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AN EDUCATIONAL SURVEY OF THE
TABER SCHOOL DIVISION NO. 6 (108 pp)

Director of the Professional Paper _____

The main concern of this comprehensive survey was to study, as objectively as possible, some of the problems which confronted the Taber Divisional Board with the purpose of making constructive recommendations which might improve the effectiveness of administration and other educational services. In Chapter X, a five-page summary provides a concise account of the content of the preceding chapters; the latter half of the same chapter contains twenty recommendations. There is a strong plea for a continuous type of survey which would involve the cooperative efforts of lay citizens, teachers, administrators, and the board of education.

An effort was made to compile, analyze, and synthesize available statistics concerning finance, auxiliary services, educational facilities, and instructional services. Considerable difficulty was encountered in attempts to find suitable criteria for evaluating some of the services and practices which are common in the large areas of administration (school divisions) in the Province of Alberta.

In order to organize the numerous statistical data in accessible form, twenty-six tables were prepared. In some cases, the numerical data cover a five-year period. If and when future studies are made, this information will be particularly helpful. Two maps were included. One shows the location of the Taber Division with respect to all other school divisions in Alberta; the other shows the location of each of the twelve operating schools serving the Taber Division.

This survey is an administrator's study of a school system employing nearly one hundred teachers whose services involve twelve different schools varying in size from the one-room rural school to a centralized school employing a staff of forty-nine teachers. In the Taber Division over 50 per cent of the entire enrollment of approximately 2,400 students is transported to schools in modern buses of which 50 per cent are publicly owned. Those who are intrigued by the variety and importance of the problems which confront many earnest boards of education will probably like to read the Taber Survey.

AN EDUCATIONAL SURVEY OF
THE TABER, CANADA, SCHOOL DIVISION NO. 6

by

SAMUEL AUBREY EARL
B.Sc., Brigham Young University, 1940

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

MONTANA STATE UNIVERSITY

1952

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Date Aug 20 1952

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The author is especially indebted to Professor W. R. Ames for sympathetic guidance and for his untiring efforts in the final completion of this paper. To Mr. W. E. Frame, Chief Superintendent of Schools, Department of Education, Government of Alberta, he expresses sincere thanks for encouragement, and for personal help in providing source materials used in the survey. Also, the writer feels particularly grateful to Messrs. C. B. Johnson, G. L. Mowat, A. B. Wetter, and O. F. Larson who made the original Survey of the Taber Division in June, 1951.

S. A. E.

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

The main concern of this survey was to study, as objectively as possible, some of the problems which confronted the Taber Divisional Board with the purpose of making constructive recommendations which might improve the effectiveness of administration and other educational services. More specifically, this survey was an attempt to study the following questions; (1) What problems, if any, seem to have been particularly crucial since the organization of the Division, in 1937? (2) Does the geography of the Division present any serious problems? (3) Are acceptable administrative practices followed? (4) What developments seem to have contributed to the apparent serious financial problems? (5) What are some of the existing deficiencies, if any, in educational facilities? (6) In providing certain auxiliary services, particularly transportation services, what problem does the board face? (7) What is the status of the instructional services? (8) What interesting developments might have implications for the Division?

II. IMPORTANCE OF THE SURVEY

The superintendent of a school division should be

thoroughly acquainted with all aspects of education. This implies that he should have access to factual information about the Division as a whole. If the necessary information is not available, steps should be taken to gather data, organize it, and evaluate it so that the business of education might be conducted efficiently. Unless the superintendent who should be providing sound educational leadership is well informed, it is very unlikely that he can intelligently inspire the school board, the teachers, and lay citizens to engage in cooperative efforts for the improvement of educational services. With this viewpoint in mind, it seemed reasonable to suppose that one of the first steps was to make a thorough study of the Division and for this purpose the survey approach appeared a logical one.

In making a survey, the intention was (1) to assemble information which would be readily accessible to all those persons concerned with administering the educational services in the Taber Division, (2) to provide the Department of Education with a study of a division faced with problems worthy of further consideration, (3) to discover, if possible, what changes might be effected to improve the general operation of the Division, (4) and to encourage other superintendents in Alberta to make comparative studies.

III. LIMITATIONS

By definition, this survey was considered to be comprehensive; however, it does not follow that it was concerned with all conditions, activities and results. For several reasons, many aspects will have to be dealt with in future studies. Under different circumstances, this type of study might have called for an organized type of cooperative effort involving the board, employees, professional workers, pupils, and lay citizens.

IV. METHOD

Over a period of two years, an attempt was made to analyze the various data, from time to time, in order to provide the board with information which seemed pertinent. During the month of November each year, the secretary, the superintendent, and the office staff tried to compile objective evidence to fortify the board which conducted annual meetings of taxpayers during the month of December. In July of each year, the superintendent compiled a statistical report and a literary report on the entire Division, for the Department of Education. Beginning in September, 1948, the secretary set up a comprehensive system of records so that the board would have accurate data on all buses. At the end of each school year, a cost analysis of the transportation system was completed. Early in June, 1951, the Department, at the board's

request, sent a survey committee to the Division to make a limited survey.

Following the survey made in June, 1951, it seemed reasonable that a continuous study of the Division should follow. Since the findings of the June survey had not been available to anyone except the board, it was thought advisable to incorporate much of its contents in a more comprehensive survey so that a broader concept of divisional problems might result. If many people in the Division were to become well informed about educational problems, continuous up-to-date facts would have to be provided.

Therefore, every opportunity was taken to observe, compile, analyze, and synthesize available factual material. Thus the content of this survey developed. Whenever possible, criteria were selected and used in evaluating data. No attempt was made to use score cards in evaluating school buildings. Attempts to find adequate criteria for evaluating bus service proved futile. Test norms, in Alberta, are limited almost completely to those for departmental tests on the grade nine and twelve levels. Acceptable administrative practices, suggested by authorities, were included in order that comparisons could be made with those typical of the Taber Division.

V. ASSUMPTIONS

It was assumed (1) that data were accurate, (2) that

conclusions and techniques were neither all-inclusive nor infallible, (3) that information which is readily accessible will be used to good advantage, (4) that this survey may be instrumental in encouraging further surveys of a limited type, and (5) that through this survey educational problems can be assessed and deficiencies corrected.

VI. DEFINITION OF TERMS

In this survey,

(a) "Act" means The School Act, 1952;

(b) "board" means the board of trustees of a district or of a division;

(c) "Committee" means a committee of five persons, under the chairmanship of S. A. Earl, who made a survey of the Taber School Division, June 1951;

(d) "department" means the Department of Education of the Province of Alberta;

(e) "district" means a school district formed or established according to the provisions of The School Act;

(f) "division" means a school division or large area of administration, constituted according to the provisions of The School Act;

(g) "divisional district" means a district included in a division;

(h) "Minister" means the Minister of Education;

(i) "municipality" means any city, town, village,

municipal district, improvement district or special area;

(j) "non-divisional district" means a district not included in a division;

(k) "salary schedule" means a salary schedule adopted by the board according to The School Act;

(l) "school" means a school of a district or division established or constituted under The School Act;

(m) "school building" means a building owned or occupied by a district or division and includes any school, auditorium, gymnasium, dormitory, teacherage, divisional office, garage, barn, or other building owned or occupied, or proposed to be owned or occupied by a district or division;

(n) "secretary" or "treasurer" includes secretary-treasurer of the division, appointed by the board;

(o) "superintendent" means a school superintendent appointed by the Minister under The School Act;

(p) "survey" means study of educational conditions and results together with constructive criticisms of the findings.

(q) "comprehensive survey" deals with many of the conditions, activities, and results;

(r) "limited survey" deals with a particular condition in great detail;

(s) "Survey" means A Survey of the Taber School Division No. 6, June, 1951, conducted by a five-man Committee which was appointed by the Minister of Education.

(t) "teacher" means a person holding a permanent or temporary certificate of qualification as a teacher which is issued by the Minister under the Department of Education Act;

(u) "trustee" means a member of the board.

VII. TYPES AND SOURCES OF DATA

The numerous statistical data which were used in this survey came from many sources; therefore, it would appear that an analysis of these would be facilitated by referring to Table I on the following page.

TABLE I
TYPE AND SOURCE OF DATA USED IN THIS SURVEY

Type of Data	Source of Data
1. Enrollments and attendance.	1. Term Returns submitted by principals at end of June.
2. Statistics relative to teachers.	2. Form A--issued by the Department; completed by each teacher.
3. Historical information.	3. Minutes of board meetings; interviews with secretary and board members.
4. Geographical data.	4. Government maps; travel.
5. Administrative duties of various officials.	5. School Act; minutes of board meetings.
6. Statistics on finance.	6. Auditors' Statements; Surveys of Taber and Rocky Mountain Divisions.
7. Educational facilities.	7. Firsthand observations; reports from principals.
8. Auxiliary services.	8. Files of Divisional Office.
9. Educational program.	9. Curriculum Bulletins from Department of Education.
10. Operation of schools.	10. Annual reports of the superintendents, principals, and secretary-treasurer.
11. Achievement of pupils.	11. Reports from Examination Branch, Department of Education.
12. Information concerning future developments.	12. Personal interviews, special meetings.

CHAPTER II

HISTORY OF THE DIVISION

I. SOURCES OF INFORMATION AND THEIR LIMITATIONS

With the minutes of the board meetings as the only written documents from which any historical information about the establishment of the Taber Division could be obtained, a thorough study was made of them. Where the information in the minutes was incomplete, because of brevity, explanatory comments were provided by Mr. H. J. Hart, the secretary-treasurer, whose long term of office with the board had fortified him with the background necessary to explain some of the recorded statements in the minutes. Mr. Ray Myers, the chairman of the board, and other board members were cooperative in relating events which had a significant bearing upon the history of the Division. However, it was felt that there were serious limitations involved in trying to interpret some of the information from these sources. A more detailed record of events and the circumstances surrounding them might have been written at least annually, and filed for future use. When the Department of Education requested the superintendent to obtain historical data relative to the formation of each district, the persons concerned, the date, the significance of the name, etc., there was no written record available

concerning any of the original districts.

II. ESTABLISHING THE DIVISION

According to the provisions of Section 231 of The School Act, the Minister of Education, late in 1936, ordered that fifty-seven school districts be organized into a division to be known as the Taber Division No. 6. The Division was subdivided into five geographical areas known as subdivisions. Readers should bear in mind that the administrative organization of the Department of Education in Alberta is highly centralized.

Mr. Owen Williams, Inspector of Schools at Lethbridge, acted as secretary during the period of organization. At this time, meetings were held at convenient centers where the inspector and others discussed with the people the purposes and the advantages of forming the Taber Division. Finally, on November 14, 1936, a nomination meeting was held at which properly qualified electors (delegates) made their nominations of trustees. Elections were held in various centers throughout the Division on December 12, 1936. On January 6, 1937, the following men took the required oath of office as trustees: Frank Kerkhoff, W. E. Howell, J. G. Stewart, and Stanley Clarke. The records available do not indicate when M. J. Leahy took the oath of office.

Inspector O. W. Williams, four trustees and B. L. Cook,

temporary secretary-treasurer, were present at the organization meeting of the divisional board which was held in the Taber Central School on January 6, 1937. Mr. Frank Kirkhoff became the first chairman of the board.

III. PROBLEMS AND CHARACTERISTICS OF THE TRANSITIONAL PERIOD, 1937-1945

The transfer of power and authority, formerly vested in the district boards, to the divisional board was a problem that characterized this period. Although the local boards still remained for the purpose of safeguarding the interests of their local school, they could not exercise final jurisdiction over many matters heretofore considered to be their sole prerogative. In fact, the district board became an advisory body to the superintendent and the divisional board.

Almost immediately, the divisional board was besieged with requests for educational services which, in many cases, were quite foreign to those provided under the previous system of district administration. Often the divisional board was confronted with with the same problems formerly faced by local boards, namely: inadequate finances, disparity in assessments, limited educational program, dilapidated school houses, and a host of other difficulties.

Some local districts became very conscious of the possibilities of centralization--some favored the idea, while others were skeptical and even fearful of the final outcome

of such a modern innovation.

Many districts entered the Division saddled with a heavy debt burden which forced the divisional board to borrow in order to pay for the proverbial "dead horse." Early in 1938, the board felt the urgent need of financial help to the extent that officials from the Department were asked to consider special grants for purchasing school vans, and the Minister was asked to consider the possibility of levying a special tax for education in order to relieve the tax burden of the landowners.

To help provide better educational services for high school students, a decision was made to provide two dormitories, one in the town of Taber, to serve pupils in the southeast part of the Division, the other in Armada to serve the northwest area. Some extension of the high school program in Taber was made to include "shop." This effort was a cooperative one on the part of the divisional board and the board of the town of Taber.

Any attempts to plan new buildings were generally abortive, because of limited revenue. Teachers' demands for higher salaries intensified annually, because the war effort was draining away the surplus members of the profession. The influx of Japanese from the coastal areas of British Columbia was one result of the Federal Government security measures, but the result was an extra educational burden on the Taber

Division.

