERT JOHN YORK Sr.

B.S., Montana State University, 1950

Presented in partial fulfillment
of the requirements for the degree of
Master of Arts

MONTANA STATE UNIVERSITY

1953

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Date Aug 17 1953

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CHAPTER I

THE PROBLEM

This thesis, which is a study of community use of schools, covers only a part of a broad field which has been termed "community schools". A great deal of work has been done in this field and many accounts of it have been published. The amount of literature on the subject is large.

The term "community schools" has a broad meaning which can be broken down into two main areas; 'school use of community resources' and 'community use of school resources'. A great deal of work has been done in the second area which this study is concerned with, but a large amount of study and research is still needed.

Community use of schools is a problem which concerns all; school administrator, school board members, teachers, students and citizens of the community. It is hoped that this study will give some help to these people in planning for and making better use of their school facilities.

THE PROBLEM

Statement of the problem. The purpose of this study was to determine to what extent selected schools in Missoula County are being utilized by their communities for non-school activities and to make an analysis of each of these

school's policies and facilities in relation to community use of schools.

Specific aims. This "Study of the Use of Selected Public Schools in Missoula County For Community and Group Activities" was undertaken:

1. To determine to what extent these selected communities are using their public school facilities for non-school activities.
2. To study the school policy of these selected communities in relation to community use of schools for non-school activities.
3. To study the school facilities of each of these selected communities in relation to community use.
4. To review published literature and studies pertaining to the problem.
5. In general, to bring forth sufficient data upon which to base generalizations on how school and community may utilize their school facilities more fully for the benefit of both school and community.

Area of study. This study, which essentially was a survey, was made of the following communities and their schools:

1. Missoula
2. Frenchtown
3. Bonner
4. Clinton

5. Lolo
6. Target Range
7. Cold Springs

Scope of study. The non-school activities with which this study was concerned fell into the three following areas: Youth and Adult Education, Recreation, and Social-Civic Activities. The approach to the problem entailed a survey of the schools of each community to determine; first, what groups or organizations in the community use school facilities; second, what were their functions or activities; and third, what facilities were used by these groups and organizations. The results of this part of the study should indicate to what extent these selected communities are using their school facilities in connection with their community and group functions.

The rest of the problem will involve a study of school policy and facilities in relation to community needs, functions and activities.

Importance of study. It has long since been recognized by both authorities and layman that today's schools are "big business". The cost of building school facilities and maintaining an educational program is tremendous. Yet, today many school systems, which are for the public and paid for by the public are set apart from the community. Their only function is the education of children and youth during

a few hours of the day. The rest of the time, they sit idle, becoming obsolete and antiquated long before they wear out. Obviously, if school facilities are to pay for themselves, they must be utilized to their fullest extent.

Schools should, and can, become community centers, or in case of large urban school systems, neighborhood centers. The community centered school should include the educational center, the recreational center, the civic center and the social center of the community.

Today, communities are beginning to realize the possibilities of their school and are using them more fully for non-school activities. William A. Yeager¹ states in his book School-Community Relation:

The public schools belong to the people of the community, who have built and paid for them and manage them through their elected representatives under state laws made through their own representatives. Public school education permits no discrimination among races, colors, creeds or economic or social conditions of the homes from which their children come. There is no institution in any community so truly "of the people, by the people and for the people as its public schools.

It is logical, then, to assume that the educational and social uplift of any community should be broadly for all of its citizens. Wherever the means of education can be applied, there will the benefits of education accrue.

Used but a small portion of the time for public purposes, the school buildings and grounds are now being more and more utilized for the organization of the community-civic-social, educational and recreational. It is the most suitable center because it is non-secretarian, non-partisan, non-exclusive in character, and

¹ William A. Yeager, School-Community Relations, (New York: The Dryden Press, 1951), pp. 78-79.

widespread in its influence upon the life of the people through their children. Modern school building construction takes into consideration these broader educational objectives.

In this study, an attempt has been made to analyze practices in selected schools in Missoula County in view of community use of schools. This study is important in that it may help school and community to utilize their school facilities more fully and lay a foundation for further and more searching research in this field.

METHODS AND PROCEDURES

Collecting the data. The greatest part of the data was collected by personal interview with school administrators and school board members. Twenty-four people were interviewed in the process of collecting the data. The study originally was to include an interview with the administrator of each of the eight schools studied and an interview with one of the school board members, preferably, the chairman, of each of the eight schools. However, in the course of the interview, the clerks of the school boards were found to be better qualified to furnish much of the data needed, so the clerk of each board was also interviewed.

The data on what groups and organizations in the community have used school facilities in the past year were collected from school and community sources. The greatest part of the data were obtained by going through school

records, but in many cases these records were incomplete and in some schools, no records were kept on community use of school facilities. As a result, the data were incomplete and had to be filled in by contacting the groups and organizations in the community that used the school. The school administrator, or the clerk of the school board furnished the missing information in some cases.

The interview guide. An interview guide was set up and used to direct and keep the interview in the right channel and to make sure all the necessary data were collected. Two interview guides were used; one for school administrators, and one for school board members. There was a certain amount of over lapping of questions between the two guides, but this was necessary in order to obtain complete and accurate data.

The interview guides were designed to collect data in four areas. The interview guide for school administrators was composed of seventeen questions. The first question was designed to get the administrator's personal view toward community use of schools. Questions 2 through 11 were designed to collect data on school policy, regulations, and requirements regarding community use of their schools. The next three questions, 12 through 14 were an attempt to find out if the schools were actively sponsoring community use of schools and to see if the administrator had considered the idea of sponsoring a 'community centered school' program

or part of such a program. Question 15 and 16 pertained to what facilities were included in the school plant and which of these facilities were open for community use. Question number 17 was used to find out if the schools kept records of what groups and organizations in the community used the school facilities and to pave the way for asking permission to collect this data from the school records.

The interview guide for school board members, which consisted of twelve questions, was much the same as the one for school administrators with the exception of the area on school facilities which was excluded. The first question was designed to get at the school board's view toward community use of schools. Questions 2 through 10 were in regard to the school boards policy, regulations, and requirements for community use of school facilities. The last two questions were designed to find out if the board had ever discussed or considered the establishment of community centered schools.

The interview guides, as a whole, proved successful but there was some misinterpreting of the questions dealing with the community centered schools, especially among school board members. In such cases, the misunderstood terms were carefully explained and the question repeated.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to community schools. The greatest amount of work has been done in the area of school use of community resources. However, there is also a wealth of material in the area of community use of schools. Only a summary of the more pertinent literature is presented here.

History of the movement. In an earlier period, the school played a very important part in the life of the community. It was not just a place used in the education of children, as it is in many cases today, but it also served as the center of community life. The schools were used extensively for social and recreational affairs. In many cases, they served as community churches and also meeting halls for local government.

These communities were very closely knit and well organized for community life. Some authorities believe that the closeness of the school to the community helped to bring this about. Lorene K. Fox¹ states:

Many a scattered neighborhood or small community has been made conscious of its communality through the succession of "affairs or gatherings" which, quite apart from its "learning program", have endeared the country school as an institution to rural hearts.

¹ Lorene K. Fox, The Rural Community and Its School, (New York: King's Crown Press, 1948), p. 83.

With the coming of the industrial revolution, the nation started its rapid shift from a predominately rural to urban population. Along with this transition came the rapid growth and enlarging of the public school system. As the smaller rural schools were replaced by larger urban schools, they became set apart from the community. With the rising cost and expanding educational program, communities seemed to believe the schools' sole purpose should be to educate their children.

As the school systems in urban areas grew and became set apart from the communities, the schools in the areas, that were still predominately rural, remained the center of community activities and functions. Even today the small rural school can be found where the whole community, young and old, turn out to help with and enjoy the Thanksgiving and Christmas parties, the spring festival, the farm exhibits, the square dances or spelling bee and the community picnics.²

Yet, today, due to the rapidly expanding technological knowledge, improved means of transportation, and commercialized recreation, the small, closely knit rural communities are breaking up. Fox³ states:

² Ibid, p. 118.

³ Ibid, p. 64.

The general trend toward concentration of rural activities in village and larger centers has played havoc with organized life within the farm communities.

The auto, motion pictures, other rural urban centered recreational services are rapidly changing the recreational life of rural communities, breaking down rural communities.

We should be concerned with the growing commercialization of village recreation and the almost complete lack of recreational opportunities for many of the farm youth. It is a school and community problem.

With the break up of these communities, the important role of the rural school in community life is being lost.

Not until the turn of the century did the wall which had been built up between school and community start to break down. In August of 1899, evening recreational centers were first established in the public school systems of New York City⁴. The centers grew until each one consisted of gymnasium, reading rooms, meeting places for clubs, and the direction needed for the utilization of each.

In the spring of 1902, educational centers were opened in two public schools of Boston, three more being established the following winter⁵. These educational centers were for youth and adults of both sexes and there they received evening instruction in various courses of practical nature. Classes in dressmaking, millinery, embroidery, and cooking for the woman, and classes in carpentry, steam engineering, mechanical drawing and civil service subjects for the man

⁴ Encyclopedia of Education, Vol. V. pp. 260-267.

⁵ Ibid. Vol. V. pp. 260-267.

were offered, while instruction in bookkeeping and stenography were furnished to both groups. There were also classes offered in cultural subjects. These educational centers were very successful. In the third season, the five centers employed 132 teachers and 8,948 pupils were registered.

The movement spread rapidly and in 1907 in Rochester, New York, the open forum was started⁶. This was the beginning of the movement to make the school a civic center. The open forum started in one school building and by the end of the year, twelve school houses were being used as public forums or as neighborhood centers of democratic deliberation.

Along with the open forum, many other uses of school buildings were developed, such as young peoples clubs, libraries, and reading rooms, and gymnasiums were opened and equipped for public use.

At this point, authorities began to take notice of the movement and it began to spread rapidly throughout the nations large urban centers. By 1911⁷, the movement had reached the southwest where it became an immediate success. This area was soon to take the lead in the movement and is still far ahead of the rest of the nation in their view and attitudes toward community use of schools.

Although the movement spread rapidly in urban areas

⁶ Ibid. Vol. V. pp. 260-267.

