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A SURVEY  
of  
RISING PUBLIC SCHOOL COSTS  
Spokane, Washington  
1875-1932

by

*Neil D. McTain*

---

B. A., State University of Montana, 1922

Presented in partial fulfillment of the re-  
quirement for the degree of Master  
of Arts.

State University of Montana  
1934

Approved:

*Freeman Daugherty*

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Chairman of Board  
of Examiners.

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Chairman of Committee on  
Graduate Study.

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To Dean Freeman Daughters and Professor W. E. Maddock of the School of Education at the University of Montana I am indebted for counsel and guidance throughout this study. An expression of appreciation and thanks is also due the following for assistance rendered during the process of accumulating facts and figures in connection with this work: Charles E. Canup, English Department, the Lewis and Clark High School, Spokane; Carl H. Ferguson, History Department, the Lewis and Clark High School; Ira L. McLaren, Accountant, School District Number 81, Spokane; Orville C. Pratt, Superintendent of Schools, Spokane; and Thomas Teakle, History Department, the Lewis and Clark High School. In addition to the individuals mentioned above, considerable data of real value in this study were obtained through the Statistical Department, Spokane Chamber of Commerce; the office of the Spokane City Engineer; the office of the County Superintendent of Schools, Spokane; and the office of the State Superintendent of Schools, Olympia.

## CHAPTER I

## INTRODUCTION

Periods of financial stringency usually result in attempts to curtail public expenses. The present business depression offers no exception to this rule. This present crisis does, however, possess at least one unique feature: the system of free public education in the United States has been subjected to terrific assaults. Education is actually fighting for its life. The battle is not limited to any state or locality; it is nation-wide in its scope.

Undoubtedly the enormous growth of the public school system since 1890 has been a contributing factor in the organization and solidification of the opponents of the free public schools. Such a huge sum of money is now expended annually (\$2,289,000,000 in 1929-30) in the United States for public schools that a sharp reduction in educational costs represents a tremendous saving to taxpayers.<sup>1</sup>

Arguments for reduction of school expenses lie ever at hand. The situation in Spokane is especially favorable for those who would limit the cost of education. The growth in the cost of the public schools of Spokane is

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1. School and Society, ed. by J. McKeen Cattell (New York City, Jan. 10, 1931), Educational Costs, p. 62.

astounding. The first school levy on record (that for the school year of 1876-77) raised \$200 to cover the complete expenses of the school year.<sup>2</sup> In 1888-89 the cost had increased to \$58,358.<sup>3</sup> The total cost for the 1931-32 year was \$2,312,483.95.<sup>4</sup>

### Attitude of the Public

Naturally such a staggering increase in costs attracts immediate attention. During the past several years there has been a steadily increasing demand on the part of the public for a complete explanation of the situation.

It is easy enough to account for the increase in the cost of schools by referring vaguely to the "fads and frills of education." At least a part of the public is often only too willing to accept such an answer. The result is that citizens are likely to think of the educational system as performing useless tasks at exorbitant expense to the community. Such an attitude on the part of the public is usually unfair and at best unscientific.

### Factors in the Rising Costs of Education

Evasions or half-truths about the public school situa-

- 
2. Nelson W. Durham, Spokane and the Inland Empire (3 vols., Chicago, Spokane, and Philadelphia, 1912), I, p. 583.
  3. 50th Annual Report of the Spokane Public Schools (Spokane, June 30, 1925), p. 62.
  4. Annual Report of the Secretary of the Board (Spokane, June 30, 1932), p. 31.

tion in Spokane have been numerous, especially in the columns of the daily newspapers. Much of the discussion concerning rising costs in the schools has neglected entirely, or touched but casually, upon the vital factors that determine these rising costs. These factors in the rising costs of free public education are:

1. Increase in the length of the school term.
2. Better training of teachers.
3. Rising salaries, which represent the price that schools must pay to obtain qualified persons who would otherwise go into economic occupations.
4. Increase in school attendance.
5. Compulsory attendance, which has brought more persons of school age into the schools.
6. Enlarged attendance on the upper levels (the upper grades and the high school classes) where per capita costs are higher.
7. The building program and the consequent overhead from the larger number of buildings.
8. Enriched curriculum.
9. Expansion of school services.
10. Value of the dollar.

#### Aims of This Survey

At this point, the author must in all fairness admit that he would not be surprised to discover that the 10 factors just mentioned are responsible for virtually all of the increase in school expense in Spokane. However, this opinion will not be permitted to interfere in an honest attempt to arrive at the truth of the matter.

After all available material bearing upon the subject of school costs in Spokane has been collected, it is the intention of the author to be impartial in carrying out the following program:

1. The arrangement of the data in a logical manner so that in the future this information will be readily available to those seeking it.

2. The determination of exactly how the rising costs of education in Spokane have been affected by each of the 10 vital factors already mentioned.

#### Limitation of the Subject

The material submitted in this study will deal with the period beginning in 1875 and ending in the spring of 1932. Whatever material is available since 1932 will be included whenever this is desirable. Night school classes and summer school classes will not be included in this study because they are practically self supporting and consequently of small importance to this investigation.

#### Difficulties Encountered

Because Spokane provides for no research department in connection with its public schools, whatever statistical matter is desired must be obtained from the various annual reports of the school board, the superintendent, or the secretary of the board. No such reports or records are on file for any year before 1890. In addition, there has been a tendency for each new board, secretary, or superintendent to keep his own records in his own way. This has prevented uniformity in the school records. Much information that might have an important bearing on the sub-



ject of rising school costs is not available in any form. In several cases, the author has had to rely solely upon the statements of persons who remember some of the history of the past. In other cases it has been necessary for the investigator to make estimates of figures when the records have proved misleading or vague. These difficulties made it necessary to spend over a year in the collection of the data used in these pages.

#### Organization of Material

For purposes of comparison, material will be summarized when possible on United States census years. However, certain other years of especial significance to Spokane or the Spokane public schools will be considered also. These latter dates will include 1889, the year Washington became a state; 1913, the year designated by the United States government as the point from which to estimate the value of the dollar; 1921, the year in which Spokane teachers were given a substantial raise in pay and a salary schedule; and 1925, the fiftieth anniversary of the beginning of free public education in Spokane.

#### The Survey as a Method of Research

School surveys are not a new method of attracting public attention to the true educational status of the community. One of the most valuable surveys to date was the Missouri Survey, conducted for the state of Missouri by Dr.

W. C. Bagley of Columbia University and published in two volumes in 1916. An Official Survey of the Educational Institutions of the State of Washington was directed by P. P. Claxton, United States commissioner of education, in 1916. It was published in one volume.

Virtually any annual school district report is a partial survey of the schools of the district. Recently, the school boards of several leading cities have made a special effort to put the educational facts of the city graphically before the citizens. The annual report of the board of education of Camden, New Jersey, is a noteworthy example of what can be done to educate the taxpaying public. The Camden report is called The Taxpayer and the Schools. The school board of Evansville, Indiana, followed the lead of Camden in September, 1933, with an annual report for 1932-33 entitled The Taxpayer and the Public Schools.

One previous survey has been conducted in Spokane. This survey was conducted by Superintendent O. C. Pratt of the Spokane public schools during 1920 and 1921. The title of the survey was A School Building Survey. The results of the study were printed in the Annual Report of the Superintendent of Schools for 1920-21, page 4 to 45. The principal purpose of the study was to show the need of a junior high school division in the city school system. Little of the material is of any use in the present survey.

## CHAPTER II

## FROM TRADING POST TO METROPOLIS

Spokane, the county seat of Spokane County, Washington, had a population of 115,514, according to the Official United States Census of 1930. The assessed valuation of the city had reached \$89,048,225.<sup>5</sup> Bank deposits amounted to \$65,519,539 and the bank clearings aggregated \$569,737,000.<sup>6</sup> The United States Post Office announced yearly receipts of \$1,042,081.<sup>7</sup> The area included within the city limits was 41.48 square miles.<sup>8</sup>

These figures represent a remarkable growth in Spokane since the first accurate count of population was made by the United States government in 1880. At that time, the number of inhabitants in Spokane Falls (so-called until 1891) was three hundred and fifty.<sup>9</sup> There were half a hundred straggling buildings in the village. Its total property valuation was probably less than \$10,000.<sup>10</sup> Two banks, the resources of which were problematical, had been opened.<sup>11</sup> Mail arrived as often as twice a week, but the citizenry hoped to have this

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5. Spokane Chamber of Commerce, Annual Report, 1930, p. 10.
  6. Ibid, p. 6.
  7. Spokane Chamber of Commerce, op. cit., p. 8.
  8. Official Map of Spokane, Office of Spokane City Engineer.
  9. Durham, op. cit., p. 369.
  10. Statement of Thomas Teakle, Northwest history authority.
  11. Durham, op. cit., p. 373-375.

service increased to three times every seven days eventually.<sup>12</sup> The total area of the townsite was 1.56 square miles.<sup>13</sup>

### Early History

The word Spokane originally designated a tribe of Indians living in the valley of the Spokane River. Spokane, translated, means "Children of the Sun."<sup>14</sup>

The name Spokane first came into historical prominence in 1810 when Finan MacDonald founded Spokane House, a fur-trading establishment at the mouth of the Little Spokane River. Spokane House was located about ten miles northwest of the present city of Spokane.<sup>15</sup>

All the fur business of the Pacific Northwest was thrown into the hands of the Hudson's Bay Company by the War of 1812. Later, this British concern persistently clung to its posts in this region even after the Treaty of 1846 had definitely fixed the permanent boundary between Canada and the United States. Fort Colville, Washington, the last American headquarters to be abandoned by the Hudson's Bay Company, was held until 1869.<sup>16</sup>

### First Settlers

The falls of the Spokane River first attracted permanent settlers during 1871 in the persons of S. B. Scranton and J. J. Downing, cattlemen. Downing began the operation

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12. Statement of Thomas Teakle, Northwest history authority.  
 13. Official Map of Spokane, loc. cit.  
 14. Durham, op. cit., p. 643.  
 15. George W. Fuller, The Inland Empire (4 vols., Spokane and Denver, 1928) Vol. 1, p. 152.  
 16. Thomas Teakle, Northwest history authority.

of a sawmill in 1872. Two years later (1874), J. N. Glover, J. N. Matheny, and Cyrus F. Yeaton bought the entire holdings of Downing and Scranton for \$4,000. The purchasers felt that Spokane Falls was likely to be included on the route of the proposed Northern Pacific Railway.<sup>17</sup>

Several important events took place in 1879. A. M. Cannon opened the first financial institution, the Bank of Spokane Falls.<sup>18</sup> F. H. Cook founded the Weekly Times,<sup>19</sup> the pioneer newspaper. On October 30 Spokane County was created by the territorial legislature, with Spokane Falls as the county seat.<sup>20</sup>

The Northern Pacific actually arrived in June, 1881. From this time until 1889, the town grew rapidly in population and wealth.<sup>21</sup>

Two important events of 1889 combined to write finis to the frontier period of Spokane's history. The first of these was the disastrous fire of August 4, which completely razed the business district. Thirty-two blocks were destroyed. The loss was estimated at \$6,000,000, but \$2,500,000 was covered by insurance. The conflagration, although a calamity at the time, actually cleared the city

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- 17. Durham, op. cit., p. 329-333.
  - 18. Durham, op. cit., p. 373-75.
  - 19. Durham, op. cit., p. 358.
  - 20. Thomas Teakle, Northwest history authority.
  - 21. Durham, op. cit., p. 415-419.

of many unsightly buildings and made possible the appearance of a new and finer Spokane. On November 11, Washington was admitted to the Union: the territorial days were at an end.<sup>22</sup>

### Modern Spokane

The citizens of Spokane Falls did not lose faith in the future after the razing of the city. During the next two years, many changes took place. Most important was the rebuilding of the city. By 1891, a new and imposing Spokane had arisen from the ashes of the old. On March 24, 1891, the community became a chartered city. The new name was Spokane. Thus even the name of the early settlement passed from existence.<sup>23</sup>

The history of Spokane is most logically divided into two parts: one before the admission of Washington to statehood and one afterward. The period which ended in 1889 has been briefly summarized to point out two characteristics: (1) the comparative youth of Spokane and (2) the rapid early development of the city. The modern era, as has also been noted, began with a two-year transitional stage between the great fire of August 4, 1889, and the final rebuilding of the city, which was completed in 1891.

The detailing of events thus far has been relatively simple. After 1891, however, events transpire so rapidly

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22. Rev. Jon. Edwards, History of Spokane County, (3 vols., Spokane, 1912) I, p. 44.  
 23. Review Publishing Company, 50 Years of Progress (3 sections, July 22, 1933) II, p. 18

and the life of the city becomes so complicated that a further chronological account is neither possible nor desirable in the space available. Therefore, certain important factors in the modern development of Spokane will be considered separately where this is possible.

#### Increase in Population

Few cities in the United States have shown such rapid growth during the first forty years of their existence as has Spokane. Nelson W. Durham made the following statement in 1910:

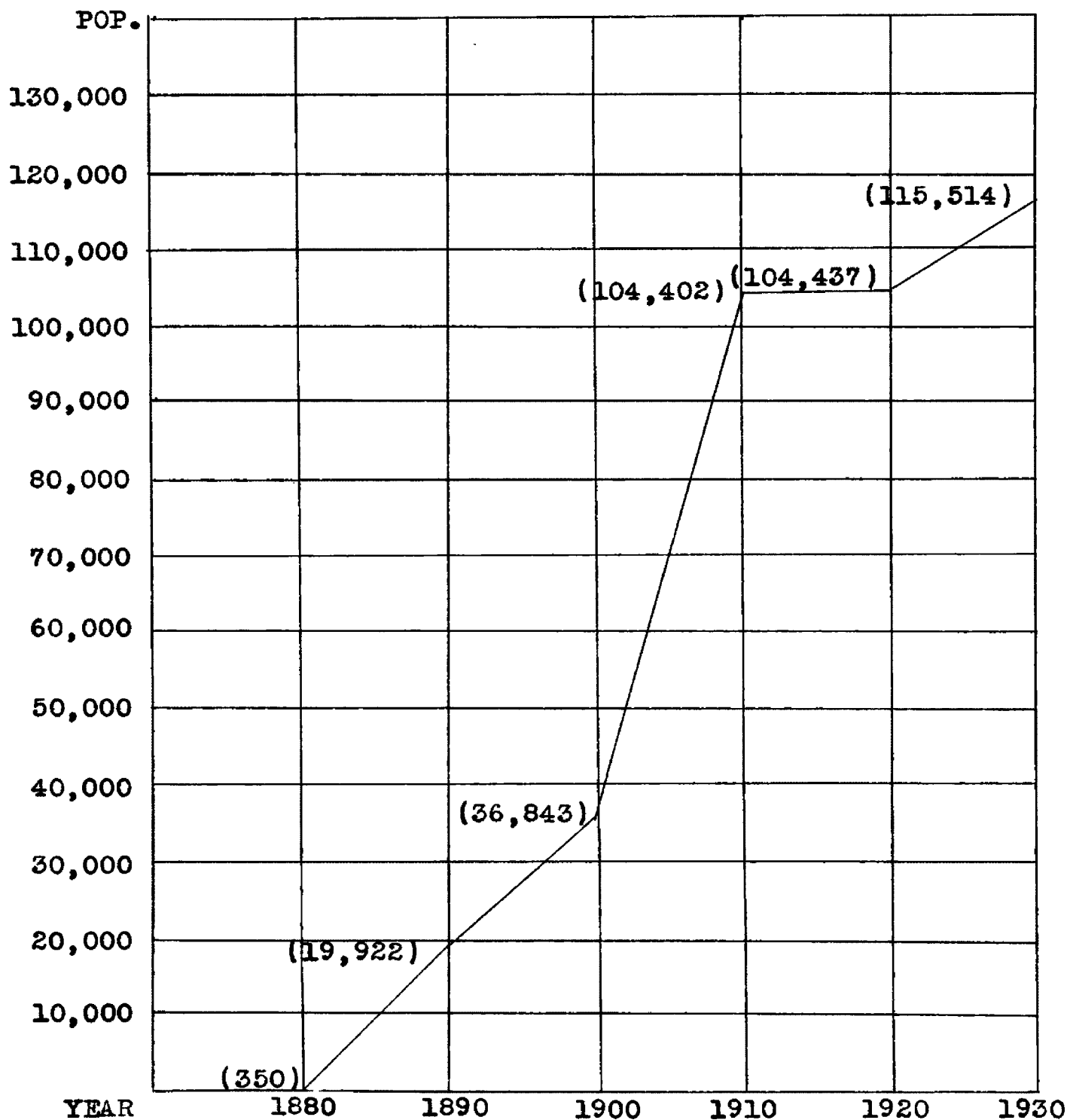
New York, founded in 1623, possessed a population 200 years later that only closely corresponded to the present population of Spokane; and as late as 1840, Philadelphia, 160 years after its colonization by William Penn, fell 10,000 short of Spokane's census returns of 1910.<sup>24</sup>

Spokane in 1880 possessed a population of 350. In 1890, the total population was 19,992; a gain of 5,612 per centum. The census of 1900 showed a numerical gain of 16,851 over 1890; the total population was 36,843 and the per centum gain was over 84. By 1910, the inhabitants of Spokane numbered 104,402. The per centum gain was 180. But the phenomenal gains of the first four decades were not to be continued. The census of 1920 listed the population of Spokane at 104,437. This figure, showing an exact growth in population of 35 persons in ten years, was a distinct

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24. Durham, op. cit., p. 111.

GRAPH I  
GROWTH OF POPULATION IN SPOKANE





disappointment to many residents. The last authentic figures (those of the census of 1930) set the population at 115,514. This was a numerical gain of 11,077 and a per centum gain of over ten and a half.<sup>25</sup>

#### Spokane and the Inland Empire

The rapid growth of Spokane between 1880 and 1910 was due to the strategic position of the city at the hub of the Inland Empire, a region which includes all of eastern Washington and parts of Idaho, Montana, Oregon, and British Columbia. Roughly, the Inland Empire comprises all the land lying within 200 miles of Spokane. Within the Inland Empire lie 3,800 towns. The population of the region was 1,500,000 in 1930. This region produces annually 500 million dollars in such products as hay, grain, fruit, potatoes, corn, lead, zinc,<sup>26</sup> copper, silver, gold, lumber, and manufactured goods.

Spokane is the only city of 100,000 or near that figure in population between Minneapolis, Minnesota, and Seattle, Washington. It is located between the Rocky Mountains and the Cascade Mountains. No other city is in a position to compete with Spokane for the business of the Inland Empire. Butte, Montana, is 352 miles east of Spokane; Helena, Montana, is 336 miles east of Spokane; Seattle, Washington, is 338 miles west of Spokane; Portland Oregon, is 373 miles west of

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25. Review Publishing Company, op. cit., p. 26.  
26. Ibid., p. 18.

Spokane; and Vancouver, British Columbia, is 427 miles  
<sup>27</sup>  
north and west of Spokane.

### Transportation Facilities

To-day Spokane is served by five transcontinental and 12 branch railroads. These make Spokane the hub of more railroad mileage than any other city west of Omaha. One hundred and twenty-eight passenger and fifty-eight freight trains enter and leave the city daily. The Northern Pacific was the first transcontinental line to tap this rich region of which Spokane is the natural commercial capital (1881). The Union Pacific system entered the competition in 1889, and the Great Northern followed in 1892. The Canadian Pacific entered Spokane by way of Nelson, B. C., in 1906. The Chicago, Milwaukee, and St. Paul included Spokane on its  
<sup>28</sup>  
route in 1914.

### Inland Empire Mining

The chief source of wealth in the Inland Empire is its mines. The period of placer gold mining continued from 1860 to 1885, but this activity was of little value to Spokane. It was the discovery of the rich lead and silver mines of the Coeur d'Alene district in Idaho in 1884 and  
<sup>29</sup>  
1885 that brought the real benefits to Spokane.

The rush of miners to the new Rossland, Kaslo, and Slocan, B. C., fields during 1890-91 also resulted in more

- 
27. Review Publishing Company, loc. cit.  
28. Review Publishing Company, op. cit., p. 23  
29. Durham, op. cit., p. 281-291.

wealth for Spokane. About 1900, the Republic mining district of Washington was producing rich profits.<sup>30</sup>

The annual mineral production of the Inland Empire is \$125,000,000. Of this amount, \$60,000,000 is paid for wages, \$40,000,000 for machinery and equipment, and \$25,000,000 for dividends. Further expenditures for prospecting and development work is estimated at \$10,000,000 annually.<sup>31</sup>

#### Other Sources of Wealth

Two other sources of wealth to Spokane are lumbering and agriculture. The annual output of farm products, livestock, and wool averages \$250,000,000. The annual lumber shipments are valued at \$50,000,000 yearly. Over 360 billion feet of timber is still standing in the Inland Empire.<sup>32</sup>

One-fifth of the nation's water power resources lies in the Spokane territory. Already 268,000 horse power has been developed within the Inland Empire. Seven plants on the Spokane River develop 183,000 horse power. Not one of these plants is over 30 miles from Spokane.<sup>33</sup>

Naturally, Spokane does not benefit directly from all this production of new wealth. Nevertheless, the city does benefit to a large extent. Spokane wholesale houses serving the Inland Empire sold \$270,190,000 worth of goods in

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30. Durham, *op. cit.*, p. 278.

31. Pacific Northwest Mining, ed. by Chamber of Commerce (Spokane, 1933) p. 5.

32. Spokane, Center of the Rich Inland Empire, ed. by Chamber of Commerce (Spokane, 1933) p. 7.

33. *Ibid.*, p. 9

1929. Ten years before, in 1919, this business had been worth only \$50,000,000. Since 1929 there has been a sharp drop in the wholesale business, but sales are still estimated by the Spokane Chamber of Commerce at over \$200,000,000<sup>34</sup> yearly.

Manufactured products of Spokane were valued at \$65,000,000 in 1929. Eight thousand workers were paid \$10,600,000 by the city's manufacturing plants. During the depression the value of manufactured articles produced in the city has remained above \$50,00,000<sup>35</sup> annually.

#### Postal Receipts

Postal receipts for Spokane in 1900 were \$93,337.53. In 1910, these had increased to \$469,521.34. In 1920, the postal business in Spokane amounted to \$879,000.00; and in 1930, to \$1,042,081.11. The per centum gain from 1900 to 1930 was 1,113 and the cash gain \$948,743.53. The gains between 1900 and 1910 were 503 in per centum and \$376,193.76 in cash: An increase of 187 per centum and \$409,468.66 in cash. Between 1920 and 1930 the cash gain was \$163,081.11 and the per centum gain over 18. The high water mark of postal receipts was reached in 1928 when the total was \$1,163,296.00. Postal receipts have gradually declined during each year of the depression. Postal business for

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34. Review Publishing Company, op. cit., p. 16.

35. Review Publishing Company, op. cit., p. 19.

1931 amounted to \$940,981.00. A total of \$804,300,00<sup>36</sup> was realized in 1932 and \$762,300.00 in 1933.

### Banking Statistics

Sharp gains are indicated in banking statistics from 1900 to the beginning of the depression in 1929. For example, bank deposits were \$5,083,770.00 in 1900; \$29,907,660.00 in 1910; \$48,840,945.00 in 1920; and \$65,519,539.00<sup>37</sup> in 1930.

Four bank failures took place during 1929 and 1930. Six more failures occurred during 1931 and 1932. Consequently, deposit figures took a decided drop. Bank deposits for 1931 were \$53,576,399.00; for 1932, \$27,328,341.00; and 1933, \$29,871,710.00.<sup>38</sup>

### Summary

The history of Spokane is a story of remarkable growth in both size and wealth. Founded in 1871, Spokane had a population of only 350 in 1880. Just fifty years later -- with a population of 115,514 -- Spokane had become the largest city between Minneapolis and Seattle. It has also become the undisputed financial and distributing center of the Inland Empire, a vast region which produces annually \$500,000,000 in new wealth.

Postal receipts in Spokane were \$1,042,081 in 1930. Bank deposits for the same year were \$65,519,539. Articles

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36. Postal Statistics Table, Cowles' Reference Library, Spokane.
37. Banking Statistics Table, Cowles' Reference Library.
38. Bank Failures Table, Cowles' Reference Library.

manufactured in Spokane in 1929 had a value of \$65,000,000. Spokane wholesale houses did business amounting to \$270,000,000 during 1929.

Along with other American cities, Spokane has suffered during the business depression. However, the decline in business was rarely as low as 25 per centum. Recovery during the past year has been rapid.

The future of Spokane undoubtedly depends upon the development of the Inland Empire. As the surrounding territory gains in wealth, Spokane will gain. Several factors would seem to indicate a steady, if not rapid, future growth. One of these factors is the diversified resources of the Inland Empire. Within 200 miles of Spokane lie rich farms, mines, and forests. With the Inland Empire producing annually one-fourth of the nation's silver, one-third of the nation's lead, one-fifth of the nation's apples, and one-tenth of the nation's wheat, the future of Spokane seems secure.

The enormous growth of Spokane, especially in population, indicates that a corresponding growth in school attendance has probably taken place. The growth in wealth indicates that the city should be able to support a modern public school system.