This period saw increased demands for transportation services, renovation programs, and centralization of schools all of which accentuated the financial crisis already apparent to board members.

Adding to the difficulties of this transitional period was the fact that the Department assigned three different superintendents to the Taber Division. This condition made difficulty for the board in obtaining advice and leadership which would contribute to the formation of long-range planning. The Department could not be blamed, however, because superintendents were entering the services and leaving the staff depleted.

IV. SIGNIFICANT DEVELOPMENTS DURING THE PERIOD 1946-1951

Immediately, application was made to the Department to borrow \$200,000 for new schools at Taber, Barnwell, and Lomond. By 1947, many school buildings were figuratively "bulging at the seams" with increased enrollments.

To expand the high school program to include commercial courses seemed imperative. Barnwell high school students were now being conveyed to Taber high school. The board decided to build a dormitory in Taber to accommodate one hundred students from the rural areas.

To add to the existing dilemma, as far as the board was concerned, an act of the Legislature (Bill No. 80)

permitted the municipalities to appeal an increase in requisition of more than twenty per cent over the previous year. The board sent a protest to the Department of Education and Municipal Affairs.

Problems of administration increased to such proportions that the board appointed George Meikle as construction foreman and Art Parks as transportation manager. During the time (1947-1949) that Superintendent Byrne was in Taber, the board adopted a Divisional Plan and revised some of their budget policies.

The period from 1947-1951 saw a significant expansion in the provision of school plants at Taber, Barnwell, Lomond, and Vauxhall. The bonded indebtedness reached serious proportions. Finally, at the board's request, the Honorable Ivan Casey, Minister of Education, attended a special meeting to discuss the problems of how to meet the increasing costs of education.

Salary demands continued to increase; but these were met as a result of amicable negotiations between the salary negotiating committee consisting of the board, together with the teachers' committee. The administrative policies and the execution of them became more effective as the Principals and Vice-Principals Association continued to work cooperatively with the board.

V. SUMMARY

Study of the minutes of board meetings held regularly during a period of fourteen years shows plainly that the business of administering a school division is a most challenging responsibility. From the very outset there were varied problems; some appeared trivial, others demanded all the ingenuity the board could muster. Among the recurring topics of study were those having to do with finance, inadequate and worn-out buildings, insufficient buses, problems of centralization or lack of it, demands for higher salaries and wages, and dissatisfaction arising out of attempts to economize while costs were skyrocketing. Always the spectre of a limited financial structure stared the members of the board in the board in the face.

Probably their grim situation accounts for the fact that very little time was devoted to a serious consideration and study of such vital matters as administrative planning, school efficiency, curriculum, health problems, special services, public relations, etc. These are crucial problems which require constant attention and thorough study.

In order to facilitate the work of planning for the future and, at the same time, evaluate what has been accomplished, an advisable procedure seems to require that each year's business, as recorded in the minutes of board meetings, be summarized at the close of each year. This summary could

provide information necessary for publicizing what has been accomplished, and focus attention upon those problems to which solutions must be found.

CHAPTER III

GEOGRAPHICAL ASPECTS

I. LOCATION WITH RESPECT TO OTHER DIVISIONS

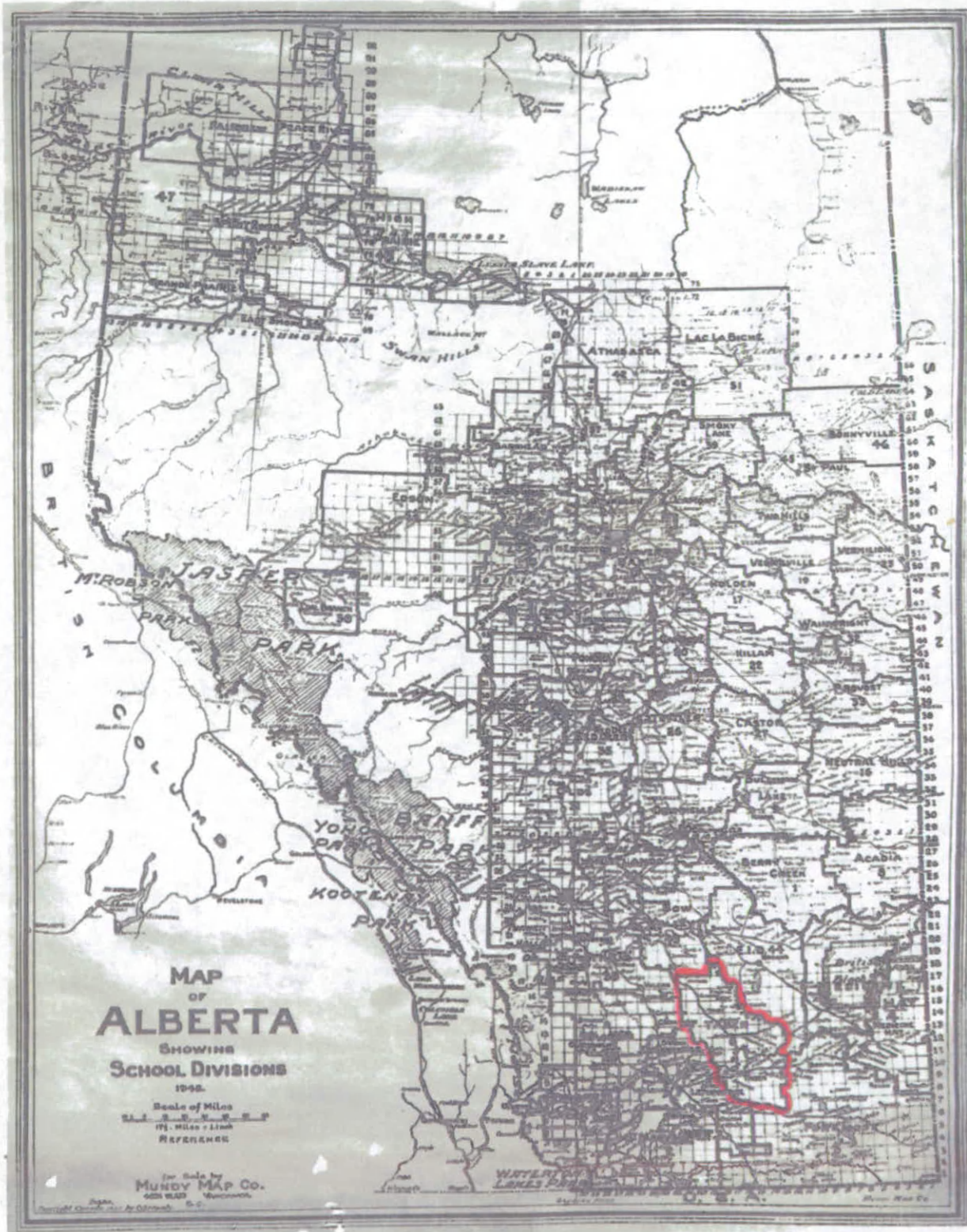
The Taber Division is one of the fifty-nine large areas of school administration in the Province of Alberta. This Division is situated in the south-central part of the province. It is centrally located with respect to two boundaries, the one separating Alberta and Saskatchewan on the east, the other separating Alberta and British Columbia on the west.

On Page 18 a map of Alberta shows the school divisions in 1948. The Taber Division can be distinguished easily because its boundary has been outlined in red.

II. AREA SERVED

In total area the Division of Taber extends over fifty-eight townships or approximately 1,300,000 acres. Dividing the Division north and south is the Old Man River. The Bow River forms a natural boundary along the northeastern edge of the Division.

North of the Old Man River is an irrigated area of which Vauxhall is the center, while south of the river is a more extensive irrigated area of which Taber is the center. In addition to the village of Vauxhall, only two other villages,



Enchant and Lomond, are situated north of the Old Man River. South of the river is the town of Taber with a population of approximately three thousand people. The only other communities large enough to be designated as villages are Grassy Lake and Barnwell. The population of each of the four small centers would be about two hundred fifty people. As a business center, the town of Taber serves the territory south of the river, and north of the Old Man River as far as Vauxhall. However, the people of Enchant and Lomond do much of their business in the town of Vulcan, a town thirty miles west of Lomond, or in the city of Lethbridge, a distance of fifty miles from Enchant. Much of the business of the entire Taber area south of the Bow River is done in Lethbridge which is the city that actually serves most of the smaller communities in southern Alberta.

III. LOCATION OF SCHOOLS

In September, 1951, there were twelve operating schools in the Division. The location of these school centers can be determined from the map on Page 20. The four one-room schools are Bon Ayr and Hudson, south of the Old Man River, and Travers and Circle Hill, north of the river. On either side of the Old Man River is a two-room school, one at Deer Park which is in the southeastern part of the Division, and the other at Sundial which is situated in the southwestern part of the Division. Again, two four-room schools, one at Enchant



MAP of the
TABER SCHOOL DIVISION
No. 6
SHOWING the LOCATION
of the
TWELVE OPERATING SCHOOLS
1951-52.

and the other at Grassy Lake, are situated north and south of the Old Man River, respectively. At Lomond, in the extreme northwest corner, there is a three-room school. The largest centralization is at Taber where approximately half the entire teaching staff is employed. Two comparatively large centralized schools are located at Vauxhall, north of the river, and at Barnwell, south of the river. An extensive transportation system is necessary in order that these twelve school centers can serve such a large Division.

IV. TOPOGRAPHY AND ROADS

Generally speaking, the surface features of the entire Division are quite regular. South of the Old Man River the entire country is flat, choice farmland with a deep, fertile, sandy-loam soil. North of the river, the soil is also very fertile, but considerably heavier than that found in the Taber area.

A hard surfaced highway (No. 3) parallels the main Canadian Pacific Railway which connects the cities of Lethbridge and Medicine Hat. These two main arteries of communication serve territory both south and north of the Old Man River. Serving the rural area adjacent to these two main arteries is a network of subsidiary roads which the Municipal District of Eureka constructs and maintains. Most of these roads are "elevated" highways many miles of which are graveled annually.

Another line of the Canadian Pacific Railway runs from Medicine Hat through Vauxhall, Enchant, and Lomond and on to Calgary. The service on this line is limited to two days per week. No hard surfaced roads are found north of the Old Man River. Most of the roads are narrow, elevated roads, some of which are graveled. The roads are not yet good enough to enable the transportation system to function effectively during stormy weather; this situation is particularly serious in that part of the Division north of the Old Man River.

Until such time as the roads in the northern half of the Division are properly elevated, widened, and graveled, it is likely that the problems of transportation will continue to be serious. Not only will the costs of operating both the privately-owned and publicly-owned buses be high, but the interrupted service will decrease the efficiency of the schools' operation. Since the board has no jurisdiction over road building, it must seek a solution through the cooperation of municipal and provincial governments. Fortunately, there seems to be a growing concern, on the part of taxpayers, municipal governments, and the board for the educational welfare of those children who live in sparsely-populated areas, where transportation service is generally difficult.

V. INDUSTRIES OF THE AREA

Agriculture is the basic industry throughout the entire

area. Large, dry-land wheat farming is the major industry in the northwest, southwest, and southeast extremities of the Division. In the Vauxhall district, where irrigation is available, mixed farming is the main industry. Special crops such as corn and potatoes are grown quite extensively, but the marketing of the potato crop is often a serious problem. In the Taber-Barnwell area, where irrigation is extensive, the main industry consists of growing sugar beets and various raw crops such as corn, peas, carrots, squash, and tomatoes. In order to utilize the extensive sugar beet crops, a large, modern sugar factory commenced its initial operation in the fall of 1950. This factory, the largest and most up-to-date in Canada, is owned and operated by The Canadian Sugar Company of Canada. The canning industry, which is so favorably located in Taber, is gradually expanding. It is a stabilized industry that serves to complement the beet farming and cattle feeding industries. Having access to the by-products of the beet industry enables the farmers to carry on a thriving cattle feeding business during the winter months.

Besides the variety of farm crops in the Taber district, there are two other products of significance, namely, coal and oil. Although the coal industry is now confined mainly to surface mining in a region adjacent to the Old Man River, northwest of Taber, there was a time about forty years ago when coal mining was the major industry responsible for the early development of the town itself. The Standard Oil Company has now

several producing wells within a radius of ten miles from Taber. Further exploration is under way throughout the entire Division; another well is being drilled about two miles southwest of Taber. Probably no other area in the province of Alberta has as many profitable industries and a sound economy as the Taber-Barnwell district.

CHAPTER IV

ADMINISTRATION

I. CONSTITUTION OF THE DIVISIONAL BOARD

For purposes of administration, the Taber Division is composed of six sub-divisions. Those people, residing in a particular sub-division, and who are qualified voters, have a right to elect one trustee who serves as a member of the divisional board. Also, the electors of each small school district, within the boundaries of a sub-division, have the right to elect a board of trustees.

Divisional Board. Part III of "The School Act, 1952,"¹ sets forth the formation of boards, resignation of trustees, disqualification of trustees, prohibited transactions, deposition of a trustee from office, and tenure of office. A detailed discussion of these topics is not necessary in this paper.