⁷ Clifton S. Jackson, "Making The School A Community Center", (unpublished Master's Thesis, State University of Montana, Missoula, 1933), p. 7.

throughout the nation, the areas that were predominately rural did not take up the movement until the time of the depression. In the rural areas surrounding the millworks and coal mines of the middles and southeast and the dust bowl areas of the midwest, authorities found poverty, disease and illness and illiteracy. The method used to correct this disgrace and raise the standard of living was through practical community schools. These schools were for all the citizens of the communities from the youngest to the oldest. Classes were not of the traditional type but were aimed at raising the standard of living and teaching the communities to make the most out of what they had. These schools were not just educational centers, but were also social, recreational, occupational, health, and welfare centers. They were open from early in the morning until late at night. There was always something going on. Elsie Ripley Clapp⁸ and Samuel Everett⁹ both have very good accounts of various schools of this kind throughout the United States and its territories.

From this time on, during the years of World War II and up to the present time, the movement became general throughout the country. At the present time, it is the

⁸ Elsie Ripley Clapp, Community Schools In Action, (New York: The Viking Press, 1939), pp. 1-479

⁹ Samuel Everett, The Community School (New York, London: D. Appleton-Century Company, 1938), pp. 1-487.

concern of all and a great deal of research and experimentation is being done on the subject.

Community school concepts, policies and buildings.

The authorities seemed to be fairly well in agreement on their beliefs and concepts about community use of schools. As one goes further into the numerous studies and articles published on the subject, it is found that many are repeats of, or along the same lines as other studies. The majority of the studies are concerned with what is being done in small areas or local situations. There are very few studies which deal with broad areas.

Much of the literature deals with community school concepts and what constitutes good policy in regard to community use to schools. Miller and Spaulding¹⁰ state:

Appropriate operation of the school plant involves establishment of procedures and regulations for community use of the school buildings. The schools are owned by all the people of the community. They represent a sizeable investment. The best return on the investment can be realized when they are used as much as possible. School facilities should be open to any educational, cultural or welfare activity that is generally acceptable in the community and open without discrimination to the people of the community. School districts establish rules for use of school facilities by groups in the community. Such rules should be established on the basis of study of the past use of school facilities in the local community and in corresponding communities, computation

¹⁰ Van Miller and Willard B. Spaulding, The Public Administration of American Schools, (New York: World Book Company, 1952), p. 378.

of the costs of operating the building for additional use and a review of the possible agencies that might want to use the building and the variety of purposes for which such requests might be made. In computing the costs of operating parts of the school plant, the figures will include lighting and other electrical power, heating, extra custodial care, and water. They may also include provision for protective supervision.

Rules should provide a set procedure for requesting use of facilities and should authorize the school office to approve or disapprove in accordance with the regulations--referring requests to the board of education only when they are outside the provision of existing regulations.

William A. Yeager¹¹ has the following to say about it:

Undoubtedly, the public schools are taking on more and more the nature of community educational centers. Activities which express the desires of the people of a community for their educational, social and cultural advancement must be recognized. The community educational program should eventually become a co-ordinated program in which the needs and interests of all its citizens, adults, as well as boys and girls, are recognized. It is obvious that school facilities now available in most school communities are inadequate. Cooperative educational planning of its citizens to this end is essential.

In regard to policy concerning community use of schools Yeager¹² has this to say: "Desirable school-community relations should include a definite policy and program in regard to wider use of the public schools for purposes other than the formal education of childhood. It is pertinent, at this point, to suggest some principles which should underlie the development of such a program."

¹¹ William A. Yeager, School-Community Relations, (New York: The Dryden Press, 1951), pp. 80-81.

¹² Ibid., pp. 81-82.

Recognition that public education, to serve the community well, should extend its educational facilities and resources to all groups desiring these facilities, and resources within legal limitations and rules and regulations of the board of education.

Careful community-school planning to include such activities as may provide a rich and wholesome program for all.

Adoption by the board of education of suitable rules and regulations and workable policy which can be administered impartially and with reasonable ease. Such a policy should include at least in certain cases, reasonable fees for the use of the school's facilities, which should cover heat, light, power, janitor service and, if necessary, reasonable wear and tear of apparatus or equipment.

Survey of the activities and organizations of the community with purposes wholly or in part educational which may desire to use the public school's facilities.

Adoption of a program and schedule for all activities and organizations under adequate administration direction.

Utilization of every means at the disposal of the school authorities to appraise the worth of this program and to utilize these opportunities in developing more desirable home-school-community relations with more adequate public education as the desired goal.

Lloyd Allen Cook¹³ in his book, A Sociological Approach to Education states this:

Community schools are centers of community life, depending on opportunities and circumstances. Non-political, non-religious groups meet at the school, attend "classes", and use its facilities. In many places the school has come to be regarded as a civic center, a public service institution for the area's social, educational, and recreational uses. It cooperates actively with governmental and voluntary socio-civic agencies interested in community improvement. For cities of 10,000 and over, this may take the form

¹³ Lloyd Allen Cook, A Sociological Approach to Education, (MacGraw Hill Book Company, 1950), p. 275.

of an area "council", while in smaller places coordination tends to be informal and spontaneous.

The above quotations taken from three different sources illustrate fairly well the general trend of thought concerning community use of schools and rules and regulations which should be set up to govern their use.

Although the authorities are in agreement on their concepts of community use of schools, the communities in many cases are not. The community itself is probably the greatest barrier to establishing community schools.

Most educators are in agreement that it is absurd to think of utilizing school buildings in the future as little as they have been utilized the past. School buildings will not wear out more rapidly if they are used fifteen hours of the day than if they are used five hours a day.¹⁴ In order to get the full benefit out of school facilities, the community must recognize their possibilities and the opportunities their school presents and then make use of them. The best way to bring this about is to include the whole community in the planning of the community school. The planning and organization of a "community centered school" should come from within the community. It must be, in order to be successful, a community project.

¹⁴ N. L. Engelhardt, "The Function of the School Building in the Community", Teachers College Record, 35:451-9, March, 1934.

Buildings and facilities are also important. They must be so arranged, equipped and administered to encourage community use, if the program is to be successful. Yeager¹⁵ states:

The wider use of the school plant will necessitate adequate planning if its program and activities are to be administered in as desirable a way as possible. The community school auditorium should be located and so arranged so that it can be administered as a unit separate from the school itself. There should be convenient entrances and adequate space for indoor games and sports and other types of physical and social recreation. Most people like to listen to, as well as participate in, musical activities. The arts and crafts are similarly popular. Laboratories and libraries, as well as space provisions for small group discussions, study groups, vocational activities, and playgrounds, require consideration in planning. Dramatic arts must not be neglected. It does not require much imagination to realize that the community school can be the most widely used public building within the community, active by day and evening in the interests of broadened educational program for all.

Yeager¹⁶ again states:

Existing schools must be carefully appraised as to utility, and contemplated schools planned in the light of present and future needs. Provision should be made in the school building for those activities in which all the people may be concerned. The following is a partial list: auditorium meeting rooms for councils and committees, libraries, lounges, offices, medical and dental clinics, cafeteria, shops as needed, facilities for art, music, science, boy scout and similar youth activities, physical education and recreation, photography, dramatics, and speech, home economics, and agricultural activ-

¹⁵ William A. Yeager, Op. Cit., p. 78.

¹⁶ Ibid., p. 290.

ities, possible swimming pool, playgrounds, and gardens. The modern school should develop a program based on the needs and resources of the community or neighborhood. Often, owing to limited funds, choices may have to be made as to many of the features to be included.

The measure of success of a community school is the extent to which the community makes full use of its facilities. This will depend, in turn, on its convenience, utility, atmosphere, appearance, administration, and the extent to which the needs of the community have been met. Community planning must take into consideration those unmet needs represented by family life, public health, the library, and other welfare and social problems. Here is the community's real opportunity.

It is important to note here that very careful planning is essential in designing new buildings and the modernizing and renovating of old school plants to fulfill community use of school. The inclusion of all essential facilities for combined youth-adult-community use need not add appreciably to the expense of the building if the educational designing is carefully done¹⁷. On the other hand, there are schools which have been planned for community use which provide adequate but poorly organized space for community use or space which does not meet the needs or activities of the community which are left entirely unused and thus a waste of public money.¹⁸ Cyr¹⁹ states:

¹⁷ Arthur B. Moehlman, "Community Centered Secondary Schools", Nations Schools, 29:19, January, 1942.

¹⁸ Merle A. Stoneman, Knute A. Broudy and Alanson D. Brainard, Planning and Modernizing The School Plant, (Lincoln: University of Nebraska Press, 1949), p. 74.

¹⁹ Frank W. Cyr, Planning Rural Community School Buildings, (New York: Bureau of Public Relations, Teachers College, Columbia University, 1949), p. 15.

The school of today is centered less and less on books and more and more on life. It houses not only children and youth but adults; it supports not a traditional school program but a wide variety of activities. The recreational, social and economic needs of the whole community should find satisfaction in the new school. Thus the school building is a major educational tool for carrying out the program planned for the community.

Efficiency is lost, hence public money is wasted when part of the school building, planned for a special purpose, serves that purpose for only a few hours each day. If a given space is to be used satisfactorily for more than one purpose, good planning and wise administration are very necessary; otherwise the space may serve no purpose adequately. Administrative and operating procedure may well be the deciding factor between effective and ineffective use of the room planned for multiple purposes. Responsibility for careful study of such rooms and detailed planning of their use rests upon those who design the building.

Some of the rooms in the building can be designed for multiple use. Folding tables, recessed in the walls of the gymnasium, allow this space to be used also for serving school lunches. Special access provision and extra storage space allow shops and certain classrooms to accommodate adult groups at night. A classroom for language and speech groups, equipped with a small platform, can become a meeting place for small community groups that do not require the school's auditorium or stage. Careful planning of the homemaking room allows it to be used to serve dinner to as many as thirty-five people. (The school kitchen and lunchroom can be used for larger groups) Many other occasions are found where proper design will enable a space to serve effectively more groups or more kinds of functions if the rooms are carefully planned.

In the planning of school facilities for community use, much emphasis has been placed on the convenience of access by the users. "Auditoriums, gymnasiums, cafeterias, libraries, and other potential meeting rooms should be so located that the public may have access to them without disturbing other areas of the building. Also, more attention

should be given to appropriate parking areas".²⁰ Or as John F. Nichols²¹ states:

The auditorium, gymnasium, cafeteria--those portions used by large groups should be so situated and planned that they may be entered directly and conveniently from parking areas, and used together with storage and toilet accommodations without permitting access to the remainder of the building-- those parts not used by the public should be on separate heating lines so they may be kept comfortable while the rest of the building stays cool.