## CHAPTER III

## THE BEGINNINGS OF THE SCHOOL SYSTEM

Little in the way of records of the first educational efforts in Spokane is available. Not until the summer of 1890, fifteen years after the opening of the first public school, did the school board first publish its annual report. The offices of the city superintendent, the county superintendent, and the state superintendent of schools contain no records of Spokane public schools until the year of 1888-89. Most of the information about the early schools has been collected from occasional sentences in old books and newspapers or from statements made by pioneer residents of the community.

The first school teacher in what is now Spokane was an Indian chief. His pupils were the members of his tribe. The following brief account of this first educational venture is furnished by Thomas Teakle of Spokane, who is considered an authority on the history of the Inland Empire:

In 1826, the Hudson's Bay Company selected Chief Spokane Garry, a very intelligent young Indian, to be sent to Winnipeg, Canada, to receive special training. In 1831, Garry returned to the Falls of the Spokane River and established what was known as the "Arbor School" within the present limits of the city of Spokane. The pupils were all members of the Spokane tribe. The purpose of the school

was largely religious, as Garry's training at Winnipeg had been under Presbyterian teachers. The "Arbor School" was maintained for about four years.<sup>39</sup>

The first school district to include Spokane was District Number 8 of Stevens County, organized in 1874. At that time Stevens County included what is now Spokane, Lincoln, and Douglas counties. The school district extended from the Idaho line to the Columbia River and from Colville, the county seat, to the present site of Spangle. The first school directors in Spokane were H. T. Cowley,<sup>40</sup> C. F. Yeaton, and a Mr. Poole.

#### Early School History, 1875-1889

The school directors arranged for Mr. Cowley to act as teacher for the six children who were of school age. In December, 1874, he went to Colville to get his teacher's certificate. In January, 1875, the first public school opened in the house of Mr. Cowley, on the southwest corner of Sixth Avenue and Division Street, where Cowley Park is now. Because Mr. Cowley could not find the time to devote<sup>41</sup> to the school, the first term was completed by a Mrs. Swift.

The first school report was prepared by Mr. Yeaton, clerk of the board, in November, 1875. The report showed that there were eleven persons of school age, four to

39. Thomas Teakle, Northwest history authority.

40. Superintendent of Schools, 50th Annual Report (Spokane, June 30, 1925), p. 7.

41. Ibid., loc. cit.



twenty-one. The school term lasted three months. The average daily attendance was four. The teacher's salary for the term was sixty-seven dollars. Reading, spelling, geography, arithmetic and grammar were the subjects taught. About 100 persons were living in Spokane Falls.<sup>42</sup>

Mr. Yeaton's report for the school year of 1875-1876 shows that there was no school conducted, although the persons of legal age numbered fifty-eight.<sup>43</sup>

The Reverend S. G. Havermale was clerk of the board for the school year of 1876-1877. Because of fear of the Indians, the census of children of legal age dropped to forty-eight. What might be termed the first local school district was formed; it included about one-third of Spokane County. A ten mill levy was voted for school funds. It raised two hundred dollars.<sup>44</sup>

The first school building was erected in 1878. It stood near the present intersection of the Northern Pacific right of way with Lincoln Street. The building contained only one room. In April, 1879, there were twenty-two pupils enrolled under a Miss Whitehouse. In September, 1879, school was opened by Captain Tobias. Thirty-five enrolled and the average attendance for the first two months was twenty-seven.<sup>45</sup>

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42. Edwards, op. cit., p. 126.

43. Thomas Teakle, Northwest history authority.

44. Superintendent of Schools, op. cit., p. 8.

45. Ibid., loc. cit.

Two teachers were employed in 1880-1881. W. H. Stratton taught forty-five upper grade pupils in a room sixteen by twenty-two feet in size. His salary was \$40 a month. A. J. Warren taught the lower grades. The school building was moved from the first location to the present site of the Davenport restaurant in 1881.<sup>46</sup>

Mattie Hyde and Ella Davenport were the teachers in 1881-82. No other information is available.

School opened on October 22 in 1883. A new building had been provided. It was a four-room structure and stood where Lewis and Clark High School is now located. There were four teachers employed. For the first time a principal was designated. W. W. Johnson, one of the four teachers, was the first principal. The old building was discarded for school use. The Spokesman Review, now Spokane's leading daily newspaper, began publication there.<sup>47</sup>

Two rooms were added to the school building for 1884-1885. L. H. Prather was principal. There were five other teachers.<sup>48</sup>

When school began in the fall of 1885, the six-room building would not house all the pupils enrolled. The primary grade was taught by Rose Rice in the Congregational

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46. Superintendent of Schools, loc. cit.

47. Thomas Teakle, Northwest history authority.

48. Superintendent of Schools, op. cit., p. 8.

Church at the corner of Sprague Avenue and Bernard Street. This year saw the beginnings of high school education in Spokane. Mr. Prather, who was still the principal, taught pupils in the ninth grade.<sup>49</sup>

W. B. Turner was the principal in 1886-1887. At the end of the first term in December there were 523 pupils enrolled. The average daily attendance was 380, the number of teachers seven. By April the enrollment had reached 648.<sup>50</sup>

Thirteen teachers and 715 pupils started the school year in the fall of 1887. Jonathan Heaton was the principal. A school was started north of the Spokane River. In addition, classes were held in several churches.<sup>51</sup>

Bruce Wolverton became the first superintendent of schools in the fall of 1888. Jonathan Heaton remained as the first high school principal. Tenth grade work was offered for the first time. A definite plan for taking the school census was inaugurated in 1888. A very brief financial report for 1888-89 is still available. It lists total expenditures of \$29,601, of which \$15,061 went for capital outlay and \$11,141 for teachers' salaries. Teachers' salaries averaged \$655.35 annually.<sup>52</sup>

The school census was first taken accurately in 1888. It listed 1,781 persons of school age. Of these, 1,483

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49. Ibid, loc. cit.

50. Ibid., loc. cit.

51. Ibid, loc. cit.

52. Thomas Teakle, Northwest history authority.

enrolled during 1888-89. Average daily attendance was 787; the number of teachers employed was 17.<sup>53</sup>

#### Summary

The desire of the early citizens of Spokane was to provide for their children the most complete system of free public education possible. As early as January, 1875, less than four years after the founding of Spokane, a public school was opened. By the fall of 1888, ten years of education was offered to the youth of the city.

In a rapidly growing community such as Spokane, enrollment and average daily attendance were bound to increase from year to year. In 1875, the total enrollment was six. Four pupils were in average daily attendance. During the school year of 1888-89, total enrollment was 1,488 and average daily attendance was 787.

As a direct result of the increased attendance, additional school buildings and school teachers were needed. In 1875, school was held for three months in the teacher's home. By the fall of 1868, there were two school buildings in Spokane. In addition, classes were being held in several church buildings. A school building program was indicated for the near future. The first teacher employed in Spokane received \$67 for the term. The seventeen teachers employed in 1888-89 received \$11,141 for about eight months of school.

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53. Superintendent of Schools, op. cit., p. 9.

The average pay was \$655.35 annually. In 1875, the total expense for education was \$67. In 1888-89, the total expense was \$29,601.

Despite the rapidly increasing attendance and the subsequent over-crowding of the school buildings, many persons eligible to attend school were not interested. Apparently the pioneer community offered work to all who cared for it. During 1888-89, nearly 300 boys and girls whose names appeared on the school census were not enrolled in school. Of the 1,781 persons of school age listed, only 787 were in average daily attendance.

This situation may have produced some false ideas in the minds of some citizens. For instance, the impression may have been given that the schools were not for all persons, that the time would never come when virtually every boy and girl eligible to attend school would attend. At any rate, the community was not called upon between 1875 and 1889 to educate every person of school age. As a result, the school expense was considerably lighter than it might have been.

## CHAPTER IV

## DEVELOPMENT OF THE PUBLIC SCHOOL SYSTEM

The modern era of free public education in Spokane was inaugurated during 1889-90. During this school year, a complete reorganization took place.

The first step in this reorganization was the selection of David Bemiss as superintendent of schools. He held this position for ten years, longer than any other superintendent except C. C. Pratt, the present incumbent.<sup>54</sup>

Bemiss immediately revised the course of study, improved the quality of the teaching staff, and opened a campaign for new school buildings. In addition he advocated a new school district to conform to the city limits of Spokane. As a result, School District 81 was formed on August 19, 1889. Five members, instead of the three formerly chosen, were elected to the school board.<sup>55</sup>

The most noticeable improvement in the schools at this time came in the form of new buildings. The school board declared in its annual report in the spring of 1890 that the rapidly increasing attendance in the schools had made several new buildings imperative. The citizens of

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54. Edwards, op. cit., p. 128-29.

55. Ibid., loc. cit.

Spokane read the statement of the school board, went to the polls, and voted for a special bond issue of \$250,000 with which to erect six new grade schools and a high school.<sup>56</sup>

#### Value of School Property

The value of school property in Spokane was \$82,500 in 1889. Under the leadership of Bemiss, District 81 was in 1890 in possession of school property worth \$194,400. The increase in property value was due chiefly to the purchase of sites for the seven new buildings to be constructed. These buildings were completed by the spring of 1891, bringing the total value of school property to \$420,863.<sup>57</sup> Table I shows the value of school property in Spokane from 1900 to 1933.

TABLE I  
INCREASE IN VALUE OF SCHOOL PROPERTY, 1900-1933

Year	Value	Year	Value
1900	\$ 692,527.00	1925	6,254,263.00 <sup>58</sup>
1910	2,203,383.00	1930	7,391,721.63
1914	3,588,509.00	1931	7,634,018.04
1920	5,667,861.10	1932	8,055,499.39
1921	6,723,342.00	1933	8,059,884.59 <sup>59</sup>

56. Edwards, loc. cit.

57. Superintendent of Schools, op. cit., p. 83.

58. Ibid., loc. cit.

59. Statement of Ira L. McLaren, school board accountant.

Table I shows the amazing increase in the value of school property in Spokane. Some of this increase was due to rising property values in the city. Most of the increase, however, came because of the erection of new buildings and the purchase of new sites and equipment. The ten year period ending in 1920 saw the greatest ten year increase in values in the history of the Spokane schools. The increase in values from 1910 to 1920 was \$3,464,498.10, a gain of 157 per centum. The increase in values for the ten year period ending in 1910 was \$1,610,853.00 and 219 per centum. Since 1920, school property values have arrived at a figure of \$8,059,884.59. This is an increase of \$2,392,003.49 in 13 years. The per centum gain has been 42.

#### School Buildings in Spokane

In 1899-1900, one high school and 16 other buildings housed the Spokane public school system. No other information is available about the buildings of that time.<sup>60</sup>

By 1909-10, there were 37 school buildings, of which two were high schools and one an administration building.<sup>61</sup> These buildings contained 453 rooms.

The records of 1919-20 show that there were 51 school buildings at that time. Of this number, two were high

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60. Spokane School Board, Annual Report, 1900, p. 141.

61. Spokane School Board, Annual Report, 1910, p. 13-14.



schools, four were portables, one was an administration building, and one a warehouse. There were eight auditoriums and 634<sup>62</sup> other rooms in the 51 buildings.

The Fiftieth Anniversary Year (1924-25) found Spokane with 64 public school buildings. There were still only two high schools, but land had been purchased for a third. Thirteen portables were in use. The same administration and warehouse buildings were in use as before. The number of auditoriums<sup>63</sup> had increased to 11. There were 677 other rooms in use.

The Spokane public schools had 71 buildings in 1929-30. There were then three senior and two junior high schools. Other buildings in use included the administration building, a warehouse, a building headquarters and 18 portables. There were 18 auditoriums, six gymnasiums, and 700 other rooms available<sup>64</sup> for use.

The final building figures, those for 1932-33, show 72 buildings. There are three senior and two junior high school buildings, an administration building, a warehouse, a building headquarters, and 17 portables. All these buildings are of concrete or brick construction except the portables, which are frame. The buildings contain 772 rooms in addition to 20<sup>65</sup> auditoriums and six gymnasiums.

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62. Secretary of the Board, Annual Report, 1920, p. 14-15.  
 63. Secretary of the Board, Annual Report, 1925, p. 40.  
 64. Secretary of the Board, Annual Report, 1930, p. 35.  
 65. Secretary of the Board, Annual Report, 1933, p. 39.

### Bonded Indebtedness

Naturally, such a huge building campaign resulted in a large bonded indebtedness. The bonded indebtedness of District 81 reached \$2,690,000 on June 30, 1917. This date marks the end of the early building program and the beginning of a steady reduction of the bonded indebtedness. The total amount of bonds outstanding on June 30, 1933, was \$1,157,000. This is the smallest amount outstanding at any time since 1910. District 81 has paid bond holders \$2,991,500 since 1910.<sup>65a</sup>

Table II shows the dates of issue, amounts and dates of maturity of Spokane's school bonds.

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65a. Secretary of the Board, Annual Report, 1933, p. 36.

TABLE II  
 BONDED INDEBTEDNESS OF SPOKANE PUBLIC SCHOOLS<sup>66</sup>

Date Issued	Amount Issued	Date of Maturity
1890	\$ 250,000.00	July 1, 1910
1898	50,000.00	Jan. 1, 1918
1902	150,000.00	Aug. 1, 1922
1904	200,000.00	Mar. 1, 1924
1907	200,000.00	July 1, 1927
1908	250,000.00	July 1, 1928
1909	400,000.00	July 1, 1929
1910	250,000.00	July 1, 1930
1911	500,000.00	May 1, 1931
1912	250,000.00	July 1, 1932
1916	300,000.00	Jan. 1, 1926
1917	260,000.00	May 1, 1937
1926	690,000.00	1928 - 1947
1930	<u>625,000.00</u>	1932 - 1951
<b>Total</b>	<b>\$4,375,000.00</b>	

Table II shows that the total amount of bonds issued by District 81 has been \$4,375,000. The first bonds, issued in 1890, did not reach maturity until 1910. No other bonds fell due until 1918. Consequently, Spokane's early "boom" period

66. Secretary of the Board, Annual Report, 1933, p. 35.

was over before any attempt was made to pay for school buildings. All of the bonded indebtedness except \$250,000 has fallen on the citizens since 1918. This situation is regrettable because it causes dissatisfaction among many taxpayers. It is much better for a school district to pay its bills as it goes, especially during periods of unusual prosperity.

#### Increase in School Attendance

The chief reason for the expensive building program in District 81 has been the phenomenal increase in school attendance. Table III gives about the number of pupils in Spokane schools from 1889-90 to 1932-33.

TABLE III

PUPILS ATTENDING SPOKANE SCHOOLS, 1889-90 to 1932-33

Year	School Census	Enrollment	Average Daily Attendance
1889-90	2,408	2,165	1,158
1899-1900	6,288	6,233	4,558
1909-10	18,541	17,296	12,957
1913-14	21,517	18,533	14,331
1919-20	25,813	21,311	15,994.11
1920-21	26,849	21,873	17,096
1924-25 <sup>67</sup>	29,796	22,108	17,779.30
1929-30 <sup>68</sup>	--	--	18,923
1930-31	--	--	19,068.17
1931-32	--	--	18,859.53
1932-33 <sup>69</sup>	--	--	18,537.50

Table III shows that the average daily attendance in Spokane increased from 1,158 in 1889-90 to 19,068.17 in 1930-31, a gain of 1,546 per centum. This is an average gain of 426 pupils annually. The period of greatest gain was between 1899-1900 and 1909-10, when average daily attendance increased 8,399, or 184 per centum. From 1909-10 to 1930-31, the increase was 6,111.17 in average daily attendance and 47 in per centum. Since 1930-31, there has been a drop of 530.67 in average daily

67. Superintendent of Schools, Annual Report, 1925, p. 84-87.  
 68. School census and enrollment records discontinued in 1929.  
 69. Secretary of the Board, Annual Report, 1933, p. 31.

attendance. This has probably been due to a drop in the birth rate of the city. It amounts to only 2.2 per centum.

Table III also indicates that the average daily attendance of those enrolled has grown from year to year. In addition, an ever increasing number of pupils eligible to attend school are doing so.

### Compulsory Attendance

After 1909, compulsory attendance laws helped to swell the ranks of pupils attending the public schools. The Session Laws of the State of Washington for 1909 (printed by the State of Washington at Olympia, 1910) declare on page 364:

1. All persons between the ages of 8 and 15 years must attend school.

2. All persons who are between the ages of 15 and 16 years must attend school unless they have employment.

3. All persons between the ages of 16 and 18 years must attend school if the district maintains a part-time school.

The result of these rulings can only be estimated to-day. Nevertheless, there is no doubt that many more boys and girls were brought into the class-rooms. These newcomers helped to swell the costs of education to the city.

### Teachers Employed

The rapid increase in school attendance could have but one result: more teachers had to be hired. Table IV shows the number of teachers employed in the Spokane public schools

from 1889-90 to 1932-33.

TABLE IV  
TEACHERS EMPLOYED IN SPOKANE, 1889-90 to 1932-33

Year	Teachers	Pupils per Teacher
1889-90	27	42.9
1899-1900	146	51.23
1909-10	431	30.06
1913-14	526	27.24
1919-20	630	25.38
1920-21	657	26.02
70 1924-25	690.67	25.74
71 1929-30	736	25.71
72 1930-31	733.75	25.81
73 1931-32	717	26.30
74 1932-33	678.15	27.34

Table IV shows an increase of 711.75 teachers in District 81 from 1889-90 to 1930-31. This is an increase of 2,636 per centum. During the same period, average daily attendance increased only 1,546 per centum. At first glance, it would appear that the district had hired nearly 300 teachers more than

70. Superintendent of Schools, Annual Report, 1925, p. 88-89.  
 71. Secretary of the Board, Annual Report, 1930, p. 16-17.  
 72. Secretary of the Board, Annual Report, 1931, p. 18-19.  
 73. Secretary of the Board, Annual Report, 1932, p. 16-17.  
 74. Secretary of the Board, Annual Report, 1933, p. 26-27.

were needed. However, the pupils per teacher were 42.9 in 1889-90. In 1930-31, the pupils per teacher were only 25.81. This is a more reasonable load for a teacher to carry and probably means better teaching is done. Perhaps 30 pupils per teacher would be a proper basis for class-room distribution. As is shown later, the large area of Spokane has created a problem in consolidation which has not yet been properly solved.

#### Area of Spokane

According to the Official Map of Spokane, referred to previously in Not 8 on page 7, the size of the City of Spokane has been increased in the following manner.

The area of Spokane was 1.56 square miles on November 29, 1881. On November 29, 1883, this was increased to 4.00 square miles (1883 was the year of the act creating Washington Territory). The next change in the limits of the city came on March 24, 1891, at the time the city was chartered and changed its name from Spokane Falls to Spokane. The area at that time was fixed at 20.25 square miles. A total of 37.25 square miles was included within the city limits on December 10, 1907. The next change came on March 10, 1911, and increased the area of the city to 39.25 square miles. On March 6, 1922, the territory within the city limits was 39.43 square miles. On September 24, 1924, the area was 40.37 square miles. The last change so far came on November 26, 1928, on which date the size of Spokane was 41.48 square



miles. School District 81 is actually 58 square miles in area at present.

A city of only 115,000 population in an area of 41.48 square miles will probably be healthier and ought to be happier than a similar number living under crowded conditions. However, the costs of all local government are likely to be higher in larger areas unless careful planning has brought about efficient management.

#### Rising School Costs

Several varieties of costs must be scanned as we watch Spokane educational expenditures mount. Table V shows the cost of operation, the total cost of the schools, and per capita costs from 1889-90 to 1930-31. Per capita cost is figured on operating expenses only.

TABLE V  
 RISING SCHOOL COSTS IN SPOKANE, 1889-90 to 1930-31

Year	Total Cost	Cost of Operation	Per Capita Cost
1889-90	\$ 55,889.45	\$ 23,833.65	\$ 20.58
1899-1900	179,533.00	160,304.22	31.49
1909-10	1,043,290.41	596,268.92	53.32
1913-14	1,029,999.49	808,901.09	79.54
1919-20	1,630,432.32	1,200,760.41	75.08
1920-21	2,042,785.61	1,619,437.87	94.23
75 1924-25	1,902,494.01	1,674,531.06	93.34
76 1929-30	2,090,151.43	1,920,672.77	99.46
77 1930-31	2,188,280.42	1,880,167.44	96.81

Table V shows that total costs of schools hit the peak during 1930-31. Operating costs had reached the top during the previous year (1929-30) and were on the down grade during 1930-31.

Total costs for schools climbed from \$55,889.45 in 1889-90 to \$2,188,280.42 in 1930-31. This was an increase of \$2,132,390.97, or 3,815 per centum. The increase amounted to about a million dollars from 1889-90 to 1909-10, and about another million from

75. Superintendent of Schools, Annual Report, 1925, p. 82-85.  
 76. Secretary of the Board, Annual Report, 1930, p. 16-17.  
 77. Secretary of the Board, Annual Report, 1931, p. 18-19.

1909-10 to 1930-31. This is an average annual increase of \$50,000.

Cost of operation also showed a phenomenal increase of \$1,856,333.79, or 7,788 per centum. This is an annual average increase of \$46,408.32.

Educators agree that per capita cost is the fairest measure of school expenditures. Per capita cost reached its peak at \$99.46 during 1929-30. This was an increase of \$78.88 per pupil in 40 years. The per centum increase was only 390, in spite of increase services, rising living costs and other factors that affect rising school costs. As a matter of fact, from 1913-14 to 1929-30 per capita cost in Spokane had increased only \$19.92, or 24 per centum. During the same period, the actual cost of living had increased 61 per centum, or nearly three times as much.

#### Increase in Living Costs

Table VI verifies the statement just made about the increase in the cost of living since 1913, the year in which the United States government first listed the purchasing power of the dollar.

TABLE VI  
INDEX OF THE DOLLAR  
1913-1933 78

Year	Value*	Year	Value
1913**	100.00	1924	173.00
1914	103.00	1925	178.00
1915	105.00	1926	176.00
1916	118.00	1927	172.00
1917	142.00	1928	171.00
1918	174.00	1929	171.00
1919	199.00	1930	161.00
1920	200.00	1931	146.00
1921	174.00	1932	133.45
1922	170.00	1933	135.00
1923	173.00		

\* Value is given in cents.

\*\* Year in which dollar was worth 100 cents.

The indices listed in Table VI are significant. They show that at no time since 1913-14 have the schools of Spokane increased in cost so rapidly as the dollar has lost in value. In addition to holding costs lower than the public has a right to expect, other services were added and improvements made in the public school system.

78. United States Bureau of Labor Statistics Table, Cowles Reference Library.

The changes in the purchasing power of the dollar are also shown in Graph II, page 42.

#### Length of School Term

The Spokane school calendar contained 36 weeks during the school year of 1889-90. This is equivalent to nine months of school. There may have been variations in the number of weeks in the school year from 1889-90 to 1900-07, but there is no definite record of them. In September, 1907, the school board officially adopted the 38-week school term. This meant nine and one-half months of school for Spokane. In September of 1919, the board again increased the number of weeks in the school year, this time to 40. Spokane has had 10 months of school each year ever since. There is a plan on foot to cut two weeks from the school calendar of 1933-34. However, this would not result in the loss of more than one and one-half school days. Most of the cut would be in regard to holidays, not actual school days. The purpose would be to cut teachers' salaries for economy.

Lengthening the school term by four weeks has given the Spokane pupils one-ninth more school each year. The increase in cost has probably been somewhat less than one-ninth. Graph II on page 42 shows the increase in length of the school term.