Details pertaining to election of trustees appear in Part IV of "The School Act, 1952."² According to Section 108³ the poll for the election of a trustee shall be by secret

¹"The School Act, 1952." Department of Education, Edmonton, Alberta, Canada.

²Ibid., p. 33 ff.

³Ibid., p. 45 ff.

ballot.

In Part V of the Act, the regulations concerning board meetings are stated. Section 167 to 172, inclusive, describe the procedures to be followed at board meetings.

II. DUTIES OF THE BOARD

Contained in Part VI of the Act is a comprehensive outline of the powers and duties of boards of trustees and their officers. Such powers and duties relating to administration, instruction, school management and discipline, miscellaneous powers and duties, additional powers and duties, are outlined fully. Therefore, boards of trustees and their officers cannot be excused for noncompliance with regulations which appear to be clearly defined.

It would seem advisable for the board and its officers to study the following clauses, from Part VI of the Act,⁴ rather carefully:

173. (1) The board of a non-divisional district or of a division shall administer the district or division.

- (2) For that purpose the board shall,
- (a) appoint a secretary and a treasurer, or a secretary-treasurer, and such other officers and servants as may be required by this Act, and fix their remuneration;
 - (b) procure a corporate seal for the district or division;
 - (c) provide the officers of the board with the books necessary for keeping

⁴Ibid., pp. 51 ff.

proper records of the district or division.

(4) The officers and servants appointed under subsection (2) shall each hold office during the pleasure of the board.

(5) In the case of a division the appointment of the secretary-treasurer shall be subject to the approval of the Minister.

175. (e) Provide for the disseminating of information relative to the meetings of the board and the business of the district or division among the electors by means of circulars or by publication in one or more newspapers having general circulation within the district or division.

176. (1) The board of a non-divisional district or of a division may appoint standing or special committees consisting of one or more trustees and may delegate to any such committee,
 (a) any matter for consideration, inquiry, management or regulation; and
 (b) any of the duties and powers imposed and conferred by this Act upon the board except the powers,
 (i) to borrow money;
 (ii) to pass a by-law; or
 (iii) to enter into or terminate a contract.

(2) Every committee to which any duty or power is delegated may exercise or perform the same in like manner and with the same effect as the board.

178. (1) The board of a non-divisional district or of a division may,--
 (c) furnish the pupils with text books, exercise books, pens, pencils, and other supplies, either free of charge or at a price to be fixed by the board;
 (d) supply the children of indigent residents with text books and other supplies at the expense of the board;
 (e) provide suitable library and make regulations for its management.

179. The board of a non-divisional district or a division shall,--
- (a) make regulations for the management of the school and communicate them in writing to the principal or teacher;
 - (b) see that the school is conducted according to this Act and the regulations made pursuant thereto.
181. The board of a non-divisional district or of a division shall,--
- (b) provide wholesome drinking water for the use of the children during school hours.
182. The board of a non-divisional district or of a division may,--
- (a) employ such physicians, dentists and nurses as may be deemed requisite to care for the health of the pupils and to advise parents and the board with respect thereto;
 - (b) make any expenditures that it may deem necessary to safeguard the health of the pupils;
 - (c) furnish the pupils with luncheon at the noon hour, either free or fixed by the board;
 - (g) provide assistance by way of bursary or loans to students undergoing teacher training courses, subject to the approval of the Minister.
183. The board of every non-divisional town and city district or of a division may,--
- (a) provide free medical, dental and surgical treatment,--
 - (i) for such pupils as it may determine; and
 - (ii) for children of pre-school age, at the request of the council of a municipality, and at the expense of the municipality, and for that purpose may enter into any agreement with a local board of health which that board is authorized to enter into by Section 23 of "The Public Health Act."
186. The board of a division shall,--

- (d) appoint by resolution a trustee to attend meeting of the council of each municipality to which the board submits a requisition for twenty per cent or more of the total requisition of the division under the provision of this Act.

188. The board of a division may,--
- (a) contribute towards the cost of operation of any full-time public health district;
 - (c) provide for the holding of an annual convention of an association of the trustees of the districts included in the division and pay the expenses of the delegates incurred in attending the convention, to a maximum of ten dollars for any one district.
208. (2) The secretary of a division or of a non-divisional district shall permit any elector thereof to examine the auditor's report at his office.

III. DISTRICT BOARDS

Section 74 of the Act states that in each district there shall be a board of trustees. In the Taber Division there are sixty-eight school districts but only twelve of these districts had operating schools in 1951. Several factors contribute to the small number of operating schools: (1) there are fourteen districts which lie in sparsely populated areas where there are no children of school age; (2) within the Division there are three areas where irrigation encourages a concentration of population; and (3) the board's policy of developing centralized schools is an effort to improve educational services. Out of the total of twelve districts in which schools operate, there are only ten district boards.

Most of these district boards display an attitude of apathy towards educational problems within the Division, mainly because of their limited power. District boards act chiefly in an advisory capacity to the divisional board. However, if district boards were to act conscientiously in accordance with the powers of the board of a divisional district as set forth in Section 190 of the Act, educational services in the Taber Division could be improved considerably. Through the sympathetic encouragement and advice of the divisional board, the district boards could possibly be drawn into a harmonious partnership which would result in educational problems being solved more democratically and possibly more satisfactorily.

IV. OFFICE STAFF

Mr. H. J. Hart has been secretary-treasurer of the Division since 1938 and has, therefore, had many years of experience in bookkeeping and office procedures. The main office is neat and systematically arranged. Most of the time the board employs a helper who serves as typist and stenographer. The office staff is attentive to its duties, and executes its responsibilities faithfully. Good public relations probably emanate from this office because its staff appears friendly, cooperative, and courteous.

V. SUPERINTENDENT

According to Section 197 (1) of the Act, upon the constitution of a division the Minister shall appoint a superintendent for the division. It should be noted that the superintendent of a division is a civil servant of the Government of Alberta. He is the Department's representative and the board's advisor. His duties are listed under Section 197 (2) as follows:

- (2) The superintendent shall,--
 - (a) confer with the board of the division and advise the board concerning the educational problems and needs of the division;
 - (b) attend all meetings of the board, and exercise subject to the direction of the board, general supervision over all schools, teachers, property, and services under the jurisdiction of the board;
 - (c) assist the board in the discharge of its duties;
 - (d) exercise the powers of an inspector of schools with respect to the total area to which he is assigned by the Minister;
 - (e) confer with and advise the board of any non-divisional district in that area which has not appointed a superintendent concerning the educational problems and needs of the district.

VI. BUSINESS PROCEDURES

The information concerning business procedures is a quotation from the previous Survey.

In accordance with the provisions of the Act, as set forth in Section 176, the following Board Committees have been set up: Finance, Transportation, Building, Insurance and Rents, Debenture and Salary Negotiation. Outside of the Finance Committee, they are steering committees with limited powers. Thus the committees are not in a position to usurp the powers and duties delegated to the Board.

The Finance Committee, consisting of the Chairman and two trustees, along with the Secretary-Treasurer, approve accounts for payment before the Secretary-Treasurer issues cheques. The accounts paid are also listed in the minutes and subsequently approved by a motion of the Board. Contentious accounts are referred to the whole Board before being approved for payment. Thus the accounts are receiving the careful attention they deserve.⁵

At least once each month the board convenes to transact its business. During the preparation of the annual budget special meetings sometimes become necessary. Committees do not meet regularly, but only as the occasion demands.

The Division employs a full-time Construction Foreman and a full-time Transport Manager. All repair work, new construction and general maintenance of buildings comes under the direct supervision of the Foreman who is responsible to the Board. The Board, after careful consideration, approves the projects in accordance with its budget appropriations and authorizes him to proceed with the necessary expenditures. The Foreman is thus able to plan his program according to the needs of the whole Division. He is, therefore, responsible to the entire Board and not subject to interference by subdivisional trustees. This policy, adopted by the Board, does tend to provide sound business administration. The committee observed that present construction, repairs and the making of furniture were being accomplished at a cost representing an economy to the Division.⁶

Likewise, the transportation manager supervises the service rendered by the divisionally-owned buses. Besides being responsible for the maintenance, and the routing of buses, he

⁵"Survey of the Taber School Division No. 6," Department of Education, Edmonton, Alberta, June, 1951, p. 2.

⁶Ibid., p. 2.

works in cooperation with his assistant and the various principals to assure the board that good transportation is rendered throughout the Division.

VII. AUTHORITATIVE OPINIONS REGARDING ADMINISTRATION

Every board of education should evaluate its methods of administering school business. There is extensive literature in the field of educational administration, which focuses the attention of boards and administrators on the importance of (1) defining policies; (2) streamlining business procedures; and (3) outlining functions of boards and superintendents. Bolmeier⁷ has indicated some characteristics of boards that reflect progressive tendencies as follows:

1. A board should confine its efforts to areas where it is competent to serve.
2. The central function of a board is legislative; it formulates and adopts policies.
3. Executive function is left to the superintendent.
4. Other functions of the board consist of observation, inspection, appraisal, and interpretation of the work of schools--guided by the superintendent.
5. Board meetings should be streamlined:
 - a. Meet in favorable quarters according to a planned schedule.
 - b. Provide an agenda--in advance.
 - c. Standardize the order of business.
 - d. Follow parliamentary procedure.
 - e. Record final actions; file properly; make information available to public groups.
6. Formulate an intelligent public relations program; remove the "Iron Curtain"--invite citizens to board meetings.
7. Engage consultants when needed for the purpose

⁷E. C. Bolmeier, "Progressive Tendencies of School Boards," American School Board Journal, Vol. 123, October 1951, p. 194.

of evaluating services.

8. Encourage the setting up of consulting services at both the state and national level.

9. Make use of advisory committees of lay citizens and teachers.

10. Invite representatives from municipal councils to deliberate on common problems.

11. Affiliate with state board associations and national associations.

If the "administration" takes inventory regularly and follows up with changes that are in accord with most progressive practices, the board will have performed one of its most important functions.

CHAPTER V

FINANCE

I. BUDGETING

Developments within the Taber Division, during the past five years, seem to have contributed to serious financial problems. In the survey made in June, 1951, the attention of the committee was focused upon these problems and developments which were held by different sources to have been responsible for the financial difficulties which have been, and still are, facing the board.

Section 297 (1) of the Act requires that the Divisional Board, on or before the fifteenth day of March in each year, shall prepare and adopt a detailed estimate of its expenditures for the current year for the provision of the ordinary educational requirements of the Division. This estimate, commonly spoken of as the budget, contains a statement of the estimated expenditures for the current year. Also, the budget includes information on government grants, together with assessments on lands, buildings and improvements in the various municipalities, or improvement districts.

II. REQUISITIONING

Since the Division is not fiscally independent, it

must requisition each municipality included in whole or in part in the Division. Procedures to be followed in computing requisitions of divisional board are explained in Section 209 of the Act.

III. SOURCES OF REVENUE

Revenue is obtained from two main sources: (1) requisitions on municipalities, and (2) government grants. By way of explanation, it should be noted that since the divisional board is not a taxing body, it shall, according to Section 214 of the Act, requisition each municipality within the boundaries of the Division for that portion of its estimates which is required to be raised by each municipality. Furthermore, the School Grants Act, 1945, sets forth the regulations relating to the payment of grants to divisions, by the Government of Alberta. In the Taber Division, revenue from other sources such as those derived from tuition fees, sale of property, are not significantly large to merit serious consideration.

A study of Table II on the following page shows that Provincial Grants account for approximately forty-six per cent of the total revenue, while the three items (Municipalities, Department of Municipal Affairs, and Additional Requisitions) comprise about fifty-two per cent of the total revenue. The item "deficit revenue" represents the difference between expenditure and revenue.

TABLE II
SOURCES OF REVENUE,¹ TABER
DIVISION NO. 6, 1951

Provincial Grants	\$249,676.41
Municipalities	196,810.99
Dept. of Municipal Affairs	74,067.69
Additional Requisitions.	12,968.93
Tuition, Fees and Agreements	661.00
Other Revenue.	8,541.84
Sale of Property and Equipment	277.00
Deficit Revenue.	<u>5,360.91</u>
TOTAL.	\$548,364.77

IV. ASSESSMENTS AND EXPENDITURES

A study of financial problems faced by the Taber School Division requires that consideration be given to a comparison of assessments and expenditures. Contained in Table III are statistics, covering a five-year period, which show assessments, basic requisitions, basic requisition rates, and grants from 1947 to 1951, inclusive.

Considering 1947 as the base year, the assessment for 1951 increased approximately 26 per cent; the basic requisition for 1951 increased 96 per cent; the basic requisition rate for 1951 showed a gain of 56 per cent; and the grants for 1951 increased by 91 per cent.

The assessment per pupil in 1907 was \$3,566 while in

¹Auditor's Financial Statement, 1951. Taber School Division No. 6, Taber, Alberta.