The literature contains many accounts on what facilities should be open to or provided for community use. The following is a list of facilities which should be available if a school is to provide adequately for community use:²²

1. Shops for woodworking metal work and other drafts.
2. Motion picture equipment.
3. Equipment for night or weekend school, including provisions for supervised correspondence study.
4. Space provisions for lectures.
5. Space provisions for entertainment, requiring use of stage and auditorium.
6. Auditorium or other room for meetings of organizations of the community.
7. Space provisions and equipment for banquets, dinners, etc.
8. Gymnasium facilities for community athletics and physical training.
9. Community library.

Another added facility about which much has been written is the community room.

²⁰ Van Miller and Willard B. Spaulding, The Public Administration of American Schools, (New York: World Book Company, 1952), p. 374.

²¹ John F. Nichols, "Planning Small Town and Rural Schools", Childhood Education, 22:6 229, February, 1949.

²² Merle A. Stoneman, Op. Cit., pp. 52-53.

The community room is a room in the school building which has been set aside and equipped for community use. It is open all day and evening for use by approved community groups. The following, taken from Stoneman²³ is a list of requirements a community room should meet:

1. The community room should be easy of access from the street or parking area.
2. The community room should be so located that entrance to it will not interfere with other school activities. A separate entrance is desirable.
3. Remoteness from other rooms is desirable.
4. The room should be provided with chairs sufficient to seat community groups not large enough to require the auditorium.
5. A desk or table should be provided for the meeting chairman.
6. A raised platform is desirable, although stage equipment is not necessary if provided in the gymnasium-auditorium.
7. The community room should be so equipped that it may, when desirable, be heated independently of the building proper.
8. Either a library connection should be provided, or a shelf of books be made available in the community room. Some authorities do not favor combining school and community libraries.

Many small schools do not have the space or the money to provide a separate room for continual community use. It has been advocated in such cases to utilize the lunch room as a community room. The lunch room in many cases, is used for only a short period of each day and with a little modification it could easily be turned into a combination lunch and community room.

It is obvious from the review of literature that the

²³ Ibid., p. 129.

majority of studies related to community use of schools deals with concepts, policies and facilities. Therefore, this study was organized on that basis, with the idea of getting information and data pertaining to current concepts, policies and facilities as well as data on the extent these selected schools in Missoula County are being utilized by their community.

CHAPTER III

SCHOOL BOARD POLICIES, RULES AND REGULATIONS AND SCHOOL FACILITIES

Before analyzing the policies in regard to community use of schools and the facilities included in these eight schools, it seems desirable to discuss the school administrators' and school boards' views toward community use of schools. The views of most school administrators on community use of schools were similar.¹ The administrators all believed the schools should be open for community use. Five of the eight administrators qualified their statements on this belief by adding, "as long as this use does not interfere with the regular educational program", or "as long as these rights are not abused and the groups are kept under control".

One point that was stressed by these administrators was that groups which use the school facilities should sponsor organized activities of benefit to the community. The administrators of the three largest school systems stressed the point that the schools are community or public owned buildings, whereas the administrators of the smaller systems did not emphasize this.

¹ See appendix B.

The following statement is an attempt to bring out all the major points that were stressed and to set up a composite statement of these administrators' views toward community use of schools. The public schools which are community owned and operated, should be open for use to organized groups which are a benefit to the community. School facilities which are allowed to be idle, are not paying for themselves. Therefore, the schools and their facilities should be used to the greatest possible extent, as long as this use does not interfere with the regular educational program and is kept under control.

The school boards' views toward community use of schools were not nearly so clear cut and well defined as those of the school administrators.² In all cases, the school boards felt that school facilities should be open for community use. Members of the school boards, with the exception of District No.1, did not go on to qualify this statement in any way. These school board members had little more to say about community use of schools.

Policy, rules and regulations. All of the schools studied had some type of an agreement or understanding with the community concerning the use of school facilities for non-school activities.³ The school board minutes of

² See appendix B.

³ See appendix C.

Districts No. 1, No. 14, No. 40 and Missoula County High School contained written policies pertaining to community use of the school facilities. The other four school boards had no written policies concerning community use of schools. These four schools either had an unwritten policy or an understanding with the community about the use of school facilities.

The eight school districts all had additional requirements other than those included in the original policy. These additional requirements for all eight schools were very much alike. The requirements were needed mainly to plug the loop holes in the original policy and were added as they were needed to take care of new needs and problems that happened to arise. The school boards added those requirements as needed with the exception of District No. 14 and Missoula County High School where the additional requirements were left to the administrator's discretion.

The decision as to what groups may use school facilities in four of the districts rests with the school board, and in the other four, the decisions rest with the school administrators. The policy of District No. 1 is so well defined that the administrator's secretary can make the decision in most cases. Groups who desire to use the school facilities of District No. 40, although the decisions rest with the administrator, may make their requests directly to the school board. In all cases where the administrator has the authority to make the decision as to what groups are

eligible to use the school facilities, his authority is complete, except for unusual requests which are referred to the school board.

The school facilities are available for community use during the summer months in Districts No. 7, No. 23, No. 40 and Missoula County High School. In the other four districts studied, the school facilities are not open for community use during this time. Groups that are using school facilities of District No. 1, when the schools close, are allowed until June 30 to finish their programs. The school board of District No. 1 closes the school facilities to community use during the summer months so that the repairs and alterations that are needed on the school buildings may be carried on without interference.

District No. 14 also closes its school facilities for repairs during the summer months. District No. 5 facilities are closed to community use during the summer months, but there are exceptions to this rule. District No. 32 closes school facilities during this time because, as yet, there has been no demand for them to be left open. The school board of this district feels that if there ever is a demand for the use of school facilities during the summer months, they would be opened.

The use of school facilities by groups of the community during regular school hours is allowed in Districts No. 1, No. 14, No. 40 and Missoula County High School as

long as they do not interfere with the regular educational program. School Districts No. 5 and No. 7 do not allow this use, mainly because of inadequate room, especially in the case of District No. 7. District No. 23 has allowed this use in the past, but the increased enrollment prevents it now. In District No. 32, there has been no request for use of school facilities during regular school hours and the board is not sure whether it would be allowed but feels that they would probably grant the permission.

No charge is made or fees required for use of school facilities in Districts No. 5, No. 7, No. 23, and No. 40. District No. 1 requires a charge of \$2.00 for use of school facilities and a fee of \$1.83 per hour for janitorial services, the exception being the educational-civic, youth groups and PTA groups to which the facilities are furnished free of charge. District No. 14 makes no charge to nor requires a fee from groups within the community, but a charge of \$5.00 is paid by outside groups for use of the facilities. District No. 32 makes a charge of \$2.50 for janitorial services and \$2.50 for use of facilities and equipment. Missoula County High School makes no charge for use of the facilities but requires a fee of \$1.50 per hour for janitorial services.

Policy, rules and regulations on the eight schools studied were set in all cases by the school boards of each district with the exception of Districts No. 1 and No. 40

and Missoula County High School, where the administrators work jointly with the board as a professional advisor. The school board of District No. 14 sets the original policy and rules and regulations but leaves any required additions up to the administrator.

Districts No. 1 and No. 32 were the only districts of the eight studied that required a written application requesting use of school facilities. Application forms appear in the ^AAppendix D.

School building and facilities. In the process of surveying the schools and their facilities in regard to community use, a survey of other community buildings that could be used as community centers was also made. With the exception of Missoula, these communities had few public buildings other than their schools.

The community of Cold Springs, District No. 5, has no public buildings other than the school. Lolo, District No. 7, has a community clubhouse, in the process of being remodeled and modernized, which is used for most of the community activities. District No. 14 at Bonner has one large hall in Finntown but it is not modern and very poorly equipped. This building has no kitchen, water supply or modern toilet facilities. Target Range, District No. 23 has no community building other than the school. This community has plans for building, in the near future, a separate building on the school ground which will serve

as a community center and also provide extra classroom and recreational space for the school. District No. 32, at Clinton, has one old club house which is very seldom used. Frenchtown, District No. 40, has no public facilities other than the school buildings.

In making the survey of these school facilities, classrooms were grouped together and not listed individually. The rest of the facilities were listed individually and checked as to which of these facilities were open to community use. Appendix E. contains this list.

District No. 1 has twelve elementary schools which are used extensively by community groups. Central school is the only one of the twelve which has a home economics room and a shop. Neither of these are open for community use. All of the schools have libraries, which are not open for community use. Roosevelt and Hawthorne are the only schools which do not contain kitchen facilities, but both have new construction going on at the present time which will include these facilities. Four of the schools have gyms and five of them have gymnasium-auditorium combinations. A new Roosevelt school, which is being built, the Hawthorne addition, will include a gymnasium-auditorium in each. When this construction is completed, Lincoln will be the only school without at least a gymnasium. In all cases, kitchen, gymnasium, and gymnasium-auditoriums are open for community use. Lincoln is the only school in the District

which has a lunchroom, and it is available for community use.

The gymnasium-auditoriums of the three newest schools, Washington, Jefferson, and Prescott are very well planned for community use. They are so situated that they can be shut off from the rest of the school and can be entered directly from the street. The rooms can be heated separately from the rest of the building. The kitchen is connected directly with the gymnasium-auditorium and there is storage space under the stage for folding tables and chairs which are stored on wheeled carts, and may be wheeled out and set up very easily to feed large groups.

Although the classrooms are checked as being available for community use, they are opened only to handle overflow groups or when other facilities are not available. The only schools which use the classroom extensively are the ones which do not have gymnasiums or gymnasium-auditoriums.

District No. 5 has a very modern up-to-date rural school which includes classrooms, library, kitchen and recreation room. The classrooms are not open for community use. The library includes a branch of the county extension library for community use and is the only school studied which has this arrangement, although all the rural areas have county extension libraries. This district has plans for a new addition which will include two classrooms, lunchroom, and gymnasium-auditorium, all of which will be

available to the community.

District No. 7, at Lolo, has one old two room school house with out-door toilet facilities and no running water. This district has plans for building a new school or adding to and modernizing the present school. Due to the inadequate facilities, the community of Lolo makes very little use of the school building.