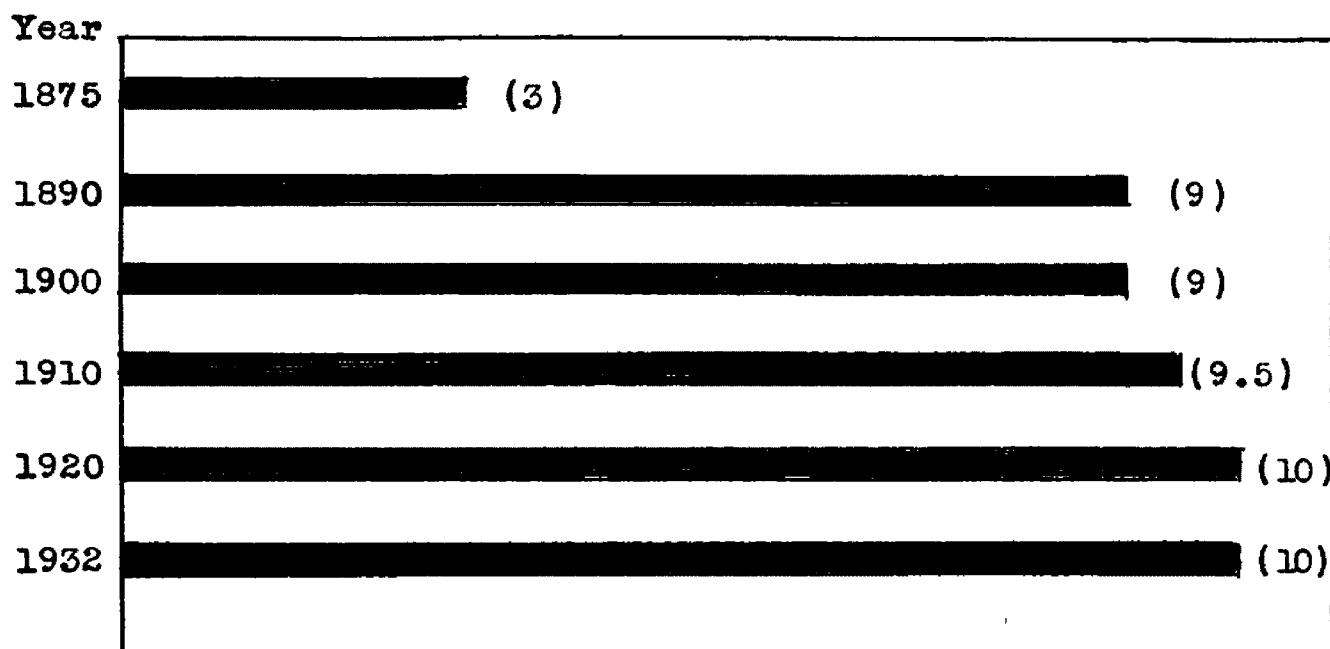
#### Spokane Teachers' Salaries

Previous to 1920-21, the year in which the present salary schedule went into effect, records relating to teachers'

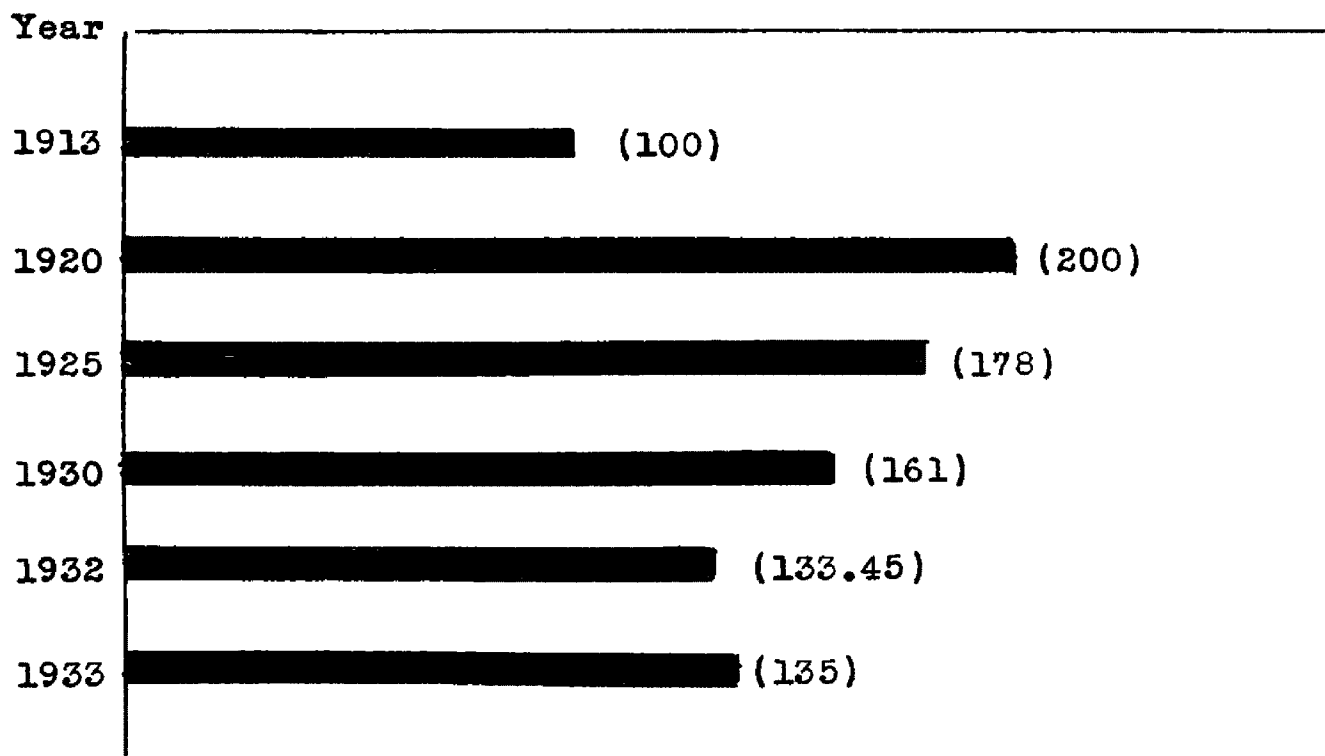
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79. Statement of Ira L. McLaren, accountant for the Spokane school board.

GRAPH II  
MONTHS IN THE SCHOOL YEAR



GRAPH III  
CHANGES IN THE PURCHASING INDEX OF THE DOLLAR



salaries were meagre. Just what salary schedules the system had, if any at all, is not now known. Payroll records in the office of the superintendent do, however, show the amounts paid to the various teachers since 1899-1900.

Salaries paid to grade school teachers varied from a minimum of \$600 to a maximum of \$900 between 1899-1900 and 1909-10. During this period grade school principals received not more than \$1600. For this same 10-year period, high school teachers received as little as \$850 and as much as \$1200. Department heads had a maximum salary of \$1500. High school principals' salaries depended upon terms reached with the school board.  
80

From 1910-11 to 1919-20, grade teachers' salaries varied from \$700 to \$1100. Principals of grade schools had a basic salary of \$1300. During this 10-year period, high school teachers' salaries fell between \$1100 and \$1500. Department heads had a top salary of \$1800. High school principals' salaries were still determined between the principal and the school board.  
81

Salary increases for the Spokane teaching force went into effect at the beginning of the following years: 1889-90, 1910-11 and 1920-21. The method of determining the first two salary increases is not recorded. The final salary adjustment

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80. Annual Payroll Records, 1899-1900 to 1909-10, office of the superintendent of schools.  
81. Annual Payroll Records, 1910-11 to 1919-20, office of superintendent of schools.

41.

was, however, based upon a definite schedule of pay. Although many "temporary changes" have been made in the schedule of 1920-21, it is still (E33-34) recognized as the working agreement between the school district and the teaching force.<sup>82</sup>

The 1920-21 salary schedule is based upon the idea of equal pay for equal work. The only variations in pay among the teachers is supposed to be due to variations in training and experience and to nothing else. The grade in which the teacher is employed or the sex of the teacher has nothing to do with the salary received.<sup>83</sup>

Since 1920-21, the minimum pay in the elementary schools of Spokane has been \$1200. The high school minimum has been \$1500. Minimum salaries for the junior high school teachers are not definitely stated. No junior high school was in existence when this salary schedule was worked out. The junior high school minimum, however, falls between \$1200 and \$1500.<sup>84</sup> The maximum for all regular teachers in Spokane is \$2150.

Grade school principals' salaries range from \$1800 to \$2550. City supervisors receive from \$2250 to \$2550. High school department heads receive from \$2150 to \$2650. High school vice-principals are paid from \$2550 to \$2750. All

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82. O. C. Pratt, Spokane Salary Schedule (Spokane, 1921, pamphlet), p. 4-12.

83. Ibid., loc. cit.

84. Ibid., loc. cit.



high school principals have their salaries set by the school board. So far, the maximum for junior high school principals has been \$3,000. The maximum for senior high school principals has never been over \$4,150.<sup>85</sup>

According to Superintendent O. C. Pratt of the Spokane schools, teachers's salaries have only once since 1913-14 had the purchasing power that the 1913-14 salaries had. This was for a brief period during 1931 and 1932.<sup>86</sup>

The above statement, verified by a glance at Table VI, is all the more surprising when one considers the constantly increasing years of training which the State of Washington is constantly demanding.

#### Certification of Teachers

In 1910-11, elementary teachers desiring certification needed two years of normal school education. Previous to this time, a high school education had been sufficient. In 1910-11, high school teachers were required to have an A.B. degree to be certified. (Of course, these new rules did not refer to teachers previously certified.)<sup>87</sup>

Beginning with the school year of 1933-34, every beginning grade school teacher must show three years of normal preparation to be certified. Every senior high school teacher not already certified must show that he has an M.A. degree or the equivalent

85. Pratt, loc. cit., p. 4-12.

86. Superintendent of Schools, Annual Report, 1933, p. 8.

87. Spokane School Board, Annual Report, 1910, p. 17.

to receive certification. New junior high school teachers below the ninth grade may be certified on three years of normal school work.  
83

The State of Washington requires the beginning teacher of 1933-34 to be 50 per centum better trained than was the elementary teacher of 1932-33. The new senior high school teacher must be 25 per centum better trained than was the senior high school teacher of 1932-33.

These rising standards should improve the quality of the teachers employed. Unless teachers are remunerated accordingly, however, there will be a tendency for the youth of the state to enter business rather than to prepare long and arduously for an underpaid teaching position.

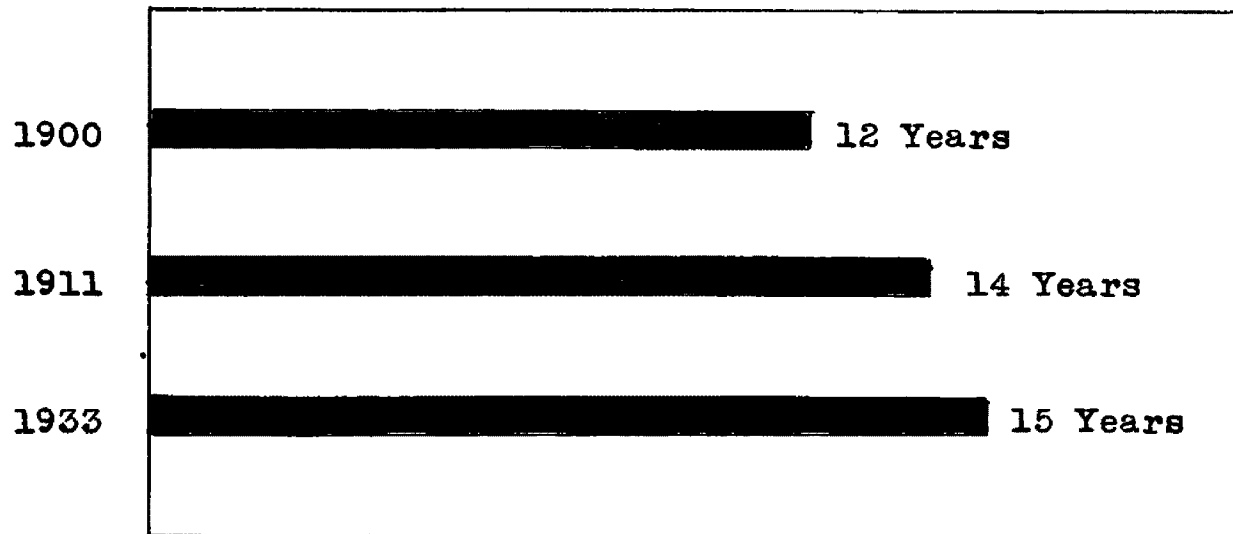
#### Special Services in the Schools

As the years have passed, other special features have been found necessary or desirable by the Spokane public schools. Efforts have been made to keep the course of study for all grades up to date. In addition, the schools have from time to time assumed other responsibilities. For example, in 1907-08 session room pay at the rate of 50 cents per pupil for each day of attendance was given to session room teachers. In the fall of 1909-10, a construction superintendent was first employed. Medical inspection became a part of the school work during 1909-10. Supervisors of physical education and writing

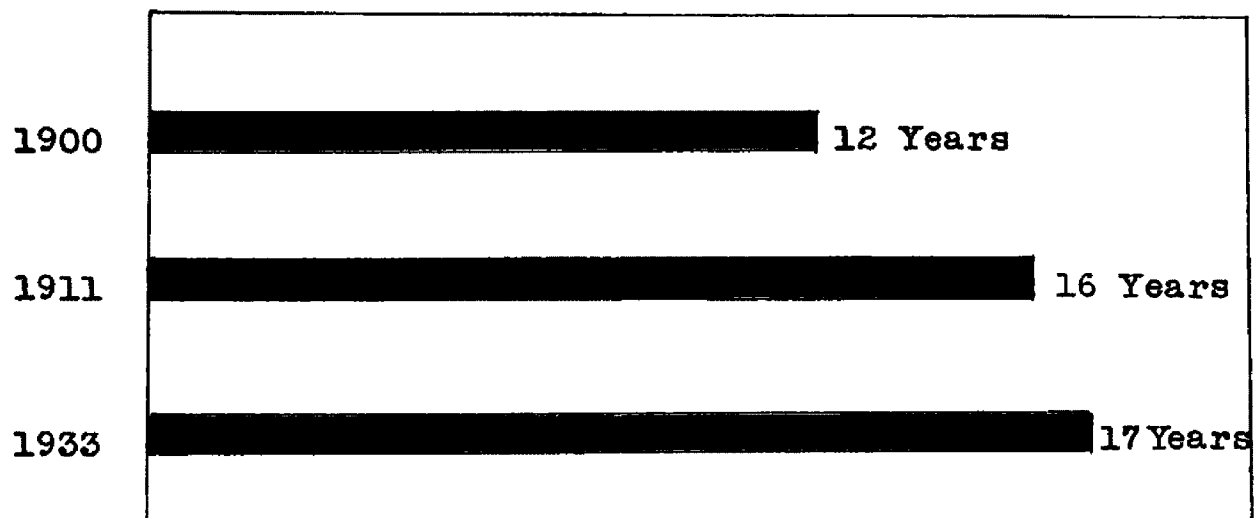
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88. Certification of Teachers, Ed. by N. D. Showalter, Olympia, 1930, p. 5-12.

GRAPH IV  
TRAINING REQUIRED OF GRADE SCHOOL TEACHERS



GRAPH V  
TRAINING REQUIRED OF HIGH SCHOOL TEACHERS



were employed first in 1910-11. In 1911-12, a school nurse was added; in 1913-14 vocational classes were begun; in 1914-15 foreign classes were offered; in 1915-16 a full-time physician was hired; in 1916-17 a school dentist was added; and in 1926-27 a speech-correction expert was employed. The services mentioned are typical of many others. They have become so much a part of the Spokane public school system that no effort is made to segregate the costs of these services.<sup>89</sup>

#### Special Schools in Spokane

The first of several special schools to be organized as part of the Spokane public school system was the night school,<sup>90</sup> begun in 1909-10. The Crittenden Home School for minor delinquent girls was started in 1915-16 and discontinued after the school year of 1923-24.<sup>91</sup> The Horace Mann School for mentally defective pupils was begun during the school year of 1916-17. The Juvenile Court School opened in 1916-17 also. Summer school was first held in 1923. The Shrine Hospital School for crippled children and the Part-Time School were innovations for 1925-26.<sup>92</sup> The Juvenile Court School and the Part-Time School were both discontinued after the 1932-33 school year. The Continuation School was started in 1932-33. For 1933-34, this school will take over the work formerly

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89. Ira L. McLaren, furnished from miscellaneous sources, Secretary's office.  
 90. Spokane School Board, Annual Report, 1910, p. 22 and 57-66.  
 91. Spokane School Board, Annual Report, 1908, p. 18  
 92. Superintendent of Schools, Annual Report, 1930, p. 16-18.

handed by the Part-Time School.

### Special Classes in Spokane

One special class for backward children was started in each of the schools (Webster and Whitman) in 1929-30. The same year classes for the deaf were started in the Irving School. At the Hancock School, night-sewing work was begun during  
94  
1930-31.

### Statistics About Special Schools and Classes

Of the services already mentioned, night school and summer school have always been practically self-supporting. During 1909-10, the Boys' Parental School cost \$41,515.72. Of this amount, \$36,411.52 was spent for buildings, grounds and equipment. Only \$4,804.20 went for actual maintenance. Thirty-five  
95  
boys were enrolled. Seven persons were employed.

In 1913-14, the total cost of the Parental School was \$12,140.97, of which amount \$8,493.19 was repaid to the school in various ways. Thirty-four boys were enrolled during the year. Average daily attendance was 28. The number of persons employed  
96  
is not recorded.

From 1919-20 until the present time, figures for the special schools are kept in better fashion than previously. The total cost of the Horace Mann School was 12,167.47 in 1919-20. Average daily attendance was 60.22. The per capita cost was \$192.84. Cost of the Parental School was 28,104.09.

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93. Superintendent of Schools, Annual Report, 1933, p. 7-8 and 38.  
94. Superintendent of Schools, Annual Report, 1930, p. 18.  
95. Spokane School Board, Annual Report, 1910, p. 57-65.  
96. Spokane School Board, Annual Report, 1914, p. 13.

Average daily attendance was 25.31. Per capita cost was \$200.86. The Juvenile Court School cost \$1,670.13. Average daily attendance was 11.83. Per capita cost was 90.46. Figures on the Crittenden Home are not available.<sup>97</sup>

The Horace Mann School cost \$18,539.19 in 1920-21. Average daily attendance was 72.57; teachers employed 7; per capita cost \$247.48. The Boys' Parental School cost \$9,106.01. Average daily attendance was 23.10; teachers employed, one; per capita cost \$394.43. The Juvenile Court School cost \$1,406.98; teachers employed, one; per capita cost, \$133.11. The Crittenden Home cost \$91.17. Average daily attendance and per capita cost are not recorded.<sup>98</sup>

In 1924-25, the Mann School cost \$14,130.47. Average daily attendance was 59.05; teachers employed, five; per capita cost, \$233.34. The Parental School cost \$14,567.21. Average daily attendance was 32.52; teachers employed, one; per capita cost \$445.13. The Juvenile Court School cost \$1,540.92. Average daily attendance was 14.61; teachers employed, one; per capita cost, \$105.47. The Shrine Hospital School cost \$109.03. No other figures are recorded.<sup>99</sup>

In 1929-30, the sum of \$16,668.39 was spent on the Horace Mann School; \$2,302.16 on the Webster Special Class; 4,533.18 on the Whitman Special class; \$13,053.32 on the Parental School; \$1,241.55 on the Juvenile Court School; \$1,579.79 on

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97. Secretary of the Board, Annual Report, 1920, p. 26, 27, 28.  
 98. Secretary of the Board, Annual Report, 1921, p. 23, 23, 24.

the Shrine Hospital School; and \$4,982.82 on the Irving Deaf Classes. The average daily attendance was: Mann, 66.61; Webster, 11.60; Whitman, 14.62; Parental, 2909; Juvenile Court, 9.53; Shrine Hospital, 14.74; and Irving Deaf Classes, 16.61. The Mann School hired six teachers; the Webster, one; the Whitman, one; the Parental, one; the Juvenile Court, one; the Shrine Hospital, one; and the Irving, two. Per capita cost totaled \$250.24 at the Mann; \$198.46 at the Webster; \$176.69 at the Whitman; \$448.89 at the Parental; \$130.28 at the Juvenile Court; \$107.18 at the Shrine Hospital; and \$299.99 at the Irving.

In 1932-33, costs for the various special schools and classes were: Mann, \$13,708.57; Webster, \$2,425.78; Whitman, \$2,339.74; Bancroft, \$2,367.06; Irving, \$6,625.44; Shrine Hospital, \$1,258.29; Parental, \$10,482.02. The Mann School employed 5.1 teachers; the Irving, three; and each of the others, one. The average daily attendance was: Mann, 78.34; Webster, 18.41; Whitman, 14.56; Bancroft, 10.17; Irving, 25.67; Shrine Hospital, 13.07; Boys' Parental, 23.09. Per capita costs were: Mann, \$174.99; Webster, \$131.76; Whitman, \$160.70; Bancroft, \$232.75; Irving, \$258.10; Shrine Hospital, \$96.27; Parental, \$453.96.

#### Growth of Special School Costs

Special schools and classes were first introduced into

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100. Secretary of the Board, Annual Report, 1930, p. 27.  
 101. Secretary of the Board, Annual Report, 1930, p. 27.

the Spokane public school system in 1907-08 with the founding of the night school. The cost of this service was only \$525.50.<sup>102</sup> With the passing of the years other schools and classes have added immensely to this original cost. In 1929-30, the cost of special schools and classes had reached \$42,416.21.<sup>103</sup> Costs for 1930-31 were \$49,127.63.<sup>104</sup> In 1931-32 these costs were \$48,888.39.<sup>105</sup> In 1932-33 the costs of special education were \$39,206.90. In addition, the Part-Time School, begun in 1925-26 and discontinued in the fall of 1933, cost approximately \$20,000 a year. The Continuation School, which replaced the Part-Time School in 1932-33, cost the school district only \$753.24 during its first year.<sup>106</sup>

#### Variations in Grade School Costs

Elementary school costs show great range in various parts of the city. In 1919-20 the lowest per capita cost for any grade school in the city was \$52.53 at the Jefferson School. The highest per capita cost in 1919-20 was \$96.02 at the Columbia School. The average per capita grade school cost for 1919-20 was \$61.73. The per capita cost for all schools in the city was \$101.94.<sup>107</sup> The per capita cost in the high schools was \$115.86.

Although per capita cost of grade school education in Spokane was only \$39.63 in 1929-30, the variation is from \$73.94

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102. Spokane School Board, Annual Report, 1908, p. 14 (insert).  
 103. Secretary of the Board, Annual Report, 1930, p. 27.  
 104. Secretary of the Board, Annual Report, 1931, p. 31.  
 105. Secretary of the Board, Annual Report, 1932, p. 27.  
 106. Superintendent of Schools, Annual Report, 1933, p. 9 and 38.  
 107. Secretary of the Board, Annual Report, 1920, p. 16-27.



at the Arlington to \$175.80 at the Madison School. Per capita cost for all schools in Spokane was \$98.07. Per capita costs in high school were \$116.68 in the senior high schools and \$116.45 in the junior high schools.

The variation for 1932-33 is from \$65.36 at the Willard to \$163.53 at the Madison. Per capita cost for all grade schools was \$74.65 in 1932-33. All city schools showed a per capita cost of \$81.68. Senior high schools cost \$91.24 and junior high schools cost \$89.02 per capita.

#### Summary

The modern era of free public education in Spokane began in 1889-90. The school system was completely reorganized and a new school district organized to serve the citizens of the city.

The enormous increase in population in Spokane which was mentioned in Chapter II and the rapid early growth of attendance in the public schools noted in Chapter III indicated further increases in attendance and costs in the Spokane schools. These increases were not foretold in vain. Average daily attendance increased from 1,158 in 1889-90 to 18,537.50 in 1932-33. School costs increased from \$55,889.45 in 1889-90 to \$2,188,280.42 in 1932-33. From 1890 to 1930, School District 81 issued \$4,375,000 in bonds to erect new school buildings. These buildings, with their grounds and equipment, are now valued at \$8,059,884.59.

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108. Secretary of the Board, Annual Report, 1920, p. 16-17.  
 109. Secretary of the Board, Annual Report, 1933, p. 26-27.

Other factors affecting school costs have been discussed in this chapter. The number of teachers in the Spokane system increased from 27 in 1889-90 to 678.15 in 1932-33. Teachers' salaries have been increased several times to meet increased living costs and to pay teachers for added years spent in preparation for teaching. Previous to 1907-08, the school term in Spokane was only 36 weeks in length. In 1907-08, the school term was extended to 38 weeks. In 1919-20 the length of the term was increased to 40 weeks.

Special services added in the schools of Spokane have been numerous. Special schools have been added for defectives of various types. The area of the city has been enlarged so many times and to such an extent that the problem of efficient management has not been fully worked out. Consequently, grade school costs do differ widely in various parts of the city.

The actual rate of increase in living costs from 1890 to 1913 cannot be given. In 1913 the government started to index the purchasing power of the dollar. By 1930 living costs had increased 61 per centum.

Per capita costs in the schools had risen only 24 per centum from 1913-14 to 1929-30. Although the dollar of the general public bought only 62.1 cents worth in 1930, the school district's dollar purchased 80.7 cents worth. This may indicate careful management. It may indicate that economies have been made at the expense of some phase of the school work.

CHAPTER V  
SECONDARY EDUCATION IN SPOKANE

Three senior and two junior public high schools are in operation in Spokane at present (1933-34). One other senior high school building is owned by the district, but it is considered unsafe for use. These six high school buildings have an estimated value of \$2,451,341.32. The grounds are valued at \$298,734.22. The total value of high school property in Spokane is \$2,750,075.54. Value of equipment is included with building values.<sup>110</sup>

Spokane High School

Not until the autumn of 1885, ten and one-half years after the opening of the first public school in Spokane, did secondary education make a modest start in the community. Even then there was no high school building. The classes were held in part of the central grade school building. This six-room, frame structure was located at the corner of Fourth Avenue and Howard Street until the fall of 1890. Then it was moved to the corner of Fifth Avenue and Washington Street. High school classes were transferred from this building permanently in May, 1891.<sup>111</sup>

South Central High School

South Central, the first high school to be erected in Spokane, was completed on May 25, 1891. The total cost of

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110. Secretary of the Board, Annual Report, 1933, p. 39.

111. Superintendent of the Schools, Annual Report, 1925, p. 8-9.

construction was \$110,000; the site, which was 300 feet square, was valued at \$30,000. The building was located at the corner of Fourth Avenue and Howard Street, the present site of the Lewis and Clark High School. The number of rooms available in the South Central building 1891 is not recorded,<sup>112</sup> but it is estimated at 20.

The value of the South Central building was placed at \$100,000 in 1900. This figure probably did not include equipment. The grounds were still valued at the 1891 figure,<sup>113</sup> \$30,000.