TABLE III
 ASSESSMENT, BASIC REQUISITION, BASIC REQUISITION
 RATES, GRANTS, 1947-1951, TABER
 SCHOOL DIVISION NO. 6

	1947	1948	1949	1950	1951
Assessment	6,897,220	7,522,398	7,815,628	8,461,301	8,667,798
Basic requisition	137,944	166,245	199,299	264,416	270,879
Basic requisition rate	20.00	22.10	25.50	31.25	31.25
Grants	104,191	174,636	171,183	186,898	199,162

1951 the assessment per pupil had increased to \$3,659, thus making a percentage increase of approximately 2.6 per cent over 1947. At the same time the assessment per teacher decreased approximately 2.1 per cent.

Total grants amounted to approximately \$54 per pupil in 1947 and \$84 per pupil in 1951. Based on 1947 figures this per pupil grant increased about 56 per cent. However, later on it will be shown that expenditures were increasing at a much higher rate than were grants.

Furthermore, it is interesting to note that according to the Rocky Mountain School Division Survey² the average basic requisition rate (mills) for all divisions was 22.6 in 1949, and 23.7 in 1950. For the same years, the basic requisition rates in the Taber Division were 25.5 and 31.25 respectively.

Comparing 1951 expenditures with those in 1947, the following comments can be made: (1) teachers' salaries increased by approximately 115 per cent; (2) there was an increase of about 85 per cent in plant operation and maintenance; (3) transportation costs increased by only 22 per cent; (4) capital expenditures out of current revenue decreased

²Survey of Educational Facilities, Rocky Mountain School Division, June 27, 1950. Department of Education, Government of Alberta, Edmonton, Alberta, 41 pp., p. 6.

nearly 79 per cent; (5) expenditures for debt charges made a drastic increase of about 983 per cent; and (6) total expenditures showed an increase of approximately 80 per cent.

TABLE IV

MAIN ITEMS OF EXPENDITURE, 1947-1951, TABER
SCHOOL DIVISION NO. 6

	1947	1948	1949	1950	1951
Teachers' Salaries	117,518	158,991	191,701	220,358	246,402
Plant Operation and Maintenance. . .	42,224	44,206	50,435	78,429	78,207
Transportation . . .	64,311	65,128	78,900	78,785	78,318
Capital out of Current Revenue . .	50,882	45,517	46,570	24,510	10,860
Debt Charges	5,126	7,788	33,043	47,651	55,522
Total Expenditures	295,683	345,053	427,082	484,212	548,365

TABLE V

TOTAL PUPIL ENROLLMENT (ALL GRADES), AND NUMBER OF TEACHERS
(INCLUDING SPECIAL INSTRUCTORS), 1947-1951

	1947	1948	1949	1950	1951
Enrollment	1,934	2,071	2,236	2,335	2,369
Teachers	74	80	86	95	95

V. COMPARATIVE COSTS

During the five-year period under consideration, the enrollment in all schools increased from 1,934 to 2,369--a total increase of 435 pupils. This increase, amounting to

approximately 22 per cent over 1947 enrollment, would have been more significant if two areas having school populations of approximately 62 pupils had not been transferred out of the Taber Division.

The number of teachers increased from 74 to 95, exclusive of the three teachers who were included in the transferred areas mentioned above.

Table VI suggests evidence that there were substantial increases in per pupil costs but slight changes in assessment per pupil.

TABLE VI

APPROXIMATE COSTS PER PUPIL, (1) EXCLUDING CAPITAL,
AND (2) INCLUDING CAPITAL; AND ASSESSMENT PER
PUPIL, 1947-1951, TABER DIVISION

	1947	1948	1949	1950	1951
Approximate cost per pupil (excluding capital).	127	145	170	197	213
Approximate cost per pupil (including capital).	153	166	191	207	231
Assessment per pupil	3,566	3,632	3,495	3,624	3,659

According to the Rocky Mountain Division Survey,³ the approximate cost per pupil (excluding capital) for all divisions was 176 in 1950. Note that the same unit cost in the Taber Division in 1950 was \$197. The approximate average cost per

³Ibid., p. 6.

pupil (including capital) was \$189 for all divisions, and \$207 represented the same unit cost in the Taber Division for the same year.

The same survey reveals that in four highly centralized divisions with low assessments, the assessment per pupil ranges from \$2,302 to \$4,278. The Taber Division falls in this category with an assessment per pupil of \$3,624 in 1950. In the four divisions with limited centralizations and low assessment, the assessment per pupil ranges from \$1,441 to \$3,006. However, in four highly centralized divisions with high assessments, the assessment per pupil ranges from a low of \$9,267 to a high of \$13,383. In one division the assessment per pupil is over 300 per cent higher than it is in the Taber Division.

Excluding capital, the approximate cost per pupil in 1951 was nearly 68 per cent higher than the cost per pupil in 1947. When the capital expenditure was included, the increase from 1947 to 1951 was about 50 per cent higher. However, the assessment per pupil in 1951 was less than three per cent higher than was the 1947 figure.

The financial picture must certainly include a comparison of provincial grants with expenditures; this comparison is shown in Table VII on the following page.

Quite obviously, the ratio between grants and expenditures has remained fairly constant.

TABLE VII
 PROVINCIAL GRANTS COMPARED TO EXPENDITURES,
 1947-1951 TABER DIVISION NO. 6

Grant compared to expenditure	1947	1948	1949	1950	1951
Less Capital	43%	58%	45%	41%	41%
With Capital	35%	51%	40%	39%	40%

Another factor of grave concern is the increasing debenture debt not matured. In 1947 this debt amounted to over \$37,000; by 1949, this amount had increased to over \$356,000; and in 1951, the total unmatured debenture debt was well over \$526,000. Stated more vividly, the 1951 debt load was nearly eleven times what it was in 1947.

The following comments on the general financial condition of the Taber Division may be pertinent:

1. The transfer of part of the Division to the County of Vulcan representing an assessment of \$286,560 and a staff of two teachers does not affect the conclusions that may be drawn from the above statistics.

2. With almost a constant per pupil assessment, increased enrollment, and a slight decrease in the percentage of grant paid as compared with operational expenditures, the requisition rates from 1947 to 1951 had to be increased to enable the Division to operate.

3. With such a rapidly increasing population, the

present grant structure has not kept pace with the expenditures necessary for operation and capital purposes.

4. The increases in the cost of operation are directly attributable chiefly to the following:

(a) Teachers' salaries--increases in salaries and increases in staff to accommodate enrollment and to improve educational service.

(b) Debt charges resulting from capital expenditures made necessary by increased enrollments.

For the purpose of comparing the main items of expenditure with the average for all divisions in Alberta, Table VIII was prepared. The statistics under "Actual Expenditures" were taken from the Auditor's Financial Statement for 1951; the percentages were calculated. Since the

TABLE VIII

ACTUAL EXPENDITURES FOR 1951, AND THE PERCENTAGE OF THE TOTAL (1) FOR THE TABER DIVISION (1951), AND (2) FOR ALL DIVISIONS IN ALBERTA (1950)

	Actual Expenditure	Percentage of Total	
		Taber	Alberta
Administration	\$ 10,097	1.8	2.6
Instruction	263,552	48.2	53.7
Plant Operation and Maintenance	78,207	14.3	13.7
Auxiliary Services	81,032	14.8	15.2
Other Boards	402	0.1	--
Capital--Current Revenue	10,860	2.0	8.2
Debt Charges	55,522	10.1	3.8
Other Expenditures	47,695	8.7	2.8
Total Estimated Expenditures	\$547,367	100.0	100.0

latest available report⁴ from the Department of Education was that of 1950, the percentages in the last column were calculated on the basis of 1950 statistics.

For information only, distribution in the United States for educational budgets for the year 1947-1948 was as follows:⁵

Administration	3.6%
Instruction	74.3%
Plant Operation and Maintenance	15.9%
Auxiliary Services	3.2%
Fixed Charges	<u>3.0%</u>
	100.0%

VI. SUMMARY

1. Administration costs are below the average for the province.
2. The combined expenditures for instruction and auxiliary services are below average.
3. The expenditures for plant operation and maintenance are slightly above average.
4. The expenditures for debt charges are far above average. These result from the large capital expenditures

⁴Forty-Sixth Annual Report of the Department of Education of the Province of Alberta, 1951, Department of Education, Government of Alberta, Edmonton, 187 pp. Table No. 26 (b).

⁵O. H. Roberts, Jr., "The Problems of a School Board," School Board Journal, Vol. 120, No. 6, June 1950, p. 26.

forced upon the board because of the necessity to spend large sums on buildings to provide for the increase in pupil enrollment. Repayments of short term capital loans are rather heavy in 1951. The debt charges for 1951 represent approximately 3.16 requisition mills out of the total of 31.25 requisition mills.

CHAPTER VI

EDUCATIONAL FACILITIES

I. SCHOOL HOUSES

No attempt will be made in this survey to analyze in detail the educational facilities in the Taber Division. However, a brief study of the number of school buildings, particularly school houses, the type of construction, and the adequacy of each will be estimated.

An examination of Table IX indicates that in the eleven centers which operate schools there are thirty-two school houses with eighty-eight regular classrooms and thirty-one specialized rooms which include shops, auditoriums, lunch rooms, libraries, cafeterias, commercial rooms, home economics departments. Actually, there are only four schools which are well planned, properly constructed, and which meet the generally-accepted criteria of modern schools as far as such features as heating, lighting, and ventilating are concerned.

Using items of Form B (R S A -6), Page 3 of the Inventory of Montana Public School Facilities, Table X was drawn up. This table shows that twelve schools could be classified as unsatisfactory because they are poorly located with respect to school population and school organization; as many as thirteen buildings might be considered completely obsolete as educational agencies; seven schools have no

TABLE IX

SCHOOL CENTERS, NUMBER OF SCHOOLS, CLASSROOMS, SPECIALIZED ROOMS, TYPE OF CONSTRUCTION, AND AN ESTIMATE OF CONDITIONS

Center	Number of Schools	Number of Classrooms	Number of Spec'd Rooms	Con- struction	Con- dition
Barnwell	1	1	1 Shop	Frame	F
Barnwell	1	2		Frame	P
Barnwell	1	2		Frame	F
Barnwell	1	8	4	Brick	F
Bon Ayr	1	1	-	Frame	F
Circle Hill	1	1	-	Frame	G
Chamberlain	1	4	1	Frame	F-G
Deer Park	2	2	-	Frame	G
Enchant	2	5	-	Frame	P
Lomond	1	3	2	Frame and Stucco	VG
Sundial	1	2	-	Frame	F
Taber	1 S. Side	6	1	Frame and Stucco	E
Taber	1 Dorm.	6	1	Frame and Stucco	G
Taber	1 Central	14	1	Brick	P
Taber	1 H.S.	10	10	Brick	VG
Taber			1 Aud.-Gym	Frame	G
Taber			1 Shop	Frame	VG
Taber	4	4	-	Frame	P
Travers	2	2	-	Frame	P
Vauxhall	1	2	2	Frame	G

TABLE IX (continued)

Center	Number of Schools	Number of Classrooms	Number of Spec'd Rooms	Con-struction	Con-dition
Vauxhall	1	4	1	Frame and Stucco	FG
Vauxhall	6	6	-	Frame	P
Vauxhall			1 Shop	Frame	G
Vauxhall	1 (under cons.)	8	4	Frame	E
TOTAL	32	88	31		

Key: E -- Excellent
 VG -- Very Good
 G -- Good
 FG -- Fair-Good
 F -- Fair
 P -- Poor

TABLE X

FEATURES WHICH MAKE SCHOOLS UNSATISFACTORY, AND
 NUMBER OF SCHOOLS WITH EACH FEATURE PRESENT

Undesirable Features	Number of Schools
1. Structurally unsafe	1
2. Non-correctable fire hazard	1
3. Poorly located with respect to school population and organization	12
4. Completely inadequate site which cannot be enlarged	6
5. Unsatisfactory and hazardous environment.	6
6. Completely obsolete as to educational adequacy	13
7. Number without artificial lighting	7
8. Without water-flush toilets	24
9. Without fixed hand washing facilities	18
10. Without central heat	13

artificial lighting. Probably the most significant inadequacy is found in the twenty-four buildings that are without water-flush toilets. Eighteen schools do not have fixed hand washing facilities and thirteen are without central heat.

II. SCHOOL SITES

Since an attractive school ground environment is generally considered as an educative force in pupil growth and development as are the learning experiences within the classrooms, it would seem that an observation should be made concerning school sites throughout the Taber Division.

In general, school sites seem adequately spacious and desirably located. However, the need for additional sites in the town of Taber suggests that lay citizens, local board, Home and School Associations and the town council should cooperate with the divisional board in securing proper sites in the immediate future.

Nothing very favorable can be said about the landscaping and care of school sites. Two sites have had trees planted, but these are not cultivated so that they are attractive. There are no lawns anywhere. A few shrubs are well kept in front of one of the Vauxhall schools. The building of walks, driveways, and good fences is a prerequisite to the planting of grass, shrubs, and trees. Ash piles and other debris should give way to beauty spots that would engender pride in

the pupils and adults for the school site.