District No. 14, at Bonner, has very good facilities. The system includes eight classrooms, library, home economics room, shop and a new gymnasium-auditorium which includes a kitchen and multi-purpose lunchroom. The Boy Scouts have their own room in the basement of the main building with a private entrance. The gymnasium-auditorium, kitchen and lunchroom are the only facilities which are open for community use. The lunchroom is behind a moveable stage, which may be moved out flush with the wall of the main room to make a lunchroom or when needed, moved back to make a stage. The lunchroom serves as a multi-purpose room and is used more than the other facilities by the community groups.

District No. 23, at Target Range, has two classrooms separated by a sliding door in the old building and has a classroom, kitchen and a combination recreation-lunchroom in a new addition. The recreation-lunchroom also has to serve as a classroom because of increased enrollment. The district has plans for a new addition to

provide more space for both school and community use.

District No. 32, at Clinton, has a modern and very well equipped rural school. The school facilities were designed with the idea of community use. The facilities include classrooms, home economics room, shop, kitchen, a multi-purpose lunchroom and gymnasium-auditorium. The kitchen, multi-purpose lunchroom and gymnasium-auditorium are open for community use.

The school facilities at Frenchtown house both the elementary and high school for District No. 40. The classrooms, home economics department and library are not available for community use. The kitchen, lunchroom, gymnasium-auditorium, and projection room are open for community use. The shop is open only under "proper supervision".

All of the facilities of Missoula County High School are available for community use. The only restriction is that the shop may be used only under "proper supervision".

CHAPTER IV

COMMUNITY USE OF SCHOOLS

In the process of collecting the data on what groups and organizations within the community have used the facilities of these eight school systems in the past year, five things were noted; the name of the groups or organizations, the date and time the facilities were used, what facilities were used, and the functions or activity that were carried out. The functions or activities that took place were classified into three groups or combinations of these three groups; educational, recreational and social-civic. In some cases, the activity itself was listed because it could not be accurately classified into one of the three groups.

Groups and organizations which used school facilities.

Two hundred and two groups and organizations and their affiliates made use of the facilities of fifteen school plants in eight communities during the period from July 1, 1952 through July 1, 1953. Of these two hundred and two groups, seventy-four may be classified as recreational or social-recreational, thirty-six were educational-civic groups, thirty-five were educational groups, twelve were recreational-civic groups, ten were civic or social-civic

groups, six were social groups, and four were religious groups. The remaining twenty-four groups were diverse and may be classified as miscellaneous groups.¹ The educational-civic groups were composed mainly of youth organizations.

These groups and organizations are listed by school districts in Appendix F. and in the case of District No. 1, which has twelve school plants, the groups and organizations are listed by schools.

The name of some of these groups and organizations appear more than once in the appendix. The reason for this is that these particular groups either used the same school facilities for different functions or activities and had to be listed again to keep the data complete, or these groups used the facilities of more than one school plant, in which case, since the data were collected and listed by individual schools, the names of these groups naturally reappear.

The greatest demand for the use of school facilities is during the winter months. From late spring through early fall, these communities make very little use of their school facilities for non-school activities. One factor that accounts for this increase in the use of school facilities during the winter months, is the independent basketball groups which used the gymnasium facilities of these schools extensively during this time. The square dance groups are another type of recreational group which used school facilities extensively. These groups used the school facilities from early

¹ See appendix F.

fall to late spring, but concentrated their activities during the winter months.

According to the data collected, the majority of the adult groups which used school facilities were recreational in nature. Very few adult educational and civic groups used these school facilities. However, most of the youth groups which used these facilities were educational civic groups. The greatest part of the adult education and civic functions was being carried out at Missoula County High School which is centrally located and best equipped to handle adult groups. Also, some adult education was carried out in the Frenchtown area and it is interesting to note that the school plant there also includes a high school. This seems to illustrate the point that high school facilities are better equipped to handle adult study groups than elementary school facilities.

Community use of schools in village and urban areas.

Missoula may be classified as an urban community and Frenchtown and Bonner as village communities. These three communities are the largest communities of the seven studied and they maintain the four largest school systems of the eight concerned in this thesis.

The school facilities of these three communities are used extensively by community groups. Missoula, which has access to the twelve elementary schools of District No. 1,

and the facilities of Missoula County High School, used these facilities to a great extent. There is a definite difference between the use that this community makes of the elementary schools and the high school facilities. The elementary schools are used mostly for recreational purposes and by youth groups, whereas the high school facilities are used more extensively by adult educational, civic, cultural and occupational groups.

There are several reasons for this difference in use. First, the high school is centrally located and is better equipped than the elementary schools for use by adult groups, which require classroom and meeting space. Secondly, the elementary schools which are located throughout the community are naturally more desirable meeting places for neighborhood recreational organization and youth groups. Third, although the high school recreational facilities are open to community use, these facilities are used so extensively in the high school program that they are seldom available to community groups. The burden of furnishing facilities for sports and recreational groups falls on District No. 1.

Unfortunately, the administration of Missoula County High School does not keep a record of the groups which use school facilities. Therefore, the data on which groups used the high school facilities are incomplete. If this data were complete, it would bring out the difference in

the use of the facilities of the two school systems even more clearly than it does now.

One major difference in the policy of the school boards of these two systems regarding community use of schools is that the policy of District No. 1 does not allow religious groups to use facilities for religious purposes, whereas the policy of the high school does. Various religious groups in the community use the high school facilities for church services and religious purposes.

In both the elementary school and high school, the facilities are used by community groups until late in the evening almost every day of the week. The twelve elementary schools of District No. 1 were used by a total of 121 groups during the period of July 1, 1952 to July 1, 1953. The high school facilities were used by twenty-two groups during this time, but it must be remembered that these data are incomplete and that many other groups, which could not be traced, used these facilities.

The school facilities of District No. 14, at Bonner, were used by a total of twenty-two different community groups and organizations during the period from July 1, 1952 to July 1, 1953. The main use was by recreational and youth groups. There were more social gatherings at this school than at the others studied.

In the community of Frenchtown, seventeen groups made use of District No. 40's school facilities. Here the

greatest use was for educational, social and recreational functions. Only one youth group made use of the school facilities. This was found to be characteristic of the rural areas studied.

Community use of schools in rural areas. The communities of Cold Springs, Lolo, Target Range and Clinton are all rural areas. There is a definite difference in the extent that these four rural communities used their school facilities in comparison to the extent that urban and village communities used theirs. In all four of these communities, only twenty-two groups made use of these facilities during the period from July 1, 1952 to July 1, 1953. Nine of these groups used the Target Range school facilities, six groups, the Clinton school facilities, four used the Cold Springs school facilities and three used the Lolo school facilities.

The reason why the community of Lolo make so little use of its school facilities is fairly obvious. Conditions in the obsolete school building discourage community use and the community has a modern club house which is far more adequate as a community center than the school house.

The other three schools are modern enough and equipped to serve community groups, yet, very little use was made of these facilities. The absence of organized youth groups in these rural areas may be one reason for this. The youth groups in the urban and village communities

were among the groups which utilized school facilities most. The only active youth organizations in these rural communities were the 4H groups.

Another reason for this is that these rural communities are all within a few minutes drive of an urban center. Many of the members of these rural communities belong to organized groups in Missoula. Their interests and leisure time activities are centered in Missoula instead of their own communities. This tends to break up the smaller communities, and discourage the organization of community groups which might utilize school facilities.

Obviously, these rural communities did not utilize their school facilities to the extent that the other areas did. The extent that a community makes use of its school facilities depends largely on the needs of the community, and since the facilities of these four schools were open to the community, the community itself determined whether or not the resources were utilized.

No analysis was made of how many times these groups and organizations used these school facilities. An analysis of this type could not be made from the data collected. Some of these 202 groups used these school facilities once a week, bi-monthly or monthly for the complete year. Other groups were very irregular in their use. Some groups used the facilities once or twice a year. Many groups used the facilities once a week,

or bi-monthly for a certain period of time. The school records were complete as to the day of the week and the time of day these groups used the school facilities, but in most cases, the records did not indicate the date that these groups started their programs and the dates that they finished their program. Unfortunately, this prevented a complete analysis of the extent that each of these groups and organizations utilized the facilities of these eight school systems.

School sponsored community use. Another area that was studied in this survey was what these eight school systems were doing in the way of actively sponsoring community-centered schools. The results of this part of the study proved to be negative. Not one of these schools was carrying on programs in adult education or community recreation. District No. 1 does furnish facilities and equipment to the Missoula City Recreation Department for the Youth Recreation Program. Districts No. 7 and No. 23 sponsor a summer recreation program for children, but none of these systems sponsor community programs for all age groups.

The majority of the school board members of these school districts do not seem to be conscious of the "community centered school" idea. These boards are not familiar with what is being done in other communities regarding community use of schools. Therefore, they do not realize

the schools' potentialities as community resources and as the centers for community functions and activities. Nor do the communities seem to realize the possibilities that their local school facilities offer as a way of improving community life.

CHAPTER V

SUMMARY AND CONCLUSION

SUMMARY OF METHODS

The data for this thesis were collected by two means. The data on policy, rules and regulations and school facilities were collected by means of personal interviews with school administrators and school board members. The data on which groups and organizations within the community used school facilities were collected from school records.

The methods employed in collecting this data, as a whole, proved to be successful. The data collected by personal interview was sufficient in all areas. The data on what groups and organizations in the community used school facilities were incomplete in some cases. The reason for this being that in some schools, the records either did not contain sufficient data or were incomplete and in other schools, a written record of community use of school facilities was not kept.

The only way this missing data could be collected was by a survey of all the groups and organizations in these communities to see which ones did utilize school facilities and then collect the necessary data from their records. A survey of this type would require a great deal of work and time. Due to the scope of this study and the time allowed

for it, a survey of this extent could not be made.

The data on community use of these various school facilities in most cases were complete. The total data assimilated was enough to warrant carrying on the study.

SUMMARY AND FINDINGS

In summarizing the findings of this study, the data of the three major areas studied will be briefly analyzed. The area of school-sponsored community programs will be omitted since the findings were negative.

Policy, rules and regulations. All of the school boards of the eight school systems studied had some type of policy, rules and regulations pertaining to community use of schools. The boards of the four larger systems had written policies governing community use of schools. The boards of the four rural systems had either an unwritten policy or an understanding with the community concerning community use of schools.

All of these school boards found that additional rules and regulations had to be added from time to time to plug the loop holes in the original policy and to meet new needs and problems that might arise. The school boards of these eight schools, with the exception of District No. 14 and Missoula County High School, drew up and added these new rules and regulations as needed. The addition of new rules and regulations in District No. 14 and Missoula

County High School is left to the discretion of the administrator.