An addition was made to the South Central building in 1905. This addition brought the total number of rooms in the building to 47. At the same time a cafeteria was opened in the school basement. A further addition of seven rooms was made in 1907.<sup>114</sup>

The South Central building was completely destroyed by fire on June 21, 1910. The total value of the building at the time of the fire was \$170,000. The value of the grounds had increased to \$150,000.<sup>115</sup>

#### North Central High School

North Central High School opened its doors to pupils in the fall of 1908. The original cost was \$155,000. The site

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112. Edwards, op. cit., p. 128-129.

113. Spokane School Board, Annual Report, 1900, p. 12.

114. Spokane School Board, Annual Report, 1906, p. 11.

115. Spokane School Board, Annual Report, 1910, p. 44.

was valued at \$15,000. The building stands at the corner of Howard Street and Nora Avenue. The grounds were and are 256 feet by 300 feet. Originally, the building had 28 rooms. By 1910, the number of rooms in the North Central high school had been increased to 71. The building was valued at \$360,000 and the grounds at \$20,000.<sup>116</sup> These figures are also given for the school year of 1913-14,<sup>117</sup> but in 1919-20 the respective values were \$526,717.12 and \$26,685.28. The increase in the value of the building was due chiefly to the addition of one room, an auditorium,<sup>118</sup> and a gymnasium during the year of 1917-18. In 1921, the board estimated the value of the building at \$639,086.90 and the value of the grounds at \$26,947.73.<sup>119</sup>

The value of the North Central building was listed at \$640,372.13 in 1925. The value of the site was still at the 1921 figure.<sup>120</sup> In 1930 the value of the building was estimated at \$645,753.07 and the value of the grounds at \$27,194.18.<sup>121</sup> The same figures are listed for the years, 1931,<sup>122</sup> 1932,<sup>123</sup> and 1933. At present the building contains 73 rooms, one auditorium,<sup>124</sup> one cafeteria, and one gymnasium.

#### The Lewis and Clark High School

The Lewis and Clark High School building, successor to the South Central high School and erected on the same location, was

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116. Spokane School Board, Annual Report, 1910, p. 13.  
 117. Spokane School Board, Annual Report, 1914, p. 14.  
 118. Secretary of the Board, Annual Report, 1920, p. 14.  
 119. Secretary of the Board, Annual Report, 1921, p. 42.  
 120. Secretary of the Board, Annual Report, 1925, p. 40.  
 121. Secretary of the Board, Annual Report, 1930, p. 35.  
 122. Secretary of the Board, Annual Report, 1931, p. 41.  
 123. Secretary of the Board, Annual Report, 1932, p. 39.  
 124. Secretary of the Board, Annual Report, 1933, p. 39.

opened to pupils on April 10, 1912. The value of the building in 1912 and 1914 was estimated at \$475,000. The value of the site was \$150,000 in 1912 and 1914. The building contained 68 rooms, an auditorium, and cafeteria. <sup>125</sup>

In 1920 the Lewis and Clark High School had been enlarged to 74 rooms. On that date the estimated value of the building was \$485,253.64 and the site was valued at \$155,723.53. <sup>126</sup> In 1921 the building had not been enlarged, but it was valued at \$800,761.75 and the grounds were valued at \$156,011.23. <sup>127</sup>

The value of the Lewis and Clark building had reached \$803,934.11 in 1925. The site was listed at \$157,251.18. A second gymnasium had been provided for the school. It was located in the basement of the administration building, which is also standing on the Lewis and Clark grounds just east of the high school building. <sup>128</sup>

The value of the Lewis and Clark building is still estimated at the quotation given in 1925. There has been no change in value at any date since that time. The site was valued at \$158,065.23 in 1930. <sup>129</sup> That figure was given also for 1931, 1932 <sup>130</sup> and 1933. <sup>131</sup> The 1933 figures mention 78 rooms, one cafeteria, one auditorium, and two gymnasiums. <sup>132</sup>

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125. Spokane School Board, Annual Report, 1914, p. 14.  
 126. Secretary of the Board, Annual Report, 1920, p. 14.  
 127. Secretary of the Board, Annual Report, 1921, p. 42.  
 128. Secretary of the Board, Annual Report, 1925, p. 40.  
 129. Secretary of the Board, Annual Report, 1930, p. 35.  
 130. Secretary of the Board, Annual Report, 1931, p. 41.  
 131. Secretary of the Board, Annual Report, 1932, p. 39.  
 132. Secretary of the Board, Annual Report, 1933, p. 39.

## Hillyard High School

The Hillyard High School became a part of the Spokane public school system in 1925-26 through annexation. The estimated value of the building in the spring of 1926 was \$118,225 and the estimated value of the site was \$4,000. The building contained 13 rooms, one auditorium, one gymnasium, and one cafeteria. The size of the grounds was 291 feet by 200 feet. <sup>133</sup>

Although no additions were made to the Hillyard high school, its estimated value in 1930 was \$142,519.07. The value of the grounds had not changed. <sup>134</sup> The same estimated values are listed for 1931 and 1932. <sup>135</sup> <sup>136</sup> The final figures for the Hillyard values (1933) were \$123,516.09 and \$4,000. The number of rooms was given at 13. <sup>137</sup> There was no other change.

The Hillyard High School was discontinued at the end of the first semester of the 1931-32 school year. All pupils were transferred to the new John R. Rogers High School at that time. The Hillyard building stands at the corner of Everett Avenue and Regal Street. <sup>138</sup>

## John R. Rogers High School

The John R. Rogers High School was opened to pupils at the beginning of the second semester of 1931-32. The cost of the building was \$415,461.90, and the cost of the site, \$35,708.48. It is located at Ellesley Avenue and Pittsburg

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133. Secretary of the Board, Annual Report, 1926, p. 40.  
134. Secretary of the Board, Annual Report, 1930, p. 35.  
135. Secretary of the Board, Annual Report, 1931, p. 41.  
136. Secretary of the Board, Annual Report, 1932, p. 39.  
137. Secretary of the Board, Annual Report, 1933, p. 38.  
138. Superintendent of Schools, Annual Report, 1931, p. 25-26.

Street. The site is given as 268,200 square feet. There were 139  
37 rooms, one auditorium, one cafeteria, and one gymnasium.

The size of the grounds was increased to 538,200 square feet before June of 1933. The value of the grounds is now estimated at \$37,043.03. The building is now valued at 140  
\$422,462.52. The number of rooms has not been increased.

#### Junior High School Buildings

Spokane's two junior high schools were erected during 1927 and 1928. Havermale junior high school is located at Knox Avenue and Adams Street. It was erected at a cost of \$163,601.62. The site, 440 feet by 256 feet, was valued at \$35,499.26. Libby Junior High School, located at First Avenue and Haven Street, cost \$95,354.73. Its site, 300 feet by 694, was valued at \$33,278.08. Each junior high school contained 141  
19 rooms and a gymnasium.

In 1930 the two junior high schools still had 19 rooms each. The value of the Havermale building was placed at \$261,629.35 and the site at \$36,713.30. The value of the Libby building was placed at \$193,906.11 and the site at 142  
\$34,911.79.

The principal change noted in either school during the past three years is at Libby. There the gymnasium is now used

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139. Secretary of the Board, Annual Report, 1932, p. 39.  
140. Secretary of the Board, Annual Report, 1933, p. 39.  
141. Secretary of the Board, Annual Report, 1929, p. 37.  
142. Secretary of the Board, Annual Report, 1930, p. 35.



as an auditorium. The value of Havermale property in 1933 was \$261,768.82 for the building and \$36,713.30 for the site. Libby property was valued at \$193,965.26 for the building and \$35,463.65 for the site. Each school still has 19 rooms.<sup>143</sup>

Value of High School Property

Table VII shows the value of Spokane high school property from 1890-91 to 1932-33.

TABLE VII  
VALUE OF SPOKANE HIGH SCHOOL PROPERTY  
1890-91 to 1932-33

Year	Buildings	Grounds	Total
1891	\$ 110,000.00	\$ (Not Recorded)	\$ (Not Recorded)
1900	100,000.00	30,000.00	130,000.00
1910	530,000.00	170,000.00	700,000.00
1914	835,000.00	170,000.00	1,005,000.00
1920	1,011,970.00	182,408.81	1,194,379.57
1921	1,439,848.00	182,958.96	1,622,807.61
<sup>144</sup> 1925	1,444,306.24	184,198.91	1,628,505.15
<sup>145</sup> 1930	2,047,741.71	260,884.50	2,208,626.21
<sup>146</sup> 1933	2,451,341.32	298,734.22	2,750,075.54

Table VII shows that the value of high school property has increased over a million dollars since 1924-25. The value of

- 143. Secretary of the Board, Annual Report, 1933, p. 39.
- 144. Secretary of the Board, Annual Report, 1925, p. 40.
- 145. Secretary of the Board, Annual Report, 1930, p. 38.
- 146. Secretary of the Board, Annual Report, 1933, p. 39.

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high school property has increased over two million dollars since 1909-10. A comparison of figures in Table VII with those in Table I (Chapter IV, page 27) shows that 34 per centum of all public school property was in 1932-33 high school property.

A brief review of high school history and statistics will show why one high school building was enough in 1899-1900 and why five such buildings have been needed since 1927-28.

#### High School Education Begins

L. H. Prather, principal of Spokane schools, was the first high school teacher. He taught ninth grade subjects during 1885-86 to a small, unrecorded number of pupils. W. B. Turner taught the ninth grade pupils during 1886-87. No record of attendance is available.<sup>147</sup>

The number of pupils enrolled in 1887-88 was 12. Jonathan Heaton taught the ninth grade pupils.<sup>148</sup>

Mr. Heaton became the first high school principal in Spokane in the fall of 1888. He had one teacher to help him with the class work. For the first time, tenth grade subjects were offered. Average daily attendance during 1888-89 was 32.<sup>149</sup>

There were still two high school teachers in 1889-90. The average daily attendance had dropped to 28. Eleventh grade subjects were taught for the first time.<sup>150</sup>

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147. Superintendent of Schools, Annual Report, 1925, p. 8-9.  
148. Ibid., loc. cit.  
149. Ibid., loc. cit.  
150. Ibid., loc. cit.

Senior subjects were included in the curriculum for 1890-91. High school enrollment for the year was 104; the average daily attendance was 45; and the number of teachers employed, three. The first high school class was graduated in June, 1891. The first graduates included five boys and two girls.<sup>151</sup>

The high school enrollment had increased to 445 in 1899-1900. Average daily attendance was 389. Sixteen teachers were employed. There was one high school building in Spokane. It contained about 20 class-rooms. The average number of pupils per teacher was 24.32.<sup>152</sup>

#### High School Growth Since 1899-1900

Two senior high schools were in operation in 1909-10. These two buildings contained 125 rooms and enrolled 2,284 pupils. The average daily attendance was 1,754. There were 80 teachers employed. The average number of pupils per teacher was 21.92.<sup>153</sup>

In 1913-14 there were still two senior high schools. The total enrollment was 3,032; average daily attendance was 2,279; the number of teachers, 106. The two buildings contained 139 class-rooms. Average pupils per teacher were 21.50.<sup>154</sup>

High school enrollment had increased to 4,375 during 1919-20. Average daily attendance was 3,216. The number of high

151. Ibid., loc. cit.

152. Ibid., p. 10.

153. Spokane School Board, Annual Report, 1910, p. 13 and 18.

154. Spokane School Board, Annual Report, 1914, p. 12-13.

school teachers was 152. The two schools now contained 146 class-rooms. The average number of pupils per teacher was 21.16.<sup>155</sup>

Total high school enrollment for 1920-21 reached 4,600. Average daily attendance was 3,520. The number of teachers was 169. The average number of pupils per teacher was 20.82. Two high school buildings containing 146 class-rooms were in operation.<sup>156</sup>

High school enrollment was 5,282 during 1924-25. Average daily attendance was 4,145. Teachers employed numbered 186. The average number of pupils per teacher was 22.21. The two high school buildings now contained 151 class-rooms.<sup>157</sup>

Three senior and two junior high schools were in operation in Spokane in 1929-30. The total number of class-rooms was 204. The average daily attendance was 5,423. There were 241.75 teachers, including principals, employed. The average number of pupils per teacher was 24.30.<sup>158</sup>

During 1930-31, the average daily high school attendance was 5,620.42; the number of teachers was 246.25; and the average number of pupils per teacher was 24.41. Five high schools and 204 rooms were in use.<sup>159</sup>

Five buildings and 226 rooms were in use during 1931-32. The average daily high school attendance was 5,732. Teachers employed numbered 238.8. The average number of pupils per

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155. Secretary of the Board, Annual Report, 1920, p. 14 and 16-17.  
 156. Secretary of the Board, Annual Report, 1921, p. 13-15.  
 157. Secretary of the Board, Annual Report, 1925, p. 15-17.  
 158. Secretary of the Board, Annual Report, 1930, p. 16-19.  
 159. Secretary of the Board, Annual Report, 1931, p. 18-21.

teacher was 26.14.<sup>160</sup>

The average daily attendance for Spokane's five high schools was 5,941 during 1932-33. The number of teachers employed was 228.45. The average number of pupils per teacher was 27.99.<sup>161</sup> Class-rooms numbered 226.

Table VIII contains figures to show the upward trend of high school average daily attendance in Spokane during the present century as compared with grade school average daily attendance.

TABLE VIII

GROWTH OF HIGH SCHOOL AVERAGE DAILY ATTENDANCE  
1899-1900 to 1932-33

Year	Elementary	High School	Per Cent H.S. Is of Elementary
1899-1900	4,169	389	9.3
1909-10	11,146	1,753	15.7
1919-20	12,503	3,216	25.7
1924-25	13,637	4,145	30.4
1929-30	13,500	5,423	40.2
1932-33	12,597	5,941	47.2

An examination of Table VIII shows that grade school average daily attendance had virtually reached the peak by 1909-10. High school average daily attendance was just beginning its phenomenal gains in 1909-10. In 1899-1900, high school pupils

160. Secretary of the Board, Annual Report, 1932, p. 16-19.

161. Secretary of the Board, Annual Report, 1933, p. 14-15 and 26-27.

were a very small part of the total attendance. In 1932-33, high school enrollment amounted to nearly one-third of the total school average daily attendance.

Graph VI reviews the growth of public school average daily attendance from 1889-90 to 1932-33. Graph VII records the growth of high school average daily attendance from 1889-90 to 1932-33. Both of these graphs are on page 67.

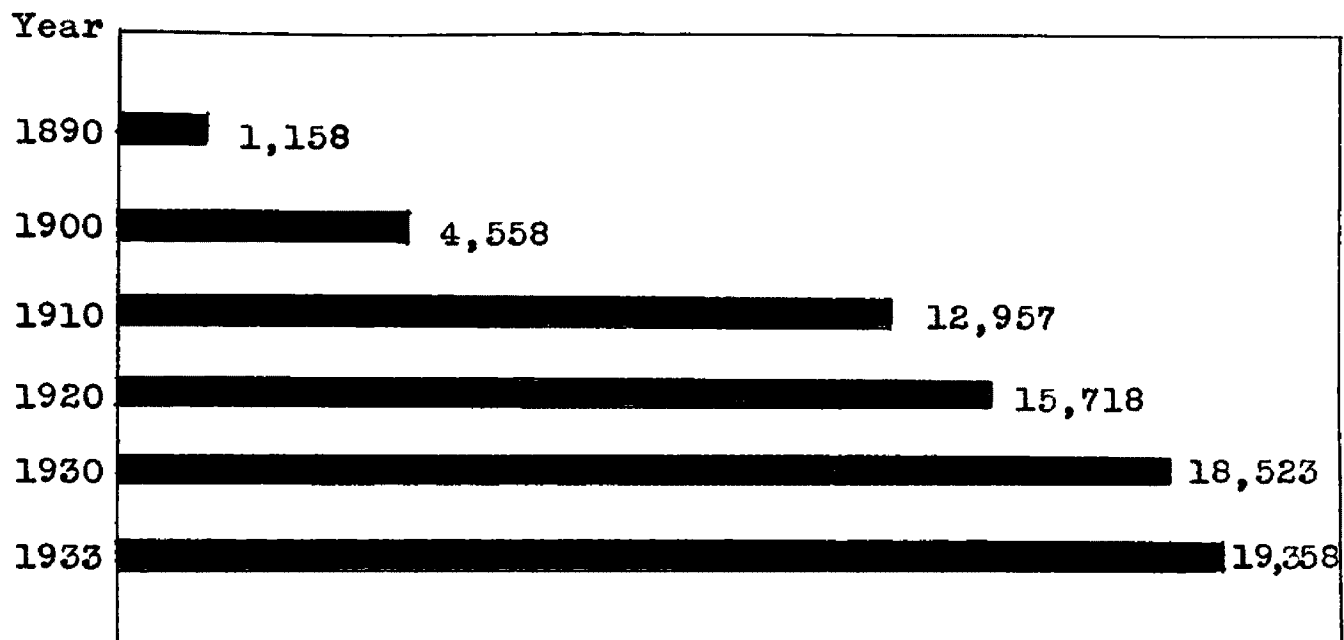
Table IX shows the increase in the number of high school teachers employed and the number of pupils per teacher.

TABLE IX  
HIGH SCHOOL TEACHERS EMPLOYED  
1889-90 to 1932-33

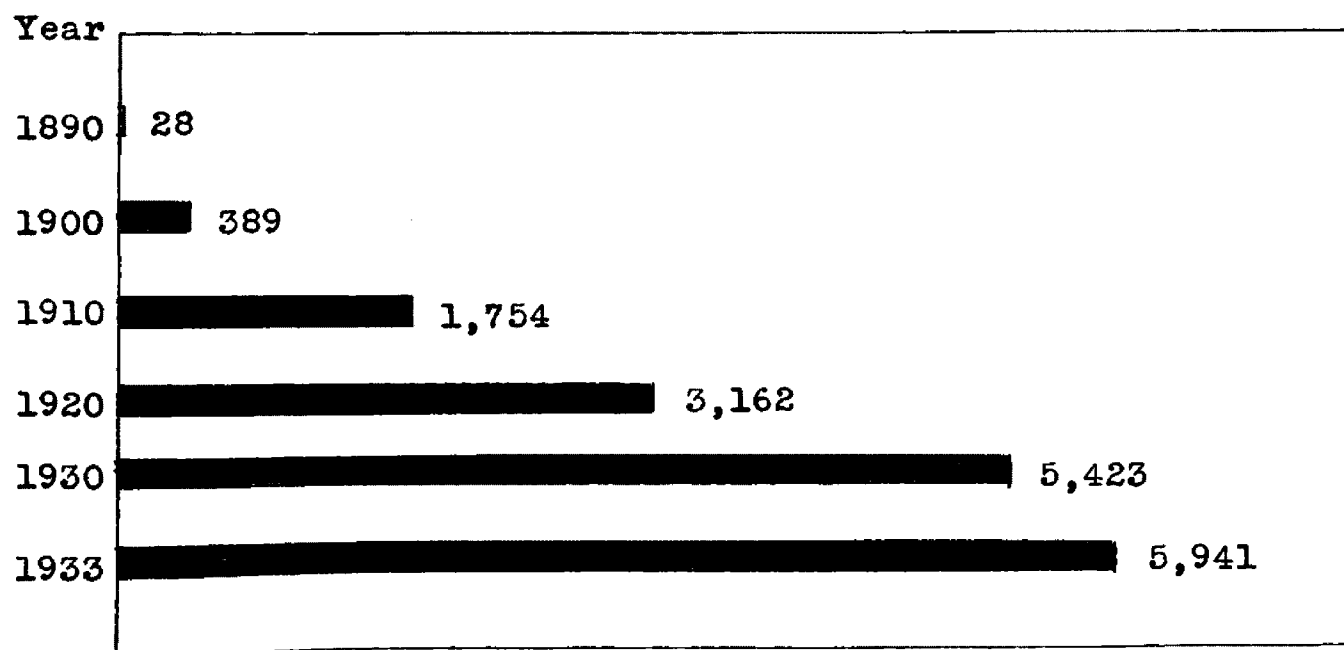
Year	Teachers	Pupils per Teacher
1889-90	2	14
1899-1900	16	24.32
1909-10	80	21.92
1913-14	106	21.50
1919-20	152	21.16
1924-25	186	22.21
1929-30	241.75	24.30
1932-33	228.45	27.99

The per centum increase in the number of high school teachers employed between 1889-90 and 1932-33 is shown by Table IX to be 11,400. Since 1899-1900, the per centum increase

## GRAPH VI

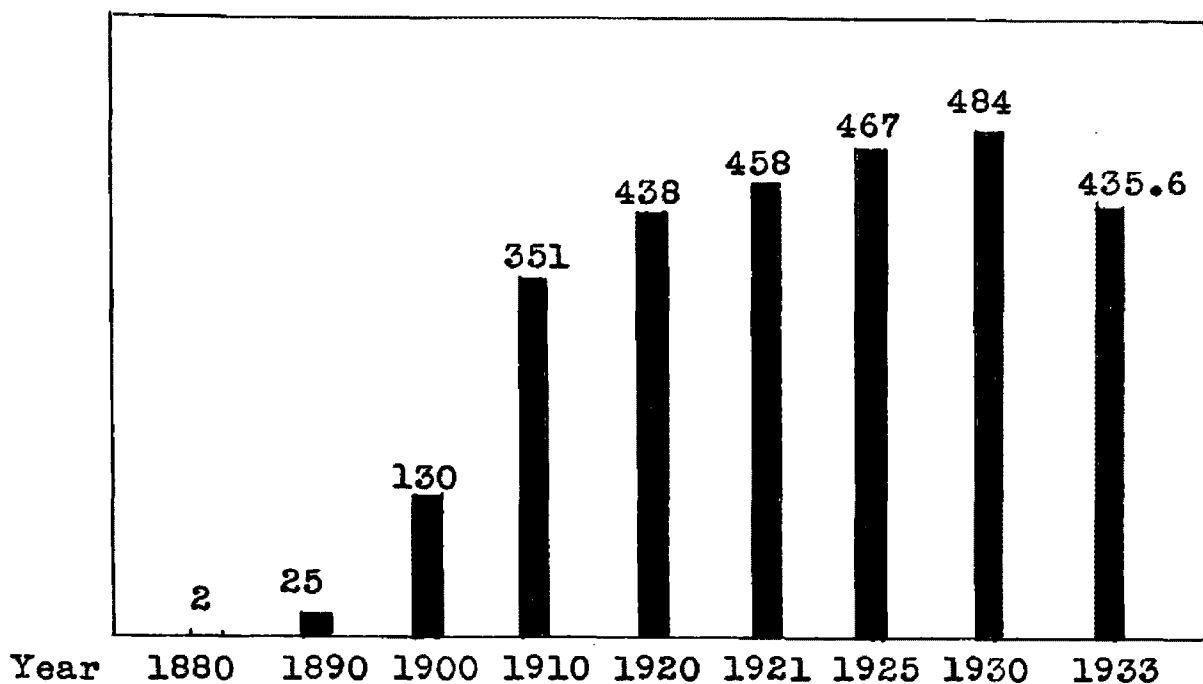
GROWTH OF SPOKANE PUBLIC SCHOOL AVERAGE DAILY ATTENDANCE  
1890-1933

## GRAPH VII

GROWTH OF SPOKANE HIGH SCHOOL AVERAGE DAILY ATTENDANCE  
1890-1933

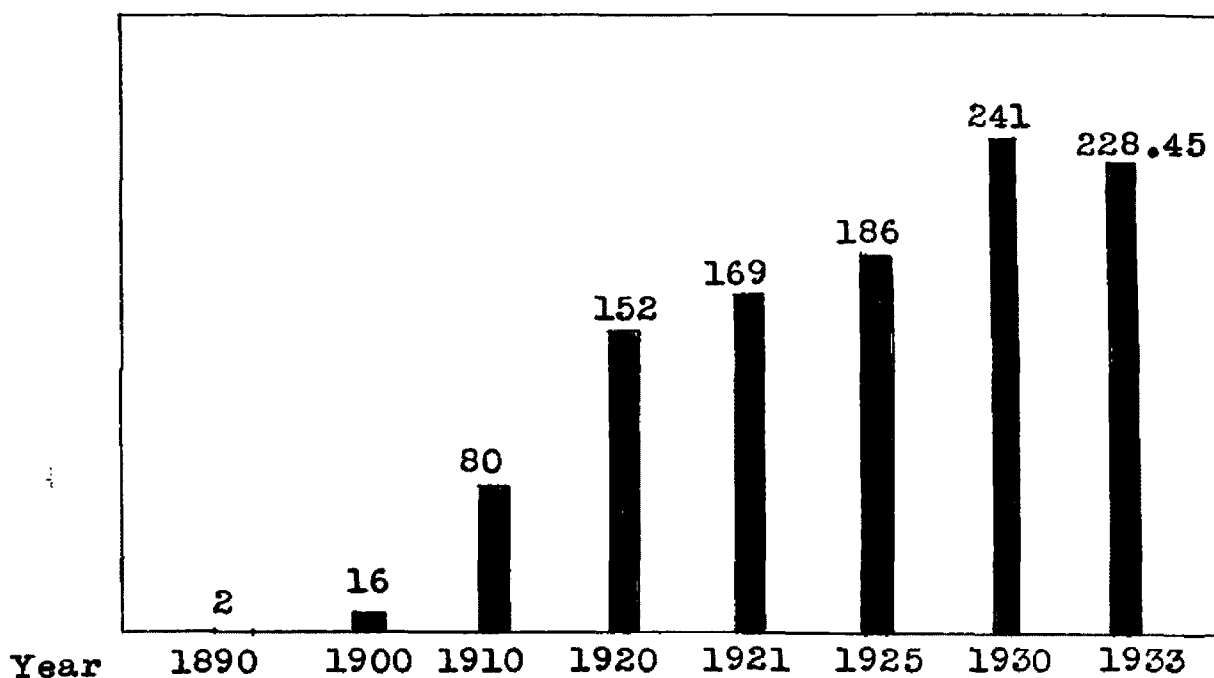
GRAPH VIII

SPOKANE GRADE SCHOOL TEACHERS, 1879-80 to 1932-33



GRAPH IX

SPOKANE HIGH SCHOOL TEACHERS, 1889-90 to 1932-33





has been 1,425. The distribution of pupils per teacher has been improved since 1919-20. A few more pupils per teacher would lower costs without hurting the efficiency of the high schools. Graphs VIII and IX on page 68 give a comparison of grade school and high school teaching staffs.