III. PLAY AREAS, EQUIPMENT, AND CARE

Although adequate playgrounds are situated at the rear of most school buildings, there is a very limited quantity of suitable equipment for recreational activities. Table XI was prepared with the idea of showing school centers and stationary playground equipment which was available in 1951. Most of the playground equipment has been provided on a cooperative basis--the communities perform the labor, and the divisional board provides the material. The schools are well supplied with footballs, basketballs, volley balls, softballs, and bats for playing the group games. Essential equipment such as horses, mats, and springboards are provided for the three larger schools that have access to small gymnasiums. Through the interest of Home and School Associations and the Principals' and Vice-Principals' Association, these problems are being brought to the attention of the divisional board, which, in turn, is showing increasing concern about such important aspects of education. Within the last two years the board and the teachers have been given splendid guidance from the newly organized athletic department of the University of Alberta.

IV.. WATER SUPPLY

Since the water supply in ten school centers out of a

TABLE XI
SCHOOL CENTERS AND STATIONARY PLAYGROUND
EQUIPMENT AVAILABLE, SEPTEMBER, 1951

School Centers	<u>Stationary Playground Equipment Available</u>				
	Swings	Teeters	Sand Boxes	Other Types	Basketball Baskets
Barnwell	Yes	Yes	No	No	Yes
Bon Ayr	Yes	No	No	No	No
Circle Hill	Yes	Yes	No	No	No
Chamberlain	Yes	Yes	No	No	No
Deer Park	Yes	No	No	No	No
Enchant	Yes	Yes	No	No	No
Hudson	Yes	Yes	No	No	No
Lomond	No	No	No	No	No
Sundial	Yes	Yes	No	No	Yes
Taber South-Side	No	Yes	No	No	No
Taber Dormitory	No	No	No	No	No
Taber High School	No	No	No	Yes	No
Travers	No	No	No	No	No
Vauxhall	No	No	No	Yes	Yes
Total	8 Yes 7 No	8 Yes 7 No	- 13	2 Yes 13 No	4 Yes 11 No

total twelve comes from the cisterns, it is important that the supply be checked carefully in order to safeguard the health of both pupils and teachers by providing them with pure and clean water. In most cases, the cisterns are in good repair and properly located on the school ground. There is no evidence available that the water supply has been tested frequently. One rural school gets its supply of water from a well which is located on a low spot where it could easily be contaminated by surface drainage. All of the schools in the town of Taber are supplied from the town system which is fully modern. In order to safeguard the health of children and teachers, the board should probably exercise greater vigilance over the water supply.

V. SANITARY FACILITIES

In rural areas, the problem of providing and maintaining sanitary facilities is often acute. This is the case in six schools in the Taber Division where toilets were very unsatisfactory. Many toilets need to be replaced; some are not provided with shields to protect the entrance from view; paper is provided by the board, but in many cases there are no containers to keep the paper off the floor and the seats. After the board provides proper sanitary facilities for all its school centers, it will be necessary for the principals and their staffs to build up morale and tradition against such practices as defacements with obscene pictures or writing.

Desirable standards call for one toilet seat for each sixty boys, one urinal for each thirty boys, and one seat for each thirty girls.¹ For each fifty pupils an acceptable standard is one wash bowl with hot and cold running water.² One drinking fountain should be provided for every seventy-five pupils.³

TABLE XII
SANITARY FACILITIES AVAILABLE IN FOUR TABER SCHOOLS

School Center	Enrollment		Urinals		Seats		Basins		Drinking
	Boys	Girls			Boys	Girls	Boys	Girls	Fountains
Taber Central	213	272	2	3	4	1	1	3	
Taber Dormitory	90	95	1	3	4	3	3	2	
Taber South Side	97	83	2	3	4	2	2	6	
Taber High School	154	174	4	4	6	4	6	3	

Table XIII clearly reveals the inadequacy of sanitary facilities in the Central school. The number of toilet seats for girls should be doubled, at least. There is need for four additional urinals; five times the present number of washbasins are required; and at least two more fountains should be

¹"American School Buildings," Twenty-Seventh Yearbook, American Association of School Administration, Washington: The Association, 1949, p. 163.

²Ibid., p. 163.

³Ibid., p. 164.

provided. In the dormitory there should be two more urinals installed, and at least one additional fountain. The only serious deficiency in the high school is in drinking fountain service--one more fountain on the main floor would be sufficient.

TABLE XIII

A COMPARISON OF SANITARY FACILITIES IN FOUR TABER SCHOOLS, WITH DESIRABLE STANDARDS

Desirable Standards	Central	Dorm.	S. Side	H.S.
Toilet seats (A) 1-30	1-60	1-24	1-21	1-29
Toilet seats (B) 1-60	1-71	1-30	1-32	1-39
Urinals 1-30	1-107	1-90	1-49	1-39
Wash Basins 1-50	1-243	1-31	1-45	1-33
Drinking Fountains 1-75	1-162	1-93	1-30	1-109

VI. SUMMARY

All school buildings should be healthful places in which children and teachers can work to their maximum effectiveness. Greater attention must be given to both facilities and equipment, in order to facilitate instruction and learning. More consideration of health features through improved lighting, ventilation and acoustics is imperative, if buildings are to contribute fully to the learning process. The board, the educational leaders, the teachers, lay citizens, and pupils

should be concerned about the educational program and how plant facilities affect this program. For the future planning of school plants in the Taber Division, it would be highly advisable that detailed studies be made by all persons concerned with the business of education, on a cooperative basis. Through educational leadership on the part of the superintendent, the board, and the construction foreman, the teachers and lay citizens can become interested in this important phase of education. If this procedure is followed, all future schools in the Taber Division can be planned and constructed to serve the needs of children.

CHAPTER VII

AUXILIARY SERVICES

I. INTRODUCTION

The main purpose of a discussion on two auxiliary services, transportation and library, was to provide a minimum of information for the board and lay people, which might, in future time, lead to detailed study of the implications of these services. Section one, dealing with transportation, was included in the first part of Section 3 entitled Pupil Transportation, of the Survey made in June, 1951. It was felt that the latter part of Section 3 of the Survey dealing with comparative costs and special services should not be included in this survey because of the mere technical nature of the information. However, a brief statement of the conclusions of the cost analysis and special services was included.

II. TRANSPORTATION

Growth and extent of services. Tables XIV and XV have been included as data which are descriptive of trends governing the demand for transportation services, and the extent to which such services have changed during 1945-1951 inclusive.

All financial data have been taken from the Auditors' Financial reports for the respective years included. Such figures are subject to comparisons for the years 1947-1951

TABLE XIV
DIVISION-OWNED BUSES

Year	No. of Vans	Total Miles Per Day	Maximum Daily Load	Total of Operating Cost
1945	1	41	35	\$ 110
1946	8	394	353	3,579
1947	15	768	647	26,932
1948	15	796	784	26,147
1949	18	818	899	31,408
1950	20	995	902	34,419
1951	19	1026	925	38,682

TABLE XV
CONTRACTED BUSES

Year	No. of Vans	Total Miles Per Day	Maximum Daily Load	Total of Operating Cost
1945	20	1031	445	\$ 36,271
1946	25	1238	650	41,210
1947	30	1267	572	34,361
1948	21	1084	447	36,650
1949	23	1067	420	44,460
1950	23	1152	443	42,199*
1951	19	993	463	37,693

* Because of bad weather, some of the contract buses were forced to curtail their operations for six weeks. Contract buses are paid only for days operated.

inclusive, because of changes in the period of accounting which were affected in 1947.

Consideration must be taken of the inclusion of ~~two~~ districts within the Taber Division. In 1946, Barnwell Consolidated School District No. 15 and Taber School District No. 933 became responsibilities of the Division. These densely populated areas have become significant in the administration of divisional affairs. Some reorganization and expansion of transportation services in these areas, together with an expanding school population and increased demands upon the instructional facilities, have acted interdependently to influence certain policies of the Divisional Board, as well as certain developments of major importance to administration of divisional affairs.

TABLE XVI
PAYMENTS IN LIEU OF TRANSPORTATION

Year	No. of Pupils	Total Payments	Cost Per Pupil-Year
1945	90	\$ 4,060	\$ 45
1946	66	3,434	52
1947	65	2,838	44
1948	43	2,607	61
1949	35	2,412	69
1950	40	2,371	59
1951	27	1,943	72

A study of the foregoing tables indicates that:

1. The extent and cost of transportation service by division-owned buses, from 1947 to 1961 inclusive, have increased steadily from year to year in terms of mileage, number of pupils conveyed, and financial obligations. See Table XIV.

2. According to Table XV, the extent of transportation services rendered by buses under contract with the Division has decreased slightly, while the costs have risen.

3. An examination of Table XVI shows that payments in lieu of transportation, although an essential feature of transportation as a whole, are not of major proportion. Such payments have been reduced from year to year.

The expanding services and steadily increasing costs with respect to division-owned buses center attention upon this arrangement for pupil transportation.

Of the twenty buses operating under ownership by the Division, all serve the Barnwell, Taber and Vauxhall school centers. The Barnwell-Taber areas are served by ten buses which are housed at the Division bus garage. At Vauxhall, ten buses are housed in a similar manner, and serve the surrounding area. The entire fleet of buses is under the supervision of a fulltime mechanic, who is under the jurisdiction of the Transportation Manager.

The study of conditions pertaining to the operation of division-owned buses has, therefore, been restricted to the

Barnwell-Taber and Vauxhall areas.

Centralization and transportation. The fluctuation in the number of organized districts in the Division evolves from transfers implemented. In 1946, Barnwell and Taber entered; in 1950, Skiff transferred out; and in January, 1951, Armada became part of Vulcan County. For purposes of this study, however, the number of districts has remained fairly constant. The same generalization applies, with more significance, to the number of districts containing school population, although since 1948 a decline in number is evident. Since 1947, a decrease of two with respect to the number of districts in which schools operate, may be accounted for by the above-mentioned transfer of Skiff School District from Taber Division to Foremost Division and Armada School District to Vulcan. There is some evidence here that a policy of centralization cannot be held for the increases in numbers of students conveyed or for the increased costs of transportation over the period 1947-1951 inclusive.

Population changes and transportation. During the same period of time, a steady increase in school population for the Taber Division is evident. Enrollments, in 1951, represent a 21 per cent increase over 1947 enrollments. The number of classrooms regularly operated in the Division increased from seventy-one to eighty-six, notwithstanding the decrease caused by transfer of two operating rooms from the

TABLE XVII
DIVISIONAL ORGANIZATION RELATED TO TRANSPORTATION

Year	No. Organ. District	No. District with Sc. Pop.	No. Operating Schools	No. Regular Classrooms	Enrollment Total Conveyed	
1945	74	60	17	36	*	480
1946	75	65	16	63	1922	1003
1947	75	65	15	71	1934	1219
1948	76	65	15	76	2071	1231
1949	76	61	15	80	2236	1319
1950	72	59	14	86	2335	1345
1951	68	55	12	86	2351	1388

* No record available.

Division. The increase in the number of children of school age becomes, partially, a demand upon transportation services and to a degree is governed by the location of the increase with respect to schools.

Table XVIII indicates total enrollments of the Taber School Division, together with the enrollments of Barnwell, Taber and Vauxhall schools for the years 1947-1951, inclusive.

TABLE XVIII

SOME SCHOOL POPULATION TRENDS RELATED TO TRANSPORTATION

Year	Division	School Population			Annual Increase	
		Taber	Vauxhall	Barnwell	Division	Taber-Vauxhall
1947	1934	847	296	329		
1948	2071	917	335	344	137	109
1949	2236	1092	366	315	165	206
1950	2335	1179	388	305	99	109
1951	2369	1221	417	314	34	80
				Totals	435	504

This table indicates that in the school areas served by the division-owned school buses, substantial increase in population occurred. In the Taber-Barnwell area, Taber experienced an increase of 374 pupils enrolled, while Barnwell had a net increase of 15 over the three-year period. During the same time, Vauxhall's enrollment increased by 121. The increase in the Taber-Vauxhall areas combined was 495, which

represents an increase of 43 per cent during the four-year period.

It might be expected that only a portion of the increase in population of school age might create an increased demand upon transportation services. However, in these areas where transportation services extend within the one and one-half mile limit in non-operating school districts, and within the three-mile limit in operating districts, the whole of any population increase constitutes at least a potential demand upon the division-owned conveyance system.

The increase of 278 students in average daily load for 1951, as compared to that for 1947, is more than accounted for.

It should be observed that the major increases in the costs of transportation in this area have resulted from factors over which the Taber Divisional Board has had no control.