Only two of the boards asked the administrators to sit with the board as a professional advisor and help draw up the policy and rules and regulations governing community use of schools. The four rural districts did not allow the administrator to have a part in the formulating or administering the policy pertaining to community use of school facilities. The two remaining districts gave the administrator control of the administration of the policy, rules and regulations.

The rural districts, with the exception of District No. 32, furnished the school facilities free of charge to community groups. The two village schools furnished the facilities free of charge to community groups but District No. 14 made a \$5.00 charge to outside groups for the use of the facilities. The boards of District No. 1 and No. 32 and Missoula County High School required fees for janitorial services and Districts No. 1 and No. 32 also made charges for use of their facilities.

The data collected on policy, rules and regulations indicate that the school boards of the four larger school systems, which are located in urban and village areas, were more aware of community school concepts and more progressive in their actions and views concerning community use of schools than were boards of the four rural school

systems. The boards in all cases were just meeting the demands of the community. Not one of these school boards were actively sponsoring or planning for the future community use of school facilities.

School building and facilities. The data collected on school buildings and facilities indicated that, of the eight school systems, only one had facilities which were entirely unsuited and inadequate for community use. This school, which is located in Lolo, is an old two room frame building without modern conveniences and, since the community of Lolo has a modern community clubhouse, very little use was made of this school building by community groups.

The facilities of the other seven school systems were found to be adequate for community use. These schools, with the exception of the school buildings located at Clinton and Missoula, were not planned with community use in mind. The buildings, in most cases, could be greatly improved for use by community groups.

District No. 1 maintains twelve separate school plants in Missoula and its outlying areas. The study of the twelve plants indicates that all but three of the plants were equipped to serve community groups fairly. The Hawthorne, Roosevelt and Lincoln schools do not have gymnasium-auditoriums. These facilities were found to be in greatest demand in this area. Hawthorne and Roosevelt also were lacking kitchen facilities which tends to discourage community use. Hawthorne school has a few

addition under construction which will include kitchen facilities and a gymnasium-auditorium. A new Roosevelt school is being constructed which will be the most modern school in the area. When this construction is completed, Lincoln school will be the only one in District No. 1 without at least a gymnasium-auditorium or a gymnasium.

Although the school board of District No. 1, as yet, has not actively sponsored community use of schools, the board is incorporating in their new construction, some of the features that have been recommended as needed in school buildings that are to serve community groups. This is particularly evident in the gymnasium-auditorium additions of the new schools, which are situated, constructed and equipped to serve community groups as well as the school itself.

The study of these school buildings and facilities illustrated that these buildings were equipped to serve community groups and the facilities that were in greatest demand were open for community use. However, these buildings and facilities, in most cases, were not originally planned for community use and a great deal could be done by way of improving these facilities for such use. Also, with the new construction being planned by these eight school systems and with a little foresight and careful planning, these school systems could gain new buildings and facilities which, instead of providing only for the educational programs of the school, could adequately serve the whole

community and make the school more a part of the community.

Community use of schools. The data collected on which groups and organizations within the community used school facilities showed that 202 groups used the facilities of these eight school systems during the period of July 1, 1952 to July 1, 1953. The greatest use of these facilities was by recreational groups. Educational-civic youth groups were next, and third were educational groups. These three groups made up the majority of the groups and organizations which used school facilities.

The facilities that were in the greatest demand by these groups were the recreational and the kitchen facilities. The recreational facilities, in many cases, were used in preference to other facilities by the educational groups and the youth groups.

The findings illustrated that a definite difference in the extent that these school facilities were utilized by urban and village communities and by the rural communities. The administrators of the schools located in urban and village communities felt that the community groups were utilizing the school facilities almost to capacity. This is especially true in District No. 1 and Missoula County High School. The findings on the use of school facilities in the rural communities showed that very little use was made of these facilities. The rural schools were utilized in a very limited sense in comparison to the extent that the

urban and village communities used their schools.

There are several reasons for this difference. The two most obvious reasons are the absence of organized youth groups in the rural areas, which are among the groups which utilize school facilities most in the urban and village areas, and the close proximity of the four rural areas to the urban centers of Missoula.

CONCLUSION

This study was organized to collect data in five areas: school administrators' and school boards' views toward community use of schools; school board policy, rules and regulations regarding community use of schools; school facilities and their use by community groups; groups and organizations in the community which utilized school facilities; and school sponsored community use of schools.

Although the findings indicated that these eight school systems allowed community groups and organizations to utilize school facilities for non-school activities and that these communities were utilizing these school facilities, at best, this use was haphazard and unorganized. This may be considered a fault of both the school systems and the communities.

Even though the school administrator and school boards interviewed all believed in community use of schools, the policy, rules and regulations governing community use

of schools were not designed to encourage this use but just to meet the demands of the community. The school administrator and school boards of these schools should originate and administer a policy on community use of schools which will benefit the community.

School buildings and facilities for community use is another area that was a problem of the school administrators and school boards. Buildings and facilities must be planned not just for the education of the school, but to meet the needs of the whole community. Other schools have found that new buildings may be constructed and old ones remodeled to meet the needs of the whole community with careful planning and little extra cost. The extra cost is usually offset by vastly improved community-school relations resulting from the increased utilization of these community centered schools.

The problem of seeing that these school facilities are used to benefit and meet the needs of the community is a concern of the entire community. The results of this study indicate that groups and organizations within these communities were using school facilities quite extensively for their functions and activities. This use was almost to the capacity of the school facilities, in some areas. This use, in general, was not directly benefiting the community, but was more for the benefit of the individual groups and organizations which were using the facilities. There was not a planned community-wide adult educational,

recreational, or social-civic program to be found in the seven communities studied. Most of the uses of school facilities for non-school activities were not community programs. As a result, all the benefits accrued from the opening school facilities to the community have either been lost or greatly reduced.

Recommendations. Two broad recommendations may be made from the results of this study. The first is that, in order to meet the needs of the communities and for these communities to get the full benefits of their school facilities, the policy, rules and regulations governing community use of schools must be revised to encourage and facilitate community use of schools. The school boards of these school systems must go beyond the point of just meeting the demands of the community and actively encourage community use of schools. These boards must plan their educational program, which includes building and facilities, with the view of the needs and interests of the entire community in mind.

The second broad recommendation which may be made from this study, is that, in order for these communities to get the full benefit from the use of school facilities by community groups and organizations, these communities must see that the functions and activities being carried out in the school facilities are a benefit to the community. The communities themselves are the ones that must plan, organize and administer a wise and beneficial program of community

use of schools. This has been carried out in some areas by establishing a committee or coordinating council whose duty it is to coordinate and to prevent duplication and overlapping of community functions and activities.

Obviously, if the use of school facilities is unorganized and haphazard, as was found in this study, the benefits to the community will be greatly reduced. Many of the possibilities for improving community life and making the school more a part of the community rest in the intelligent and beneficial use the communities make of their local school buildings and facilities.

Further research. This study could be the basis for further research in the areas of school board policy, building and facilities in relation to community use of schools, and community groups and organizations that utilize school facilities.

Since little research has been done in the state of Montana on community use of schools, this study should be divided into studies of small scope and also carried on at a statewide level. A great deal of information is needed to fill in the gaps in the knowledge and understanding of the various aspects of this popular movement.

The one major point that should be stressed in further research on this subject, is that unless the study is an attempt to make a comparison between rural, village

and urban schools, they should be studied separately from one another. The reason for this is that the communities and the school boards views and attitudes toward community use of schools and the use these communities make of their schools, differs to quite an extent among these three types of communities. This makes it difficult to study these communities as one group.

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APPENDIXES

APPENDIX A

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

School _____ Position _____

Community _____ Date _____

1. As a school administrator, what is your view toward community use of the school?
2. Does your school policy allow for community use of the school?
3. Do you have a definite set of standards to follow in deciding what groups may use school facilities?
4. What are these standards?
5. Who sets them?
6. If you do not have a set of standards, on what basis do you make decisions on which groups can use school facilities?
7. What requirements must a group or organization meet in order to use school facilities?
8. What charges or fees, if any, are required for use of school facilities?
9. Is community use of school facilities allowed during regular school hours?
10. If so, what are the limitations?
11. Are the school facilities available for community use during the summer months?
12. Has your school, the past year, sponsored or administered any program in the following areas?
 1. adult education
 2. community recreation
 3. social-civic
13. If so, what were they or what were their scope?
14. Has your school system ever considered the establishment of:
 1. community room
 2. community library
 3. community recreation area

15. Does your school building contain these facilities?
Kitchen Lunchroom Auditorium Gymnasium Shop
16. What facilities within the school are open for community use?
17. Do you keep a written record of groups which use school facilities and what they were used for?

INTERVIEW GUIDE FOR SCHOOL BOARD MEMBERS

School District

Chairman

Community

Date

1. What is your or the boards' view on community use of the school?
2. Does the local boards records contain a written statement or policy concerning community use of school facilities?
3. If so, what is its text?
4. What is the board policy concerning use of school facilities during the summer months?
5. Do you have, in your policy, a set of standards or principles which are followed in allowing groups or organizations to use school facilities?
6. If so, what are they?
7. Who sets them?
8. Who is responsible for deciding what groups or organizations may use school facilities?
9. If it rests with the school administrator, how far does his authority extend?
10. If the decision rests with the local board, what requirements must a group meet in order to use school facilities?
11. Has the question of establishing community centered schools ever been brought up or discussed by the school board?
12. Has your school board ever considered the establishment of:
 1. community room
 2. community library
 3. community recreation area

APPENDIX B

SCHOOL ADMINISTRATORS AND SCHOOL BOARDS VIEWS ON
COMMUNITY USE OF SCHOOLS

School Administrators' Views:

School District No. 1, Missoula.

School facilities should be available to genuine community groups, large or small. The school is a community-owned building, therefore, should be a community building. However, at all times, the educational program must come first.

School District No. 5, Cold Springs.

It is a very good practice as long as it is not abused and is kept under control. But groups tend to take advantage of it.

School District No. 7, Lolo.

No definite view, except that schools should be open for community use if the community desires to use it.

School District No. 14, Bonner.

Schools should be open for community use, as long as it does not interfere with the educational program and is educational in nature and a benefit to youth. It must be for children and youth--not for adults.

School District No. 23, Target Range.