#### Operating Costs

With the increase in attendance and teachers employed, operating costs in the high schools have mounted rapidly. The total cost of operating the Spokane high school was \$13,818.97 during 1895-96. In 1899-1900, the cost of operation had advanced to \$19,204.12. Operating costs had increased over seven times by 1909-10; the actual figure was \$144,214.79. The 1909-10 total was nearly doubled in 1913-14, with operating costs at \$220,101.25. The year of 1919-20 saw the total for operation mount to \$366,372.23; in 1920-21, the total had reached \$489,754.78. The total for the Fiftieth Anniversary Year, 1924-25, was \$512,839.04. In 1929-30, the total for operating costs was \$683,359.51. The total had dropped to \$580,169.90 in 1932-33. In 1930-31, the peak was reached with operating costs going to a total of \$695,700.04. The total was \$679,919.65 for 1931-32.

#### Per Capita Costs

Per capita costs were estimated at \$49.43 for the year of 1899-1900 in South Central, Spokane's only secondary school.

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132. High School Operating Cost Tables, Cowles Reference Library.

Successive advances in per capita costs brought the figure to \$82.64 in 1909-10; \$96.70 in 1913-14; and \$115.86 in 1919-20. The peak was reached at \$141.40 in 1920-21. Successive cuts in per capita costs resulted in costs of \$125.37 in 1924-25; \$116.68 in 1929-30; \$115.81 in 1930-31; \$109.10 in 1931-32; and \$90.90 in 1932-33. A further sharp reduction in per capita costs is anticipated during 1933-34.<sup>163</sup>

#### High School Course of Study

The earliest course of study published by the Spokane board of education listed three possible courses (Latin, Scientific, and English) and 21 different subjects. The work for the twelfth grade was especially meagre. However, no pupils were registered in this grade, so it made no difference.<sup>164</sup>

By the year 1899-1900, the Classical course had been added to the high school program. The new subjects offered were Greek History, Greek (three years), Civics, Trigonometry, United States History, French (second, third, and fourth year), and the third year of Physics. The English and Scientific courses were the only ones offering work in English every year. A new department in the high school offered normal training work to prepare high school graduates to teach in the grade schools of the city. This department was inaugurated in 1897-98 and discontinued after the 1900-01 school year.

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163. High School Per Capita Cost Table, Cowles Reference Library.

164. Spokane School Board, Annual Report, 1890, p. 69.

165

Altogether, 41 subjects were offered.

The course of study in the high schools of Spokane for 1909-10 is not now available. There is a brief record of the course of study for 1910-11. The course had just been revised following the 1909-10 year. The 1910-11 course of study contains six courses: Classical, Scientific, Literary, Commercial, Manual Arts for Girls, and Manual Arts for Boys. This revised course of study was by far the best one offered in Spokane up to this time. Four full years were offered in English, Latin, Greek, French, German, Spanish, sciences, history, commercial subjects, manual arts and mathematics. Such subjects as music, art, and public speaking are beginning to find their way into the high school program. Subjects offered numbered 49.

166

Again in 1919-20, there are no course of study records available. In more modern times these courses of study have not been published in the annual reports of the board or the superintendent. The course of study for any school year is now printed in large quantities and distributed to the public on request. Consequently, at the close of the school year, most of the copies are gone. No effort has been made by the schools to save copies of past courses of study.

The course of study for Spokane senior high schools for 1932-33 is typical of the courses that have been in effect

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165. Spokane School Board, Annual Report, 1900, p. 72.  
 166. Spokane School Board, Annual Report, 1910, p. 126-127.

during the past 10 years. Eight courses are now offered: Classical, Scientific, General, Commercial (General Business), Commercial (Stenographic and Secretarial), Manual Arts, Home Economics and Fine Arts. Physical Education is a prominent new arrival, required in all courses. So many subjects are offered that they must be generalized to be placed in two pages. For instance, French, German and other languages are listed merely under the head of foreign language. Subjects offered numbered <sup>167</sup> 75.

#### The Junior High School Situation

Superintendent Orville C. Pratt conducted a building survey of the City of Spokane during 1920-21. His findings were published in the Annual Report of the Superintendent on June 30, 1921. His conclusions were that a junior high school program should be adopted by the Spokane schools and be put into operation as soon as possible. The plan was to have eight <sup>168</sup> junior high schools eventually.

During 1924-25, ninth grade work was conducted at the McKinley, Stevens, and Webster grade schools. These three classes were continued until the fall of 1928, at which date the Havermale and Libby Junior High Schools opened for use. The ninth grade classes at these three grade schools were more or less experimental. The classes were small and one teacher was employed to handle the work in each school. The work was

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167. Spokane School Board, Form 11, 1932-33.

168. Superintendent of Schools, Annual Report, 1921, p. 4-45.

not junior high school work in the strictest sense of the term.  
169

These ninth grade classes had an enrollment of only 54.74 in 1924-25, 68.80 in 1925-26, 70.34 in 1926-27, and 59.71 in 1927-28.  
170

When the junior high schools were opened in the fall of 1928, classes were conducted for pupils in the 8A, 9B and 9A grades. Nevertheless, all three senior high schools still maintained 9B and 9A classes. Most of the grade schools continued to conduct 8A classes. This same situation still exists in Spokane. Consequently, the educational organization in Spokane must be called the 8-4 plan, with some work offered on the 7 1/2-1 1/2-3 plan.  
171

The cost of maintaining the two junior high schools was \$103,607.51 in 1928-29; \$102,441.34 in 1929-30; \$104,317.25 in 1930-31; \$96,887.79 in 1931-32; and \$85,590.32 in 1932-33.  
172

The average daily attendance in the junior high schools was 894.26 in 1928-29. There were 35.25 teachers employed. This figure included the principals. The number of pupils per teacher was 25.37. The per capita cost was \$115.86. Thirty-eight rooms and two auditoriums were in use.  
173

The junior high school average daily attendance was 879.71 in 1929-30. Two principals and 33.75 teachers were employed.

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169. Ira L. McLaren, School Board Accountant  
170. Secretary of the Board, Annual Report, 1930, p. 16.  
171. Ira L. McLaren.  
172. Secretary of the Board, Annual Report, 1932, p. 16-19 and 40.  
173. *ibid.*, loc. cit.

There were 24.61 pupils per teacher. The per capita cost amounted to \$116.45. Two auditoriums and 38 rooms were in use.<sup>174</sup>

Average daily attendance was 833 in 1930-31 at the junior high schools. Besides the two principals, there were 34 teachers employed. There were 23.15 pupils per teacher. Per capita cost was \$125.16. The number of rooms in use had not changed.<sup>175</sup>

The average daily attendance in junior high school was 878.58 in 1931-32. Two principals and 31.4 teachers were on the staff of the two schools. There were 26.30 pupils per teacher. Per capita costs amounted to \$110.28. Libby listed an auditorium in use. Havermale had no auditorium, but mentioned a gymnasium.<sup>176</sup>

Average daily attendance in the junior high schools reached 961.49 in 1932-33. There were 33.2 teachers, including the principals. Pupils per teacher were 28.96. Per capita cost was \$89.02. There were 38 rooms in use. Havermale had a gymnasium. Libby listed an auditorium.<sup>177</sup>

Per capita costs in the junior high school were considered too high during the first few years. Adjustments in pupils per teacher and other changes are expected to equalize junior high school costs eventually.<sup>178</sup> To date, junior high school education in Spokane is in the trial stage. The breakdown of the whole plan would be no surprise to those who have studied the situation.

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174. Ibid., loc. cit.

175. Ibid., loc. cit.

176. Ibid., loc. cit.

177. Secretary of the Board, Annual Report, 1933, p. 15.

178. Ira L. McLaren, School Board Accountant.

### Post-Graduates

Because post-graduate student records are included with regular senior-class statistics in Spokane high schools, any figures about post-graduate enrollment and average daily attendance are merely approximate. The post-graduate figures used in this study are arrived at through discussing the problem with the attendance officers in the three senior high schools.

Until the depression, post-graduate enrollment was never over 100 for the complete school year. Post-graduates enrolled in Spokane in 1919-20 numbered about 75, with about 40 at Lewis and Clark and 35 at North Central. In 1925-26, the first year after the annexation of Hillyard High School, about 100 post-graduates were enrolled. There were about 45 at Lewis and Clark, about 35 at North Central, and about 20 at Hillyard.

During 1929-30, 1930-31, 1931-32 and 1932-33 there have been approximately 300 post-graduates enrolled in Spokane high schools. Lewis and Clark has enrolled about 150, North Central about 100, and Rogers (Hillyard until early in 1932) about 50.

Attendance was apparently none too regular before 1930-31. Now, however, rules in regard to post-graduates have been made strict. At present a post-graduate student must enroll in four full subjects. He must remain in school all day. He must be regular in attendance and punctuality. So far, these regulations have not lessened the number of post-graduates in Spokane.

By multiplying the number of post-graduates each year by the cost per pupil, we are able to arrive at the approximate

total cost of post-graduates to the district. The approximate total cost was \$8,689.50 in 1919-20; \$12,711 in 1925-26; \$35,004 in 1929-30; \$34,293 in 1930-31; \$32,730 in 1931-32; and \$27,372 in 1932-33.

Three teachers were needed in the Spokane system to teach post-graduate students in 1919-20; four teachers were needed in 1925-26; and 10 teachers have been needed each year since 1929-30.

The cost to the district in furnishing teachers for these post-graduates was about \$5,053.50 in 1919-20; about \$7,702 in 1925-26; about \$24,477 in 1929-30; about \$24,162 in 1930-31; about \$23,214 in 1931-32; and about \$19,749 in 1932-33. These figures have been obtained by multiplying the per capita teacher cost for high school pupils by the number of post-graduates in school each year.

#### Summary

No study of rising school costs can afford to neglect high school statistics.

High school work was begun in Spokane in 1885-86. In 1889-90, there were two teachers and 28 pupils in average daily attendance. In 1932-33, there were 228.45 teachers and 5,941 pupils in average daily attendance.

One high school housed all high school pupils until the fall of 1908. In 1932-33, five high school buildings were in use. High school buildings increased in value from \$110,000 in 1891 to \$2,750,075.54 in 1933.



Operating costs rose from \$19,204.12 in 1899-1900 to \$580,169.90 in 1932-33. Per capita costs increased from \$49.43 in 1899-1900 to \$96.70 in 1913-14 and to \$116.68 in 1929-30. Per capita cost for 1932-33 was only \$90.90, or less than 1913-14 costs by \$6.70, indicating that per capita costs were possibly too low in 1932-33.

The high school course of study has been enriched from time to time. Three courses and 51 subjects were offered in 1889-90. Eight courses and 75 subjects were offered in 1932-33.

A junior high school system was inaugurated in 1928-29. It has not been a distinct success. It was intended to have eight junior high school buildings eventually. It is now likely that the two already completed will be the only ones built. Costs have been running higher than expected and results do not warrant the added expense.

Post-graduate enrollment has increased greatly during the past three years (1929-30 to 1932-33). There were in 1932-33 about 300 post-graduates enrolled in Spokane high schools. The extra cost to the district has averaged over \$20,000 during each of the past three years.

## CHAPTER VI

## ECONOMIES EFFECTED SINCE 1931

The full extent of the business depression had not been felt in Spokane when budget-making time arrived in March of 1931. School finances were on a cash basis. There was on hand a cash surplus of nearly \$200,000 (the actual amount at the end of the school year on July 1, 1931, was \$172,739.24). Consequently, the school board adopted a budget calling for expenditures of \$1,975,957.52 during the school year of 1931-32. This was only slightly less than the \$2,011,830.52 spent by the schools in 1929-30 and the \$2,112,330.03 spent in the year of 1930-31. Apparently the thought of economy did not enter the minds of the school board members in preparing the budget for 1931-32.<sup>179</sup>

However, as the school year advanced, it became evident that expenditures would far exceed tax receipts due to growing tax delinquency. Due to this tax delinquency, receipts for the Spokane public schools amounted to only \$1,644,328.80. This was less than the budgeted items by \$331,628.72. By January 1, 1932, curtailment of costs where possible had become absolutely essential.<sup>180</sup>

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179. O. C. Pratt, A Glimpse of Spokane's School Finances, 1932, p. 1-2.

180. Ibid., loc. cit.

When the school board met on Monday, January 11, the meeting was devoted to considering ways and means to bring about immediate economies in the operation of the schools. Finally it was decided to hold a special meeting on Wednesday, January 21, to discuss the matter further. At this special meeting six economy measures were decided upon.

#### Second Semester Economies, 1931-32

These second semester economies for 1931-32 were:

1. Closing of the swimming pools at Lewis and Clark and North Central High Schools. Estimated saving of about \$2,500 for the semester. A further saving to result during the 1932-33 school year through the dismissal of one physical education teacher.
2. Elimination of bonuses paid to session room teachers at Lewis and Clark High School. Discharge of the record clerk at North Central High School. Estimated saving of \$1,500 for the semester.
3. Elimination of pay for summer registration of junior and senior high school pupils. Estimated saving of \$600 per year.
4. Elimination of all high school classes where less than 25 pupils are enrolled. Where classes drop to less than 15 enrolled at any time during the term, the class to be discontinued.

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181. Daily Spokesman Review, Tuesday, Jan. 12, 1932.

5. No mid-year classes to be started in the first grade of any elementary school unless the two sections of the first grade number at least 50 pupils.

6. Teachers resigning from the school system not to be replaced. No estimate of saving possible. (Note: During the year 1931-32 eighteen teachers resigned. By not replacing these teachers and by several minor economies, the district cut the cost of instruction a total of \$46,129.20.)<sup>182</sup>

Through the items mentioned above and by rigid economy all along the line, \$83,129.72 was saved from the amount budgeted for the school year. Nevertheless, the cash surplus of July 1, 1931, had become a deficit of \$75,759.76 on July 1, 1932.<sup>183</sup>

The school budget for 1933-34 shows completely the final figures on school expenditures for 1931-32.<sup>184</sup> These figures are presented in the following table:

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182. Daily Spokesman Review, Thursday, Jan. 23, 1933.  
 183. O. C. Pratt, A Glimpse at Spokane's School Finances, 1932, p. 1.  
 184. O. C. Pratt, School Budget, 1933-34, p. 1-4.

TABLE X  
SCHOOL EXPENDITURES, 1931-32

Item	Budgeted	Spent
General Control	\$ 42,157.00	\$ 41,386.86
Instruction	1,569,423.00	1,523,297.80
Co-ordinate Activities	28,500.00	29,534.71
Auxiliary Agencies	10,200.00	9,098.59
Operation of Plant	225,600.00	222,998.00
Maintenance of Plant	62,700.00	43,650.50
Fixed Charges	12,050.00	7,955.54
Capital Outlay	15,000.00	4,617.21
Miscellaneous	<u>10,327.52</u>	<u>10,288.59</u>
<b>Total</b>	<b>\$ 1,975,957.52</b>	<b>\$ 1,892,827.80</b>

Table X shows that in every item except one the school board was able to effect some saving. In Co-ordinate Activities there was expended \$1,034.71 more than the budget called for, but this is explained by the fact that the schools furnished more milk to underfed pupils than formerly. Whereas, the budget had called for \$5,800 for milk, actually the board spent a total of \$7,425.61 during the year.

The following table, compiled by the author from the figures in the first table in this chapter, shows the complete

savings or losses in each principal budgetary item:

TABLE XI  
SAVINGS MADE DURING 1931-32

Item	Saving	Per Cent of Saving
General Control	\$ 770.14	1.6
Instruction	46,125.20	2.8
Co-ordinate Activities	- 1,034.71	- 3.6
Auxiliary Activities	1,101.41	10.7
Operation of Plant	2,602.00	1.1
Maintenance of Plant	19,049.50	30.3
Fixed Charges	4,094.46	33.9
Capital Outlay	10,382.79	69.2
Miscellaneous	<u>38.93</u>	<u>.03</u>
Total	\$ 83,129.72	4.2

#### Economy Measures, 1932-33

The budget for the school year of 1932-33 was formulated in March and adopted in April, 1932. The 1931-32 economy measures were retained. Significant changes adopted for 1932-33 included:

1. Elimination of 33 teachers, eight for cause. Saving about \$60,000.
2. Consolidation of grade school classes where possible. Closing of Hawthorne Grade School.

3. Elimination of yearly pay increase of \$50 for each teacher not at the maximum salary. Estimated saving of \$5,450. One hundred and nine teachers affected.

4. Elimination of \$50 bonus to teachers for each term of college work taken beyond four years and up to five. No estimate of saving possible.

5. Teachers' salaries cut ten per cent. Saving about  
186  
\$145,000.

187

The 1932-33 budget follows. In addition to the budget figures, the amount of estimated saving from 1931-32 is given along with the per cent of the saving in each case.

TABLE XII  
SCHOOL EXPENDITURES, 1932-33

Item	Budgeted	Saving	Per Cent Saved
General Control	\$ 39,571.00	\$ 1,815.86	4.3
Instruction	1,281,034.90	242,262.90	15.9
Co-ordinate Activities	25,478.36	4,056.35	17.1
Auxiliary Activities	13,250.00	- 4,151.41	- 45.6
Operation of Plant	192,900.00	30,098.00	13.4
Maintenance of Plant	33,100.00	10,550.50	26.4
Fixed Charges	10,200.00	- 2,244.46	- 28.2
Capital Outlay	4,000.00	617.21	13.5
Miscellaneous	<u>11,936.94</u>	<u>- 1,648.35</u>	<u>- 16.0</u>
Total	\$1,611,471.20	\$ 281,356.60	14.9

186. Superintendent of Schools, Annual Report, 1933, p. 7-9.

187. O. C. Pratt, School Budget, 1933-34, p. 2-4.

### Economy Measures, 1933-34

The budget for the 1933-34 school year was adopted in April, 1933. This budget showed an even further reduction in school costs. The total called for in the budget was \$1,431,688.35 as compared with \$1,611,471.20 budgeted in 1932-33. This was a saving of \$179,782.85.

Some savings were brought about in the following ways:

1. Teachers' salaries cut ten per cent. Cut to be taken from the salary of 1931-32. Estimated saving of about \$125,000.

2. Elimination of teachers' pay during school vacation periods, except those holidays set by law. Two weeks' pay to be saved in this way. The total saving to amount to five per cent of the 1931-32 salary. Saving about \$60,000.

3. Nine teachers who resigned during 1932-33 not to be replaced. Saving \$12,781.65.

4. Curtailment of instruction in home economics and manual arts.

5. Consolidation of the three science departments at Lewis and Clark High School under one head. Saving about \$500.

6. Elimination of the \$100 bonus paid to science teachers in the high schools since the World War. Saving about \$2,500.

One other significant change in policy re-instated the \$50 yearly increase in salary for those teachers not at the maximum, this \$50, however, to be subject to the 25 per cent reduction in pay. The \$50 increase for 1932-33 not to be



included. Increase to cost district about \$4,000.<sup>189</sup>

The chief budget items for 1933-34,<sup>190</sup> together with the amounts and per cents saved, follow:

TABLE XIII  
SAVINGS PLANNED FOR 1933-34

Item	Budgeted	Saving	Per Cent Saved
General Control	\$ 39,530.00	\$ 41.00	.01
Instruction	1,082,865.85	198,169.05	15.4
Co-ordinate Activities	22,462.00	3,016.36	11.8
Auxiliary Agencies	12,812.50	437.50	3.3
Operation of Plant	174,100.00	18,800.00	9.8
Maintenance of Plant	72,218.00	- 39,118.00	-118.1
Fixed Charges	12,200.00	- 2,000.00	- 19.6
Capital Outlay	4,500.00	- 500.00	- 12.5
Miscellaneous	<u>11,000.00</u>	<u>936.94</u>	<u>7.8</u>
Total	\$1,431,688.35	\$179,782.85	11.1

#### Three Years of Economy

A general recapitulation of facts and figures from the budget of 1931-32 to the budget of 1933-34 throws an interesting light on finances for that period. A table that shows the complete amounts saved from 1931-32 to 1933-34 follows:

189. Superintendent of Schools, Annual Report, 1933, p. 7-9.  
190. O. C. Pratt, School Budget, 1933-34, p. 2-4.

TABLE XIV  
 RECAPITULATION FROM 1931-32 to 1933-34

Item	Amount Saved	Per Cent Saved
General Control	\$ 2,627.00	6.2
Instruction	486,557.15	31.0
Co-ordinate Activities	6,038.00	21.1
Auxiliary Agencies	- 2,612.50	- 25.6
Operation of Plant	51,500.00	22.8
Maintenance of Plant	- 9,518.00	- 15.1
Fixed Charges	- 150.00	- 1.2
Capital Outlay	10,500.00	70.0
Miscellaneous	<u>672.48</u>	<u>6.6</u>
Total	\$ 544,269.17	26.5

Table XIV shows that not all items have been cut.

Auxiliary Agencies, Maintenance of Plant, and Fixed Charges will be slightly higher in 1933-34 than in 1931-32. Capital Outlay has been cut freely. Operation costs are down \$51,500. In all, \$544,269.17 has been cut from the 1933-34 budget as compared with the 1931-32 budget. The big saving is, of course, in salaries, where \$486,557.15 has been saved.

#### Economies in the High Schools

Light is thrown on the economies effected in the high schools of Spokane by Table XV and Table XVI.

TABLE XV  
SENIOR HIGH SCHOOL ECONOMIES

Item	191 1930-31	192 1931-32	193 1932-33
Instruction	\$481,397.10	\$477,861.55	\$410,191.70
Co-ordinate Activities	5,393.59	6,088.81	5,103.52
Auxiliary Agencies	8.40	12.00	
Operation of Plant	73,301.29	70,667.12	56,562.95
Maintenance of Plant	17,054.01	14,424.66	8,281.23
Fixed Charges	<u>3,493.34</u>	<u>2,349.96</u>	<u>3,617.03</u>
Total	\$591,382.79	\$583,031.86	\$494,579.58

Table XV shows that the total saving in senior high school costs from 1930-31 to 1931-32 was only \$8,340.93 or one and four-tenths per centum. The amount saved by the senior high schools from 1930-31 to 1932-33 was \$96,803.21 or 16.4 per centum. The savings in instruction for the two-year period amounted to \$71,205.40. This was equal to 71.5 per centum of the complete saving and equal to a saving of 12.1 per centum on the entire cost of senior high school education in 1930-31.

Operation of Plant showed a two-year saving of \$16,739.34, or 22.3 per centum. Maintenance of Plant showed a saving of 51.4 per centum. However, the actual saving was only \$8,773.78. Co-ordinate Activities showed less than one per centum of

191. Secretary of the Board, Annual Report, 1931, p. 20.  
 192. Secretary of the Board, Annual Report, 1932, p. 18.  
 193. Secretary of the Board, Annual Report, 1933, p. 14.

reduction, or \$293.07. Fixed Charges cost \$123.69 or less than one per centum more.

TABLE XVI  
JUNIOR HIGH SCHOOL ECONOMIES

Item	194	195	196
	1930-31	1931-32	1932-33
Instruction	\$83,537.74	\$78,813.74	\$69,671.56
Co-ordinate Activities	1,058.60	1,009.81	1,067.86
Auxiliary Agencies	35.80	111.00	333.35
Plant Operation	14,057.50	12,924.57	10,174.35
Plant Maintenance	2,996.10	1,603.82	1,629.15
Fixed Charges	<u>903.68</u>	<u>512.28</u>	<u>795.39</u>
Total	\$104,317.25	\$96,887.79	\$85,590.32

The two-year saving on junior high school costs was \$13,716.93, or 17.9 per centum, according to Table XVI. The saving in the cost of instruction for the two-year period was \$13,385.13, or 16.4 per centum. This saving in the cost of instruction was equal to 73 per centum of the whole amount saved in the junior high schools.

Co-ordinate Activities cost \$9.26 more in 1932-33 than in 1930-31. Auxiliary Agencies cost \$297.52 more for the 1932-33 year. Plant Operation showed an economy of \$3,883.15, or 27.6 per centum. Plant Maintenance showed an economy of

194. Secretary of the Board, Annual Report, 1931, p. 21.  
 195. Secretary of the Board, Annual Report, 1932, p. 19.  
 196. Secretary of the Board, Annual Report, 1933, p. 15.

\$1,366.95, or 45.9 per centum. Fixed Charges were pared \$108.29, or 11.9 per centum.