Summary of analysis made on transportation costs. In the Taber Survey of June, 1951, Mr. G. C. Mowat made an estimate of comparative costs of division-owned and contracted buses. This was an attempt to provide the board and lay citizens with objective evidence on the merits of the two types of operation. After it had been established that the average cost per mile of operation for division-owned buses, for 1950 was 25.1 cents while the rates paid to contract buses operating in 1950 varied from 20 cents to 25 cents per mile, the problem became that of arriving at comparative costs. In

other words, an attempt was made to equate the two types of transportation services. Mr. Mowat's conclusion was this: "Comparatively, by equating the two types of services on an item, cost and mileage basis, the cost of operating division-owned buses was approximately 89 per cent that of operating contracted buses."¹ Then, after comparing population densities within which the division-owned and contract buses operate, a final statement made was that, "Taking all the above factors into consideration, it may be repeated that considering their respective present conditions, division-owned buses operate at costs lower than those of contracted buses."²

Summary of findings relative to special transportation services. Sections 306 and 307 (b) state that with the conveyance of pupils in grades I to IX:

306. A board may make provisions for the conveyance of any or all of the children to and from the school in the district in which they reside.
307. (b) Subject to the other provisions of this Part, the board of every non-divisional district and of every division shall provide conveyance to and from school for a pupil, if his parent or guardian resides at a distance greater than three miles from the school which the board has directed him to attend.

Since the Taber School Division offers two aspects of transportation services which go beyond legal requirements,

¹Survey, p. 24.

²Ibid., p. 25.

as specified in Section 307 (b) of the Act, the Survey committee gave some attention to these aspects.

1. In those districts in which the schools do not operate, routes have been extended to enable children to board buses as near home as is permitted by road conditions. Additional mileage is incurred by buses traveling within the $1\frac{1}{2}$ mile limit with respect to the distances the children reside from the nearest acceptable point of the bus route.
2. In districts in which the schools do operate, transportation services are extended to all children who live in the district.

A study of bus route maps was undertaken to ascertain the financial significance of such a policy. Since a great majority of such cases occurred in the Taber-Barnwell area, the analysis was confined to buses operating in that area only.

The following is a summary of the significant observations contained in the Survey:³

1. The capital investment required to acquire a bus fleet, house it, and keep replacements on hand, constitutes a serious financial problem to the Taber Division. Where population is increasing, unpredictable demands are made upon the transportation system; the capital outlay, to meet these demands upon current revenue, is a handicap to public ownership and a financial load upon the Division. Thus, it would appear that low interest money should be made available for the purpose of purchasing buses.
2. Particularly, because of the scope of special service to children living in a district within three miles of a school operating therein, there is need to reassess and readjust the contributions of these

³Ibid., pp. 27-28.

districts toward the cost of such transportation service.

3. The overcoming of overload conditions and the replacement of condemned buses are immediate problems. The acquisition of a spare, or reserve bus to insure service at all times, and to permit adequate checking and repairing of regular buses, is a feature desirable when finances permit.

III. LIBRARY SERVICES

Organization. In October, 1947, Mrs. Fay Meikle was employed by the board to organize a central library under the guidance of Superintendent T. C. Byrns. All books, irrespective of subject or condition, were brought in from the various schools throughout the Division. Those that were deemed useful became the initial stock of the new central library; all others were discarded. From recommended book lists, provided by the Department of Education, new purchases were made. From the beginning, the intention was to provide: (1) necessary reference books for carrying on the enterprise (unit of work) program in the elementary school, (2) free reading books for all grades, particularly the elementary and the junior high school, (3) make reference books available to supplement the basic libraries in the various operating schools, and (4) auxiliary services to make teaching more effective.

Budget for library. As the budget allotment for library purposes gradually increased from \$2,000 to \$6,000 annually, the supply of books increased materially.

Type of books provided. Table XIX gives the approximate number of volumes in each of the various sections.

TABLE XIX

CENTRAL LIBRARY, MAIN SECTIONS AND NUMBER OF VOLUMES

Section	Approximate No. of Volumes
Enterprise (Unit or Project)	3000
Free Reading	
High School	650
Junior High School	675
Division 2 (Grades IV-VI)	1000
Division 1 (Grades I-III)	700
Professional	325
Supplemental Readers	2000
Filmstrips	121
Phonograph Record Albums	24

Comparison. At present, there are approximately 8,350 volumes to serve a total school population of 2,290. This means an average of 3.6 books per pupil

In 1941-1942, according to Henne,⁴ the average school with a centralized library had 1,893 volumes (4.51 per pupil); that with classroom collections only 256 volumes (3.05 per

⁴Frances Henne, "School Libraries," Encyclopedia of Educational Research, Revised Edition, 1950, p. 703.

per pupil), and that with loan collections only 274 volumes (3.01 per pupil). For the combined elementary and high school there were 4.9 books per pupil. Five books per student has been an average in common use.

Throughout the Taber Division, every school has its basic library of reference books; while, in addition, each centralized school has its own library consisting of general references and free reading books. Although the provision of an average of 3.6 books per pupil seems to compare quite favorably with the above average of 3.05 volumes found in schools with room collections, it will require consistent budgeting for library purpose to build the average up to five books per student in the Taber Division.

Expenditures. In three centers the Home and School Associations make annual contributions which vary from \$50 to \$200. When the total number of books available for teacher and pupil use is considered, the average number of books per pupil would easily exceed the national minimum standard of five per pupil.

The national standards specify \$1.50 per pupil for books and other printed material, supplies and rebinding. A standard appropriation that has received wide acceptance is \$1.00 per pupil.⁵ During the past three years, the expenditure

⁵Ibid., p. 703.

for library books and services, exclusive of salaries, has been approximately \$1.75 per pupil in the Division.

Comparisons with other divisions. Late in 1950, the writer and Superintendent M. O. Edward of the Foremost Division made a limited study of library services in Alberta school divisions. According to reports received at that time, the trend in Alberta was towards the establishment of centralized libraries. The expenditure per room ranged from \$10 to \$50 with an average of \$25 per room. In the Taber Division, the average expenditure per room, exclusive of librarian's salary, has been approximately \$50 during the past three years. At the time of the study, it was found that \$2,550 represented the average library expenditure in Alberta divisions, while the expenditure in the Taber Division was, at that same time, \$5,000 per year. Only two divisions, Taber and one other, employed full-time librarians.

Auxiliary services. There are many auxiliary services provided by the central library which is located in the divisional office building. The 121 filmstrips are available to any teacher upon request. Wide use is made of the 24 record albums which include a variety of recordings helpful in teaching music, dramatics, and physical education. Enterprise outlines, prints of masterpieces of art, and resource units supplement the books in the enterprise section. Teachers may order any magazine through the librarian who acts as an agent

for one of the major publishing houses. Magazines, periodicals, pamphlets, newsletters, and bulletins are sent to teachers through the services of the central library.

Distribution. Books are distributed and exchanged conveniently through the postal service or by school bus. Since half of the teachers are employed in the town of Taber, next door to the divisional central library, the problem of exchange is reduced to a minimum.

Summary. The aim of the board has been to provide the services of a central library in order to facilitate the handling of the materials of instruction. The aim should be the right book for the right child at the right time. Furthermore, everything that goes into the library must not only be good, but good for something. Teacher opinion is that the above philosophy is being implemented and that the librarian, with the cooperation of the board, is rendering library services second to none in the Province of Alberta.

CHAPTER VIII

INSTRUCTIONAL PROGRAM

I. INTRODUCTION

The purpose of this chapter was to limit the treatment to a very brief analysis of the teaching staff, the nature of the educational program, and the academic achievement of students in Grades IX and XII. This phase of the survey was considered to be of such vital importance to the Taber Division as to warrant a thorough study involving the board, the teaching staff, experts, and lay citizens representing Home and School Associations throughout the Division.

II. TEACHERS

Qualification of teachers. From statistics obtained from Form "A" Cards, submitted to the office by teachers early in September, 1951, Table XX was prepared to show qualifications in terms of years of training. The one-year course of teacher training leads to a Temporary License, a two-year course leads to the Standard E Certificate (elementary route), and also a two-year course leads to the Standard S Certificate (secondary route). The University of Alberta, Edmonton branch, offers the three-year program leading to the Professional Certificate, and the complete four-year program leading to the Bachelor of Education degree

and post-graduate programs in Education. The types of certificates mentioned above are a result of recent changes in certification regulations; most of the teachers on the staff in 1951-52 are holders of older certificates of many descriptions. Hence, for this study, it seemed most appropriate to categorize teachers according to the number of years of training.

TABLE XX
 QUALIFICATIONS OF TEACHERS, SEPTEMBER 1, 1952

TYPE OF SERVICE	Years of Training						Total
	1	2	3	4	5	6	
Rural School	5						5
Elementary	35	13		1			49
Junior High School	7	5	1	3	1	1	18
Senior High School				4	2	2	8
Technical		1		5			6
Principal	1	2		3	2	1	9
Total	48	21	1	16	5	4	95

Out of a total of ninety-five teachers there are seventy who have fewer than four years of training, and sixty-nine of these have fewer than three years of training. Sixteen teachers have four years of training which is the equivalent of a Bachelor's degree. Those five teachers with five years

training hold two Bachelor's degrees, leaving four teachers with six years training or a Master's degree. Out of a total of 6,282 Alberta teachers in 1950-51, 22 per cent had one or more degrees;¹ in the Taber Division over 26 per cent of teachers had one or more degrees. Only 2.3 per cent of the teachers in the Province had Master's degrees while there were 4.2 per cent with Master's degrees in the Taber Division. Recent statistics from Montana Education² reveal that approximately 19 per cent of elementary teachers in Montana have four years training while the national average is about 49 per cent. In the Taber Division, one teacher out of a total of 49 elementary teachers has four years training. In Montana, about 58 per cent of elementary teachers have two years of training; in the United States there are 35 per cent; in the Taber Division there are 13 per cent.

Experience of teachers. Again, from the Form "A" Cards, statistics for the following tables, dealing with experience of teachers and their mental status, were drawn up.

The average experience of rural teachers in Alberta (1950) was five years: for urban centers the average experience

¹Forty-Sixth Annual Report of the Department of Education of the Province of Alberta, 1951. Printed by A. Shintka, Queen's Printer for Alberta, Edmonton, Alberta, p. 91.

²Montana Education, Vol. 28, No. 8, Helena, 1952, p. 16.

was ten years according to the Alberta Teachers Association Magazine;³ and for the Taber Division the average experience is approximately seven years.

TABLE XXI

EXPERIENCE OF TEACHERS IN THE TABER DIVISION,
SEPTEMBER, 1952

Years of Exp.	Rural	Elem.	J.H.S.	S.H.S.	Tech.	Prin.	Total
1 - 2	4	19	4		2		29
3 - 4		5	3		1	1	10
5 - 6		6	3	1		3	15
7 - 8		8	3	1	1		13
9 - 10		4	2	2		1	9
11 - or more	1	5	3	4	2	4	19
TOTAL	5	49	18	8	6	9	95

Marital status. Considering the teacher shortage in the province some attention to marital status would apparently be in order.

TABLE XXII

MARITAL STATUS OF TEACHERS IN TABER DIVISION

	Number	Percentage
Married Men	22	23%
Single Men	10	11%
Single Women	44	46%
Married Women	19	20%
TOTAL	95	100%

³The A.T.A. Magazine, 10330-104 Street, Edmonton, Alberta, Vol. 3, November, 1951, p. 8.

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Table XXII shows that the total staff was composed of thirty-two men (34 per cent) and sixty-three women (66 per cent). The Taber Division employed nineteen (20 per cent) married women in 1951-52. Male teachers constitute 34 per cent of the total, while single female teachers made up 46 per cent of the entire staff.

Turn-over problem.

TABLE XXIII
PERCENTAGE OF TEACHERS RESIGNING IN VARIOUS AREAS,
1950

Areas	Percentage of Teachers Resigning
1. Province of Alberta	17%
2. Rural Areas	65%
3. Urban Centers	10%
4. Rocky Mountain Division	33%
5. Taber Division	36%

Considering that the Taber Division is predominantly rural, the percentage of teachers who resigned in 1950 was not unexpected. Statistics in items 1, 2, and 3 in the above table were obtained from the A.T.A. Magazine.⁴ Item 4 from the Rocky Mountain Survey⁵ and Item 5 from the Superintendent's files.

⁴Ibid., p. 8.

⁵Survey of Educational Facilities, Rocky Mountain School Division, Department of Education, Edmonton, June 27, 1950, p. 26.

Salaries. Teachers in the Taber Division are paid according to a single salary schedule which is revised annually by a committee composed of teachers and board members. The lowest salary received by any teacher in the Division in 1950-51 was approximately \$1,600 while the highest was approximately \$4,900, with the average being \$2,539. As stated in the Annual Report,⁶ 1951, Page 19, the average salary paid in the Division during 1949-50 was \$2,291 which was \$181 less than the average salary received by teachers in the Taber Division. Probably, it is significant to note that the board's intention has been to help negotiate a salary schedule that would be attractive to teachers with adequate training combined with extensive experience. Thus, according to the A.T.A. Magazine, January 1951, Page 53, the following information is given:

Taber schedule has highest minimum salary in single schedules for six years training (\$2,775); highest maximum salary for six years training (\$4,162); greatest amount in total increments (\$1,387); greatest annual increment (\$200); and greatest amount for second degree in single schedules (\$750).⁷

Another comparison might be made to show that the schedules as a whole were not excessive when compared with others in adjacent divisions. The order of rank was twenty-seventh on the basis of five years and twenty-first on a

⁶Forty-Sixth Annual Report of the Department of Education of the Province of Alberta, 1951, op. cit.