The community should use school facilities to the extent of the facilities but not beyond. Not to the extent that schools become secondary. Groups must be organized and a benefit to the community and responsible to the administrator.

School District No. 32, Clinton.

In that the purpose of the schools are to serve the community, they naturally should be open to organized community activities and groups.

School District No. 40, Frenchtown.

The schools should be used. Public property paid for and maintained by public money, thus the more it is used, the better return the taxpayers are getting. If school buildings and their facilities are allowed to sit idle, the school is not paying for itself.

Missoula County High School.

School buildings and facilities should be used every available hour of the day and throughout the summer. The schools are big business and represent a large investment and should be used to their fullest extent since they become obsolete long before they wear out. This is one reason why it is hard to get new buildings, they are obsolete, but not worn out.

School Boards Views:

School District No. 1, Missoula.

Due to the fact that the schools are owned and supported by the community, the board feels it should follow along with community demands, but do not allow religious or political groups to use school facilities and do not feel schools should be used from Saturday noon until Monday morning. Due to limited facilities, overcrowding of present schools and to the extent the schools are already being utilized by community groups, the board does not feel it should, nor is it necessary for it to, actively sponsor community use of schools. School District's No. 1 P. T. A. has done a lot in this area.

School District No. 5, Cold Springs.

The school board is definitely for community use of schools. It would like to have the school become the community center.

School District No. 7, Lolo.

The school board is all for it, but there is little use of the facilities because it is very poorly equipped and not modern. Lolo has a modern clubhouse that is used extensively by community groups.

School District No. 14, Bonner.

The school should be open to responsible, organized groups, especially those who concentrate on youth activities. However, we feel there should be no dancing on the gymnasium floor.

School District No. 23, Target Range.

The school board of school District No. 23 is definitely for throwing the school open to all organized groups within the community.

School District No. 32, Clinton.

The board is very cooperative with groups in the community. The school, which is very modern and well equipped for a rural school, was designed with the idea of a community-centered school.

School District No. 40, Frenchtown.

The school board of District No. 40 feels that the schools should be used to their fullest extent by the community, especially in their own case where the school is the only large building in the community that can be used by community and groups within the community.

Missoula County High School.

Schools definitely should be used by the community, but under proper supervision. It is a disgrace to the community if the schools are not used.

APPENDIX C.

School Board policy, rules and regulations
SCHOOL DISTRICT NO. 1, MISSOULA

RULES AND REGULATIONS FOR USE OF SCHOOL FACILITIES

A.

1. The Board of Trustees of School District Number One of Missoula is eager for the people of the community to use the school buildings and equipment of the school system for educational and recreational purposes. To extend this privilege to the citizens of Missoula, the Board finds it necessary to ask that the following regulations be observed. In the interest of economy, a small charge must be made for the use of buildings by persons or organizations not directly connected with the public schools, except approved charitable organizations. Meetings held for pupils, meetings for teachers, Parent-Teacher associations, entertainment for the benefit of the schools by student organizations are recognized by the school authorities and such meetings shall have precedence over all others, and may be held by arrangement with the Principal of the building, who shall assume the responsibility therefor and either be present in person or represented by some one delegated to this duty. It must always be understood that either the Principal or Custodian or Delegated person is in authority. Failure to comply with these rules or any request made by the above named will cause a withdrawal of permission for use of buildings.

2. Section 56 of GENERAL PROVISIONS in handbook of Rules and Regulations states: "The Board may permit the use of school buildings by any general community group provided that application in writing for such use shall be made through the Superintendent's office and that the use of school buildings by such community groups shall not interfere with nor take precedence over the use of such buildings for school purposes. Buildings will not be made available for sectarian or political purposes."

3. Use of school buildings for organized youth meetings may be provided by the District. Youth meetings, except school parties, shall be out promptly at 9 p.m.

It is definitely required that in all youth activities, some leader or adult must be at the building 15 to 20 minutes before the meeting for all doors shall remain locked until leaders do come. Youngsters shall be sent home if pounding on doors is found. As far as possible, Friday night will be reserved for youth activities.

Principal or custodian of building is in authority at all times for proper handling of deportment of children and the leaders will be responsible to them for the proper conduct and use of all school buildings and property.

4. For public meetings held the evenings of school days when school sessions have been held, the following rates shall prevail for the use of school facilities from September, immediately following Labor Day, to June 30 of each year:

- A. Custodial service at current wage scale.
- B. Minimum of \$2.00 for utilities.

5. Locker rooms shall not be opened before 6:30 p.m. for evening games and the playing time shall be so arranged that the building may be closed by 11:30 p.m. Proper supervision of locker rooms, satisfactory to the Superintendent of schools or his representative, shall be provided at their own expense by those engaging the use of the buildings, and in case of damage to the facilities, the cost of necessary repairs shall be paid to the School District before further use of school facilities shall be granted to the persons or organizations responsible for said damage. No meeting shall be held until school authorities shall receive the proper assurance that sufficient supervision will be provided.
6. SMOKING SHALL NOT BE ALLOWED EXCEPT IN DESIGNATED PLACES.
7. Moving and adjusting of scenery, lighting effects, public address system and similar matters will be under the charge of the custodian or employee of the Board who shall have final authority in such matters.
8. Groups using the buildings shall be personally supervised by a sufficient number of adults or sponsors to insure orderly use of buildings and equipment.
9. All properties not belonging to the school system are to be removed after the last performance, or the following day. Otherwise they will be disposed of by the custodial staff.
10. No writing of names or other mutilations of walls or scenery will be permitted. The sponsors in charge will be held responsible in these cases.
11. For evening use, the buildings will be opened at 7:00 p.m. with the exception of gymnasium locker rooms which may be opened at 6:30 p.m. by arrangement with custodian.
12. Use of buildings in the evening for youth parties will be permitted from 7:00 to 10:00 p.m. and the buildings must be vacated by that time.
13. A school custodian will be on duty and will be instructed to see that the building and equipment are properly used.
14. All day meetings and performances shall close at 5:00 p.m.
15. Whenever an auditorium or other room is used, sufficient supervision, including police attendance, if necessary, shall be provided by those to whom the accommodations are granted to insure good order, protection of property, observance of these rules and regulations, and the prevention of people wandering around the building or being on the school premises elsewhere than in the rooms engaged and their direct approach.
16. Gymnasiums and rooms other than the auditorium may be used by the general public only under the direct supervision and management of persons qualified to use and care for such equipment and apparatus contained therein; if the auditorium is engaged and stage scenery is used, competent help to handle same shall be provided by those to whom the accommodation is granted.
17. These rules and regulations shall be posted in all Principals' offices as well as copy attached to all permits issued for the use of buildings and facilities.

- B. Additional requirements are that groups must make a written application when they desire to use the school building and must be non-profit, political, or religious.
- C. The decision as to which group may use school facilities, rests with the superintendent of schools, but the policy is so set up that, in most cases, his secretary can decide.
- D. The schools are not open for community use during the summer months--with the exception that groups who are already using the facilities may have until June 30 to finish up their program.
- E. Use of school facilities is allowed during regular school hours, as long as it does not interfere with regular educational program.
- F. There is a charge of \$2.00 made for use of school facilities and \$1.33 per hour fee for janitor services. With the exception of educational civic-youth groups, and P.T.A. groups, where there is no charge.

School District No. 5, Cold Springs.

- A. The school board of District No. 5 does not have a written policy or a set of standards contained within their minutes. Their unwritten policy is that the school will be available to genuine groups in the community.
- B. Additional requirements that groups or organizations must meet are:
 - 1. Must be under adult leadership.
 - 2. Must clean up when through using the building.
- C. The board decides what group or organization may use the school facilities.
- D. The school is closed to community use during the summer months, but there are exceptions to this rule.
- E. Use of school facilities during regular school hours is not allowed.
- F. No charge is made for the use of school facilities.

School District No. 7, Lolo.

- A. The school board of District No. 7 do not have a written policy or set of standards contained within their minutes. Due to inadequate, obsolete school buildings, there is very little demand for its use by the community. However, the unwritten policy of the school board allows for its use.
- B. Additional requirements are:
 - 1. Group must clean up and leave building in good condition.
 - 2. Pay for loss or damage to property.
- C. The school board decides which groups may use the school buildings.
- D. The school is available for community use during the summer months.
- E. Use of school facilities during regular school hours is not allowed--not enough room.
- F. There is no charge for use of school facilities.

School District No. 14, Bonner.

- A. Policy of the board of trustees of District No. 14 in regard to use and care of gymnasium, kitchen and auditorium, taken from the minutes of the board in regular session:
The following rules and regulations to govern:
 - Rule and Regulation No. 1.
No smoking will be allowed in gymnasium. Signs to be posted to that effect.
 - Rule and Regulation No. 2.
There shall be no dancing allowed on gymnasium floor.
 - Rule and Regulation No. 3.
Only gym shoes (white soles) or satisfactory equivalent must be worn at all times in physical education or games of any kind.
 - Rule and Regulation No. 4.
Utility room and kitchen may be used at convenient times by responsible local groups and organizations for meetings etc.
 - Rule and Regulation No. 5.
Supervision of gymnasium, utility room and facilities as to schedule for students and other groups shall be left entirely with superintendent of schools.

- B. Additional requirements which are not set down in the school board policies are:
 - 1. Must have some adult leader present who is responsible.
 - 2. Must be responsible for proper use of building and pay for all damage and breakage.
 - 3. Must restore equipment to original position and clean up immediately after meeting.
- C. The superintendent of schools is responsible for deciding what groups may or may not use the school facilities.
- D. School facilities are not available for use during the summer months.
- E. Community use of school facilities are allowed during regular school hours as long as it does not interfere with the regular educational program.
- F. No charge or fee for groups within the community--outside groups must pay a fee of \$5.00.

School District No. 23, Target Range.

- A. School District No. 23 has an unusual situation and a poor one which has caused open conflict between school board and administrators. They have no written policy or set of standards in their minutes pertaining to community use of schools. Their unwritten policy is that any group within the community may use the school facilities at their desire--the only thing that is required is that the groups or organization clear with the clerk of the school board on the time they want the building. In other words, the school board has given over its control of school facilities to the community and it has reached the point where the educational program has become secondary.
- B. Additional requirements are:
 - 1. Group must be orderly.
 - 2. Replace equipment to original place.
 - 3. Must be an organized community group.
- C. The board has complete authority in this matter. The administrator has no say at all.
- D. The school facilities are open for community use during the summer months.
- E. Use of school facilities during regular school hours is not allowed at present, but has been allowed in past.