#### Summary

Spokane public school costs were not cut until the spring of 1931-32. Then costs were cut from \$1,975,957.52 to \$1,892,827.80, a saving of only \$83,129.72. The per centum saving was 4.2.

Economy measures were drastic during 1932-33 and 1933-34. Total school costs dropped to \$1,611,471.20 in 1932-33 and to \$1,431,688.35 in 1933-34. Total savings were \$281,356.60 in 1932-33 and \$179,782.85 in 1933-34.

Few services were curtailed or discontinued. Operating costs and salaries were hit hardest. The bonus system had been overworked in Spokane. It was practically ended during the depression.

Grade school costs were reduced more than the high school costs. Economy measures should have come a year earlier than they did. Economy measures have not been systematically planned apparently: they just happened.

**CHAPTER VII**  
**COMPARATIVE STUDY OF TWENTY CITIES**

TABLE XVII  
CITIES MAKING COMPLETE RETURNS

Rank	City	State	Population
1.	Seattle	Wash.	365,583
2.	Long Beach	Calif.	142,032
3.	Salt Lake City	Utah	140,267
4.	Jacksonville	Fla.	129,549
5.	Trenton	N. J.	123,356
6.	Camden	N. J.	118,700
7.	Erie	Pa.	115,967
8.	<u>Spokane</u>	<u>Wash.</u>	<u>115,514</u>
9.	Fort Wayne	Ind.	114,946
10.	New Bedford	Mass.	112,597
11.	Reading	Pa.	111,171
12.	Wichita	Kans.	111,110
13.	Miami	Fla.	110,637
14.	Tacoma	Wash.	106,817
15.	Knoxville	Tenn.	105,802
16.	El Paso	Texas	102,421
17.	Lynn	Mass.	102,320
18.	Evansville	Ind.	102,249
19.	Duluth	Minn.	101,463
20.	Gary	Ind.	100,426

TABLE XVIII  
AREA OF METROPOLITAN DISTRICTS

Rank	City	Number	Square Miles
1.	Trenton	5	7.23
2.	Evanston	10	8.71
3.	Reading	11	9.5
4.	El Paso	16	13.5
5.	Fort Wayne	9	17.19
6.	Erie	7	19.25
7.	Wichita	12	20.71
8.	Jacksonville	4	26.30
9.	Knoxville	15	26.40
10.	<u>Spokane</u>	<u>8</u>	<u>40.27</u>
11.	Miami	13	43.0
12.	Tacoma	14	46.35
13.	Salt Lake City	3	52.04
14.	Duluth	19	62.34
15.	Seattle	1	66.50

Not Reporting: Long Beach (2); Camden (6); New Bedford (10); Lynn (17); and Gary (20).

Fifteenth Census of the United States, Metropolitan Districts, 1930 (Washington, D. C., 1931) p. 77-847.



TABLE XIX  
TAXATION VALUATION OF CITIES, DISTRICT  
1933-34

Rank	City	Number	Tax Valuation	Per Cent of Real Valuation
1.	Seattle	1	\$149,594,928*	50
2.	Camden	6	100,116,112	
3.	Trenton	5	100,276,175	100
4.	Reading	11	171,821,417	66-2/3
5.	Salt Lake City	3	154,902,063	50
6.	Long Beach	2	153,153,125	60
7.	Fort Wayne	9	147,000,000	20
8.	Lynn	17	130,613,600	60
9.	Gary	20	122,682,560	50
10.	Knoxville	15	120,000,000	
11.	Erie	7	120,000,000*	75
12.	Evansville	13	117,739,360	100*
13.	New Bedford	10	116,031,600	100
14.	Wichita	12	115,639,747	60*
15.	El Paso	16	96,500,000	70
16.	<u>Spokane</u>	<u>8</u>	<u>70,822,328</u>	<u>50* (42)</u>
17.	Jacksonville	4	67,661,273	50
18.	Miami	13	66,455,079	20
19.	Duluth	19	65,725,062	40
20.	Tacoma	14	55,780,270*	50* (43)

\* Disputed

TABLE XX  
WEALTH BEHIND EACH SCHOOL CHILD  
1933-34

Rank	City	Number	Wealth Taxed	Wealth Total
1.	Reading	11	\$10,090	\$15,300 (3)
2.	Camden	6	9,825	12,256 (7)
3.	Trenton	5	9,723	9,723 (11)
4.	Lynn	17	9,214	10,520 (8)
5.	Evansville	18	8,468	8,468 (14)
6.	New Bedford	10	7,150	7,150 (18)
7.	Gary	20	6,853	13,706 (4)
8.	Knoxville	15	6,769	8,461 (15)
9.	Long Beach	2	6,508	16,270 (2)
10.	Seattle	1	6,331	12,660 (6)
11.	Erie	7	6,000	8,000 (16)
12.	Wichita	12	5,950	9,917 (10)
13.	Fort Wayne	9	5,540	18,467 (1)
14.	El Paso	16	5,512	7,874 (17)
15.	Salt Lake City	3	4,997	9,994 (9)
16.	<u>Spokane</u>	<u>8</u>	<u>3,832</u>	<u>8,682 (12)</u>
17.	Duluth	19	3,448	8,620 (13)
18.	Tacoma	14	3,014	7,009 (19)
19.	Miami	13	2,566	12,830 (5)
20.	Jacksonville	4	2,459	4,918 (20)

TABLE XXI  
 BONDING INDEBTEDNESS OF DISTRICT  
 1923-24

Rank	City	Number	Per Capita	Total
1.	<u>Spokane</u>	<u>8</u>	<u>29.80</u>	<u>\$1,187,000 (1)</u>
2.	Tacoma	14	18.70	2,001,000 (3)
3.	Knoxville	15	19.00	2,000,000 (2)
4.	Evansville	18	21.00	2,188,500 (4)
5.	Wichita	12	24.00	2,722,560 (5)
6.	Fort Payne	9	25.00	3,000,000 (7)
7.	El Paso	16	27.00	2,785,000 (6)
8.	Salt Lake City	3	29.00	4,035,000 (10)
9.	Gary	20	34.00	3,495,000 (8)
10.	Jacknoleville	4	34.00	4,458,500 (11)
11.	Seattle	1	26.00	11,847,000 (13)
12.	Duluth	19	33.00	3,910,000 (9)
13.	Erie	7	43.00	5,155,000 (12)
14.	Reading	11	43.00	5,117,432 (13)
15.	Long Beach	2	31.00	7,247,999 (15)
16.	Trenton	5	56.00	6,864,643 (14)
17.	New Bedford	10	73.00	8,236,000 (16)
18.	Miami	13	61.00	8,933,000 (17)
19.	Camden	6	122.00	18,667,000 (19)

Lynn (17) -- Debts not segregated, but included with city debts.

TABLE XXII  
 LENGTH OF SCHOOL TERM  
 1933-34

Rank	City	Number	Days
1.	Reading	11	195
2.	Trenton	5	191
3.	Fort Wayne	9	190
3.	Erie	7	190
5.	Seattle	1	189
5.	Camden	6	189
7.	New Bedford	10	187
8.	Lynn	17	185
8.	Duluth	19	185
10.	<u>Spokane</u>	<u>8</u>	<u>180</u>
10.	Tacoma	14	180
10.	Salt Lake City	3	180
10.	Gary	20	180
14.	Knoxville	15	179
15.	Wichita	12	178
16.	Miami	13	175
16.	El Paso	16	175
18.	Evansville	18	173
19.	Jacksonville	4	160

Not Reporting: Long Beach (2).

TABLE XXIII  
 COMPLETE SCHOOL BUDGET  
 1932-33

Rank	City	Number	Budget
1.	Seattle	1	\$5,625,805.19
2.	Long Beach	2	4,054,124.61
3.	Reading	11	2,784,166.66
4.	Salt Lake City	3	2,600,000.00
5.	Erie	7	2,541,000.00
6.	Trenton	5	2,347,448.00
7.	Duluth	19	2,247,410.87
8.	Camden	6	2,109,503.00
9.	Fort Wayne	9	1,853,712.00
10.	Wichita	12	1,829,643.00
11.	Tacoma	14	1,623,905.00
12.	<u>Spokane</u>	<u>8</u>	<u>1,611,471.20</u>
13.	Jacksonville	4	1,470,030.00
14.	Lynn*	17	1,461,713.78
15.	Miami	13	1,326,370.00
16.	Evansville	18	1,306,382.03
17.	New Bedford*	10	1,200,000.00
18.	Knoxville	15	987,024.54
19.	El Paso	16	860,000.00

Not Reporting: Gary (20.)

\* Not figured on a school year basis.

TABLE XXIV  
 COST OF ALL HIGH SCHOOLS  
 1932-33

Rank	City	Number	Total Cost
1.	Seattle	1	\$2,065,645.41
2.	Long Beach	2	1,945,248.67
3.	Trenton	5	940,223.00
4.	Fort Wayne	9	932,700.00
5.	Duluth	19	912,672.32
6.	Salt Lake City	3	895,222.88
7.	Erie	7	880,530.15
8.	Wichita	12	730,823.00
9.	Lynn	17	718,834.97
10.	Reading	11	697,745.49
11.	Tacoma	14	694,610.20
12.	Miami	13	639,244.66
13.	<u>Spokane</u>	<u>8</u>	<u>579,169.90</u>
14.	Gary	20	492,658.68
15.	Evansville	18	434,302.84
16.	New Bedford	10	330,242.86
17.	Camden	6	267,783.73
18.	El Paso	16	251,172.61

Not Reporting: Jacksonville (4); and Knoxville (15).

TABLE XXV  
SENIOR HIGH SCHOOL COSTS  
1932-33

Rank	City	Number	Total Cost
1.	Seattle	1	\$1,640,014.68
2.	Long Beach	2	894,448.80
3.	Fort Wayne	9	690,000.00
4.	<u>Spokane</u>	<u>8</u>	<u>494,579.58</u>
5.	Gary	20	492,648.68
6.	Salt Lake City	3	462,814.39
7.	Evansville	18	434,302.84
8.	Miami	13	403,672.66
9.	Lynn	17	372,600.00
10.	Erie	7	371,562.88
11.	Duluth	19	370,691.12
12.	Wichita	12	366,261.00
13.	Trenton	5	361,474.32
14.	Tacoma	14	320,719.42
15.	Reading	11	272,783.29
16.	El Paso	16	251,172.61
17.	Camden	6	238,945.23
18.	New Bedford	10	160,692.86

Not Reporting: Jacksonville (4); and Knoxville (15).

TABLE XXVI  
 JUNIOR HIGH SCHOOL COSTS  
 1932-33

Rank	City	Number	Total Cost
1.	Long Beach	2	\$1,050,799.87
2.	Trenton	5	578,748.68
3.	Duluth	19	541,981.20
4.	Erie	7	508,967.27
5.	Salt Lake City	3	432,408.49
6.	Seattle	1	425,630.73
7.	Reading	11	424,962.20
8.	Tacoma	14	373,890.88
9.	Wichita	12	364,562.00
10.	Lynn	17	346,234.97
11.	Fort Wayne	9	242,700.00
12.	Miami	13	235,572.00
13.	New Bedford	10	169,550.00
14.	<u>Spokane</u>	<u>8</u>	<u>85,591.83</u>
15.	Camden	6	28,830.50

Not Reporting: Jacksonville (4); Knoxville (15); El Paso (16); Evansville (18); and Gary (20).



TABLE XXVII  
 ELEMENTARY SCHOOL COSTS  
 1932-33

Rank	City	Number	Total Cost
1.	Seattle	1	\$2,787,842.46
2.	Long Beach	2	1,521,878.90
3.	Fort Wayne	9	1,308,257.90
4.	Camden	6	1,225,158.14
5.	Salt Lake City	3	1,212,291.97
6.	Trenton	5	1,938,354.45
7.	Duluth	19	997,423.80
8.	Gary	20	953,684.64
9.	<u>Spokane</u>	<u>8</u>	<u>846,326.32</u>
10.	Evansville	18	786,735.18
11.	Reading	11	762,193.00
12.	Wichita	12	702,167.96
13.	El Paso	16	684,991.05
14.	Miami	13	667,285.70
15.	Erie	7	659,037.50
16.	Tacoma	14	659,037.50
17.	New Bedford	10	638,480.00
18.	Lynn	17	562,514.81

Not Reporting: Jacksonville (4); and Knoxville (5).



TABLE XXIX  
 AVERAGE DAILY ATTENDANCE IN HIGH SCHOOLS  
 1932-33

Rank	City	Number	All High Schools
1.	Seattle	1	21,851.5
2.	Long Beach	2	10,961
3.	Salt Lake City	3	10,892.03
4.	Miami	13	9,106
5.	Fort Wayne	9	9,000
6.	Tacoma	14	8,922
7.	Erie	7	8,703
8.	Jacksonville	4	8,114
9.	Wichita	12	7,869
10.	Duluth	19	7,826.67
11.	Lynn	17	7,253
12.	Trenton	5	7,203
13.	Reading	11	6,831
14.	<u>Spokane</u>	<u>8</u>	<u>6,382.38</u>
15.	Gary	20	4,813
16.	New Bedford	10	4,686
17.	Knoxville	15	4,645
18.	Camden	6	4,544.5
19.	Evansville	18	3,879
20.	El Paso	16	3,133.1

TABLE XXX  
 AVERAGE DAILY ATTENDANCE IN SENIOR HIGH SCHOOLS  
 1932-33

Rank	City	Number	Senior High Schools
1.	Seattle	1	16,848.2
2.	Fort Wayne	9	6,000
3.	<u>Spokane</u>	<u>8</u>	<u>5,420.89</u>
4.	Salt Lake City	3	5,103.82
5.	Long Beach	2	5,040
6.	Gary	20	4,813
7.	Miami	13	4,418
8.	Tacoma	14	4,136
9.	Jacksonville	4	3,926
10.	Evansville	18	3,879
11.	Duluth	19	3,788.36
12.	Erie	7	3,692
13.	Lynn	17	3,450
14.	Wichita	12	3,423
15.	El Paso	16	3,133.1
16.	Trenton	5	2,647
17.	Reading	11	2,353
18.	Knoxville	15	2,187
19.	New Bedford	10	2,186
20.	Camden	6	1,929

TABLE XXXI  
 AVERAGE DAILY ATTENDANCE IN JUNIOR HIGH SCHOOLS  
 1932-33

Rank	City	Number	Junior High Schools
1.	Long Beach	2	5,921
2.	Salt Lake City	3	5,788.21
3.	Erie	7	5,011
4.	Seattle	1	5,003.3
5.	Tacoma	14	4,786
6.	Miami	13	4,688
7.	Trenton	5	4,556
8.	Reading	11	4,478
9.	Wichita	12	4,446
10.	Jacksonville	4	4,188
11.	Duluth	19	4,038.31
12.	Lynn	17	3,803
13.	Fort Wayne	9	3,000
14.	Camden	6	2,615.5
15.	New Bedford	10	2,500
16.	Knoxville	15	2,458
17.	<u>Spokane</u>	<u>8</u>	<u>961.49</u>

Not Reporting: El Paso (16); Evansville (18); and Gary (20).

TABLE XXXII  
 AVERAGE DAILY ATTENDANCE IN ELEMENTARY SCHOOLS  
 1932-33

Rank	City	Number	Elementary Schools
1.	Seattle	1	33,824.3
2.	Salt Lake City	3	20,127.71
3.	Jacksonville	4	19,394
4.	Fort Wayne	9	17,531
5.	Miami	13	16,795
6.	Camden	6	14,602.6
7.	El Paso	16	13,641.4
8.	Gary	20	13,089.7
9.	Knoxville	15	13,082.
10.	<u>Spokane</u>	<u>8</u>	<u>11,959.37</u>
11.	New Bedford	10	11,500
12.	Trenton	5	11,338
13.	Duluth	19	11,232.25
14.	Long Beach	2	11,230
15.	Wichita	12	10,441
16.	Evansville	18	10,024
17.	Reading	11	9,911
18.	Erie	7	9,622
19.	Tacoma	14	9,586
20.	Lynn	17	8,069

TABLE XXVIII

TEACHERS EMPLOYED IN  
SENIOR AND JUNIOR HIGH AND ELEMENTARY SCHOOLS  
1932-33

Rank	City	Number	Teachers
1.	Seattle	1	1680
2.	Salt Lake City	3	845
3.	Long Beach	2	820
4.	Duluth	19	746
5.	Jacksonville	4	745
6.	Camden	6	695
7.	<u>Spokane</u>	<u>8</u>	<u>627.5</u>
8.	Trenton	5	613
9.	Knoxville	15	607
10.	Fort Wayne	9	603
11.	Erie	7	600.5
12.	Tacoma	14	572
13.	New Bedford	10	545
14.	El Paso	16	540
15.	Gary	20	527
16.	Wichita	12	505
17.	Lynn	17	498
18.	Reading	11	437
19.	Evansville	18	417

Not Reporting: Miami (13).

TABLE XXIV  
TEACHERS EMPLOYED IN ALL HIGH SCHOOLS  
1932-33

Rank	City	Number	Teachers
1.	Seattle	1	729
2.	Long Beach	2	480
3.	Duluth	19	395
4.	Erie	7	316.55
5.	Fort Wayne	9	294
6.	Jacksonville	4	289
7.	Tacoma	14	284
8.	Trenton	5	267
9.	Salt Lake City	3	265
10.	Lynn	17	253
11.	<u>Spokane</u>	<u>8</u>	<u>219.6</u>
12.	Wichita	12	203
13.	Gary	20	198
14.	Camden	6	183
15.	Knoxville	15	180
16.	New Bedford	10	168
17.	Reading	11	152
18.	Evansville	18	119
19.	El Paso	16	120

Not Reporting: Miami (13).



TABLE 2. XV  
TEACHERS EMPLOYED IN SENIOR HIGH SCHOOLS  
1932-33

Rank	City	Number	Teachers
1.	Seattle	1	562
2.	Long Beach	2	225
3.	<u>Spokane</u>	<u>8</u>	<u>189</u>
4.	Fort Wayne	9	172
5.	Salt Lake City	3	160
6.	Wichita	12	143
7.	Erie	7	136.25
8.	Duluth	19	136
9.	Jacksonville	4	131
10.	Gary	20	127
11.	Tacoma	14	127
12.	El Paso	16	120
13.	Evansville	18	119
14.	Lynn	17	118
15.	Camden	6	96
16.	Reading	11	96
17.	Knoxville	15	90
18.	Trenton	5	89
19.	New Bedford	10	75

Not Reporting: Miami (13).

TABLE XVI  
TEACHERS EMPLOYED IN JUNIOR HIGH SCHOOLS  
1932-33

Rank	City	Number	Teachers
1.	Long Beach	2	255
2.	Salt Lake City	3	205
3.	Trie	7	180.3
4.	Trenton	5	178
5.	Seattle	1	167
6.	Wichita	12	160
7.	Duluth	19	159
8.	Jacksonville	4	158
9.	Tacoma	14	157
10.	Reading	11	156
11.	Lynn	17	155
12.	Fort Wayne	9	122
13.	New Bedford	10	93
14.	Knoxville	15	90
15.	Camden	6	87
16.	Cary	20	71
17.	<u>Spokane</u>	<u>8</u>	<u>50.6</u>

Not Reporting: Miami (13); El Paso (16); and Evansville (18).

TABLE X LVII  
 TEACHERS EMPLOYED IN ELEMENTARY SCHOOLS  
 1932-33

Rank	City	Number	Teachers
1.	Seattle	1	915
2.	Salt Lake City	3	580
3.	Camden	6	512
4.	Jacksonville	4	456
5.	Knoxville	15	427
6.	El Paso	16	420
7.	<u>Spokane</u>	<u>8</u>	<u>407.9</u>
8.	New Bedford	10	377
9.	Duluth	19	351
10.	Trenton	5	346
11.	Long Beach	2	340
12.	Gary	20	329
13.	Fort Wayne	9	309*
14.	Wichita	12	302
15.	Evansville	18	298
16.	Tacoma	14	288
17.	Reading	11	285
18.	Erie	7	283.5
19.	Lynn	17	245

\* Estimated.

Not Reporting: Miami (13).

TABLE VIII  
 PUPILS PER TEACHER IN SENIOR HIGH SCHOOLS  
 1952-53

Rank	City	Number	Senior High School Load
1.	Camden	6	20
2.	Long Beach	2	22
3.	Evansville	18	24
3.	Knoxville	15	24
3.	Wichita	12	24
6.	Reading	11	25
7.	El Paso	16	26
8.	Erie	7	27
9.	<u>Spokane</u>	<u>8</u>	<u>28</u>
9.	Duluth	19	28
11.	Jacksonville	4	29
11.	Seattle	1	29
11.	Lynn	17	29
11.	New Bedford	10	29
15.	Trenton	5	30
16.	Tacoma	14	32
16.	Salt Lake City	3	32
18.	Fort Wayne	9	35
19.	Gary	20	38

Not Reporting: Miami (13).

TABLE XXXIX  
PUPILS PER TEACHER IN JUNIOR HIGH SCHOOLS  
1932-33

Rank	City	Number	Load
1.	Trenton	5	22
2.	Long Beach	2	23
3.	Duluth	19	25
3.	Fort Wayne	9	25
5.	Jacksonville	4	27
5.	New Bedford	10	27
5.	Knoxville	15	27
8.	Salt Lake City	3	28
8.	Erie	7	28
8.	Wichita	12	28
8.	Lynn	17	28
12.	Reading	11	29
12.	<u>Spokane</u>	<u>9</u>	<u>29</u>
14.	Camden	6	30
14.	Seattle	1	30
14.	Tacoma	14	30

Not Reporting: Miami (13); El Paso (16); Evansville (18);  
and Gary (20).

TABLE 11  
 PUPILS PER TEACHER IN ELEMENTARY SCHOOLS  
 1932-33

Rank	City	Number	Elementary Load
1.	Camden	6	28
2.	<u>Spokane</u>	<u>8</u>	<u>29</u>
3.	Knoxville	15	30
3.	New Bedford	10	30
5.	Duluth	19	32
5.	El Paso	16	32
7.	Lynn	17	33
7.	Tacoma	14	33
7.	Trenton	5	33
10.	Long Beach	2	34
10.	Evansville	18	34
10.	Erie	7	34
13.	Reading	11	35
13.	Wichita	12	35
15.	Seattle	1	36
16.	Salt Lake City	3	37
17.	Gary	20	39
18.	Jacksonville	4	42
19.	Fort Wayne	9	57

Not Reporting: Miami (13).

TABLE XXI  
PER CAPITA COST OF SENIOR HIGH SCHOOL PUPILS  
1932-33

Rank	City	Number	Cost
1.	Long Beach	2	\$177.47
2.	Trenton	5	136.56
3.	Camden	6	123.87
4.	Fort Wayne	9	115.00
5.	Evansville	18	111.96
6.	Wichita	12	107.00*
7.	Reading	11	115.93
8.	Lynn	17	108.00*
9.	Gary	20	102.36
10.	Erie	7	100.64
11.	Duluth	19	97.85*
12.	Seattle	1	97.40
13.	Miami	13	91.37
14.	<u>Spokane</u>	<u>8</u>	<u>91.24</u>
15.	Salt Lake City	3	90.68
16.	El Paso	16	80.17
17.	Tacoma	14	77.57
18.	New Bedford	10	73.51

\* Figures in doubt.

Not Reporting: Jacksonville (4); and Knoxville (15).

TABLE XLII  
PER CAPITA COST OF JUNIOR HIGH SCHOOL PUPILS  
1932-33

Rank	City	Number	Cost
1.	Long Beach	2	\$177.47
2.	Trenton	5	127.03
3.	Camden	6	110.26
4.	Duluth	19	103.42
5.	Erie	7	101.57
6.	Reading	11	94.90
7.	Lynn	17	90.99
8.	<u>Spokane</u>	<u>8</u>	<u>89.02</u>
9.	Seattle	1	85.07
10.	Wichita	12	82.00
11.	Fort Wayne	9	80.90
12.	Salt Lake City	3	78.16
13.	Tacoma	14	78.08
14.	New Bedford	10	67.82
15.	Miami	13	50.25
16.	El Paso	16	46.16

Not Reporting: Jacksonville (4); Knoxville (15); Evansville (18); and Gary (20).



TABLE IIII  
PER CAPITA COSTS OF ELEMENTARY PUPILS  
1932-33

Rank	City	Number	Cost
1.	Long Beach	2	\$135.43
2.	Trenton	5	91.67
3.	Duluth	19	88.80
4.	Evansville	18	84.43
5.	Camden	6	83.90
6.	Seattle	1	81.84
7.	Fort Wayne	9	80.90
8.	Reading	11	79.38
9.	<u>Spokane</u>	<u>8</u>	<u>74.65</u>
10.	Wichita	12	73.00
11.	Gary	20	72.85
12.	Lynn	17	69.49
13.	Erie	7	69.35
14.	Tacoma	14	68.75
15.	Salt Lake City	3	60.23
16.	New Bedford	10	55.52
17.	El Paso	16	51.40
18.	Miami	13	40.19

Not Reporting: Miami (13) and Knoxville (15).