⁷The A.T.A. Magazine, op. cit.

basis of ten years.

Board-staff relations. Very harmonious relations seem to exist between the staff and the board. Some evidence of this relationship is borne out by the fact that very few complaints come to the superintendent from either group. The board, upon invitation, sends a trustee to attend the meetings of the Principals' and Vice-Principals' Association; likewise, the teachers send a representative to the board meetings. In this way a free interchange of ideas can take place through the proper channels. Also, board members are invited, by the principals, to attend committee meetings where problems peculiar to a certain school require the attention of the board.

III. EDUCATIONAL PROGRAM

Role of Department of Education and the curriculum branch in planning the educational program. The Department of Education of the Government of Alberta prescribes the educational program that is to be followed in all the schools. Accordingly, a program of studies has been provided for each level of the school system, namely, the Elementary School (Grades I-VI), the Junior High School (Grades VII-IX), and the Senior High School (Grades X-XII).

The Curriculum Branch of the Department of Education has, in Bulletin I, set forth a statement regarding purposes, functions and procedures for elementary and secondary schools.

Bulletins 2, 3, and 4 have been prepared specifically to guide elementary teachers in the following subject fields: the enterprise, language, reading, arithmetic, music, physical education, handwriting and art. Teachers become acquainted with the objectives of education in relation to each subject field. Because the course of studies is prescribed, it follows naturally that the Department would authorize the textbooks and reference books that are to be used by the teachers and pupils.

On Page 10 of the Junior High School Program of Studies Handbook, the instructional program is given. The subjects for study in the junior high school fall into two categories: the basic subjects, which must be taken by all students, and the exploratory courses, which are offered to students on an elective basis. The compulsory subjects are: Language, Social Studies, Mathematics, Science, Physical Education, Health and Personal Development, Literature, in addition to Student Government and Associated Activities. The term "Exploratory Subjects" include Art, Dramatics, Music, Home Economics, Oral French, and Typing. The enrollment and qualifications of the staff determine which exploratory subjects will be offered each year. No pupil may elect more than three exploratory subjects per school year. Curriculum Guides provide detailed outlines for the teacher in each of the subjects of the program. Block scheduling was introduced in September, 1951.

The Program of Studies for senior high schools details the regulations which every high school must follow religiously. Topics such as Basic Principles and Definitions, Regulations Governing the Students' Yearly Program, Limitation of Credits in Certain Schools, Grade XII Examinations, Information for Educational Guidance, are fully explained. Each subject is treated in a special bulletin which may be revised annually. The high school program of compulsory subjects consists of English (Grades X, XI, and XII), Social Studies (Grades X, XI, and XII), Physical Education 1 (Grade X), and Health 1 (Grade X). Electives are numerous and fall into four main categories, namely: (1) Academic Electives, (2) Vocational Electives (Commercial), (3) Vocational Electives (Technical), and (4) General Electives.

School services--extent and limitations. Except for the large centralized high school, located in the town of Taber, the educational program found in the small high schools is extremely limited, consisting of the compulsory subjects and as many of the general electives as the staff are qualified to offer under the regulations. Table XXIV shows the operating schools in the Taber Division as of September 1, 1951, the grades taught, the number of teachers, the enrollment, and the pupil-teacher ratios.

According to the 1951 Annual Report⁸ from the Depart-

⁸Ibid., p. 142.

ment of Education, the average enrollment was twenty-eight pupils per classroom in Alberta. It would seem that neither the average enrollment per room nor the pupil-teacher ratios would detract from acceptable practice.

TABLE XXIV

OPERATING SCHOOLS IN TABER DIVISION NO. 6, SEPTEMBER, 1951, GRADES TAUGHT, STAFF, ENROLLMENT, PUPIL-TEACHER RATIOS

Operating Schools	Grades Taught	Staff	Enroll.	Pupil-Teacher Ratio
Barnwell	I - IX	12	314	26
Bon Ayr	I - VIII	1	25	25
Circle Hill	I - VI	1	18	18
Chamberlain	I - XII	4	111	28
Deer Park	I - X	2	51	26
Enchant	I - XII	4	82	21
Lomond	I - XI	3	66	22
Sundial	I - XII	49	1,221	25
Travers	I - VIII	1	17	17
Vauxhall	I - XII	15	417	28

There were eighty-six operating classrooms with an average enrollment of twenty-seven pupils per room. A total of nine specialized teachers were engaged in teaching the vocational electives in the Taber and Vauxhall schools.

Table XXV on the following page provides general information concerning the educational program in the rooms in

TABLE XXV

GENERAL INFORMATION CONCERNING HIGH SCHOOL INSTRUCTION
IN THE TABER SCHOOL DIVISION--SCHOOL YEAR 1950-51

C - Compulsory electives
Com- Commercial electives
G - General electives

A - Academic electives
T - Technical electives

Center	Teachers	Enrollment and Grades Taught	Teacher Pupil ratio	Extent of Program in Credits					Total
				C	A	Com.	T	G	
Taber	19	* 295 242	1:21	35	70	47	76	31	301
Vauxhall	2	Gr. 9-12 60 57	1:30	35	25	--	16	22	98
Lomond	1	Gr. 10,11,12 18 19	1:18	20	15	--	--	15	50
Enchant	2	Gr. 9-11 26 30	1:13	35	25	--	--	15	75
Chamberlain	2	Gr. 7-12 37	1:18	30	20	--	8	6	64
Deer Park		Gr. 7-12 19 19 Gr. 7-10	1:19	15	10	--	--	3	28

* First figure is enrollment as at September 3, 1950.
Second figure, where given, is enrollment as at May 31, 1951.

which some high school subjects were taught. The number and type of electives which may be offered depend on (1) qualifications of teachers, (2) number of teachers, (3) facilities, and (4) enrollment.

Table XXV and the general comments which follow on Page 12 of the Survey⁹ are quoted here because the analysis represents the opinion of high school inspectors, Mr. C. B. Johnson and Mr. G. L. Mowat, who served on the Survey Committee in June, 1951.

1. The programs which are offered in these schools are in accordance with Departmental Regulations and have been based upon the students' needs. The smaller schools are making a very good attempt to offer more than an academic course, but this is difficult. If the pupils and parents were desirous of obtaining a more general type of program and were content to forego the academic type of education, then the Board would be faced with increased expenditures in order to provide such a service. It should be noted that academic subjects require the least expenditure of any high school program.
2. To facilitate instruction in Junior and Senior high school work, the Board has purchased minimum requirements with respect to equipment, apparatus and supplies. There was no evidence to show that unnecessary materials have been purchased during the interval 1946 to 1950. The Grade IX pupils of Enchant are receiving instruction in Home Economics at Vauxhall. In a similar manner, pupils of Grassy Lake (Chamberlain) are receiving Home Economics 1 and Farm and Home Mechanics 1 at Taber. Such arrangements are considered quite acceptable and in accordance with the principles of sound economy.

⁹Survey of the Taber School Division No. 6, June, 1951, p. 12.

3. The present centres of instruction represent a minimum arrangement if the students of the Taber School Division are to receive a reasonable opportunity for secondary education.
4. In each centre there is:
 - (a) A definite and understandable system of keeping the pupils' records.
 - (b) A well-planned and reasonable program of promotion in non-examination subjects of Grades X and XI.
 - (c) A good program of extra-curricular activities. Taber should be given credit for making a very sincere effort to accommodate the rural pupils' needs.
5. The Principals' Association which is operating for the fourth year has made valuable contributions to the educational services of the Taber School Division. Among these contributions, some of the most important are:
 - (a) Taking an active part in the testing program throughout the Division.
 - (b) Taking charge of Track meets and Festivals.
 - (c) Taking part in the organization of a suitable handbook for the information of pupils and parents.This association merits every encouragement and support from the Divisional Board.

Reference to Survey concerning Taber high school. The Survey Committee made a detailed study of the Taber high school including building utilization and instructional loads of teachers. This section of the Survey was of local interest to teachers, parents, and board members in the Taber-Barnwell area. No effort was made to include information about plant utilization in this study since the board and staff have already taken steps to implement recommendations contained in the Survey of June, 1951.

III. ACADEMIC ACHIEVEMENT

During the latter part of June, the pupils in Grades IX and XII are required to write final examinations in academic subjects. These tests are prepared by the Examination Branch of the Department of Education. A schedule for administering the tests is followed rigidly. The pupils' answer papers are returned to the Examination Branch where they are scored and summarized by teachers who are called in to do this specialized work. Early in August, the results of these tests are forwarded to the superintendents and the principals. Table XXVI on Page 86 shows the Grade XII results on the 1951 tests.

According to regulations set by the Examination Branch of the Department of Education, those pupils who receive a percentage score lower than 40 in any subject do not obtain any credit, that is, they receive a "D" standing. Therefore, 45 test papers (22 per cent) were graded "D", meaning failure; 53 papers were graded "C", that is, those falling between 39 and 50 per cent; and 107 papers (53 per cent) of all papers were graded "B", "A", or "H", that is, they were considered unconditional passes.

Table XXVII on Page 87 compares the percentage of pupils in the Taber Division who received "B" standing (50 per cent or higher) in each of the departmental tests as compared with the provincial norm.

TABLE XXVI

PLACEMENT OF GRADE XII PUPILS ON DEPARTMENTAL TESTS, JUNE, 1951
 TABER DIVISION

Percent	Subjects Tested								Total	
	Eng.	Soc.	St.	Alg.	Trig.	Biology	Chem.	Physics		French
90-100										
80-89		1	1			1		1		4
70-79	2	7	1	1	1	2	2	2		17
60-69	13	10	1	2	2	3	2	4	1	36
50-59	14	11	6	2	2	7	4	4	2	50
40-49	11	15	5	3	3	9	1	6	3	53
30-39	11	12	2	2	2	1		1	4	33
20-29	1	2	3	1	1	3			1	11
10-19									1	1
0-9										
Totals	52	58	19	11	11	26	9	18	12	205

TABLE XXVII

PERCENTAGE OF GRADE XII PUPILS WHO RECEIVED A STANDING
OF "B" OR HIGHER (1) IN TABER DIVISION, (2) IN
PROVINCE OF ALBERTA

Subject	Percentage of those writing who received "B" standing or higher	
	Taber Division	Province
Algebra 2	47	60
Biology 2	50	60
Chemistry 2	88	61
English 3	56	60
French 3	33	64
Physics 2	61	60
Social Studies 3	50	60
Trigonometry and Geometry	45	61

In only two subjects, chemistry 2 and physics 2, did the percentage of students in the Taber Division score higher than the provincial norm. In the case of French 3, and Algebra 2, and Trigonometry and Geometry the deviation from the provincial norm is very great. Since it is not the purpose of this paper to analyze the the reasons why the Grade XII examination results in the Taber Division are comparatively low, the superintendent together with the high school teachers should attempt, in the near future, to determine the reasons for this condition.

The number of Grade IX pupils who wrote the Departmental Tests in the Taber Division includes eight pupils from Armada school (when the 1950 school year began, Armada was still a part of the Division), An examination of Table XXVIII below reveals that the Grade IX results compared quite favorably with those of the province as a whole. The table also shows that in the three large schools (Taber, Vauxhall, and Barnwell) the results were the same as for the Division as a whole. In other words, the results in the six smaller schools were comparable with those in the large centers.

TABLE XXVIII

CATEGORY GRADINGS OF GRADE IX PUPILS, IN THE TABER DIVISION AND FOR THE PROVINCE OF ALBERTA, WHO WROTE DEPARTMENTAL TESTS, JUNE, 1951

	<u>Taber Division</u>		<u>Three Centralized Schools in Divis. Province</u> ¹⁰			
	No.	Percent	No.	Percent	No.	Percent
Pass with honors	10	6	8	6	728	7
Pass	138	85	105	85	9,142	84
Failure	15	9	11	9	943	9
Total	163	100	124	100	10,813	100

¹⁰Forty-Sixth Annual Report of the Department of Education of the Province of Alberta, Edmonton, Alberta. Queen's printer, 1952. 187 pp.

The Grade IX pupils in the three large centers compared favorably with the provincial norms in two tests only, Reading and English Language; but, in the other four tests, English Literature, Social Studies, Mathematics, Science and Health the results were not favorable. The factors responsible for this situation need further investigation.

TABLE XXIX

PERCENTAGE OF GRADE IX WHO MADE "B" STANDING
OR HIGHER IN DEPARTMENTAL EXAMINATIONS,
JUNE, 1951

	Three Largest Schools in Division	Province
Reading Test	72	72
English Literature	66	72
English Language	72	71
Social Studies	63	70
Mathematics	67	74
Science and Health	60	73

Although a cooperative testing program, at the elementary level, was organized during the 1951-52 school year, the results of this effort were not available for this study.