F. No charge is made for the use of school facilities.

School District No. 32, Clinton.

- A. School District No. 32 has no written policy or standards pertaining to community use of the schools in their minutes.
- B. Additional requirements are that a group must fill out and submit a community service application to the school board and must agree to use the facilities and equipment of Clinton Public School at the time they specified and for the purpose specified and accept full responsibility for the conduct of the people present and all damage to school property at the time used--the organization also agrees to pay the custodian the regular fee.
- C. The school board decides what groups or organizations may use school facilities.
- D. School building is not available for community use during summer months.
- E. The question of using school facilities during regular school hours has never come up, but permission probably would be granted as long as it does not interfere with regular classes.
- F. There is a charge of \$2.50 for janitor services and \$2.50 for use of school facilities and equipment to all groups which use the school.

School District No. 40, Frenchtown.

- A. The school board of District No. 40 has a written policy in their minutes which states that any party will be allowed to use school facilities that they deem to be responsible, either individual or groups--private parties are allowed.
- B. Additional requirements are that groups must be financially responsible and youth groups must be supervised.
- C. The superintendent has the authority to decide what groups may use school facilities--but a group may go through board instead of superintendent, if they care to.
- D. School facilities are open to the community during the summer months.

- E. Use of the school facilities during regular school hours is allowed, as long as it does not interfere with the educational program.
- F. No charge is made for the use of school facilities.

Missoula County High School.

- A. The board for Missoula County High School contains a written policy in their minutes pertaining to community use of school facilities. Text is as follows--individuals or groups of the community will be permitted to use school facilities as long as it does not interfere with the educational program of the school. Will not allow political groups or rent it for commercial purposes.
- B. Additional requirements and standards are set by the principal at his own discretion. At the present time, there are none except that the groups must be organized and have responsible leadership.
- C. The principal of school is given complete authority in deciding which groups are eligible to use school facilities.
- D. The school facilities are open to the community during the summer months.
- E. Use of school facilities is allowed during the regular school hours as long as it does not interfere with regular educational program.
- F. No charge, but there is \$1.50 an hour fee for janitor services.

APPENDIX D

SCHOOL BUILDING AND FACILITIES

Check mark indicates what facilities are open for community use.

School District No. 1.

1. Central

- x classrooms
- home economics
- library
- shop
- x kitchen
- x gymnasium-auditorium

2. Franklin

- x classrooms
- library
- x kitchen
- x gymnasium-auditorium

3. Hawthorne

- x classrooms
- library

4. Jefferson

- x classrooms
- library
- x kitchen
- x gymnasium auditorium

5. Lincoln

- x classrooms
- library
- x kitchen
- x lunchroom

6. Lowell

- x classrooms
- library
- x kitchen
- x gymnasium

- 7. Paxson
 - x classrooms
 - lib library
 - x kitchen
 - x gymnasium

- 8. Prescott
 - x classrooms
 - library
 - x kitchen
 - x gymnasium-auditorium

- 9. Roosevelt
 - x classrooms
 - library

- 10. Washington
 - x classrooms
 - library
 - x kitchen
 - x gymnasium-auditorium

- 11. Whittier
 - x classrooms
 - library
 - x kitchen
 - x gymnasium-auditorium

- 12. Willard
 - x classrooms
 - library
 - x kitchen
 - x gymnasium

School District No. 5, Cold Springs.

- classrooms
 - x recreation room
 - x library
 - x kitchen
- Have plans of building new gymnasium-auditorium
two classrooms and lunchroom which will be open
to community.

School District No. 7, Lolo.

two classroom only
Have plans of building a new modern school or
modernizing present building and adding to it.

School District No. 14, Bonner.

classrooms
home economics room
library
shop
x kitchen
x lunchroom
x gymnasium-auditorium
Boy Scouts have their own room in basement.

School District No. 23, Target Range.

x two classrooms separated by sliding door.
x one classroom and recreational lunchroom com-
bination.
x kitchen
Have plans of adding another separate building on
the school grounds which can be used as classroom
space and recreational area for the school, but
its main purpose will be a community building
available for community educational recreational
and social-civic functions at all times.

School District No. 32, Clinton.

classrooms
home economics room
shop
library
x kitchen
x lunchroom-multipurpose
x gymnasium-auditorium

School District No. 40, Frenchtown.

classroom
home economics room
library
x shop, with supervision
x kitchen and lunchroom
x projection room
x gymnasium-auditorium

APPENDIX E.

APPLICATION FOR USE OF SCHOOL BUILDINGS

Permit No. _____

1. Application on behalf of _____
(Name of organization or individual)
association having _____ members, for use of _____
(state number) _____ of _____ School
(specify portion of building or grounds)

2. Purpose of use _____
(describe fully, stating if there will be dancing)

3. (a) For single meetings:

On _____ the _____ day of _____ Hours _____ to _____
(day of week) (day) (month)

(b) For series of meetings:

Days _____
(for "blanket" application state days of regular meeting)

Beginning _____ ending _____
(date of first of series)

hours _____ to _____

4. Permission to bring into building or onto grounds _____
(equipment or
apparatus)

5. Admission, charge of _____ for adults, and _____ for children
to be made, the proceeds to be devoted to _____

6. Rental charge, (if any) will be made in accordance with the
schedule printed in "Rules and Regulations governing use of School
plants."

7. The undersigned who is to be in charge of the exercises is 21
years of age or over. He agrees that he will be responsible to the
Board of Trustees for the use and care of the school property. He
further agrees that the character of the activity will conform with
that stated in the application. He understands that the custodian
cannot permit the use of the building except upon the presentation
of an official permit granted by the Board of Trustees.

Real Signature _____ Address _____ Telephone _____

8. The undersigned hereby agree that this application is made subject to the Rules of the School Board of Trustees and agree for themselves and all others for whom this application is made that the same is accepted and will be observed.

<u>Real Signature</u>	<u>Address</u>	<u>Telephone</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Approved _____ 195
 (Principal) (Date)

Approved _____ 195
 (Superintendent (Date)

Approved _____ 195
 (Clerk or Secretary) (Date)

PERMIT FOR USE OF SCHOOL FACILITIES

Permit No. _____ for _____ School

To: _____
(Name)

(Organization)

In compliance with your request of _____
(Date)

and in accordance with district regulations you
are hereby granted permission to use:

_____ School

Date _____ Time _____

Persons who will be in attendance and who will
assume responsibility:

Your attention is directed to Rules and Regulations for the use of
School facilities for School District No. 1, copy of which is attach-
ed. Possession or use of any alcoholic beverage in any school build-
ing is expressly forbidden.

Where a charge for custodial service is made, the signer will pay in
advance. If at any time it is found necessary to cancel a time which
has been signed for, the Principal or Custodian should be notified
by 4 p.m. otherwise you will be expected to pay the usual fee.

All formal programs, entertainments, practices, or recreational
activities must close by 11:30 p.m.

Very truly yours,

Signed _____

Not valid unless signed by the Superintendent or his authorized
deputy.

COMMUNITY SERVICE APPLICATION

CLINTON PUBLIC SCHOOL

Name of Organization _____

Sponsors or Chaperons _____
(Two responsible people must be present at all times of use.)

Dates of Use _____

Hours of Use _____

Purpose of Use _____

Facilities to be used _____
(Gymnasium, Shower Rooms, Stage, Lunchroom, Store-room, etc.)

Equipment to be used _____
(Dishes, P. A. System, Projector, Balls, etc.)

The organization named above agrees to use the facilities and equipment of Clinton Public School specified above at the time and for the purpose specified, and accepts full responsibility for the conduct of the people present and all damage to school property at the time of use. The organization also agrees to pay the custodian the regular fee.

Signed _____

This application must be approved by the board of trustees and filed at the school to avoid conflicts and insure the community the best service the school affords. An extra copy should be made to give the janitor so he will know his duties specifically.

Approved by School-Board of Trustees

APPENDIX F

Groups And Organizations Which Used School Facilities

District No. 1				Missoula, Montana
GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Central				
PTA	1st Mon.	eve.	gym-auditorium	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F.S.	F.eve S.a.m.	gym-playground	recreational
Central Volleyball	T.Th.	aft.	gym-auditorium	recreational
Cub Pack 99	last Th.	aft.	classroom	educational-civic
Nat. Guard BB	Th.	eve.	gym-auditorium	recreational
Ohl Sigma Kappa BB	Wed.	eve.	gym-auditorium	recreational
Bell Telephone BB	Wed.	eve.	gym-auditorium	recreational
LDS Church BB	Mon.	eve.	gym-auditorium	recreational
Eagles Drill Team	Wed.	eve.	gym-auditorium	recreational
Western Union BB	Dec. 22	eve.	gym-auditorium	recreational
South Hall BB	Th.	eve.	gym-auditorium	recreational
Sigma Chi	Mar. 3	eve.	gym-auditorium	recreational
4H play	Apr. 3	eve.	gym-auditorium	recreational
4H play	Apr. 10	eve.	gym-auditorium	recreational
Kwanis BB	M.T.	aft.	gym-auditorium	recreational for grade school boys
Franklin				
PTA	1st Mon.	eve.	gym-auditorium	educational
Camp Fire Girls	weekly	aft.	classroom	civic-educational
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Scout Troop No. 3	Th.	eve.	varies	educational-civic
Womens Gym Class	T.	eve.	gym-auditorium	recreational
Mens Gym Class	Wed.	eve.	gym-auditorium	recreational

District No. 1 con't.

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Franklin con't				
Msla. Rec. Dept.	F. S.	F.eve. S.a.m.	gym-playground	recreational
Cub Pack #3	Nov. 10	aft.		educational-civic
Kwanis BB	Dec. 15 H. W.	aft.	gym-auditorium	recreational for grade school boys
Hawthorne				
PTA	1st Mon.	eve.	classroom	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve. S.a.m.	playground	recreational
Boy Scout Troop #1	Nov. 6	eve.	classroom	educational-civic
Cub Pack #1	Jan. 6	aft.	classroom	educational-civic
Jefferson				
PTA	1st Mon.	eve.	gym-auditorium	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Scout Troop #14	T.	eve.	gym-auditorium	educational-civic
Msla. Rec. Dept.	S. F.	F.eve. S.a.m.	gym-playground	recreational
Prestolog BB	Th.	eve.	gym-auditorium	recreational
DeMolay BB	W.	eve.	gym-auditorium	recreational
Beginners Sq. Dance	T. 10 wks.	eve.	gym-auditorium	recreational
Msla. Fed. Sq. Dance	T.	eve.	gym-auditorium	recreational
Cub Pack #4	4th Mon.	aft.	classroom	educational-civic
JC BB League	Jan-Mar. M.T.W.Th.	eve.	gym-auditorium	recreational

District No. 1 Con't.