TABLE XLIV  
 SENIOR HIGH SCHOOL TEACHERS' MAXIMUM SALARIES  
 1933-34

Rank	City	Number	Maximum Salary
1.	Trenton	5	\$3,800
2.	Gary	20	3,510
3.	Camden	6	3,500
4.	Lynn	17	3,200
5.	Long Beach	2	3,000
6.	Miami	13	2,700
7.	Duluth	19	2,450
8.	Eric	7	2,400
8.	Fort Wayne	9	2,400
10.	New Bedford	10	2,232
11.	Salt Lake City	3	2,076
12.	Tacoma	14	1,811
13.	Seattle	1	1,800
14.	Knoxville	15	1,785
15.	<u>Spokane</u>	<u>8</u>	<u>1,612</u>
16.	El Paso	16	1,353

Not Reporting: Jacksonville (4); Reading (11); Wichita (12);  
 and Evansville (18).

TABLE XLV.

SENIOR HIGH SCHOOL TEACHERS' AVERAGE SALARIES  
1933-34

Rank	City	Number	Average Salary
1.	Trenton	5	\$2,653
2.	Lynn	17	2,416
3.	Reading	11	2,264
4.	Wichita	12	2,187
5.	Erie	7	2,026
6.	Duluth	19	1,900
7.	Fort Wayne	9	1,900
8.	Evansville	18	1,700
9.	Jacksonville	4	1,697
10.	Salt Lake City	3	1,676
11.	Knoxville	15	1,557
12.	<u>Spokane</u>	<u>8</u>	<u>1,555</u>
13.	El Paso	16	1,200

Not Reporting: Seattle (1); Long Beach (2); Camden (6);  
New Bedford (10); Miami (13); Tacoma (14);  
and Gary (20).

TABLE XLVI

SENIOR HIGH SCHOOL TEACHERS' SALARIES IN 1933-34

Rank	City	Number	Minimum Salary
1.	Long Beach	2	\$1,900
2.	Trenton	5	1,800
3.	Port Wayne	9	1,500
4.	Lynn	17	1,400
5.	Erie	7	1,400
6.	New Bedford	10	1,200
7.	Evansville	13	1,215
8.	Seattle	1	1,100
9.	Knoxville	15	1,071
10.	Duluth	19	1,050
11.	<u>Spokane</u>	<u>8</u>	<u>967</u>
12.	El Paso	16	819
13.	Salt Lake City	3	810

Not Reporting: Jacksonville (4); Camden (6); Reading (11); Wichita (12); Miami (13); Tacoma (14); and Gary (16).

TABLE X VII  
 JUNIOR HIGH SCHOOL TEACHERS' MAXIMUM SALARIES  
 1933-34

Rank	City	Number	Maximum Salary
1.	Trenton	5	\$3,200
2.	Reading	11	3,100
3.	Gary	20	3,000
3.	Long Beach	2	3,000
5.	Camden	6	2,800
6.	Lynn	17	2,600
7.	Duluth	19	2,100
8.	Erie	7	2,050
9.	Salt Lake City	3	1,956
10.	New Bedford	10	1,908
11.	Fort Wayne	9	1,850
12.	Seattle	1	1,800
13.	Knoxville	15	1,785
14.	<u>Spokane</u>	<u>8</u>	<u>1,612</u>

Not Reporting: Jacksonville (4); Wichita (12); Miami (13); Tacoma (14); El Paso (16); and Evansville (18).

TABLE XLVIII  
 JUNIOR HIGH SCHOOL TEACHERS' AVERAGE SALARIES  
 1933-34

Rank	City	Number	Average Salary
1.	Trenton	5	\$2,067
2.	Lynn	17	2,014
3.	Reading	11	1,891
4.	Wichita	12	1,863
5.	Fort Wayne	9	1,600
6.	Duluth	19	1,592
7.	Jacksonville	4	1,500
8.	Salt Lake City	3	1,462
9.	<u>Spokane</u>	<u>8</u>	<u>1,438</u>
10.	Knoxville	15	1,387

Not Reporting: Seattle (1); Long Beach (2); Camden (6);  
 Erie (7); New Bedford (10); Miami (13);  
 Tacoma (14); El Paso (16); Evansville (18);  
 and Gary (20).

TABLE XLIX  
 JUNIOR HIGH SCHOOL TEACHERS' MINIMUM SALARIES  
 1933-34

Rank	City	Number	Minimum Salary
1.	Long Beach	2	\$1,900
2.	Trenton	5	1,500
2.	Camden	6	1,500
4.	Gary	20	1,400
4.	Fort Wayne	9	1,400
6.	Lynn	17	1,200
7.	Seattle	1	1,100
7.	Erie	7	1,100
9.	New Bedford	10	1,098
10.	Knoxville	15	1,071
11.	<u>Spokane</u>	<u>8</u>	<u>967</u>
12.	Salt Lake City	3	810

Not Reporting: Jacksonville (4); Reading (11); Wichita (12);  
 Miami (13); Tacoma (14); El Paso (16);  
 Evansville (18); and Duluth (19).

TABLE L  
 ELEMENTARY TEACHERS' MAXIMUM SALARIES  
 1933-34

Rank	City	Number	Maximum Salary
1.	Gary	20	\$ 2592
2.	Lynn	17	2500
3.	Long Beach	2	2450
4.	Trenton	5	2400
5.	Duluth	19	2300
6.	Camden	6	2100
7.	Reading	11	1980
8.	Salt Lake City	3	1890
9.	Erie	7	1800
10.	Fort Wayne	9	1650
11.	Evansville	18	1620
12.	<u>Spokane</u>	<u>8</u>	<u>1612</u>
13.	New Bedford	10	1584
14.	Knoxville	15	1377
15.	El Paso	16	1211

Not Reporting: Seattle (1); Jacksonville (4); Wichita (12); Miami (13); and Tacoma (14).



TABLE XI  
 ELEMENTARY TEACHERS' AVERAGE SALARIES  
 1933-34

Rank	City	Number	Average
1.	Wrie	7	1747
2.	Lynn	17	1730
3.	Wichita	12	1710
4.	Trenton	5	1679
5.	Reading	11	1674
6.	Duluth	19	1500
7.	Fort Wayne	9	1450
8.	Evansville	18	1390
9.	<u>Spokane</u>	<u>8</u>	<u>1348</u>
10.	Salt Lake City	3	1313
11.	Jacksonville	4	1100
12.	Knoxville	15	1077
13.	El Paso	16	940

Not Reporting: Seattle (1); Long Beach (2); Camden (6);  
 New Bedford (10); Miami (13); Tacoma (14);  
 and Gary (20).

TABLE LII  
 ELEMENTARY TEACHERS' MINIMUM SALARIES  
 1933-34

Rank	City	Number	Minimum Salary
1.	Camden	6	\$1400
2.	Long Beach	2	1350
3.	Fort Wayne	9	1200
4.	Trenton	5	1100
5.	Gary	20	1080
6.	Lynn	17	1000
7.	Erie	7	1000
8.	New Bedford	10	900
9.	<u>Spokane</u>	<u>8</u>	<u>892</u>
10.	Evansville	18	810
11.	Salt Lake City	3	810
12.	Duluth	19	800
13.	Knoxville	15	800
14.	El Paso	16	676

Not Reporting: Seattle (1); Jacksonville (4); Reading (11);  
 Wichita (12); Miami (13); and Tacoma (14).

## CHAPTER VIII

## EVALUATION OF FACTS FROM CHAPTER VII

For comparative study, a list of representative cities was compiled. Because Spokane had a population of 115,514 in 1930, it was decided to include on the list all cities in the United States having a population of not less than 100,000 or more than 130,000. Thirty-one cities besides Spokane fell within these limits. These cities, located in 14 different states, represent all sections of the United States except the Rocky Mountain region.

In addition to the 31 cities already mentioned, seven others were included on the list. They were Seattle, Washington; Portland, Oregon; Long Beach, California; Salt Lake City, Utah; Walla Walla, Washington; Boise, Idaho; and Great Falls, Montana. The first four of these are typical cities of states lying close to the state of Washington. Salt Lake City and Long Beach are not much larger than 130,000. The last three are typical of the community of medium size in the three northwestern states.

A letter was sent to each of the cities on the complete list (38 in all) asking for (1) a copy of the report of the school district for the school year of 1932-33, (2) a copy of the school budget for the school year of 1933-34, and (3) a copy of the salary schedule for employees of the

school district. It was felt that this material might make the sending of a questionnaire unnecessary. At least, it was hoped that any questionnaire sent could be made very brief. Twenty-five cities responded to the request for reports and most of the 25 volunteered to furnish more data upon request.

A careful study of the material received proved that further information would be needed. Consequently, a one-page questionnaire was prepared and mailed to each of the 25 cities that had complied with the first request. This time 19 replies, practically complete, were received. The final working list, including Spokane, contained 20 cities.

Table XVII contains the names of the 20 cities arranged in order according to their size. In all the tables following Table XVII in Chapter VII, the rank of the city in Table XVII is used as the number of the city. This has been done in order to permit rapid identification of cities from one table to another.

#### General Statement about Tables

The figures used in this comparative study are not open to criticism on the basis of fact. These figures were supplied in each case directly by the school system involved from permanent records of the school system. The state-

ments are therefore free from personal opinion. It is true that in a few cases it was necessary to do some simple problems in arithmetic to arrive at facts not directly asked for in the questionnaire. In each case where this was done, however, three persons checked the figures for possible mistakes.

Nevertheless, the reader is not to assume that these figures used in the various tables indicate anything more than general tendencies. The conclusions drawn are not hard and fast. The author himself would not be satisfied to accept these conclusions as final without first spending some time in each of the 20 cities studying the situation at first hand.

#### Area of the Cities

Table XVIII shows the area of each city studied except in five cases where the information was not available. The smallest area given was 7.25 square miles. The largest area was 38.50 square miles. The mid-score falls at 23.38 square miles. Spokane ranks tenth among the 15 cities listed with 40.37 square miles. The area of some of these cities is undoubtedly too large. In most cases 20 square miles should be sufficient. The larger areas, of course, assure more room for the citizens and may be a factor in health. On the other hand large areas within the city limits may be due to use-

less and harmful real estate booms. Larger areas are almost certain to cause problems of expense and management in all phases of government. These problems are usually difficult to solve.

#### Taxable wealth

Table XIX shows a wide variation in the taxation valuations of the cities studied. Figures range from a high of \$159,594,938 at Seattle to a low of \$55,780,370 at Tacoma. Spokane ranks fifteenth with \$70,822,328. All 20 cities reported. Such a wide range in values can be accounted for in several ways. There are probably several factors to be considered before an investigator could be certain just why a certain city has a certain assessed valuation. It would be interesting to investigate carefully the real valuation of each city and the method by which the assessor arrived at the figures now used. Table XIX might very well be listed as Exhibit A in a case for tax reform.

Table XX is a natural development from the preceding table. Table XX shows that Spokane ranks sixteenth in the wealth behind each school child. This would seem to indicate that there are more pupils attending Spokane public schools than are attending in some of the other cities studied. A glance at Table XVIII shows that this is true. Spokane ranks twelfth in average daily attendance for the whole school system.

### Bonded Indebtedness

Table XXI shows that Spokane's bonded indebtedness is the lowest among the 20 cities studied. It is not only the lowest, but the lowest by far. The per capita indebtedness of Spokane is less than one fifteenth that of Camden and less than one fourth that of Jacksonville, which falls at the mid-score. Apparently some of the cities have spent not wisely but too well. The western cities are in a better condition generally in the matter of bonded indebtedness than is the east.

### Length of School Terms

Table XXII deals with the number of days in the term in the cities studied. Apparently there is little variation in the length of the school terms. Spokane falls at the mid-point with 180 days of actual school. Reading has the longest term: 195 days. Jacksonville has the shortest term: 150 days. All the cities but two have 175 or more days in the school term. The southern cities are uniformly at the bottom of the table. This can be at least partly explained by climatic conditions.

### School Costs

Table XXIII contains the total amounts budgeted by the several cities for the school year of 1932-33. Spokane ranks twelfth in this table with \$1,700,000. This sum is slightly below the mid-score. The average sum

budgeted for 1932-33 by the cities studied was more than \$2,000,000.

Tables XXIV to XXVII inclusive should be studied together. They show the costs of the various day schools in each of the cities studied. Spokane ranks thirteenth in all high school costs, but comes up to fourth in senior high school costs. This is due to two factors. In the first place, the junior high schools of Spokane are not handling very many pupils (see tables XXX and XXXI). Spokane is next to last in junior high school costs and actually last in junior high school attendance. Spokane, in the second place, has been able to hold most of its pupils in the high schools until graduation. In elementary school costs Spokane is ninth. This is practically the mid-score.

#### Attendance Statistics

The significant thing about school attendance figures is that Spokane senior high school attendance ranks third and junior high attendance ranks last among the cities studied. These facts are brought out by tables XXVIII to XXXII inclusive. Most of Spokane's high school load is falling on the senior high schools. Spokane drops to fourteenth in total high school attendance. The junior high school attendance in some of the other cities is unusually high.



### Teachers Employed

Tables XXXIII to XXXVII show the number of teachers employed in each division of the day schools in the cities studied. Tables XXXVIII to XL show the number of pupils per teacher in the various schools of the 20 cities.

Spokane ranks seventh in teachers employed. There are 627.5 teachers in all Spokane day schools. The grade schools employ 407.9 of these teachers. This places Spokane seventh in grade teachers employed. Spokane is third in senior high school teachers employed with 189. Junior high school teachers in Spokane number 30.6, placing Spokane seventeenth in this respect.

If the figures in tables XXXVIII to XL are correct, Spokane teachers are not overworked. The pupils per teacher in Spokane are 23 in the senior high school, 29 in the junior high school, and 29 in the elementary school. The lowest senior high school load is 20, at Camden. The highest senior high school load is 38, at Gary. The junior high school load varies from 22 at Trenton to 30 at Seattle, Camden, and Tacoma. The grade school load is 28 at Camden and 57 at Fort Wayne. High school teaching loads seem to approximate 30. Grade school standards apparently are not firmly fixed. The average grade school load, however, is close to 35 per teacher.

### Per Capita Costs

The fairest unit of measure in comparing costs of education is per capita cost. This is figured on the average daily attendance of the schools studied. It must not be forgotten that a school having a longer term will perhaps have higher per capita costs because of the extra days of schooling offered.

Per capita costs are shown in tables XLI to XLIII inclusive. Spokane ranks fourteenth in senior high school per capita costs among 18 cities. In junior high school per capita costs, Spokane is eighth among 15 cities. In grade school costs, Spokane ranks ninth among 18 cities reporting. For the cities reporting, the average per capita cost in the senior high school is \$105, in the junior high school \$95, and in the elementary school \$71. Spokane senior high school per capita cost is \$91.24, junior high school per capita cost \$89.02, and elementary school per capita cost \$74.55.

### Teachers' Salaries

Tables XLIV to LII contain teachers' salary statistics. Average, maximum, and minimum figures are included. Average salary figures may not tell the real story of teachers' pay. Often, length of service on the part of the staff and other factors are unknown. In Spokane, for instance, the average age of the teachers employed is

close to 50. Most of the teachers employed are at the maximum salary. This results in a high average salary and may give the impression that wages are better than they are.

Spokane teachers' salaries are uniformly low, according to the salaries paid in other cities of the same size. The comparative study of salaries shows that Spokane senior high school teachers rate as follows:

1. The maximum salary of Spokane senior high school teachers is \$1,612. This ranks Spokane as number 15 of 16 cities reporting.

2. The average salary of Spokane senior high school teachers is \$1,555. This ranks Spokane as 15 of 16 reporting.

3. The minimum salary of Spokane senior high school teachers is \$957. This ranks Spokane as 11 of 13 reporting.

Spokane junior high school teachers' rate as follows, according to the comparative study figures:

1. The maximum salary of Spokane junior high school teachers is \$1,612. This ranks Spokane as number 14 of 14 reporting.

2. The average salary of Spokane junior high school teachers is \$1,438. This places Spokane at number 9 of 10 reporting.

3. The minimum salary of Spokane junior high school teachers is \$957. This places Spokane at number 11 of 12

reporting.

Spokane elementary teachers rate as follows, according to the comparative study figures:

1. The maximum salary of Spokane grade school teachers is \$1,612. This ranks Spokane as number 12 of 15 cities reporting.

2. The average salary of Spokane grade school teachers is \$1,348. This places Spokane as number 9 of 13 cities reporting.

3. The minimum salary of Spokane grade school teachers is \$692. This places Spokane as number 2 of 14 cities reporting.

#### Summary

Spokane ranked as number 8 in population. Population is not an indication of great wealth or of unusual ability to pay for a school system. By recapitulating the facts from the tables, however, a fairly comprehensive picture of Spokane educationally is presented.

The average number of cities listed in each table is 16.8. The average rank of Spokane in the whole comparative study is 10.14. This is not far behind the rank of the city in population.

The author has made six classifications from the various tables. These can be arbitrarily called Attendance, Teachers, Valuation, Costs, Area, and Salaries. Under each

heading can be summarized the ranking of all tables dealing with that phase of the study. These summaries are considered briefly below:

ATTENDANCE: Six tables deal with attendance. The rank of Spokane in these six averages 11. The average number of cities reporting is 19.

TEACHERS: Eight tables deal with teacher information. The rank of Spokane is 8.5. The number of cities reporting averaged 18.

VALUATION: Three tables deal with valuation. Spokane's rank is 11. The average number of cities reporting is over 19.

COSTS: Nine tables deal with costs. Spokane's rank is 9.5. The average number of cities reporting is 16.

AREA: Only one table is included under area. It shows Spokane as number 10 of 15 cities reporting.

SALARIES: Nine tables deal with salaries. Spokane's rank is 11 of 13 cities reporting.

There is practically no variation from the general rating of 10.14 for Spokane of 16.8 cities answering in the first five classifications. Only in salaries is any great difference noted. Spokane is consistently up to standard in every respect except in the matter of salaries to its teaching staff.

## CHAPTER IX

### SUMMARY AND CONCLUSIONS

This survey of rising public school costs in Spokane was not made in order to prove anything. The first aim of the survey was to discover and arrange the available material on the subject. The second aim was to study the 10 factors in the rising costs of education to see how each of these had affected costs in Spokane. Although the author felt that these 10 factors might have much to do with the increased cost of education in Spokane, the survey was conducted without prejudice of any kind.

#### Growth of Spokane

1. The rapid growth of Spokane from a population of 350 in 1880 to 115,514 in 1930 is the chief factor in rapid growth of attendance in the public schools of the city.

2. The phenomenal increase in wealth in Spokane during the past 50 years indicates the ability of the community to pay for the public school system. For example, the taxable wealth of the city increased from an estimated \$10,000 in 1880 to an assessed \$89,000,000 in 1930.

#### Increase in School Attendance

3. From 1890 to 1930, the population of Spokane

grew from 19,922 to 115,514, a gain of 485 per centum. During the same period, the average daily attendance in the public schools increased from 1,158 to 19,179.48, a gain of 1556 per centum. Spokane was a frontier town in 1890. Only one person in 16 attended the public schools. In 1930, one person in every six in the city was attending the public schools.

4. Average daily attendance in high school increased from 28 in 1890 to 5,422.78 in 1930. This has been a big factor in increasing costs. In 1890, only one person in 714 was attending high school. In 1900, one person in 97 was attending high school. In 1910, one person in 59 was attending high school. In 1919, one person in every 23 was attending high school, and in 1930 one person in every 19 was attending high school.

5. The actual growth of high school attendance from 1890 to 1930 was 53,000 per centum. The actual growth of high school costs has been from \$2,000 in 1890 to \$580,169 in 1930. This is a gain of only 29,000 per centum. Apparently, efficiency has increased with increased attendance.

6. In 1890, high school education was so unimportant that not even a record was kept of it. In 1930, high schools were handling 35 per centum of all the pupils in average daily attendance in Spokane.

7. Post-graduates have been an important factor in high school costs since 1929-30. During each of the four years beginning with 1929-30, there have been about 300 post-graduates registered. In 1919-20, post-graduates cost the school district about \$8,689.50. In 1929-30, the cost amounted to \$35,004. Although the economies put into affect by the schools has cut the cost of post-graduate education in Spokane, it was still \$27,372 in 1932-33.

8. Compulsory attendance laws passed in 1909 have aided in getting most of the eligible children into the public schools. The laws of 1909 provide that all children between the ages of 8 and 18 must attend public or private schools. Children over 16 who are working are permitted to attend a part-time school. This law automatically added a large number of children between 14 and 18 to the school rolls.

#### Length of School Term

9. Since the early days of free public education in Spokane, the length of the school term has been increased to 10 months. In 1889-90, the length of the term was only nine months. In 1907-08, the term was lengthened to 9.5 months. In 1919-20, the term was lengthened to 10 months. One would expect that an increase in the length of the term would increase school costs in exact proportion. This may not be true, but there can be no doubt that costs



are increased somewhat by every considerable increase in the length of the school year. It is interesting to note that in 1910-11 and again in 1920-21 the teachers were granted an increase in pay. The added weeks in the term were perhaps only one factor in the new salary scale, but it was a significant one.

#### Better Training of Teachers

10. The laws of 1910 set definite standards for the incoming teachers in the schools of Washington. In order to be certified to teach in the grade schools, the new teacher had to earn a two-year normal diploma. The new high school teacher had to earn an A. B. degree. In 1933-34, it will be necessary for new teachers in the public schools of the state to have a three-year normal diploma for grade school work and a master's degree for senior high school work. The time spent by teachers in preparation for teaching has therefore been increased by about three years. This means that the grade school teacher must spend about 35 per centum more time in preparation than before 1910. The high school teacher must spend about 20 per centum more time than he did before 1910. Eventually the schools must pay the teachers for this extra training. If the schools do not, desirable young men and women will seek other fields of employment.

### Value of the Dollar

11. The drop in the purchasing power of the dollar since 1913 is another vital factor in the story of rising costs. In 1915, the dollar was given an arbitrary value of 100 cents by the United States labor bureau of statistics. Since 1913, the dollar has never had the purchasing power of 100 cents. In 1915, it took 105 cents to equal the purchasing power of the 1913 dollar. In 1920, it required 200 cents to equal the purchasing power of the 1913 dollar. In 1925, it took 179 cents to match 1913's dollar. In 1930, it still took 151 cents, and in 1933 it took 135 cents to equal the purchasing power of the 1913 dollar.

12. The Spokane public schools have not increased expenditures to match the increase indicated as necessary by the United States government. The salaries of the teachers of the district, representing about 75 per centum of the total school costs in Spokane, have lagged behind constantly. Consequently, while the general public (which includes the teachers) was getting in 1930 only 62.1 cents worth of purchasing power from the dollar, the Spokane public schools were getting 20.7 cents.

### Enriched Curriculum

13. The curriculum of the whole school system has been constantly enlarged and improved. Evidence of this is not available for the grade schools. The high school

changes, however, indicate what has been done in all levels. During 1889-90, the high school course of study offered three courses and 31 subjects. Eight courses and 75 subjects are now offered (1932-33). The number of courses has been nearly tripled and the number of subjects have been increased nearly 150 per centum.

#### Special Schools and Services

14. Practically all of the special schools and classes in the Spokane school system have been inaugurated since 1910. The special schools include a juvenile court school, a parental school, a school for mental defectives, and a hospital school for crippled children. Other special schools have been discontinued in the past few years. The special classes conducted include those for the blind and deaf. Speech correction classes are included. From time to time the school system has assumed other responsibilities. These have been too numerous to mention.

15. The cost of the special schools and classes has run as high as \$70,000 for one year. The cost for 1932-33 was still \$39,206.90 for special schools and classes. This sum is over two thirds as much as the whole school system cost for the year of 1889-90.

#### The Building Program

16. The value of Spokane school property in 1932-33 was \$8,059,884.59. In 1899-00, the value of school prop-

erty had been only \$692,527. The value of high school property had increased from \$130,000 in 1900 to exactly \$2,750,075.54 in 1930.

17. To aid in the building of the schools of the city, \$4,575,000 worth of bonds have been issued since 1890. At present \$1,157,000 is still outstanding and must be paid by 1951.

18. This survey has failed to show how operating costs have been increased by the addition of new buildings. However, each new building requires heat, light, water, janitor service, and engineering service. In 1899-00 there were 17 buildings in Spokane. One of these was a high school. In 1932-33 there are 72 buildings in the school system. The number of rooms in the buildings in 1899-00 is not recorded. In 1932-33 there were 772 rooms, 20 auditoriums, and 6 gymnasiums. Perhaps the cost of operating the school buildings has been increased as much as four times since 1899-00.

#### Increase in School Costs

19. The total cost of operation of the public schools of Spokane in 1889-90 was \$33,833.65. In 1930-31, the cost of operation was \$1,880,167.44.

20. The total cost of operation of the Spokane high school (South Central) was \$19,204.12. In 1930-31, the cost of operation was \$695,700.04.

21. Per capita costs for the whole school system were \$20.58 in 1889-90. They had mounted to \$79.54 in 1913-14 and to \$96.81 in 1930-31.

22. Per capita costs for the high school were \$49.43 in 1899-00. They had reached \$115.81 in 1930-31.

23. In the light of the information summarized in statements 1 to 18 inclusive, the author believes that the rise in costs in Spokane has not been excessive. As a matter of fact, it is somewhat surprising that costs have not run higher.