CHAPTER IX

INTERESTING DEVELOPMENTS

I. EXPANSION OF IRRIGATION

South of the Old Man River. The decision of the federal and provincial governments of Canada to extend the St. Mary's River Irrigation System will, no doubt, intensify some of the existing problems. During the period when land surveys are made and the main canals are being constructed, some transient families with children of school age have to be provided with educational services. Following the completion of the main canals, there will likely be a period from one to ten years when families will be established on the irrigable parcels of land. From past experience, the divisional board has found that the municipal authorities, which are the taxing bodies, are very cautious about assessing this irrigable land for more than a small fraction of its value, fearing that too heavy a tax burden will prove economically disastrous to the farmers.

Nevertheless, the divisional board will have the responsibility of providing adequate educational services during this transitional period. These educational services will certainly necessitate capital expenditures for additional schools and new buses. Then, there will be increased operational costs to provide extra teacher service, auxiliary services, etc. Without special grants or other forms of

financial assistance, it is difficult to conceive of ways and means whereby the Division might remain solvent.

North of the Old Man River. Similar, yet more extensive, developments are taking place north of the Old Man River. Considerable expansion is expected in the Travers-Enchant area where it is possible that an additional hundred families will eventually be located. East of Vauxhall, in what is known as the Grantham district, the Prairie Farm Rehabilitation Association (commonly known throughout Alberta and Canada as the P.F.R.A.) is planning for a community of four hundred families by 1953. Although at the present time this particular region is not included in the Taber Division, the board anticipates the inclusion of this area within the boundaries of the Division, as soon as it is settled by permanent families. The federal government does not assume any responsibility for education which is wholly under the jurisdiction of each province.

Late in 1950, officials of the federal government provided the board with information relative to the expansion of irrigation in the Grantham district. The board immediately sought the advice of the Department of Education concerning the future provision of educational services in this area particularly. However, officials of the Department expressed the opinion that the board should not make any plans, relative to this new area, until such time as the boundaries of the

Division were enlarged to include the Grantham territory. Though somewhat uncertain as to their future responsibility, the board is quite willing to abide by the Department's recommendation.

The opinion of the Survey committee on this matter is quoted as further evidence of the board's precarious position with respect to future developments.

The magnitude of the problems which will emerge as a consequence of these land developments cannot be accurately estimated. This being the case, and since the Taber Divisional Board is not in a strong financial position, it cannot make provision for services beyond its present needs, or beyond the demands as revealed from year to year. Stated in another manner, there is merit in the Board being keenly aware of the outcome which will accompany these land developments but it cannot commit itself to a building program which goes beyond the needs of the Division as they exist. The Board can, however, design buildings which lend themselves to future additions.

The financial demands which will evolve from the planned developments as anticipated above, cannot help but accentuate the problems which at present, are peculiar to irrigated areas.

Many displaced persons with large families have moved, and are moving into the irrigated areas. In some cases as many as four families are residing on one quarter-section. An example of the density of population which may exist, is illustrated by the actual case of one classroomful of children who resided upon a single quarter-section in the Barnwell district.

The quarter-section in most cases is the unit for assessment purposes. Therefore one quarter-section may have a large school population, produce considerable wealth and yet yield little tax revenue. The tax land in most cases cannot be considered excessive for the irrigated rural areas. Some study must be given, by the authorities concerned, to develop a more equitable basis of assessment.

The dry land area is sparsely settled, expenditures are small in relation to the rest of the Division and crops are rather uncertain. The tax load in this area

may become excessive and any increase in requisition combined with a possible crop failure may well be disastrous.

II. COUNTY SYSTEM

The County Act, 1950, provided the machinery whereby four counties might be established in Alberta on an experimental basis. Provision for making the boundaries of hospital districts, municipal districts, and school divisions--within the proposed boundaries of a county--co-terminous was contained in the Act. Instead of three separate governing bodies, namely: the divisional board, the hospital board, and the municipal council, there would be a county council composed of three committees. These committees would consist of a school committee, a municipal committee, and a hospital committee. The government set forth the alleged advantages of the proposed county system of government.

Late in the fall of 1950 the Vulcan municipality made application for a county to be formed with Vulcan as the center. Since the proposed boundaries of this county involved the northwest corner of the Taber Division, the board was drawn into a series of discussions concerning Vulcan's proposal. Feeling that the advantages of the proposed county system outweighed the disadvantages, the Taber divisional board also made application to the provincial government for a county to be formed which would include the Taber Division.

A delegation of board members went to Edmonton to submit the board's plan to the Minister of Education and the Minister of Municipal Affairs. However, the board was asked to wait for further developments. During the year 1951 the board failed to receive any encouragement from the provincial government with respect to its application for a county. The board hopes that, if and when a county is formed, a solution to some of the crucial, financial problems may be found.

CHAPTER X

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In making this survey, the main objective was to study some of the problems of administering educational services in the Taber Division, with the purpose of making constructive recommendations which would increase the effectiveness of all such services. Although there is need for a continuous study of various aspects of school administration, which might take the form of limited surveys, the present study will probably provide a frame of reference and suggest other avenues of approach.

The very brief account of the history of the Taber Division explained how the Division was established, early in 1937, in conformance with the Alberta Government's policy of organizing larger areas of school administration. With the formation of the Division and the election of a divisional board, the local district boards ceased to operate their respective schools and they became advisers to the divisional board. From the very beginning, the board endeavored to centralize schools and broaden the educational program. This made it necessary to provide more facilities in terms of buildings, equipment, and school buses. As the population increased, the problem of financing an expanding education

program became more crucial each year.

Geographical features of the Division did not make the board's task easier. There were the "fringes" with sparse population; yet, children in these areas were entitled to a good education. In the northern part of the Division, road systems made transportation of children by school buses not only difficult but expensive. A growing concentration of population in irrigated areas intensified the need for additional school plants and also transportation facilities.

As the agricultural industries continue to expand to take care of an increasing population, it is conceivable that even greater attention must be given to the planning of an educational program which meets the needs of the community.

Through the years, from 1937 to 1946, all of the local districts gradually were included within the boundaries of the Division. As the enlargement took place, the board gradually found that the business of administration became more challenging and quite complex. Although the School Act clearly defined the duties and powers of the board and the superintendent, the business of legislating and executing board decisions was never easy. Possibly too much time was spent in disposing of administrative detail rather than discussing and formulating policies. Business procedure followed accepted procedures, in most cases. The practice of utilizing standing committees was never too successful. In order to facilitate

the administration of the publicly-owned buses, a transportation manager was designated; a building foreman was assigned the responsibility of supervising both the repair program and new construction. In this way, the superintendent could devote more of his time to supervision. There was some evidence that general procedures of administration might be evaluated in terms of recent recommendations contained in current educational literature.

The most serious problem which the board faced from the very beginning was that of insufficient revenue to meet any of the financial needs beyond current operating expenditures. Generally speaking, the equalization grants paid by the Department of Education seemed to compensate the Division as a result of its relatively low assessment, compared with enrollment. However, capital expenditures for new buildings and school buses soon placed an extremely heavy debt burden on the Division. There was no evidence to suggest that the board had embarked upon an extravagant program of education services; on the contrary, there was ample evidence of the board's frugality.

Financial limitations of the Division seemed to be most clearly reflected in the inadequate school houses, in the paucity of playground equipment, and in the drabness of the school grounds. The board was particularly conscious of these serious deficiencies, which, in their opinion, acted as a

deterrent to wholesome educational experiences. Many schools lacked sanitary facilities, to say nothing of the discomfort resulting from poor lighting and improper ventilation.

The transportation system provided service for 59 per cent of all pupils in the Division. Since centralization of schools was virtually completed, the main objective seemed to be that of improving the transportation services by providing modern buses in sufficient quantity to reduce each route to reasonable distance. Where publicly-owned buses could not be operated economically, the board secured the services of contract buses. For many pupils in the Taber Division, the expansion of transportation services provided a far better educational program than could be expected in one-room, rural schools.

Now that there is provision whereby school buses can be purchased by debenture, the Division will not be forced to make capital expenditures for buses out of current revenues.

The library services are making significant contribution to the effectiveness of classroom teachers. Without the tools, of which books constitute a major part, the teacher effort and pupil effort is thwarted. The board should be complimented for its effort in providing this worth-while service.

Through adopting a good salary schedule, the board has shown its desire to secure the very best teachers available. There was no evidence of discrimination against any teacher

as far as sex, marital status, color, or creed were concerned.

Although it might appear to some readers that the curriculum is definitely prescriptive, the Curriculum Branch of the Department of Education works intimately with many committees of teachers and administrators throughout the province. Lay citizens voice their opinions to the Curriculum Branch through the medium of Home and School Associations. In the final analysis, each staff is encouraged to adapt the curriculum to local needs, if its proposals are approved by the Department.

For various reasons two series of departmental tests, prepared by the Examination Branch, are administered at two levels, Grade IX and Grade XII, at the end of June. Most teachers find that these test results have a salutary effect upon the total programs of the junior and senior high schools.

A cooperative program was worked out by the staff of the elementary schools for evaluating the work at the elementary level. Since this survey did not attempt to include a study of achievement of the elementary schools, such a study would lend itself to a limited survey next year.

When consideration is given to the interesting developments that are taking place in the Taber Division, the familiar adage, "Nothing is so constant as change," comes forcibly to mind. Many communities in the Taber Division are teeming with vitality--in a materialistic sense. What can be done to raise

the total educational and cultural level of each community is the great task of the educational leaders. To provide adequate facilities, equipment and staff to do the job well is one problem; to provoke a desire on the part of adults and children to want to learn, is another problem.

II. RECOMMENDATIONS

As a result of this survey the following recommendations seem to be in order:

1. Survey work should be continuous and cooperative in nature. A periodic survey of one specific aspect of school administration could and should be made each year.

2. A complete, authentic history of each year's work, compiled in convenient, permanent form would be useful and interesting.

3. The board should seriously consider the possibility of setting up a public relations program through which vital educational information might be disseminated to the various communities within the Division.

4. There is need for more cooperative action on the part of the board and the various municipal governments in order that road-building programs and problems relative to finance might be better understood. A good public relations program would provide for joint meetings of the various groups who would have access to factual information about school problems and municipal problems.

5. Standing committees set up by the board should be used judiciously.

6. The provision of health services is a most urgent problem which will require the cooperation of the board and all municipal councils. A Public Health District could be organized, if leadership were provided to get the public's interested enough to act.

7. The Division should cooperate with the School Book Branch and set up a program whereby all textbooks would be provided free of charge.

8. A systematized method of recording board policies, together with procedures for executing these policies, should be adopted. All administrators would share with the board in this matter.

9. Provision of wholesome drinking in every school is a problem of major concern for everyone. The need for sanitary toilet facilities is just as urgent. With the complete cooperation of the board, the staff, and Home and School Associations, it should be possible to organize some kind of a hot lunch program in every school.

10. Local school boards would become more interested, probably, if they were well informed of divisional school problems. Through such avenues as: (1) an annual convention, (2) distribution of minutes of divisional board meetings, (3) newsletters or bulletins, (4) inter-visitation of schools by

local and divisional board members, the local boards could be brought into the orbit of divisional administration.

11. The superintendent should give more leadership to the board in matters relating to (1) refining business procedures, (2) utilization of a descriptive budget, and (3) interpreting educational philosophy. He could assist the secretary-treasurer in preparing an explanatory statement of the status of the budget for the board, each month.

12. More interest could possibly be created in the annual subdivisinal meetings if they were held in February, that is, after the Auditor's Financial Statement was available. Again, if one meeting were held in Vauxhall and another in Taber, possibly in the evening, more business men might attend. The divisional board could make a special effort to invite all local boards, executive officers of Home and School, and representatives from other community organizations. Graphic material, audio-visual aids, and many other devices could be employed to present vital information to the citizens.

13. The necessity of finding a solution to the financial dilemma in the Taber Division is imperative. This would involve a cooperative effort on the part of the board and the Department of Education. It might be necessary for the Government to set up a special commission to study the limitations of the present policies regarding equalization grants, as they affect divisions with unique problems.

14. There is an urgent need for studying the services of custodians. Policies and practices relating to upkeep of school plants require that policies, regulations and methods be established.

15. Continue to provide arrangements whereby the librarian can obtain further training. Expand the library services on the recommendation of a library services' committee composed of teachers, administrators, and a board representative.

16. Eliminate the double bussing at Barnwell as soon as possible.

17. If it is agreed that the bus service is an extension of classroom service, then serious consideration should be given to related aspects such as: (a) selection of bus drivers, (b) in-service training of drivers, (c) coordination of supervision by principals, teachers, and transportation manager, and (d) internal accounting practices.

18. The board should certainly continue its policy of cooperation with the Local Alberta Teachers' Alliance by (1) joint meetings of the board and the local executive of teachers, (2) facilitating arrangements for group insurance and group hospitalization, (3) providing time for various in-service training activities, and (4) providing for the general well-being of teachers.

19. The Department of Education should continue to

assist boards in procuring money at very low interest rates for all capital expenditures.

20. The board should continue to solicit the cooperation of the Federal, the Provincial, and the Municipal governments in studying the implications, of expanding irrigation developments, for education. A continuous study of industrial and agricultural developments would help the board to plan wisely for educational services.

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