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Lincoln				
PTA	1st M.	eve.	classroom	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Park Addition Club	Oct. 22	eve.	classroom	civic
Msla. Rec. Dept.	F. S.	F.eve.	playground	recreational
		S.a.m.		
4H Club	Oct. 15	eve.	classroom	educational
Rattlesnake Com.Club	1st F.	eve.	classroom	social-civic
Roosevelt				
PTA	2nd M.	eve.	classroom	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M. T. W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve.	playground	recreational
		S.a.m.		
Cub Scouts	Dec. 18	aft.	classroom	educational-civic
Washington				
PTA	1st. M.	eve.	gym-auditorium	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M. T. W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve	gym-playground	recreational
		S.a.m.		
Scout Troop #70	T.	eve.	gym-auditorium	educational-civic
Cub Pack #8	4th F.	aft.	classroom	educational-civic
Films Com. Club	Oct. 9 Dec. 4	eve.	gym-auditorium	social-civic
Washington Sq. Dance	1st 3rd F.	eve.	gym-auditorium	recreational
O'Connors BB	W.	eve.	gym-auditorium	recreational
4H play	Mar. 30	eve.	gym-auditorium	recreational
JC BB League	Jan-Mar.	eve.	gym-auditorium	recreational
	M.T.W.Th.			

District No. 1 con't.

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Whittier				
PTA	1st. M.	eve.	gym	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve. S.a.m.	gym-playground	recreational
Scout Troop #6	T.	eve.	gym	educational-civic
Whittier Sq. Dance	W.	eve.	gym	recreational
North Side Sever	Feb. 10	eve.	gym	civic
Kwanlis BB	M.W.	aft.	gym	recreational for grade school boys
Lowell				
PTA	2nd M.	eve.	gym	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve. S.a.m.	gym	recreational
Lowell Sq. Dance	Th.	eve.	gym	recreational
West Side Club	1st, 3rd F.	aft.	have own room	social-recreational
7th & 8th grade	monthly	aft.	classroom	party
Cub Pack #55	2nd F.	aft.	classroom	civic-educational
Montgomery Ward BB	Th.	eve.	gym	recreational
Orchard Homes Indep.	3rd, 4th M.	eve.	gym	recreational
Scout Group #55	W.	eve.	gym	educational-civic
Bob Ward & Son BB	T.	eve.	gym	recreational
Paxson				
PTA	3rd M.	eve.	gym	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve. S.a.m.	gym	recreational

District No. 1 con't.

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Paxson con't.				
Hoedowners Sq. Dance	2nd, 4th T.	eve.	GYM	recreational
Tangofooters Sq. Dance	1st T.	eve.	GYM	recreational
Scout Troop #30	1st F.	eve.	GYM	educational-civic
Cub Pack #30	1st F.	aft.	classroom	educational-civic
Alpha Tau Omega BB	F.	eve.	GYM	recreational
Nat. Guard BB	T.	eve.	GYM	recreational
Cub Pack #2	3rd F.	aft.	classroom	educational-civic
Kwanlis BB	H. W.	aft.	GYM	recreational for grade school boys
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Prescott				
PTA	3rd M.	eve.	GYM-auditorium	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve	GYM-playground	recreational
		S.a.m.		
Rattlesnake Sq. Dance	F.	eve.	GYM-auditorium	recreational
Intermediatic Sq.	T.	eve.	GYM-auditorium	recreational
Mens Gym Class	F.	eve.	GYM-auditorium	recreational
Wickstrom's BB	T.	eve.	GYM-auditorium	recreational
Assembly of God BB	2nd, 4th W.	eve.	GYM-auditorium	recreational
St. Francis BB	Dec. 11	eve.	GYM-auditorium	recreational
Phi Delta Theta BB	1st, 3rd W.	eve.	GYM-auditorium	recreational
Cub Pack #9	3rd F.	aft.	classroom	educational-civic
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Willard				
PTA	2nd M.	eve.	GYM	educational
Camp Fire Girls	weekly	aft.	classroom	educational-civic
Y-Teens	M.T.W.	aft.	classroom	recreational-civic
Msla. Rec. Dept.	F. S.	F.eve	GYM-playground	recreational
		S.a.m.		
Scout Troop #7	3rd ..	aft.	classroom	educational-civic

District No. 1 con't

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Willard con't				
Cub Pack #7	T.	aft.	classroom	educational-civic
Willard PTA Rec.	1st, 3rd F.	eve.	gym	recreational
St. Anthony BB.	Th.	eve.	gym	recreational
Kwanis BB	W.W.	aft.	gym	recreational

District No. 5 Cold Springs, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
PTA	3rd F.	eve.	recreational room	educational
4H	weekly	eve.	recreational room	educational
High School	once	eve.	recreational room	recreational
Farm Bureau	twice	eve.	recreational room	educational

District No. 7 Lolo, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
4H Club	3 times		classroom	play practice
Local voting	April	day	classrooms	civic
Children and Youth	Summer	days	playground	recreational

District No. 14 Bonner, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
PTA	4th M.	eve.	gym-kit chen-lunchr.	educational
PTA Study Group	once month	aft.	lunchroom	educational
HI School girls BB	1st, 3rd W.	eve.	gym	recreational
HI School Boys BB	T. Th.	eve.	gym	recreational
Independent BB	W.	eve.	gym	recreational
Bluebirds	W.	aft.	lunchroom	educational-civic
Camp Fire Girls	T.	aft.	lunchroom	educational-civic

District No. 14 con't.

CROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Boy Scouts	weekly	eve	have own room	educational-civic
Business men	W.	eve.	varied	free show for high and grade children
Cub Pack	Sept. 25	aft.	lunchroom	educational-civic
Republicans	Oct. 21	eve.	gym	political
4H Club	Nov. 10		lunchroom	educational
Boy Scouts	Nov. 22	eve.	lunchroom-gym	civic
Home Dem. and Boy Scouts		eve.	lunchroom	recreational
Independent BB town.	Mar. 6-7		gym	recreational
School Board	Feb. 12 Mar. 26	eve.	auditorium	civic
Ladies Aid	April 19	eve.	kitchen-lunchroom	social
Home Demonstration	April 2	eve.	kitchen-lunchroom	social
County M.E.A.	May 6	eve.	kitchen-lunchroom	social
4H Club	May 12	eve.	kitchen-lunchroom	social
Ladies Aid	May 27	aft.	kitchen-lunchroom	social
Boy Scouts	Apr. 30-31	eve.	auditorium	social-civic

District No. 23

Target Range

CROUP	DATE	TIME	FACILITIES USED	ACTIVITY
PTA	1st M.	eve.	multi-purpose room	educational
PTA Study Group	6 times	aft.	multi-purpose room	educational
Target Range Womens Club	4 times		multi-purpose room	social-educational
Targetteens	2nd T.	eve.	multi-purpose room	social-educational
Community Sq. Dances	F.	eve.	multi-purpose room	recreational
Tar. Ran. Impr. Assoc.	monthly	eve.	multi-purpose room	civic
Bible Study Group	weekly	aft.	multi-purpose room	religious
Bible School	2 weeks	June	all rooms	religious
Annual school comm. picnic	May		all day all facilities	social-recreational

District No. 32

Clinton, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
PTA	1st H.	eve.	lunchroom-kitchen	educational
PTA	twice monthly	eve.	gym-auditorium	recreational
4H Club	weekly	aft.	lunchroom	educational
Womens Club	3 times	eve.	gym-auditorium	recreational
Home Demonstration	3 times	eve.	gym-auditorium	recreational
Clinton recreation association	T. Th.	eve.	gym-auditorium	recreational

District No. 40

Frenchtown, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
PTA	1st. T.	eve.	kitchen-lunchroom	educational
PTA Study Group	6 times	aft.	lunchroom	educational
Gun Club	Th.	eve.	gym	recreational
4H Club	monthly	eve.	lunchroom	educational
Adult & Youth Sq. Dance	irregular	eve.	gym	recreational
Independent BB	T.	eve.	gym	recreational
Public Dance	monthly	eve.	gym	social-recreational
Booster Club	everyother M.	eve.	lunchroom	civic
Home Demonstration	irregular	aft.	lunchroom	educational
Womens Social Club	irregular	aft.	lunchroom	social
Booster Club Dance		eve.	gym	social
County Ext. office	various times	eve.		educational
Soil Conservation	twice	eve.	lunchroom	educational
Bureau of Reclamation	once	eve.	lunchroom	elections
Parish	once	eve.	gym	social
Church	June 4	morn.	lunchroom-kitchen	social
Bible School	May 25 June 5	morn.	all facilities	religious

Missoula County High School

Missoula, Montana

GROUP	DATE	TIME	FACILITIES USED	ACTIVITY
Boy Scout Troops	5 times week	eve.	varies	educational-civic
Sea Scouts	weekly	eve.	classrooms	educational-civic
Civil Air Patrol	weekly	eve.	classrooms	educational-civic
Rainbow Girls	T.	eve.	varies	recreational
PTA groups	weekly	eve.	lunchroom	educational
Womens Club drama	weekly		auditorium	educational
Womens Club arts & crafts	weekly			educational
Youth of Christ	monthly	eve.	varies	religious-educational
Agricultural group	varies	eve.	classroom-shop	vocational-educational
Insurance School	weekly	eve.	classroom	vocational-educational
Evangel. Church	one Sunday	day	auditorium	religious
University Women	varies		classroom	educational
various church groups	varies	varies	varies	religious
League Women Voters	varies	eve.	classroom	educational-civic
Community dramatic	varies	eve.	auditorium	cultural-recreational
Taxpayers assoc.	once	eve.	classroom	educational
Panhellenic	varies	eve.	varies	educational
County Ext. office	varies	eve.	varies	educational
Elementary rural school	once	day and		educational
meeting		eve.		
Carpenters Union	varies	eve.	classroom	vocational
Plumbers Union	varies	eve.	classroom	vocational
Electrician Union	varies	eve.	classroom	vocational