#### Recommendations

It was not the original intention of this survey to conclude with any recommendations whatever. However, the survey has indicated several things that could be done for the benefit of the school system:

1. A Research and Publicity department would be of inestimable value to the Spokane public school system. Practically no research work has been done in the Spokane schools except by Superintendent O. C. Pratt. One man is not enough to do the necessary work. Besides, it should be the business of the superintendent to direct research work, not to do the work himself. His time is too valuable to be expended in routine matters.

2. A city survey of school buildings and school attendance should be made in an attempt to consolidate certain grade school buildings. The area of the school dis-

trict is so large (58 square miles) that consolidation ought to be possible and desirable.

3. A study should be made into the advisability of opening a junior college or at least a post-graduate department in Spokane. State funds are not available for a junior college, but they would be furnished for the post-graduate department.

4. The comparative study of 20 cities showed that Spokane has maintained a good average in most of the items considered. The exception to this good showing is in the salaries paid to Spokane teachers. A further study should be made in regard to salaries. If it should verify the impression given by this study, a new salary schedule would seem to be in order.

5. The economy measures adopted by the school board during the recent depression should be studied carefully. Where these measures have not resulted in injustice or inefficiency, they should be retained. Certainly some of the economy measures were not to the best interests of the school system.

6. A study of the Spokane junior high school situation should be made. Either the junior high school organization should be carried to completion or abandoned. As it now stands, the junior high school in Spokane seems to be unsuccessful.

## BIBLIOGRAPHY

## Historical References

Durham, Nelson W., Spokane and the Inland Empire: 3 Vols., Chicago, Spokane, and Philadelphia, S. J. Clarke Publishing Company, 1912.

This is a complete history of Spokane and the Inland Empire from the Lewis and Clark expedition to 1910. Although this is a subscription history, it is accurate in its recording of dates and statistics. There is a tendency on the part of the author to become imaginatively romantic in the handling of some of his details. For his basic material he has drawn generously upon the early files of Spokane newspapers and statements made by pioneer residents of the city.

Edwards, Rev. Jonathan, History of Spokane County: 3 Vols., Spokane, W. H. Lever, Publisher, 1900.

Edwards' history was the first attempt to set down the events of importance in Spokane County. The subject matter covers the same events mentioned in the volumes written by Durham except that the account ends during the early part of 1900. Many important happenings are sketchily handled. There is a tendency on the part of the author to make the account read like fiction. The History of Spokane County is rated by local authorities below the work of Durham and the work of Fuller.

Fuller, George, W., The Inland Empire: 4 Vols., Spokane and Denver, H. G. Linderman, Publisher, 1928.

Apparently Fuller has based his account on the books previously written by Durham and by Edwards. However, this history is highly rated because of the statements regarding the geography and geology of Spokane and the Inland Empire. The facts related are more general in scope than the statements by Durham and Edwards. There is little attempt to become romantic or imaginative. Had Fuller spent more time on this history, it would undoubtedly have been the best of the three local histories published.

### EXPLANATION OF CHANGES IN CONTENTS OF BILT LIST 81

The Board of Education of the Spokane Public Schools issued 12 reports in printed form from 1889-90 to 1917-18. These reports contained all information considered valuable by the Board. The first report was for 1889-90; the second was for 1890-91. Beginning with 1893-94, these reports were issued every two years until 1917-18. Seven of these reports by the Board are used as references in this study.

With the year 1919-20, a change in school reports took place. At irregular intervals the superintendent has published his own annual report to cover some point of especial interest to the schools at the time. So far there have been 10 of these reports. Four of these are listed as references in this study.

An annual report by the secretary of schools has been issued each year since 1919-20. Fourteen such reports are in existence. Nine of them are references for this present work on the cost of secondary education in Spokane. The complete list of annual reports used in this research follows:

#### Annual Reports of the Board of Education

Annual Report of the Public Schools of Spokane, Washington.

Sixteenth annual report, 1889-90, Spokane, 1890, p. 1-70.

Biennial Report of the Public Schools of Spokane, Washington.

Twenty-first and twenty-second annual reports, 1894-95

and 1895-96, Spokane, 1896, p. 4-127.



Biennial Report of the Public Schools of Spokane, Washington.  
Twenty-fifth and twenty-sixth annual reports, 1898-99  
and 1899-1900, Spokane, 1900, p. 6-140.

Biennial Report of the Public Schools of Spokane, Washington.  
Thirty-first and thirty-second annual reports, 1904-05  
and 1905-06, Spokane, 1906, p. 7-91.

Biennial Report of the Public Schools of Spokane, Washington.  
Thirty-third and thirty-fourth annual reports, 1906-07  
and 1907-08, Spokane, 1908, p. 8-94.

Biennial Report of the Public Schools of Spokane, Washington.  
Thirty-fifth and thirty-sixth annual reports, 1908-09  
and 1909-10, Spokane, 1910, p. 9-137.

Biennial Report of the Public Schools of Spokane, Washington.  
Thirty-ninth and fortieth annual reports, 1912-13 and  
1913-14, Spokane, 1914, p. 10-112.

Annual Reports of the City Superintendent

Annual Report of the Superintendent. Thirty-third annual re-  
port, 1920-21, Spokane, Washington, 1921, p. 1-25.

Biennial Report of the Superintendent of Schools. Thirty-  
fifth and thirty-sixth annual reports, 1922-23 and 1923-24,  
Spokane, Washington, 1924, p. 3-53.

Fifty-fifth Annual Report of the Spokane Public Schools. Re-  
port of the Superintendent, Spokane, Washington, 1930,  
p. 8-39.

Fifty-eighth Annual Report of the Spokane Public Schools.  
Report of the Superintendent, Spokane, Washington, 1933,  
p. 5-61.

Annual Reports of the Secretary of the Board

Annual Report of Secretary. Forty-fifth annual report, 1919-20,  
Spokane, Washington, 1920, p. 1-41.

Annual Report of Secretary. Forty-sixth annual report, 1920-21,  
Spokane, Washington, 1921, p. 1-44.

Annual Report of Secretary. Fiftieth annual report, 1924-25,  
Spokane, Washington, 1925, p. 1-40.

Annual Report of Secretary. Fifty-first annual report, 1925-26,  
Spokane, Washington, 1926, p. 1-47.

Annual Report of Secretary. Fifty-fourth annual report, 1928-29,  
Spokane, Washington, 1929, p. 1-42.

Annual Report of Secretary. Fifty-fifth annual report, 1929-30,  
Spokane, Washington, 1930, p. 1-43.

Annual Report of the Secretary. Fifty-sixth annual report,  
1930-31, Spokane, Washington, 1931, p. 1-48.

Annual Report of Secretary. Fifty-seventh annual report, 1931-32,  
Spokane, Washington, 1932, p. 1-46.

Annual Report of Secretary. Fifty-eighth annual report, 1932-33,  
Spokane, Washington, 1933, p. 1-45.

Miscellaneous School Reports

Pratt, O. C., A Glimpse of Spokane's School Finances; a Board of  
Education Report, October, 1922, p. 1-4.

Pratt, O. C., Public School Directory; a Board of Education Re-  
port, October, 1930, p. 5-83.

Pratt, O. C., Public School Directory; a Board of Education Re-  
port, October, 1933, p. 5-76.

Pratt, O. C., Spokane Salary Schedule; a Board of Education Report, 1921, p. 3-13.

Pratt, O. C., Spokane School Budget, 1933-34; a Board of Education Report, April, 1933, p. 1-21.

Spokane Public School Payroll, 1899-1900; a Board of Education Permanent Record, 1900, unnumbered pages.

Spokane Public School Payroll, 1909-10; a Board of Education Permanent Record, 1910, unnumbered pages.

Spokane Public School Payroll, 1919-20; a Board of Education Permanent Record, 1920, unnumbered pages.

#### Newspaper Articles

Spokane Chronicle, Cowles Publishing Company, Spokane, Washington, November 7, 1932, p. 1.

Spokane Chronicle, Cowles Publishing Company, Spokane, Washington, September 8, 1933, p. 1.

Spokane Press, Press Publishing Company, Spokane, Washington, January 19, 1934, p. 1.

Spokesman Review, Cowles Publishing Company, Spokane, Washington, January 12, 1932, p. 1.

Spokesman Review, Cowles Publishing Company, Spokane, Washington, January 22, 1932, p. 1.

Spokesman Review, Cowles Publishing Company, Spokane, Washington, July 22, 1933, 111 Sections, 1, p. 18-23.

Spokesman Review, Cowles Publishing Company, Spokane, Washington, November 3, 1933, p. 1.

Chamber of Commerce Bulletins

Annual Report of the Spokane Chamber of Commerce, 1930.

Ed. by J. A. Ford, February 1931, p. 3-30.

Pacific Northwest Mining, a Review. Ed. by J. A. Ford, June, 1932, p. 1-8.

Regular Bulletin of the Spokane Chamber of Commerce, 1930.

Ed. by J. A. Ford, March, 1930, p. 1-50.

Spokane, Center of the Rich Inland Empire. Ed. by J. A. Ford, May, 1933, p. 1-10.

Magazine Articles

Educational Costs, School and Society. Ed. by J. McKeen Cattell (New York City, January 10, 1931), p. 62.

State and National Reports

Certification of Teachers, issued by the State of Washington, Olympia, 1932, p. 3-15.

Metropolitan Districts, Fifteenth Census of the United States (1930), Washington, D. C., p. 77, 79, 81, 83, 87, 103, 109, 125, 181, 197, 219, 225, 233, 247.

Session Laws of Washington, 1909, issued by the State of Washington, Olympia, 1910, p. 364.

Session Laws of Washington, 1933, issued by the State of Washington, Olympia, 1934, p. 166-167.

Statistical Abstract of the United States, United States Government Report, United States Department of Commerce (1931), p. 240.

614 Bernard Street  
Spokane, Washington  
October 18, 1933

City Superintendent of Schools  
Long Beach  
California

Dear Sir:

The Professional Status Committee of the Spokane High School Teachers' Association is at present conducting a survey of high school costs in Spokane and in other cities of approximately the same size. Consequently, the committee is collecting data from all cities in the United States with a population between 100,000 and 130,000. Twenty-nine cities fall within this group. The population of Spokane is 115,514.

In addition to the cities between 100,000 and 130,000 in population, the committee is seeking information from seven other communities, which are considered typical of western states. These communities are Seattle, Wash.; Portland, Ore.; Salt Lake City, Utah; Long Beach, Calif.; Walla Walla, Wash.; Boise, Ida.; and Great Falls, Mont.

The purpose of this survey of high school costs is chiefly educational. By it, the teachers of Spokane hope to be able to present the actual facts of high school costs to the citizens of Spokane. The committee expects to compare such items as value of school property, services rendered by the schools, courses of study, mill levy, enrollment, attendance, qualifications of the teachers, and all principal budgetary items. It is the intention of the committee to send a summary of its findings to the superintendent of each participating system.

The committee realizes that this is a year filled with momentous problems for each school executive. Therefore, we are not asking anyone to spend valuable time in filling out a questionnaire. We feel that it would be more convenient for you to mail us:

1. A copy of the report of the school district for the school year of 1932-33.
2. A copy of the school budget for the school year of 1933-34.
3. A copy of the salary schedule for employees of the school district.

We are enclosing postage to cover mailing charges. We are also willing to pay the cost of the reports themselves if you will notify us as to the amount.

Sincerely yours,

1933-34 Taxation valuation of your district \_\_\_\_\_

Taxation valuation is what percent of real valuation \_\_\_\_\_

1933-34 Millage for cost of operation \_\_\_\_\_

1933-34 Millage for bond retirement \_\_\_\_\_

1933-34 Actual bonded indebtedness of your district \_\_\_\_\_

Average daily attendance for 1932- 33 \_\_\_\_\_

Average H. S. daily attendance (1932-33) \_\_\_\_\_

Average J. H. S. daily attendance (1932-33) \_\_\_\_\_

Average grade daily attendance (1932-33) \_\_\_\_\_

School Budget for 1932-33 \_\_\_\_\_

Per capita average cost H. S. pupil 1932-33 \_\_\_\_\_

Per capita average cost J. H. S. pupil 1932-33 \_\_\_\_\_

Per capita average cost grade pupil 1932-33 \_\_\_\_\_

Actual number teaching days: 1932-33 \_\_\_\_\_ : 1933-34 \_\_\_\_\_

1933-34 STATISTICS FOR TEACHERS IN YOUR DISTRICT

Teachers	Number		Yearly Salary		
	Men	Women	Average	Maximum	Minimum
H.S. Teacher					
J.H.S. Teacher					
Grade Teacher					

\*For classification a teacher is defined exactly as defined in the N. E. A. Questionnaire.

HIGH SCHOOL COURSE OF STUDY: 1889-90

Grade Nine

Latin	Scientific	English
1	1	1
Algebra	Algebra	Algebra
Geography	Geography	Geography
Latin Grammar	English Grammar	Bookkeeping
Bookkeeping	Bookkeeping	English Grammar
2	2	2
Algebra	Algebra	Algebra
Latin Grammar	English Grammar	English Grammar
Government	Government	Government
Higher Arithmetic	Higher Arithmetic	Higher Arithmetic

Grade Ten

1	1	1
Higher Arithmetic	Higher Arithmetic	Higher Arithmetic
German	German	English History
Caesar and Prose	Drawing	Drawing
Composition	Philosophy	Philosophy
Botany	2	2
2	Algebra	Algebra
Algebra	German	English History
German	American Lit.	Rhetoric
Caesar and Prose	Botany	Botany
Composition		
Botany		

Grade Eleven

1	1	1
Algebra	Algebra	Algebra
German	German	Arithmetic
Cicero and Prose	Rhetoric	American Lit.
General History	General History	General History
2	2	2
Geometry	Geometry	Geometry
Cicero and Prose	General History	General History
Chemistry	Chemistry	Chemistry
English Lit.	English Lit.	English Lit.



Grade Twelve

1  
Geometry  
Virgil  
Astronomy

2  
Geometry  
Virgil  
Psychology

1  
Geometry  
Geology  
Astronomy

2  
Geometry  
Zoology  
Psychology

1  
Geometry  
Geology  
Astronomy

2  
Geometry  
Zoology  
Psychology

## The Lewis and Clark High School--Courses of Study, 1932-1933

	CLASSICAL	SCIENTIFIC	GENERAL	COMMERCIAL A—GENERAL BUSINESS	COMMERCIAL B—STENOGRAPHIC and SECRETARIAL	MANUAL ARTS	HOME ECONOMICS	FINE ARTS
<b>First Year</b>	ENGLISH ALGEBRA LATIN Ancient History General Science Manual Arts or Home Economics  PHYSICAL TRAIN.	ENGLISH ALGEBRA GENERAL SCIENCE Ancient History Foreign Language Manual Arts or Home Economics  PHYSICAL TRAIN.	ENGLISH ALGEBRA Foreign Language General Science Manual Arts or Home Economics  PHYSICAL TRAIN.	ENGLISH JUNIOR BUSINESS PRACTICE COMMERCIAL ARITHMETIC and COMMUNITY LIFE Algebra General Science Ancient History  PHYSICAL TRAIN.	ENGLISH JUNIOR BUSINESS PRACTICE COMMERCIAL ARITHMETIC and COMMUNITY LIFE Algebra General Science Ancient History  PHYSICAL TRAIN.	ENGLISH ALGEBRA SHOP WORK, ME- CHANICAL and FREEHAND DRAWING Ancient History General Science Foreign Language  PHYSICAL TRAIN.	ENGLISH CLOTHING—1st sem. FOODS and NUTRI- TION—2nd sem. GENERAL SCIENCE Ancient History Foreign Language Algebra  PHYSICAL TRAIN.	ENGLISH ANCIENT HISTORY FINE ARTS Algebra General Science  PHYSICAL TRAIN.
<b>Second Year</b>	ENGLISH GEOMETRY LATIN Foreign Language Modern History Zoology or Botany  PHYSICAL TRAIN.	ENGLISH GEOMETRY ZOOLOGY or BOTANY Foreign Language Modern History  PHYSICAL TRAIN.	ENGLISH GEOMETRY Foreign Language Modern History Zoology or Botany  PHYSICAL TRAIN.	ENGLISH BOOKKEEPING INDUSTRIAL GEOGRAPHY and CIVICS Foreign Language Modern History Geometry  PHYSICAL TRAIN.	ENGLISH BOOKKEEPING INDUSTRIAL GEOGRAPHY and CIVICS Foreign Language Modern History Geometry  PHYSICAL TRAIN.	ENGLISH GEOMETRY SHOP WORK, FOUNDRY, and MECHANICAL DRAWING Foreign Language Modern History Zoology or Botany PHYSICAL TRAIN.	ENGLISH COSTUME DESIGN 1st semester CLOTHING 2nd semester Geometry Foreign Language Modern History Zoology or Botany PHYSICAL TRAIN.	ENGLISH MODERN HISTORY FINE ARTS Zoology or Botany Geometry Foreign Language  PHYSICAL TRAIN.
<b>Third Year</b>	ENGLISH PHYSICS or CHEMISTRY LATIN Foreign Language Intermediate Algebra Solid Geometry Civics Reading and Speaking News Writing  PHYSICAL TRAIN.	ENGLISH PHYSICS MODERN LAN- GUAGE Intermediate Algebra Solid Geometry Civics Reading and Speaking News Writing  PHYSICAL TRAIN.	ENGLISH PHYSICS or CHEMISTRY CIVICS Foreign Language Intermediate Algebra Solid Geometry Reading and Speaking News Writing  PHYSICAL TRAIN.	ENGLISH BOOKKEEPING Foreign Language Chemistry Physics Shorthand and Type- writing Reading and Speaking  PHYSICAL TRAIN.	ENGLISH SHORTHAND and TYPEWRITING Foreign Language Bookkeeping Modern History Reading and Speaking  PHYSICAL TRAIN.	ENGLISH PHYSICS ELECTRICITY, MACHINE SHOP, or ARCHITEC- TURAL DRAW. Foreign Language Intermediate Algebra Solid Geometry Civics Reading and Speaking  PHYSICAL TRAIN.	ENGLISH FOODS and NUTRI- TION—1st sem. INTERIOR DECO- RATION—2nd sem. H. ARTS CHEM. Foreign Language Intermediate Algebra Solid Geometry Civics Reading and Speaking  PHYSICAL TRAIN.	ENGLISH FOREIGN LANGUAGE FINE ARTS—A or B Chemistry Intermediate Algebra Solid Geometry Civics Reading and Speaking  PHYSICAL TRAIN.
<b>Fourth Year</b>	ENGLISH U. S. HISTORY LATIN Foreign Language Economics History of Northwest Trigonometry Advanced Algebra Chemistry Geology Reading and Speaking Sociology  PHYSICAL TRAIN.	ENGLISH U. S. HISTORY CHEMISTRY Foreign Language Economics History of Northwest Trigonometry Advanced Algebra Geology Reading and Speaking Sociology  PHYSICAL TRAIN.	ENGLISH U. S. HISTORY Foreign Language Economics History of Northwest Trigonometry Advanced Algebra Chemistry Geology Reading and Speaking Sociology  PHYSICAL TRAIN.	ENGLISH U. S. HISTORY ECONOMICS COMMERCIAL LAW History of Northwest Shorthand and Type- writing Reading and Speaking Sociology  PHYSICAL TRAIN.	ENGLISH U. S. HISTORY SHORTHAND and TYPEWRITING ECONOMICS COMMERCIAL LAW  PHYSICAL TRAIN.	ENGLISH U. S. HISTORY MACHINE SHOP or MECHANICAL DRAWING Foreign Language Economics History of Northwest Geology Trigonometry Advanced Algebra Chemistry Reading and Speaking PHYSICAL TRAIN.	ENGLISH U. S. HISTORY CLOTHING—1st sem. FOODS and NUTRI- TION—2nd sem. Foreign Language Economics History of Northwest Reading and Speaking  PHYSICAL TRAIN.	ENGLISH FOREIGN LANGUAGE FINE ARTS—A or B ART APPRECI- ATION U. S. HISTORY Economics History of Northwest Reading and Speaking  PHYSICAL TRAIN.

The subjects in capitals are required. Others are optional.

Music, Public Speaking and Commercial subjects do not ordinarily satisfy college entrance requirements.

Chorus, Orchestra, and Band are elective for four years. Music Appreciation, History of Music, and Harmony are elective in the last three years.

Fine Arts elective for two years.

Metal Art and Art Appreciation elective to Seniors. Applied Arts and Lettering elective for one year.

One period electives in Home Economics: Social Relations, girls 10th, 11th, 12th grades; boys 11th and 12th grades. Clothing Selection, 11th and 12th grades. Personal and Home Problems, 11th and 12th grades. Commercial Decoration, 11 and 12th grades.

# High School Text Books--1932-1933

Form 11

## ENGLISH

Herman's Studies in Grammar  
Tanner's Composition and Rhetoric  
Greever and Jones' Century Handbook of Writing  
Bowlin and Marsh's Vocational English  
Long's Outlines of English Literature  
Rich's A Study of the Types of Literature  
Phillips' Effective Speaking  
Holzinger's Fundamentals of Business English  
Laycock and Spofford's Manual of Argumentation  
Newcomer and Andrews' Twelve Centuries of English Poetry and Prose  
Tanner's Essay and Essay Writing  
Miller's High School Reporting and Editing  
The Lake High School Song Book

## LATIN

Ullman and Henry's New Elementary Latin  
Ullman and Henry's Second Latin Book  
Gunnison and Harley's Cicero's Orations  
Greenough, Kittredge and Jenkins' Virgil's Aeneid  
Gleason's Ovid  
D'Ooge's Latin Composition  
Nutting's Supplementary Latin Composition  
Bennett's Latin Grammar

## MODERN LANGUAGES

Bacon's New German Grammar  
Friedman Arjona-Carvajal's Spanish  
DeVitis' Spanish Reader  
Hills and Cano's Cuentos y Leyendas  
Downer and Knickerbocker's A First Course in French  
Meras' Le Premier Livre  
Meras' Le Seconde Livre  
Comfort's French Prose Composition  
Francois' Advanced French Prose Composition  
Selected Editions of French Classics  
Selected Editions of Spanish Classics  
Selected Editions of German Classics

## HISTORY AND ECONOMICS

West's Early Progress  
West's Modern Progress  
Bourne and Benton's American History for Secondary Schools  
Schafer's History of the Pacific Northwest  
Magruder's American Government  
Williamson's Introduction to Economics

Ross' Civic Sociology  
Edmonson and Dondineau's Citizenship through Problems

## ART

Reinach's Apollo

## SCIENCE

Clement, Collister and Thurston's Elementary Science  
Harris and Lacey's Everyday Foods  
McGowan and Waite's Textiles and Clothing  
Bergen and Caldwell's Practical Botany  
Kellogg and Doane's Economic Zoology  
Black and Davis' Practical Physics  
Black and Conant's Chemistry  
McPherson and Henderson's Laboratory Practice in Chemistry  
Bailey's Sanitary and Applied Chemistry  
Backwelder and Barrows' Elements of Geology  
Todd's New Astronomy  
Jackson and Black's Elementary Electricity and Magnetism

## MATHEMATICS

Schorling and Clark's Modern Algebra  
Wells and Hart's Second Course in Algebra  
Hawkes' Advanced Algebra  
Wells and Hart's Modern Plane Geometry  
Well's New and Plane Trigonometry  
Kenyon and Ingold's Elements of Plane Trigonometry  
Wentworth and Hill's Logarithmic Tables

## COMMERCIAL

Sutton and Lennes' Business Arithmetic  
Gregg Shorthand  
Gregg Speed Practice  
Weaver's Business Law  
Crabbe and Slinker's General Business Training  
Junior Business Practice  
Twentieth Century Bookkeeping  
Rational Typewriting  
Whitebeck's Industrial Geography  
Zaner Method of Writing

## MANUAL ARTS

French and Svenson's Mechanical Drawing for High Schools  
Jones' Essentials of Applied Electricity

# THE LEWIS AND CLARK HIGH SCHOOL

SPOKANE, WASHINGTON

## Courses of Study and General Information

1932-1933



## REGULATIONS

The courses of study of The Lewis and Clark High School require an average of at least four hours of preparation daily from the student of ordinary ability.

Usually pupils will be able to make one-half of the necessary preparation in the school room. They should devote not less than two hours to intensive study at home. Pupils who are not in good health, those who engage in outside occupations and those who participate extensively in social functions, will be disappointed in the attempt to complete the course of study in four years. Parents should bear in mind that the demands of the school upon the pupils' activities make it impossible for them to devote attention to matters foreign to serious study on the evenings of school days.

Parents are asked to co-operate with the school in securing the prompt and regular attendance of their children. It should be remembered that the school is a place of business, and that proper reasons for absence or tardiness are few. Much of the discouragement and most of the failures of the unsuccessful student are the results of irregular attendance upon the sessions of the school.

Thirty-two credits, two of which will ordinarily be in physical education, are required for graduation. A credit is given for the satisfactory completion of a five hour subject for one semester.

Students intending to enter college should elect such optional subjects as may be required to meet the entrance requirements of the college chosen.

No student will be given credit toward graduation in any language unless he has completed at least two years' work in that language. In other studies, continuing more than one semester, no credit will be given toward graduation for less than one year's work.

Substitutions will be allowed only when such are needed in preparation for college or for some other equally urgent reason. The consent of the principal must be obtained in such cases.

No student, after selecting a course, will be allowed to change that course, except upon the written request of the parent or guardian and the consent of the principal.

Special students will not be encouraged, and but a limited number permitted.